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The value of the mentor-protege relationship as perceived by the mentor, the protege and the protege's boss

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**The Value of the Mentor-Protege Relationship
as Perceived by
the Mentor, the Protege and the Protege's Boss**

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SUBMITTED TO THE GRADUATE SCHOOL
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ABSTRACT

The Value of the Mentor-Protege Relationship as Perceived by the Mentor,

the Protege and the Protege's Boss

by Terrie Lynn Nolinske

This study identified how the mentor, protege *and* protege's boss perceived the value of the mentor-protege relationship. Do they perceive the value of the relationship in a similar or dissimilar way? Also discussed are benefits of the relationship perceived by respondents as being *most* beneficial and *least* beneficial.

Seventy-five people from a mentor program of an international corporation completed a 12-page questionnaire containing items of potential benefit from the relationship to the organization, mentor and protege. Respondents perceived some benefits of the relationship in significantly different ways.

Mentors and proteges were most likely to perceive improved inter-departmental communication as a benefit. Mentors were most likely, bosses least likely, to perceive the following as benefits to the organization: improving intra-departmental communication, helping women/diverse individuals succeed, building better work teams and spreading a power base around the organization.

Mentors/bosses and mentors were more likely than proteges and bosses to perceive mentoring as increasing the mentor's confidence. Mentors/bosses ascribed a higher value than mentors to the item: a mentors' recognition increases within the organization. Mentors ascribed a higher value than proteges to the

item: mentors gain an opportunity for leadership. Mentors more than proteges perceived that the protege feels supported from the relationship.

Bosses were significantly less satisfied than other groups with coaching, counseling and acceptance-and-confirmation functions of the relationship. Mentors and mentors/bosses were more likely than proteges and bosses to perceive the relationship as being beneficial.

Since the mentor-protege relationship affects the protege's behavior, attitudes and skills on the job it is important to include the protege's boss in some aspect of the relationship. Results of this study support the concept of peer relationships, indicating that a triadic relationship (mentor-protege-boss) may be more appropriate than a dyadic one (mentor-protege). Recommendations for including the boss in the mentoring process are presented.

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INTRODUCTION

The mentor-protege relationship is assumed by organizations to be an important means of career development for both the mentor and the protege. This relationship has benefits for both mentor and protege -- benefits that might include renewed interest in work, satisfaction received from helping another to learn the ropes and politics of the organization, and the opportunity to learn new attitudes, behaviors and skills. The organization as a whole benefits from the mentor-protege relationship since the relationship develops new talent, aids in employee recruitment and retention and fosters communication across departments within the organization.

The literature contains numerous articles and studies focusing on the benefits to the mentor and the protege. However, few studies, if any, look at how these benefits are perceived by the mentor, the protege *and* the protege's boss. How do they perceive the mentor-protege relationship and do they perceive the value of the relationship in a similar way? What do they identify to be the most and least important benefits of the mentor-protege relationship to the mentor, to the protege and to the organization? Answering these questions may help organizations more clearly define goals and outcomes of the mentor-protege relationship when they offer employees opportunities for professional growth and development.

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PROBLEM STATEMENT

Of the articles and studies documenting the benefits of the mentor-protege relationship some examine the benefits of the relationship from the standpoint of one of the three individuals involved but few, if any, include the mentor, the protege *and* the protege's boss. In fact the protege's boss has been virtually ignored in the detailing of events surrounding the mentor-protege relationship yet this individual plays an important role in integrating the protege into the job and work environment. The mentor-protege relationship has implications for the protege-boss relationship. It would seem important to describe how each individual associated with the mentor-protege relationship, including the boss, perceives the benefits of that relationship to themselves and to the organization.

While numerous benefits resulting from the mentor-protege relationship to the mentor, to the protege and to the organization have been described it is unknown how those benefits are defined and whether or not those benefits are perceived in the same way by the mentor, the protege *and* the protege's boss. In identifying benefits of the mentor-protege relationship, do the mentor, protege and protege's boss value similar or different things? Describing these benefits may help organizations structure the mentor-protege relationship within their professional development programs.

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STATEMENT OF PURPOSE

The overall purpose of this study is to determine which functions in the mentor-protege relationship are perceived as being more beneficial, thus of more value, to the mentor, to the protege, and to the protege's boss. This will help determine whether or not these three groups perceive mentoring in a similar or dissimilar way. It may also show whether or not groups who share similar perceptions value the relationship more than those groups who differ in their perceptions of the benefits of the relationship.

The first purpose of this study is to identify how the mentor, the protege and the protege's boss perceive the value of the mentor-protege relationship. It is also to determine whether they perceive the value of the relationship to themselves and to the organization in a similar or dissimilar way.

A second purpose of this study is to identify outcomes perceived as being most beneficial and least beneficial by the mentor, the protege and the protege's boss to themselves and to the organization.

A third purpose of this study is to assist the participating organization in conducting an assessment of their Mentor Program and help them to further define new directions for their professional development program.

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RESEARCH QUESTIONS

1. How do the mentor, the protege, and the protege's boss perceive the value of the mentor-protege relationship to themselves and to the organization?

2. What do the mentor, the protege, and the protege's boss perceive to be of *most* benefit to themselves and to the organization as a result of the mentor-protege relationship?

3. What do the mentor, the protege, and the protege's boss perceive to be of *least* benefit to themselves and to the organization as a result of the mentor-protege relationship?

4. Do the mentor, the protege and the protege's boss perceive the value of the mentor-protege relationship to themselves and to the organization in a similar or dissimilar way?

LITERATURE REVIEW

Mentoring Defined

Mentoring relationships have been prevalent since ancient times. In Greek mythology, when Ulysses began his ten year odyssey he entrusted his son, Telemachus, to his friend Mentor -- the goddess Athena in disguise. Mentor became father, teacher, advisor, protector and friend to Telemachus as the two developed a relationship based on mutual trust and affection. Dictionary and thesaurus descriptions of a mentor include teacher, guide, wise one, counselor, guru, big brother/sister, father/mother, protector, advisor, sponsor, coach, tutor, master, swami, and pundit. Dictionary and thesaurus descriptions of a protege include disciple, ward, student, pupil, follower; one whose welfare, training, or career is promoted by an influential person; from the French and Latin meaning to protect (Landau & Bogus, 1987; Morris, 1970).

Mentoring has been described as a gift exchange with the mentor showing the protege a new way of seeing and doing, providing a new vision of life (Gehrke, 1988). It has also been described as a "human phenomenon of profundity" (Yamamoto, 1988). The mentor-protege relationship has been referred to as a magical and mysterious process due to the close emotional attachment that can develop between mentor and protege. It is this emotional intensity so often found between mentor and protege that sets the relationship apart from role modeling, coaching or sponsorship -- activities often used

synonymously with mentoring (Horgan, 1992; Rogers, 1982). The Dictionary of Titles ranks mentoring as the highest and most complex level of functioning in the people-related hierarchy of skills (Alleman, 1982).

The mentor-protege relationship may be viewed by some to be less an emotional investment and more a payback to the next generation -- a chance for one generation to guide and help establish the next. In a successful relationship, the protege becomes independent and productive at last, linking the past with the future as thoughts of unfulfilled dreams move the protege forward (Barnett, 1984). The mentoring relationship is thought by some to be one of the most important relationships a person can have in early adulthood (Levinson, 1978). The mentor, usually eight to fifteen years older than the protege, has greater wisdom, authority, and nurturing qualities. The mentor invites the protege "...into the new occupational world, shows him around, imparts his wisdom, cares, sponsors, criticizes, and bestows his blessing. The teaching and sponsoring have their value, but the blessing is the crucial element..." (Levinson, 1978, p. 266).

During the relationship the mentor pulls the protege up through the profession and the organization much as an apprentice finally becomes a master in his chosen vocation. Personal qualities of effective mentors tend to be double edged, as described in the following quote:

> Effective mentors possess mature and integrated personalities.
> They have experienced that season of their lives in which they

learned to balance the extremes of their natures, knowing how to be both destructive and creative, masculine and feminine, attached and separate, young and old. As executives they present a persona characterized by hard decisionmaking (destructive), assertiveness and dominance (masculine), independence (separate) and seriousness (old). To nurture proteges, however, they dream and build for the future of another (creative), are supportive and empathetic (feminine), caring and loving (attachment), and playful (young). Good mentors are strong in their beliefs and convictions -- are dominant people -- but have another side to their personalities which allows them to be gentle, hopeful, and accepting of the protege's uniqueness...it is a gift that ennobles the fortunate (Weber, 1980, p. 21).

Few proteges describe their mentors in the classical sense of a nurturer, supporter, wise teacher or guide, although in one study over two-thirds of them describe someone who groomed them for a higher level position (Merriam, Thomas & Zeph, 1987). The true character of the relationship is depicted in the following quote: "Mentors are guides. They lead us along the journey of our lives. We trust them because they have been there before. They embody our hopes, cast light on the way ahead, interpret arcane signs, warn us of lurking dangers, and point out unexpected delights along the way" (Daloz, 1986, p. 17).

Recent literature reveals the mentor of the 1990s to be a senior person in terms of age and experience, providing information, role modeling, motivation, advice and emotional support for a junior person (the protege) in an interactive relationship which includes political and socialization experiences. This senior person teaches the protege subtle aspects of the organization, exposes the corporate culture and provides the junior person with political perceptions and visibility necessary to move into senior positions (Bowen, 1985; Bolton, 1980; Carden, 1990; Hunt & Michael, 1983; Keys & Wolfe, 1988; Merriam et al., 1987; Noe, 1988; Sands, Parsons & Duane, 1991; Schmidt & Wolfe, 1980; Vance, 1982; Weber, 1980).

Recent literature also makes note of characteristics or qualities thought to be appropriate for the protege to ensure his or her success. In the past the mentor has been older than the protege but this is changing with recent organizational restructuring and downsizing. In order to maintain a position within the company, older employees may find themselves under the guidance of a younger supervisor. Organizations have found the mentor-protege relationship helpful in training or cross training those employees who remain. Employees no longer remain at the same company for life, so it is not unusual to see individuals with second and third careers learn the ropes under a mentor younger than they are. To be compatible with desirable qualities of the mentor, the protege should demonstrate (or have the potential to demonstrate): dependability, responsibility,

initiative, respect, trust, good communication skills, an upwardly mobile attitude and keen interest in learning (Auster, 1984; Carden, 1990; Hennefrund, 1986; Hunt & Michael, 1983; Kirk & Reichert, 1992; Robertson, 1992).

As much as both mentor and protege learn from each other and benefit from the relationship, most proteges give up their mentors when in their mid to late thirties. Most mentor-protege relationships last from two to twelve years and few individuals have more than three or four mentoring relationships in their lifetime (Levinson, 1978). These time frames may vary, depending on whether the relationship is formal or informal. Zey (1985) contends that six months is a minimum in which to orient someone to a corporate culture and teach management skills. The program coordinator of a formalized mentoring program at 3M supports that contention (D. M. Stanislawski, personal communication, July 30, 1993). When using a formal program to achieve these functions it is unrealistic to expect to see substantive results in less than one year and some say the program itself should be run for at least three years in order to see results and evaluate its effectiveness (Murray, 1991). This too may change due to the restructured, leaner organization of the 1990s which seems to on occasion use the mentor-protege relationship as an orientation to the job or as a training tool to ease job transitions.

Definition of terms for this study

Since many definitions of mentors and proteges exist, it is important to define the mentor-protege relationship and associated terms for the purpose of this study. The *mentor-protege relationship* will be defined as "pairing a more skilled or experienced person [*the mentor*] with a lesser skilled or experienced one [*the protege*], with the agreed-upon goal of having the lesser skilled person grow and develop specific competencies, skills and attitudes" (Murray, 1991, p. xiv). The *protege's boss* is the person to whom the protege directly reports within the organization. The *mentor/boss* is someone who plays a dual role within the organization. A mentor/boss is a mentor to a protege in The Mentor Program. A mentor/boss is also the boss of an employee who happens to be a protege in The Mentor Program, mentored by someone other than the mentor/boss.

The primary focus of this study is to see whether or not the mentor, the protege and the protege's boss perceive the benefits of the mentor-protege relationship in a similar or dissimilar way. *Perceptions* carry with them a certain degree of subjectivity since they refer to how individuals view, observe, regard, understand or comprehend the relationships between the mentor-protege, boss-mentor and boss-protege as well as the three-way relationship between them. *Benefits* of the mentor-protege relationship may refer to anything that promotes or enhances the well-being of the mentor, the protege or the protege's boss; that is useful or advantageous to them in their personal and professional lives; or that

improves their situation or environment, however directly or indirectly.

Respondents are asked to describe both their dissatisfaction with and any perceived problems with the mentor-protege relationship. *Problems* may refer to anything that is difficult to deal with or handle such as dilemmas or complex situations within either the relationship or the environment which adversely affects the relationship. *Dissatisfaction* might be described as the feeling of being discontented, disappointed, frustrated or displeased about the relationship itself or the environment within the organization as it relates to The Mentor Program.

This study looks at both the benefits and the problems relative to the mentor-protege relationship within an organization, although admittedly concentrates more on the benefits. It may be possible to draw general conclusions about whether the mentor, the protege and the protege's boss perceive the overall value of The Mentor Program in a similar or dissimilar way. The *value* of the mentor-protege relationship may be thought of as its perceived usefulness, worth, or importance to the mentor, the protege, the protege's boss and, ultimately, to the organization. But how will we know whether or not the value is perceived in a similar or dissimilar way? Respondents will be said to have perceived the value of the benefits in a *similar way* if they respond in a like or comparable fashion. If the responses from each of the four groups overlap with or resemble each other they will be thought of as *similar.* Looking at the relative frequencies will also determine whether or not responses are similar, for

the closer the numbers are to each other the more similar the responses. Respondents will be said to perceive the benefits in a *dissimilar way* if their responses are distinct, different from each other in degree or unrelated. If respondents give a variety of answers and are divergent in their views, they will be thought of as having dissimilar perceptions.

Informal and Formal Mentoring Programs

Informal Mentoring

Most informal mentor-protege relationships evolve as a senior person encounters a junior person with whom s/he happens to work well. Either the mentor or protege is self-appointed or has volunteered to work with the other. After the circumstance or project that brought them together is completed, the two often continue to share knowledge and experiences. Whatever the attraction that brought and kept them together -- rapport, respect, experiences or knowledge -- something sparks and fuels the relationship toward mutual gain and benefit. The belief that the relationship's success results from that initial spark and spontaneous meeting leaves many to question whether or not such relationships can or should be formally arranged. There has been and still is a real fear that something will be lost when such a natural, social experience becomes structured (Fagan & Walter, 1982; Kram, 1986).

Formal Mentoring

While some individuals are fortunate enough to benefit from an informal mentoring experience, many never have this opportunity. Therefore, people in organizations are finding they can create conditions which encourage effective mentor-protege relationships (Fagan & Walter, 1982; Gray, 1986; Hunt & Michael, 1983; Klauss, 1981; Murray, 1991; Zey, 1985). Murray's definition of pairing a skilled or more experienced person with a lesser skilled/experienced person was developed for formal mentoring programs, in which a program coordinator within the organization deliberately pairs a mentor with a protege. Studies have found that dyads are more effective when the protege has some input as to who their mentor will be, which must be built into the process of a formal mentoring program (Burke & McKeen, 1989). The mentor is usually someone other than the protege's immediate supervisor and therefore more able to offer guidance and advice rather than issue directives (Collins & Scott, 1978).

Formal mentoring programs have defined criteria for selecting both mentors and proteges. Voluntary participation is usually important since few relationships are successful if one or the other does not want to be involved. Specific programs to orient and train the mentor and protege to their roles and functions within the relationship are critical since this education enables participants to recognize what they need in addition to realizing what they have to offer (Kram & Bragar, 1992; Murray, 1991). Towards this end, mentors and

proteges might benefit from formalized training to develop skills in such areas as empathetic and active listening, negotiation, conflict resolution, learning contracts, leadership, assertiveness, effective teaching methods, use of feedback, and other issues related to human relations.

The coordinator is usually responsible for maintaining the mentoring program and supporting the relationships by meeting regularly with both mentors and proteges. Conducting some type of formative and/or summative evaluation is also important in order to both modify the program and determine outcomes of the mentor-protege relationship to the mentor, the protege and the organization (Burke & McKeen, 1989; Murray, 1991). The success or failure of mentor programs must be evaluated in terms of whether or not the organization, as well as the participants, benefit or are harmed by the process (Hunt, 1986). Empirical evidence of formal program evaluation, however, is rare in the literature. Consultants and managers of professional development programs admit that many organizations do not take the time necessary to formally evaluate their mentoring programs - to see what really makes them successful or not (J. Crosby and M. Murray, personal communications, Spring/Summer, 1993).

Data exist from both formal and informal mentoring programs to suggest they begin in a variety of ways. The functions served by the programs vary with the career stage and needs of the individuals involved. Guidelines, which allow for these variations and provide a frame of reference for making choices, may suit

most mentors and proteges better than a concrete list of things to do and not to do (Kram & Bragar, 1992).

As many authors have been quick to point out, a mentoring program -- whether formal or informal -- should be one component of a comprehensive system of developing personal and professional needs of people within an organization. The mentoring program must be fully integrated into other components of that system which may include training programs, programs for skill development and growth, career planning, recruitment and retention programs, and performance appraisals (Kram & Bragar, 1992; Murray, 1991).

Models and Theories of Mentoring

Whether functioning within a formal or informal mentoring program, the mentor-protege relationship is an interpersonal relationship that can be better understood from the point of view of several theories and models. Ecological and social theories will briefly be discussed as will models relating to career development, helping relationships and relationship constellations.

Ecological Theory

Ecological theory supports the fact that human relationships develop in the context of person-to-person and environmental interactions (Sands et al., 1991). Such theorists state it is the work environment that facilitates development and provides sources of support to individuals -- that the ability of an individual to

thrive in an environment is related to the "goodness of fit". If the climate of the organization condones giving and receiving guidance, then mentor-protege relationships can exist, since helping relationships are probably embedded in the values, norms and culture of the organization.

Helping Relationship Model

A helping relationship model for moving proteges from passive to active learners provides an accurate portrayal of the mentor-protege relationship (Gray, 1985). As a teacher instructs and motivates students, so the mentor encourages proteges to learn about higher level thinking skills and then helps them to apply those skills. Although hierarchical, the mentor-protege relationship is also mutualistic, since both the mentor and the protege give and receive one from the other (Rogers, 1982). Gray's model demonstrates the give and take of a mentor-protege relationship: 1) mentor takes charge of the protege; 2) mentor directs and instructs the protege based on greater experience; 3) mentor guides joint contributions; 4) mentor provides support while the protege takes over; and 5) mentor steps back as the protege achieves relative independence (see Fig. 1).

M ————> Mp ————> MP————> mP ————> P
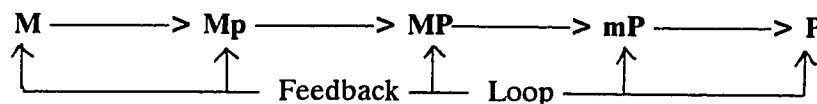
Fig. 1: Gray's Helping Relationship Model shows varying levels of involvement by both mentor and protege (Gray, 1988).

Career Development Model

Helping relationships facilitate critical adjustments as people move from one adult career (or stage) to the next (Klauss, 1981). Interpersonal support can help people make successful transitions in their personal and professional lives. Organizations have used the mentor-protege relationship as a model for career development and training (Hunt & Michael, 1983). Critical dimensions of this framework include the context within which the mentor-protege relationship occurs, the gender of the mentor/protege, characteristics each seeks in the other, stage of the relationship and both positive and negative outcomes to the mentor, protege and to the organization (see Fig. 2).

Context
- work setting
- organizational characteristics
- occupation/profession/position
- interpersonal relationships or social network

Mentor characteristics	**Protege characteristics**
- age differential	- age
- gender	- gender
- organization position	- need for power
- power	
- self-confidence	

Stages and duration of the relationship
Stage 1: Initiation stage
Stage 2: Protege stage
Stage 3: The breakup
Stage 4: Lasting friendship

Outcomes of the relationship

Mentor	Protege	Organization

Fig. 2: Mentor-protege relationship framework as career development and training tool

(Hunt & Michael, 1983).

Social Theory

Social context describes the entire spectrum of roles, responsibilities, expectations, and interactions in the relationship as well as the environment in which it occurs (Tiberius & Billson, 1991). The social arrangements between mentor and protege may contribute to the growth of the relationship as well as its demise, as in cases of harassment. Several key features of a social context which fosters learning and growth include mutual respect, shared responsibility for learning, mutual commitment to goals, effective communication and feedback, cooperation, a willingness to negotiate conflict, and a sense of security (Tiberius & Billson, 1991). Facilitation of significant learning may also depend on attitudinal qualities which exist in the relationship between mentor and protege (Rogers, 1986). These attitudinal qualities may reflect some of the mystique so often associated with some mentor-protege relationships.

Social or cooperative learning may take place if multiple mentors are used (Horgan, 1992). Mentors may work with several proteges at a time, either meeting individually or as a group. In this situation, proteges themselves may work as a group towards common or individual goals, providing support and encouragement for each other. If more than one mentor is involved with each group of proteges the danger of having to be the expert and be all things to all people is minimized since the mentor becomes yet another resource and part of a network.

The Relationship Constellation

The relationship constellation is made up of a range of social relationships, which support an individual's development at every career stage (see Fig. 3) (Kram, 1985). These relationships may be with peers, colleagues, friends, bosses, subordinates, mentors or relatives. The relationship constellation changes with time, allowing new or changed relationships to provide appropriate developmental functions. An individual's personal and professional needs shape his or her unique constellation of relationships. An individual's attitude towards and facility with intimacy, self-disclosure, trust, learning, and the importance placed on work and leisure will influence the extent to which relationships will be established and used. Even in the best of relationships it is difficult to imagine that one person could indeed be everything to someone else. The constellation of relationships is important in the support of those involved in a mentor-protege relationship.

Family Member(s)

Outside work friend(s)   Mentor(s)

Subordinate(s)   Focal Person   Boss

Information peer(s)   Special Peer(s)

Collegial Peer(s)
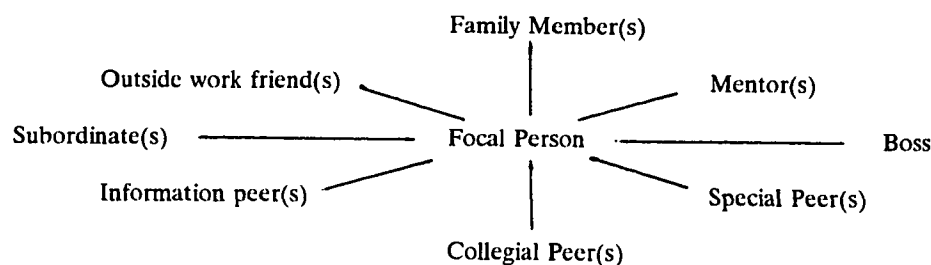
Fig. 3: The Relationship Constellation supports development at every career stage (Kram, 1985).

Phases or Stages of Mentor-Protege Relationship

Many stages and phases of a mentor-protege relationship are described in the literature. These stages and phases seem to be affected by many variables including the age, career plan, capacity to assume responsibility and authority, emotional maturity and life experiences of both mentor and protege. The stages or phase of the moment is more than likely related to the stage of the career life cycle. In a traditional mentor-protege relationship all stages or phases are traversed in an orderly fashion, however in modern times people are quick to pick and choose any stage or role that fulfills an immediate need or purpose.

The most creative phases are found in the gift exchange model, where the gift is created, the protege awakened and then committed to the process before passing the gift on to someone else (Gehrke, 1988). Clawson describes two phases or dimensions -- mutuality and comprehensiveness -- as fully capturing the mentor-protege relationship. Missirian added a third dimension to this -- emotional involvement -- in her three dimensional model (Carden, 1990). The more a relationship contains comprehensiveness, mutuality and emotional involvement, the more likely it is to be a mentor-protege relationship. Other phases and stages described in the literature have a distinct beginning, middle and end; still others are described as a flowing developmental continuum.

One type of continuum, a patron system, consists of advisory and support relationships that could exist in any given profession or organization. Ranked

from most to least intense and from least to most available/flexible are the following four patron relationships: 1) *mentor* as most intense and paternalistic; 2) *sponsor* as less powerful but helpful in shaping careers; 3) *guide* as invaluable in explaining the system; and 4) *peer pals* who provide information to each other to succeed and progress (Shapiro, Haseltine & Rowe, 1978). Another continuum of roles follows career stages, defining functional relationships at each stage. The roles for the senior/junior person at each of four career stages are role model/observer, mentor/mentee, sponsor/protege, and peer/peer (Bolton, 1980).

Other researchers identify not entirely distinct phases or stages such as the initiation, protege, breakup, and lasting friendship stages (Hunt & Michael, 1983); initiation, preparation, sparkle or mutual admiration, development, disillusionment, parting and transformation stages (Phillips, 1978); entry, mutual building of trust, risk-taking, teaching of skills, professional standards and dissolution stages (O'Neill as reported by Bova & Phillips, 1984); and initiation, cultivation, separation and redefinition phases (Kram, 1983).

Since Kram's work best reflects phases of the mentor-protege relationship as used in this study it is important to further describe each phase. Kram studied 18 pairs of junior and senior managers engaged in a mentor-protege relationship in a large Northeastern public utility company. Using in-depth interviews she derived four not entirely distinct phases of a mentoring relationship. The *initiation phase* signals the beginning of the relationship while the second phase,

the *cultivation phase,* may last from two to five years in a more traditional mentor-protege relationship. During this stage the mentor fulfills five career functions and four psychosocial functions. In the third phase, the *separation phase,* the mentor-protege relationship is altered structurally or psychologically within one or both individuals. Kram notes that psychological or emotional separation should occur before structural separation in order to minimize feelings of resentment by either person. The relationship then ends or evolves into a new form during the *redefinition phase.* Kram emphasizes that each phase is characterized by particular affective experiences, developmental functions and interactions shaped by individual and organizational needs.

Functions of Mentor-Protege Relationship

The mentor-protege relationship has great potential to facilitate career advancement and psychosocial development from an adult development perspective. Mentoring enhances career development using the functions of sponsorship, exposure-and-visibility, coaching, protection and challenging work assignments (Kram, 1985). *Sponsorship,* the most often observed career function, involves the mentor actively nominating the protege for lateral moves, promotions, or other opportunities. *Exposure-and-visibility* is a socializing mechanism to allow the protege to develop relationships with key figures in the organization and learn about other parts of the organization. *Coaching* is used by

the mentor when suggesting specific strategies for achieving goals and is an important function throughout the mentor-protege relationship. A mentor *protects* the protege from untimely or potentially damaging contact with others at appropriate times yet does so judicially since this action can either support or smother the protege. Finally, *challenging work assignments* provide opportunities for learning time management, responsibility, and technical skills. Career functions are important because they enhance the protege's visibility and career advancement.

The mentor-protege relationship enhances psychosocial development through role modeling, acceptance-and-confirmation, counseling and friendship (Kram, 1985). *Role modeling* is the most often used psychosocial function; the senior colleague or mentor models attitudes, values, behaviors and skills for the junior colleague or protege to emulate. Kram notes that female subordinates are often ambivalent about whether and how to emulate senior male role models. *Acceptance-and-confirmation* (e.g. mutual liking, trust and respect) makes it easier for the protege to tolerate differences, ambiguity and to take risks. Mentors use *counseling* as they discuss such personal concerns as clarifying one's relationship with self, with the organization and with others. The protege shares doubts, concerns and fears, trusting the mentor to maintain confidentiality. Finally, *friendship* is a function typified by social interaction in the mentor-protege relationship which results in mutual liking and understanding and informal

exchanges about work and personal experiences. Psychosocial functions are important since they enhance each individual's sense of competence, identity and effectiveness in the protege's personal and professional roles.

Functions of a mentor-protege relationship provide parameters around which to build the relationship. The duration of each phase and which functions actually occur during each phase largely depend on the purpose and strength of the relationship. Regardless of good intentions on the part of both mentor and protege, if their relationship is unsupported by the organization it will be a frustrating experience for all involved.

Organizational Effects on Mentor-Protege Relationship

Organizations are faced with challenges created by cultural, social and economic trends including the changing composition of the workforce, labor shortages, the cross-cultural corporation, the merger explosion and the corporate quest for innovation and quality service (Zey, 1986). The decade of the 1990s brings with it 4.5 million fewer entry-level workers than existed in the 1980s (Zey, 1988). To combat the resulting labor shortage organizations require more creative methods of attracting, retaining, and challenging their employees. Many organizations have instituted policies to actively implement mentoring programs, recognizing the role formal and informal mentoring programs play in addressing the professional development of employees (Zey, 1985).

Results of a survey conducted to look at management training and education practices of 1,000 companies in the United States reveal 57% of them use mentoring programs (Saari, Johnson, McLaughlin & Zimmerle, 1988). Having a formal training program in place improves access for those employees, particularly minority employees, who may have had difficulty establishing a mentoring relationship in the absence of such a program. This is particularly critical in these challenging times when, just to remain competitive, employees must constantly learn new skills and adapt to a changing work environment. Organizations have realized that instituting ongoing developmental activities such as mentoring facilitates learning and helps transfer that learning to the work environment (Mann & Staudenmier, 1991).

It is generally in the organization's best interest to foster a high quality mentor-protege relationship to shape attitudes, behaviors and skills (Lawrie, 1987). While there are those who contend that organizations cannot force relationships which ordinarily evolve through mutual liking and compatibility (Clawson, 1985; Kram, 1985) there are others who argue that effective mentoring relationships can be created and facilitated by organizations given appropriate training, policies and procedures (Klauss, 1981; Kram & Bragar, 1992; Murray, 1991; Zey, 1985).

Organizations can take an active role in facilitating employee mentoring through structural environmental changes, education, training and development.

Changes might be made in the reward system so that merit increases and promotions are based in part on participation in a mentor-protege relationship, as appropriate (Burke & McKeen, 1989). The design of the workplace itself might be restructured to promote more opportunities for personal interactions and to foster an open door policy on the part of senior managers. The use of open space and movable dividers can do much to promote this environment. More personal contact with colleagues could be facilitated by modifying job tasks or establishing project teams representing individuals from various career stages across organizational levels and departments.

Mentoring will vary given an organization's cultural context (Hunt & Michael, 1983). The mentoring process is affected by whether the organization is innovative, structured or conservative. It is affected by whether or not decisions are made by individuals, in committees or at multimanagement levels. The mentoring process is affected by the position of the protege and by the position and availability of the mentor. It is affected by whether or not the protege's boss is also the mentor and, if not, how the boss is incorporated into the process. The mentoring process can be affected by differences in careers/occupations and by the gender of the mentor and of the protege. It is also affected by how the success of the mentor-protege relationship is measured; whether outcomes are measured by profit and ability to move up the corporate ladder or by professional contributions and tenure within professional specialty (Hunt & Michael, 1983).

Results of studies recommend that organizations can and must do more to educate employees about the mentor-protege relationship by: 1) increasing awareness about the mentoring process and its benefits; 2) targeting specific jobs or positions which might benefit from a mentoring relationship (Lawrie, 1987); 3) providing incentives for participation in the relationship (Burke & McKeen, 1989; Farren et al., 1984; McKenna, 1988; The Woodlands Group, 1980); 4) orienting and training all involved in the relationship -- reviewing major roles and responsibilities (Burke & McKeen, 1989; Kram & Bragar, 1992; Murray, 1991); 5) making employees aware that it is behavior, not a certain personality type or characteristic, that makes one an appropriate mentor or protege (Alleman, 1982; Reich, 1986)); 6) sponsoring workshops and seminars on the mentoring process to remove some of its mystique and exclusivity; 7) supporting the mentor, the protege and protege's boss throughout the process by establishing a communication and feedback loop; (Farren et al., 1984; Gray, 1985); and 8) evaluating outcomes of the mentor-protege relationship, comparing them to initial program goals/objectives (Kram & Bragar, 1992; Murray, 1991).

To help ensure success of any mentoring program, organizations might do well to remember the practical acronym developed for use at Merrill Lynch to describe mentoring activities: *m*anage, *e*ncourage, *n*urture, *t*each *or*ganizational *r*esponsibility (Farren et al., 1984).

Positive Outcomes of Mentor-Protege Relationship

If an organization has assumed responsibility for nurturing and supporting participants in the mentor-protege relationship then all involved in this relationship, however directly or indirectly, should perceive benefits to themselves and to the organization regardless of the mentoring program's level of formality.

Benefits to Protege

Two of the most important outcomes of the mentor-protege relationship for the protege appear to be those gained from instruction in and discussion of career functions and psychosocial functions during the relationship (Bowen, 1985; Kram, 1983; Noe, 1988). Career functions include receiving challenging work assignments and increased exposure/visibility, receiving protection and shelter, and being sponsored for new opportunities. One of the most important things a mentor can do is to help the protege determine what his or her strengths and weaknesses are and to set goals accordingly (Reich, 1985). Often helping the protege to come to terms with any discrepancies between what the protege thinks the job is about and what in fact it is can be a first step.

One study found the job assignment to be the single most important variable in career planning for the protege (Dalton et al., 1977). Developing a career plan in addition to learning behavioral, affective and cognitive skills are important benefits leading to opportunities for career success (Alleman & Gray, 1986; Hunt & Michael, 1983; Kirk & Reichert, 1992; Myers & Humphreys, 1985;

Odiorne, 1985). The opportunity to gain professional contacts within and outside of the organization not only provides the protege with a wide range of resources and increased visibility but gives them a sense of belonging to a large social network (Burke & Bice, 1991; Klauss, 1981; Rogers, 1986).

Proteges have the luxury of going out into the world to test their knowledge, returning to a supportive environment where they can talk things over with their mentor. Similarly, if things get too rough, overwhelming or controversial on the job the mentor acts as a buffer between the protege and his or her peers, superiors, subordinates or clients. Due to the protective nature of this relationship proteges tend to have little fear of failure and are more likely than nonproteges to be creative, accept challenges and take appropriate risks (Bova & Phillips, 1984; Evans, 1984). Proteges also tend to learn more quickly than nonproteges and develop the ability to reason and think critically about problems and their possible solutions. Through interactions with their mentors proteges develop methods of objective evaluation on which to base their decisions (Rogers, 1982; Schon, 1987). All of these skills can certainly contribute to increased productivity on the job and further opportunities for career success (Murray, 1991).

Proteges demonstrate more satisfaction with their work and career than do those not part of a mentoring relationship (Alleman & Gray, 1986; Hunt & Michael, 1983; Murray, 1991). A study of the mentor-protege relationship at

Merrill Lynch reveals that one mentor worked with up to four proteges, sharing expertise about planning career paths, preparing budgets, and learning time management skills. Proteges were encouraged to explore new areas of the organization and learn about the organizational structure. Time was spent discussing and experiencing the organization's norms and culture in addition to learning how to maneuver the political ropes of the organization (Farren et al., 1984; Murray, 1991; Vance, 1992). Proteges include, as a benefit of the mentor-protege relationship, increased acceptance and increased stature among their colleagues and superiors which often leaves them with a sense of empowerment.

In an oft-quoted survey of 3,976 executives, responses reveal that those executives who had a mentor earned more money at a younger age, were better educated and more likely to follow a career plan. They were also more apt to mentor others later on in their careers (Roche, 1979). Other studies have also shown that proteges are better paid and promoted to higher positions at a younger age than nonproteges (Henderson, 1985; Klauss, 1981).

Psychosocial functions include role modeling, acceptance-and-confirmation, counseling and friendship. Benefits related to psychosocial functions include developing work ethics and work values. As a direct result of the mentor's role modeling behaviors, the proteges learn specific values, behaviors, attitudes and skills to be applied in both their personal and professional lives. Mentors encourage and facilitate development of the protege's confidence and self esteem

(Hamilton, Murray, Lindholm & Myers, 1989). A study of women working in an internal revenue office in Milwaukee reveals that mentors facilitate not only self esteem and confidence but also an ability to be assertive in countering nontraditional attitudes towards women in the workplace (Vertz, 1985).

Developing a strong sense of professional identity is also usually a topic of many discussions during the relationship (Bova & Phillips, 1984; Eckel & Sawyer, 1986). Learning how to assume a leadership role may also be an important lesson passed from mentor to protege (Klauss, 1981; Vance, 1982). Awareness of the mentor's support increases the protege's confidence which enhances his or her competency in skill development (Hamilton et al., 1989). Mentors teach their proteges skills related to taking risks, communication, active listening, trust and respect for people. The time the mentor and protege take to cultivate trust, respect, mutual liking and support for each other in their relationship is well spent, since those same qualities will carry over into other relationships.

The mentor-protege relationship benefits the protege in ways that are explicit as well as those implicit in the nature of human relationships. It is important to keep in mind that whatever benefits the protege also benefits the mentor and the organization itself. In an interview of executives involved in mentor-protege relationships within the Jewel Corporation, protege-turned-mentor Franklin J. Lunding talked about the company's first assistant philosophy:

"Executive responsibility involves assisting people down the line to be successful. The boss in any department is first assistant to those who report to him...it helps [people]; after it helps them, it helps the business" (Collins & Scott, 1978, p. 90).

Benefits to Organization

When organizations need to create an environment which fosters the development of others they often implement a mentoring program, formal or informal, to accomplish three things: teach important aspects of the business, teach the proper use of power, and offer a safe environment in which to practice both (Alleman, 1982).

Not only is it easier to recruit applicants for an organization with a mentoring program, their socialization once hired is faster and less stressful. Retention is often much higher for organizations with such programs than for those without (Alleman & Gray, 1986; Bova & Phillips, 1984; Carden, 1990; Evans, 1984; Murray, 1991; Myers & Humphreys, 1989; Zey, 1988). AT & T Bell Laboratories, Motorola, Merrill Lynch and other companies have found formalized mentoring programs to be a powerful tool in both the recruitment and retention of employees (Land, 1989, Zey, 1988). Mentoring programs have been known to allow departments to accurately select and develop new talent since they can help an organization identify the skills it needs and wants to increase (Alleman & Gray, 1986). This is of growing importance given the qualified labor shortage of the 1990s (Zey, 1988) but Motorola recognized the necessity in the

early 1980s. The Motorola Mentor Program in South Florida began to address the issues of under-used technical talent, to assist new grads in the transition from academia to industry, and to recruit and retain highly qualified human resources. After eight years, it has ceased to exist as a separate program and has become instead a part of the corporate culture (Land, 1989).

As new talent is developed through the mentor-protege relationship there is generally a strong sense of protege loyalty and identification with the organization (Farren et al., 1984). New talent can also be responsible for creative ideas which can enhance services offered by the organization. Those involved in a mentor-protege relationship are usually active not only throughout the organization but also in professional organizations which in turn brings visibility and resources back to the workplace.

As organizations position themselves to increase diversity in the workplace they are starting to recruit employees of diverse natures and backgrounds. Mentoring programs foster employees with high potential, including women, people of color and those with physical and emotional challenges, who might not otherwise have had an opportunity for such development. Mentor-protege relationships facilitate adaptation to new cultures. People of all abilities have an opportunity to be groomed for advancement in order to improve the organization's bench strength and diversify the workforce (Bova & Phillips, 1984; Keys & Wolfe, 1988; Zey, 1988).

Productivity and quality performance tend to be higher in organizations which support mentoring programs. Participants in mentoring programs at AT & T have found the mentoring programs to be very beneficial in reducing the frustration often experienced by new employees (the proteges) by minimizing potential work errors ordinarily caused by lack of information (Shaw, 1989).

Mentoring offers a cost-effective way to minimize formal training costs and maintain a work force that is well trained and very flexible (Alleman & Gray, 1986; Bova & Phillips, 1984; Halatin, 1981; Murray, 1991). Research has shown that time spent by a mentor and protege talking about activities can improve performance; and that reflection has a positive impact on performance (Schon, 1983). Mentor-protege relationships facilitate job transitions for those employees who have been cross-trained or transferred into a new area (Tannenbaum & Yukl, 1992; Zey, 1988). In the case of a promotion decision, those with mentors involved in the process are more likely to be considered for promotion and to have received experiences facilitating that process than those without mentors (McKenna, 1988). Improved team building results from the mentor-protege relationship in addition to improved inter-departmental and intra-departmental communications. Mentoring increases the visibility of individuals and departments participating in mentoring programs (Carden, 1990; Lawrie, 1987).

Organizations which support mentoring programs are perceived by their customers as more user-friendly and humane than those without mentoring programs (Halatin, 1981; The Woodlands Group, 1980; Murray, 1991). Morale tends to be higher in mentored organizations, which seem to enjoy a more positive public image than their mentorless counterparts (Bova & Phillips, 1984). It is well documented that those who have been mentored are more likely to mentor others, which perpetuates the process and keeps the organization fresh (Carden, 1990; Hunt & Michael, 1983; Hennefrund, 1986; Roche, 1979).

Depending on the structure and needs of the organization, it may be in everyone's best interest to implement multiple mentoring. This involves from one to several mentors acting as resources for a group of proteges instead of working with the traditional one-to-one model (Horgan, 1992; Odiorne, 1985). This model puts more emphasis on the relationship functions rather than on the relationship itself. Proteges capitalize on each mentor's strengths and learn more about the organization since mentors may be at a different organizational level, which lets them offer varying perspectives, experiences and expertise. Another advantage of using the multiple mentoring model is that more underrepresented minorities, including women, will have access to mentors since the elitism is removed from the model. Another benefit is that, due to the cross representation of departments and organizational levels, information received by proteges is more consistent across the organization than in the one-to-one model of mentoring.

The mentor-protege relationship has long been a mechanism through which to develop potential managers who will eventually fill executive positions, achieve business objectives and attain competitive advantages for their organizations (Mann & Staudenmier, 1991). The relationship cultivates professional and technical competence along with knowledge about how to behave at each organizational level. Evans (1984) notes that when an organization has many people in a mentor-protege relationship there is often a loss of centralized organizational control and an increased managerial efficiency. It is well studied and documented that mentoring programs develop effective managers while providing continuity in both managers and management (Carden, 1990; Keys & Wolfe, 1988; Tannenbaum & Yukl, 1992). Just as the mentor benefits from renewed motivation and interest in work, so the organization benefits from renewed commitment of its senior people (Murray, 1991). Many mentoring programs get their start when organizations identify a need for management succession plans (Hennefrund, 1986; Murray, 1991) while others are begun as a socialization to power (Zey, 1988). Mentoring programs decentralize the power within an organization (Hunt & Michael, 1983). It is the responsible, creative and resourceful mentor who can use this power wisely and to the advantage of all involved.

Benefits to Mentor

As the other human factor in the mentor-protege relationship, the mentor also benefits from the relationship, again along the lines of career and psychosocial development. Being asked to mentor someone boosts the prospective mentor's self-esteem and contributes to a feeling of self-importance (Halatin, 1981). Helping to develop talent and skills of the protege allows the mentor to fulfill his or her own developmental needs as s/he shares expertise with the next generation (Barnett, 1984; Phillips, 1978). The mentoring process allows the mentor to accomplish developmental tasks during mid-life while gaining the satisfaction and recognition associated with guiding the protege along. The mentoring process also helps older workers/mentors realize the significance of their lives along with professional contributions made (Schmidt & Wolfe, 1980). A mentor invested in the relationship also benefits from the intrinsic satisfaction of helping someone else realize their potential from a personal and professional perspective (Kram & Isabella, 1985; Murray, 1991). Or being a mentor may be that individual's way of paying back for the mentoring they received earlier in their own career (Carden, 1990).

In the process, the mentor not only gains respect from peers and colleagues, but from the protege(s) with whom s/he works (Kram & Isabella, 1985). This may increase the mentor's recognition within the department, organization or profession in addition to improving his or her status within the

organization (Murray, 1991; Schmidt & Wolfe, 1980). This may be recognized as prestige or as increased visibility, either of which can contribute to enhanced collegial relationships and provide the mentor with numerous opportunities to develop a leadership role (Hennefrund, 1986).

When involved in functions related to career tasks, coaching, or role modeling, the mentor affirms what knowledge s/he already has in addition to revitalizing interest and enthusiasm for the work ahead (Holmes, 1988; Murray, 1991). Working with someone at a different level in the organization gives the mentor a new or different perspective on other organizational levels (Klauss, 1981). The mentor may learn new skills and concepts or sharpen rusty ones, since proteges usually bring with them the latest academic information and technological developments. Sometimes mentor-protege relationships develop because of a special need or project within the organization, requiring both parties to attend a special conference or special training seminar to support the process. By participating in this information exchange, both the mentor and protege can feel confirmed and accepted (Hall, 1976). Learning new skills or upgrading old ones not only increases the mentor's productivity but chances for promotion as well (Hunt & Michael, 1983; Murray, 1991). If the mentor is promoted the protege may be a ready replacement (Alleman, 1982). Mentors may also be rewarded for identifying and developing new talent -- receiving

vicarious satisfaction when proteges are promoted (Phillips-Jones, 1982).

Mentors may enlist proteges to provide professional assistance on work projects. The protege helps the mentor get the work done, serves as a source of information and gains experience. In time, the protege may become the mentor's trusted advisor (Zey, 1984).

Mentors value keeping high performing proteges on their team (Reich, 1985). While good for the work teams and departmental productivity, the relationship also reflects positively on the mentor and the functions s/he is performing (Halatin, 1981; Phillips, 1978), which contributes to increased visibility, recognition and respect. Lasting relationships are built based on the respect and appreciation the protege and mentor have each one for the other.

Some organizations provide additional incentives or recognition for mentors though this is not a customary practice. Results of one study show that in only 11% of mentor-protege relationships were mentors directly rewarded for their roles (Reich, 1986). Some organizations give mentors a financial bonus in addition to their regular salary (Futrell, 1988) or base merit increases and promotions in part on how well mentors develop subordinates and build relationships with senior managers or peers (Burke & McKeen, 1989). Field training officers in a police department routinely receive a five-percent pay

differential for mentoring and evaluating performances of new cadets over a three to six month period of time (Murray, 1991).

Other organizations provide recognition for mentors within performance appraisals which in turn may be linked to a merit increase (The Woodlands Group, 1980). Still other organizations are even more creative in their acknowledgement of the time and hard work their mentors put in. In some cases, names of mentors and a written summary of their accomplishments are published and circulated at the conclusion of each mentoring program. Others include this information in the company newsletter along with ideas, activities and accomplishments from the mentoring program. Some organizations sponsor "graduation" banquets, attended by mentors, their proteges and families, where both mentors and proteges receive a token gift and personal thank you delivered from a senior level executive (Farren et al., 1984). Others sponsor varying forms of public recognition to reward competence and leadership.

There are many benefits resulting from the mentor-protege relationship. Some benefits are unique to the mentor; some to the protege. Still other benefits are common to both. Benefits contribute to the professional development of each individual involved in the mentor-protege relationship and contribute to the growth and development of the organization as well.

Risks Associated with Mentor-Protege Relationship

The mentor-protege relationship, whether formal or informal, has limitations and risks not unlike any other relationship. Problems may begin as early as when determining who will participate in the mentoring program. In informal programs pairing is often done using word of mouth or the "good ole boy network". Nepotism in a nonfamily business, or playing favorites can also result in discrimination and unhappy dyads. The principle of "distributive injustice" where similar (or dissimilar) people receive dissimilar (or similar) rewards violates normative expectations (Auster, 1984). Even when dyads are paired using established criteria, as occurs in formal programs, mismatches can result and should be reassigned.

There are those critics who suggest the mentoring relationship itself is too restrictive -- that it is unrealistic to think one person can possibly be all things to all people and that by forcing people into one-on-one relationships facilitators of such programs are perpetuating the problem. There may be cries of discrimination, since a mentor-protege relationship may not be available to everyone who might benefit from it due to availability of mentors or proteges, organizational policy, values, philosophy or discrimination based on individual ability (Kram, 1983). From a study of 76 managers, Clawson (1985) concluded the mentor to be an incomprehensive role model. He subsequently put more importance on the superior-subordinate relationship.

As the relationship gets underway, there is a danger of molding parent-child clones (Vance, 1982). A concern is that the protege will clone himself from the mentor, adopting some mannerisms and characteristics of the mentor not appropriate to the protege as an individual and as a professional (Kirk & Reichert, 1992; Reich, 1986; Roskin, 1988). The close, often intense working relationship that develops between mentor and protege provides "plenty of room for exploitation, undercutting, envy, smothering and oppressive control on the part of the mentor and for greedy, demanding, clinging admiration, self denying gratitude and arrogant ingratitude on the part of the recipient" (Levinson, 1978, p. 334). While less strong in expressing their findings, others have also suggested problems resulting when a mentor is too threatened or possessive and selfishly retards a protege's advancement (Hennefrund, 1986; Myers & Humphreys, 1985).

Then there are the situations in which a mentor does not have time for the relationship or fails to keep commitments, takes credit for the protege's work, is extremely overprotective, expects too much, or simply gives bad advice. Mentoring is certainly time consuming and demanding on both professional and personal accounts. Because of the time invested, mentors may become unfulfilled and disappointed if they try to live through their proteges' accomplishments (Weber, 1980).

A mentor may lack necessary skills to tutor, to give feedback, to do career planning, to teach or to assist the protege in specific tasks. A mentor whose way in the organization is blocked may both envy and resent the protege. A mentor may not perceive any rewards, benefits or payoffs for the time and effort required by the relationship. The mentor-protege relationship demands time, which is a commodity rare in many organizations (Kirk & Reichert, 1992; Murray, 1991). There may be personality conflicts, especially in a formal program in which mentors are assigned (Tannenbaum & Yukl, 1992). Or a mentor may simply not take the role seriously, but then neither may the protege.

Then there are the issues, real and imagined, over personal, emotional, and physical involvement or even harassment stemming from the relationship between mentor and protege (Halatin, 1981; Halatin & Knotts, 1982; Horgan, 1992; Myers & Humphreys, 1985; Weber, 1980). Because these issues are a potential source for embarrassment, blackmail and dismissal it should go without saying that maturity, adherence to professional and personal ethics and values should play as much a part of this mentor-protege relationship as any other.

The mentor should be sure the protege is worthy of special advice and career assistance and not just trying to use and manipulate the system (Odiorne, 1985). Often proteges are the object of jealousy and gossip by their unmentored peers. Proteges may become too closely identified with their mentors, being marked as "their person" by others in the organizations which might lead to an

exclusionary relationship. Reich (1985) found 33% of proteges studied felt others identified them too closely with their mentors, 25% found the relationship too stressful, and 9% felt too protected. Many had difficulty being a protege. In 12% of the cases did proteges feel they were kept from obtaining other jobs by their mentors. Mentors often become resentful or possessive of a protege, undermining the supervisor-subordinate relationship as well as keeping the protege from advancing to appropriate positions (Murray, 1991; Myers & Humphreys, 1985). Unless responsibilities have been clearly defined, the protege may be torn between the boss and the mentor. In a setting where the protege's mentor is not the protege's supervisor, a concern is that the mentor will be so overprotective or that the mentor-protege relationship will be so engrossing that the protege will neglect the core job and play the mentor against the supervisor (Horgan, 1992; Murray, 1991). Some mentors may use the protege to fill in for vacationing employees and to "gofer" things (Myers & Humphreys, 1985).

Since most mentor-protege relationships have fuzzy role delineations and responsibilities the mentor, protege and the boss should explore and delineate their roles early on in the relationship which is helpful in clarifying everyone's expectations and responsibilities (Klauss, 1981). In a study of candidates and their mentors Klauss found the dyad agreed more on the less important roles and responsibilities of the relationship than on the most important ones. He recommended that care be taken in identifying potential mentors and felt that

orientation and training sessions for the dyad would go far to clarify roles, setting a realistic framework for participants in the relationship.

Ending a mentor-protege relationship too soon or doing away with the program itself brings with it another set of potential problems. Organizations often discontinue a mentoring program too soon. It is not unusual for a program to run for a minimum of three years before its effectiveness can be realistically evaluated. If a mentor-protege relationship ends prematurely and is not mutual or complementary, there results a decreased self esteem, frustration and a sense of betrayal by both parties (Hunt & Michael, 1983).

Quality control of a mentor-protege relationship varies, depending on how the mentoring program is set up and monitored. The ability to monitor quality relationships could favor establishing formalized mentoring programs rather than leaving initiation of the mentor-protege relationship to chance and the whims of those involved. The formal mentoring program, however, is not without its own challenges (Murray, 1991). There may be pressure to assume a mentor or protege role, leading to resentment and frustration. Voluntary participation in a relationship seems to yield the best results if the organization has a commitment to developing and promoting people from within. It is also important to make sure that positions to be promoted into really exist. Murray (1991) cautions there should be no unrealistic expectations about promotion, since being involved in a mentor-protege relationship may enhance, not guarantee, a promotion.

The mentoring program should be integrated into other training and development or human resource programs within the organization so that competition and rivalry between program participants does not develop. Lack of data on outcomes from structured mentoring programs can make the program difficult to justify. Dyads paired across functions or departments may require extra attention from the program coordinator due to the physical distance and personal unfamiliarity both mentor and protege have with regards to policies and dynamics within that area. This can prove to be frustrating for both the mentor and protege in addition to further complicating the administrative management and expense of the program.

Summary of Literature Review

Mentoring can be defined in many ways. Mentoring programs have been described as being either formal or informal. Mentor and protege meet and interact with varying frequencies and intensities. Only one program was found which included the protege's boss. Barring major problems, the mentor-protege relationship results in both career and psychosocial benefits for the mentor, the protege and the organization. Yet the relationship is not without risks and costs. Overall, many organizations have found the benefits of a mentoring program to outweigh the risks, especially since participants, if forewarned of potential risks, can take steps to minimize some of them. The corporation of the 21st century

faces many challenges including global competition and downsizing of businesses with fewer existing employees prepared to do the job. As more corporations tackle these challenges they may find implementing a mentoring program to be part of the solution rather than a part of the problem.

Demonstrated Need for Study

The literature generally supports the fact that organizations both affect and are affected by the mentor-protege relationship. The potential benefits and risks to the organization, mentor and protege are well-documented. Studies look at the benefits to either the mentor or the protege (or in some cases both), but do not examine the relative value and perceived importance of the relationship or any of its respective functions to either the mentor, the protege or the protege's boss. Few, if any, studies incorporate the protege's boss into the mentoring process, which would seem to be important to avoid tension between the triadic nature of the mentor-protege-boss relationship.

It is the intent of this study to look at the value of the mentor-protege relationship as perceived by the mentor, the protege and the protege's boss by examining the potential benefits and problems of the mentor-protege relationship identified by the mentor, protege and protege's boss. By including the proteges' bosses, their view of the relationship will be obtained as well as their perception of its value to the organization.

METHODOLOGY

To find an organization willing to participate in this study 28 calls were made to managers of human resource departments or professional development programs listed in the 1993 membership directory of the Human Resources Management Association of Chicago. These managers were asked whether or not they had a mentoring program. If they had such a program and were interested in participating in the study a two-page summary of the proposed study was sent to the appropriate individual, usually a vice president/manager of human resources or professional development (see Appendix A). Twenty-four of the organizations which were called did not have a mentoring program. Of the four that did, three were unable to participate in a study at the requisite time, although several mentors and proteges from those three organizations were kind enough to participate in a pilot study of the instrument used in this study. The 28th organization had a mentoring program and, after reviewing the proposal, agreed to participate in the study.

Profile of Participating Corporation

The participating corporation is located in the Midwest. It is a diversified global health care company founded in 1888. Some 50,000 employees provide such health care products and services as pharmaceutical, nutritional, hospital, diagnostic, chemical and agricultural products.

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The organization has several professional development or mentoring programs in The Corporate Engineering Division, coordinated by a Manager of Professional Development Programs from the Division's Human Resource Department (the Program Coordinator).

The Mentor Program was established to better develop engineering talent in the division by encouraging well-established, senior engineers to provide career guidance, technical support and knowledge of informal systems specific to others in the organization. The program is described as informal by the Program Coordinator but appears to be relatively formal compared to other programs described in the literature.

Mentors may be self-nominated or nominated by their manager or any other division head as long as they are strong performers, have demonstrated teaching or leadership skills, influence with decision makers, knowledge of the informal systems, and both the willingness and the time to devote to the program. Those eligible to participate in the program as proteges include all new hires, in addition to professional engineers currently employed. Prior to being matched, potential mentors complete a nomination form and potential proteges complete an interest form which helps the Program Coordinator make the match. Prospective mentor and protege go to lunch, become acquainted and decide whether or not they would like to work together. One mentor might be responsible for more than one protege but cannot have as their protege anyone

within their same divisional reporting structure. This gives proteges exposure to other people and divisions in the organization. While the formal mentor-protege relationship generally lasts at least two years, the bonds from an established relationship often last indefinitely, according to the Program Coordinator.

Responsibilities of the mentor include meeting with their protege on a regular basis (once a month) to discuss such topics as career development, engineering opportunities and challenging assignments currently underway. Both are expected to attend scheduled mentoring program functions and to give feedback about their mentor-protege experience to the Program Coordinator.

Due to staffing changes The Mentor Program has been overseen by three different individuals in perhaps as many years. This has caused inevitable interruptions in matching dyads, and in scheduling and overseeing program activities. The current Program Coordinator is concerned about this and is eager to get the program back on track. To determine how best to accomplish that task, he recognizes the importance of doing a needs assessment to assess where people are now relative to their interests, perceptions and involvement in The Mentor Program. Once that information is obtained, some of it from this study, he and his staff plan to develop strategies to implement appropriate program revisions to best meet the needs of all program participants.

Sample

Respondents to the questionnaire used in this study were from a professional development program called The Mentor Program, which actively involves approximately 85 engineers distributed among the following roles: 21 mentors, 38 proteges, 15 bosses of proteges involved in the program, and 11 engineers who were mentors/bosses -- mentors of proteges in the program as well as bosses of other proteges in the program. In general, mentors and bosses held positions as consultants, coordinators, directors or managers within the division. Proteges, for the most part, were engineers new to the organization but who may have had two years of engineering experience. All dyads had been meeting for at least six months prior to the beginning of this study.

Instrument

Three instruments were developed for and used as part of a larger study. For the purpose of this dissertation research, attention will focus only on one of the instruments used -- the 12-page questionnaire.

This questionnaire was completed once during the study by the mentor, the protege and the protege's boss (see Appendix B). It requested demographic information including the respondent's position within the organization, years of work and professional experience, age, gender, ethnicity, and education.

Information was sought regarding the length of time mentors and proteges had been in their relationship, whether or not they ever met as independent groups, and how they included the protege's boss in the mentoring process. The bosses were asked whether or not changes in their employee(s) had been noticed and attributed to the mentor-protege relationship. Bosses were also asked whether or not tensions had been experienced between themselves, the employee/protege, and his or her mentor.

The next section of the questionnaire contained lists of potential benefits resulting from the mentor-protege relationship divided into the following three sections: 1) potential benefits to the organization; 2) potential benefits to the protege; and 3) potential benefits to the mentor. Within each section, respondents were asked to select items they perceived as being benefits from the mentor-protege relationship. Respondents were then asked to rank, within each of the three sections, the three items they perceived as being *most* beneficial and the three items they perceived as being *least* beneficial. The next section asked respondents to indicate their level of satisfaction with nine functions of the mentor-protege relationship and assign an overall value to the relationship. Results should indicate whether the mentor, the protege and the protege's boss perceive the value of the mentor-protege relationship to themselves and to the organization in a similar or dissimilar way.

Pilot Study

A pilot study was conducted using eight mentors, ten proteges, and five bosses from three corporations located in the Midwest. These were individuals who had expressed a personal interest in this study when their organizations had been contacted and asked to participate in the study. While the organization as a whole was unable to participate in the study, several of their employees were interested and had offered their names and addresses should they be able to help in any way. Since they were involved in formal mentor-protege relationships they seemed to be appropriate candidates for the pilot study.

The pilot study was mailed out in September of 1993 to 23 individuals -- seven mentors, nine proteges and seven proteges' bosses. This mailing consisted of a questionnaire and cover letter explaining the objectives of the study. All questionnaires but three (from one mentor and two proteges) were returned within two weeks -- completed and filled with constructive feedback.

As a result of this pilot study major revisions were made in the design and content of the questionnaire. Respondents expressed concern that the questionnaire was too lengthy, taking over an hour to complete. They also had difficulty interpreting some of the directions. As a result, the overall questionnaire design was streamlined. Three lengthy checklists of benefits were deleted from the questionnaire. The questionnaire was revised to include a section designed to gauge the satisfaction with the relationship by the mentor,

protege, and protege's boss. The method by which respondents indicated perceptions of the most and least beneficial benefits was clarified. A section was added asking the respondent to indicate the overall value of the mentor-protege relationship.

The questionnaire was returned in its revised form to a random sample of participants in the pilot study with a return postcard on which they could indicate their impressions. The majority agreed that the revisions made the questionnaires more understandable and easier to complete in a shorter length of time.

Data Collection

The researcher met with the Program Coordinator, also the Manager of Professional Development, on September 3, 1993 to determine logistics of the study including precise study dates, where extra questionnaires would be kept, and to whom and how they would be returned. The researcher received final names, addresses and phone numbers of mentors, proteges, and protege's bosses involved in the study on October 8th. Data collection for this research study began on October 15, 1993 and was completed on December 13, 1993.

On October 15th hand-addressed packets of information were sent through the organization's inhouse mail to the 85 respondents in the study. To ensure confidentiality, each respondent received a study number, known only to the respondent and to the researcher. Mentors, proteges, bosses and mentors/bosses

received an envelope containing the following (see Appendices B and C):

- Letter from the Manager of Professional Development endorsing study

- Letter from researcher outlining procedure and time frame for study

- Definition page including one term (protege) used in study which differs
  from the one used in the organization's program (mentee)

- Twelve-page questionnaire with pre-addressed return envelope.

All respondents were asked to complete the questionnaire, put it in the

attached pre-addressed envelope, seal, and return by inhouse mail. It was due

back by October 29th. The questionnaires were returned to the office of the

Manager of Professional Development, collected by his administrative assistant

and picked up by the researcher. Previous discussions had been held about the

importance of anonymity between respondents and the Manager for Professional

Development or anyone else within the organization.

The questionnaire was due back on or before October 29th. On that date

a response rate of 48% had been received. At this time it was discovered that six

respondents were not eligible for the study since they had either left the

organization or were on leave. This gave the study a new total of 79 potential

respondents.

Due to the low response rate a second mailing was sent out on October

29th, complete with all original forms and pre-addressed envelopes. This was sent

to those who had not yet responded along with a reminder letter asking for

responses on or before November 9th (see Appendix D). On that date a total response rate of 78% was achieved. In a third mailing another packet of forms was sent out along with a letter containing two tables of 'where we are now' and 'where we want to be' showing a response rate comparison between the four groups. Responses were requested before November 23rd (see Appendix D).

On November 23rd only five more questionnaires had been received. The researcher mailed a fourth letter with a plea to respond, again showing the two comparative tables (see Appendix D). Respondents were asked to return their forms by the final day of the study on December 17th. The following week telephone calls were made to each nonrespondent emphasizing the important contribution their response would make in obtaining an accurate picture of The Mentor Program.

On December 13th a total response rate of 95% was achieved. Phone calls were made to each of the four nonrespondents in an attempt to obtain some demographic information from them as well as to find out why they had not responded to the questionnaire. Unable to reach the four nonrespondents after two calls each, the researcher made the decision to end data collection on December 13th, since there seemed little to be gained from waiting until December 17th, the date originally set at the beginning of the study. Individualized thank you letters were sent to study participants in mid-January (see Appendix D).

Methods of Analysis

The data were analyzed using quantitative and qualitative approaches. The quantitative analysis included descriptive analyses of the distribution of the variables. Bivariate analysis to examine the relationship between the role played in the mentor-protege relationship and each of the other measures consisted of chi-square tests for association and one way analysis of variance. How did the mentor, protege, boss, and mentor/boss perceive the value of the mentor-protege relationship to themselves and to the organization? Was there an association between the role played in the relationship and whether or not benefits of the mentor-protege relationship were perceived in a similar or dissimilar way?

The remaining two research questions focused on what the mentor, protege, and protege's boss perceived to be of *most benefit* and of *least benefit* to themselves and to the organization as a result of the mentor-protege relationship. Three separate sections of the questionnaire contained items listed as potential benefits as a result of the mentor-protege relationship to the organization, to the mentor and to the protege. Following each of the three lists of potential benefits respondents were asked to select a potential benefit they perceived as being most beneficial, second most beneficial, third most beneficial, third least beneficial, second least beneficial and least beneficial to the organization, to the mentor and to the protege.

Because this process involved making a relative comparison, looking at the degree to which respondents identified potential benefits as being important rather than simply making a dichotomous choice, the following method of data transformation and analysis was used. A seven-point scale was constructed to correspond to each item of potential benefit. This *seven-point scale* included values ranging from zero through six, inclusive. The relative importance of an item received a value of *zero* when a respondent identified and selected that potential benefit as the least beneficial benefit to the organization, to the mentor or to the protege. The relative importance of an item received a value of *six* when a respondent identified and selected that potential benefit as the most beneficial benefit to the organization, to the mentor or to the protege. The relative importance of an item received a value of *three* when that item was not selected to represent one of the six other values ranging from most to least beneficial to the organization, to the mentor or to the protege.

Because there were 31 potential benefits to the organization (items 15-45), 23 potential benefits to the mentor (items 52-74), and 24 potential benefits to the protege (items 81-104), a total of 88 newly scaled dependent variables were created to reflect this seven-point scale.

For each of these seven-point items a oneway analysis of variance was done to test whether or not the group means of mentors, proteges, bosses, and

mentors/bosses were equal. For those measures in which the group means were found not to be equal overall, the Scheffe test was used to determine which pairs of groups, if any, had significantly different means. The Scheffe test is one of the most conservative tests for pairwise comparisons of means, since it requires larger differences between means for significance than most other methods (Norusis, 1990). Chi-square statistics were reported in percentages and the p-value was reported when ≤ 0.05.

Analysis methods appropriate to qualitative studies were also used to describe this research. Content analysis was performed from open-ended responses on the questionnaires and logic and insight applied to discover patterns of thought or behavior. Data reduction was used to summarize and code resulting themes in order to sort through the data, to organize it, detect patterns and draw conclusions. Narrative discussion of clustered items was used to look at the way in which the mentor, the protege, and the protege's boss perceived the benefits from the mentor-protege relationship.

RESULTS

Eighty-five questionnaires were mailed to participants in The Mentor Program. As their responses were received it became evident that only 79 individuals were eligible to participate in the study since six had either retired or taken a leave of absence from the corporation. Of those 79 respondents, 75 returned their 12-page questionnaires to yield a 95% rate of response. Represented in the study were individuals in the following four groups: 19 mentors, 32 proteges, 13 bosses, and 11 mentors/bosses from The Mentor Program of The Corporate Engineering Division of an international corporation. The mentors/bosses were those individuals playing two roles in the program. They were mentors to proteges in the program and also bosses of other mentors' proteges in the program.

Results are reported by the responses generated from each of the four groups in the study and include demographic information followed by perceived benefits to the organization, mentor and protege. Statistically significant differences between the four groups' perception of the most and least beneficial potential benefits to the organization, to the mentor and to the protege are highlighted. The level of mentor, protege, boss, and mentor/boss satisfaction with the functions and their reported dissatisfaction with the mentor-protege relationship are presented followed by their perceived value of the mentor-protege relationship.

Rank

Mentors, bosses and mentors/bosses held titles such as director, manager, consultant, and coordinator, although four proteges also held some of the latter three titles. The remaining proteges held a variety of titles including facility engineer, staff engineer, senior engineer, and mechanical project engineer.

Gender

Employees in The Corporate Engineering Division were predominantly male. This study reflected that composition since 85% of the respondents were male. Over 90% of the mentor, boss, and mentor/boss groups were male. The protege group, however, was only 81% male. The protege group had the highest percentage of females at 19% (see Table 1).

Race

The majority of respondents were white. About 92% of the respondents in each group were white. Seven percent of respondents were people of color who were African American, Native American, Asian, Filipino and African American Indian (see Table 1).

Table 1: Gender, Race and Age of Mentors, Proteges, Bosses and Mentors/Bosses (%)

DEMOGRAPHICS	%	%M	%P	%B	%MB
GENDER	**N=74**	**N=19**	**N=31**	**N=13**	**N=11**
Male	85	90	81	92	91
Female	14	11	19	8	9
RACE	**N=72**	**N=19**	**N=29**	**N=13**	**N=11**
White	92	95	90	92	91
Of color	7	5	10	8	9
AGE	**N=74**	**N=19**	**N=31**	**N=13**	**N=11**
20 - 25	1	0	3	0	0
26 - 30	18	0	39	8	0
31 - 35	12	11	16	8	9
36 - 40	23	16	29	8	36
41 - 45	23	37	13	23	27
46 - 50	5	11	0	8	9
51 - 55	11	11	0	31	18
56 - 60	4	5	0	15	0
61 - 65	3	11	0	0	0

Note. M=Mentors, P=Proteges, B=Bosses, MB=Mentors/Bosses.

Age

Bosses. The bosses' group showed the widest range in age, from 26-60 years of age. Over 45% of all bosses were from 51-60 years of age. Another 23% fell between 41-45 years of age. The rest were equally distributed between four age ranges from the prescribed overall range for this group (see Table 1).

Mentors. The age range for mentors was from 31-65 years. Over 50% of all mentors were between 36-45 years of age. Only 11% of mentors were younger than age 36. The remaining 38% were distributed between the ages of 46-65.

Mentors/Bosses. The age range for mentors/bosses was from 31-55 years. Over 60% of all mentors/bosses were between 36-45 years of age -- the same age range as for the mentor group. Most of the others in this group were between the ages of 46-55.

Proteges. The protege group had the youngest members of any group -- ranging from 20-45 years of age. Over 50% of all proteges were between 26-35 years of age while 42% fell between 36-45 years of age.

Summary of Age. The majority of mentors and mentors/bosses were between the ages of 36-45, although the range extended to age 65 for mentors and age 55 for mentors/bosses. Those in the boss-only group were of second greatest age; the majority ranged from 51-60 years. Proteges were the youngest group; the majority ranged from 26-35 years (see Table 1).

Education

With the exception of one mentor who had an associate's degree and one protege who had three years of college, all respondents were at least bachelors level prepared. It was not surprising to find that the highest degree held by the majority of proteges was the bachelor's degree. Nor was it surprising to find that the majority of mentors, bosses, and mentors/bosses held master's degrees as compared to only 26% of all proteges (see Table 2). One mentor, one protege and one mentor/boss each had a PhD/EdD. One mentor had a JD.

In general, respondents who were mentors, bosses, and mentors/bosses were at least master's prepared while proteges were bachelor's prepared.

Table 2: Education of Mentors, Proteges, Bosses and Mentors/Bosses (%)

DEMOGRAPHICS	% N=74	%M 19	%P 31	%B 13	%MB 11
EDUCATION					
2 - 3 years college	3	5	3	0	0
Bachelor's degree	47	21	68	39	46
Master's degree	45	63	26	62	46
PhD, EdD, JD	5	11	3	0	9

Note. M=Mentors, P=Proteges, B=Bosses, MB=Mentors/Bosses.

Work Experience

Current Job in Organization. In general, 73% of all respondents worked up to three years in their current job (see Table 3). An additional 21% worked between three and six years in their current job. The rest had been in their current jobs for more than six years.

Previous Job in Organization. Respondents had a depth of work experience with this organization. Over half of all respondents had less than five years of work experience in the organization prior to their current position (see Table 3). Another third had five to 15 years of experience in the organization. The remaining 13% had over 15 years of previous work experience in the organization prior to their current position.

Experience in Chosen Field. All respondents had at least one year of experience in their chosen field. About 34% of all proteges had between six and ten years of related work experience in their chosen field while another third had over 10 years of related experience (see Table 3). Not surprisingly, the majority of mentors, bosses, and mentors/bosses each had over ten years of work experience in their chosen fields.

Summary of Work Experience. It was not surprising that proteges had less work experience in their current jobs, in another capacity within the organization, and in their chosen fields than respondents in the mentor, boss, and mentor/boss groups who generally had more years of experience in all three of these areas.

Table 3: Work Experience of Mentors, Proteges, Bosses and Mentors/Bosses (%)

WORK EXPERIENCE	%	%M	%P	%B	%MB
Current job	N=75	N=19	N=32	N=13	N=11
0 - 3 years	73	74	84	54	64
3 - 6 years	21	26	13	23	36
6 - 9 years	5	0	3	23	0
Another job in organization	N=68	N=18	N=27	N=13	N=10
0 - 5 years	52	39	78	31	30
5 - 10 years	22	28	19	15	30
10 - 15 years	13	28	4	15	10
15 - 20 years	9	0	0	23	30
over 20 years	4	6	0	15	0
Chosen field	N=75	N=19	N=32	N=13	N=11
1 - 5 years	12	0	28	0	0
6 - 10 years	21	16	34	8	9
over 10 years	67	84	38	92	91

Note. M=Mentors, P=Proteges, B=Bosses, MB=Mentors/Bosses.

Length of Time in Mentor-Protege Relationship

The majority of mentors, proteges, and mentors/bosses spent between one and two years in their mentor-protege relationship. Most mentors were involved in a mentor-protege relationship between six months and two years. Forty-two percent of mentors were involved from six months to one year and 47% from one to two years (see Table 4). One mentor was involved in a mentor-protege relationship for over four years. Thirty-four percent of all proteges had been in a mentor-protege relationship from six months to one year; another 53% from one to two years. The majority of mentors/bosses spent one to two years in their mentor-protege relationship. Bosses did not respond to this question since they were not directly involved in the mentor-protege relationship.

Table 4: Length of Time in Mentor-Protege Relationship (%)

TIME IN RELATIONSHIP	% N=62	%M 19	%P 32	%B 13	%MB 11
3 - 6 months	11	5	9	NA	27
6 months - 1 year	32	42	34	NA	9
1 - 2 years	53	47	53	NA	64
2 - 3 years	2	0	3	NA	0
over 4 years	2	5	0	NA	0

Note. M=Mentors, P=Proteges, B=Bosses, MB=Mentors/Bosses, NA=Not Applicable.

Do Mentors or Proteges Ever Meet Amongst Themselves?

Mentors. After talking with the Manager of Professional Development about The Mentor Program and reading the protocol describing regular meetings between groups of mentors and groups of proteges it was surprising to learn that only 20% of the mentors and mentors/bosses reported meeting with other mentors and mentors/bosses during the year (see Table 5). Some met once a year, while others met three and four times a year. Most mentors and mentors/bosses noted that meetings with other mentors and mentors/bosses were facilitated by a representative from human resources.

Proteges. Only 7% of the proteges reported ever meeting with other proteges. Half reported meeting twice a year in meetings led by a representative from human resources while the other half reported meeting four times a year to talk informally and share experiences.

Is Boss Included in Process?

The bosses and mentors/bosses described how they, as the boss, were included in the mentor-protege relationship or process. Only one boss and one mentor/boss received feedback from mentors and attended occasional meetings with mentors and/or proteges (see Table 5). One third of all bosses reported receiving feedback from their employees who were proteges in The Mentor Program. An overwhelming 62% of bosses and 82% of mentors/bosses reported not being included in the relationship by the mentors or proteges in any way.

Table 5: Interactions between Mentors, Proteges, Bosses and Mentors/Bosses (%)

INTERACTIONS	%	%M 19	%P 31	%B 13	%MB 11
MENTORS MEET MENTORS	N=30				
1 - 4 times per year	20	26	NA	NA	9
PROTEGES MEET PROTEGES	N=31				
2 - 4 times per year	7	NA	7	NA	NA
BOSS INCLUDED	N=24				
Gets feedback from M	8	NA	NA	8	9
Gets feedback from P	17	NA	NA	31	0
Attends meetings with M or P	8	NA	NA	8	9
Not included in any way	71	NA	NA	62	82

Note. M=Mentors, P=Proteges, B=Bosses, MB=Mentors/Bosses, NA=Not Applicable.

Employee Changes or Tensions Noted

Mentors and mentors/bosses described whether they noticed any changes in their employee(s) as a result of the mentoring process or whether they experienced any tensions with their employee or their employee's mentor.

Changes Noted. Fifteen percent of the bosses and 36% of the mentors/bosses noted changes in their employee/protege. One boss noted "My employee developed an interest in both management and career development... and submitted an application for an MBA program since becoming involved in a mentor-protege relationship". Another boss noted his employee's improved communication skills while a mentor/boss noted that proteges seemed to be more aware of other jobs in the corporation. Still another mentor/boss described the employee "as being more aware of how he is perceived by his peers than he was prior to participating in the mentor relationship. He has developed more confidence and has acquired a better understanding of the organization and its processes". Another mentor/boss reported his employee, too, has gained more knowledge about the informal culture within the organization as a result of the mentor-protege relationship (see Table 6).

Tensions Noted. Only one mentor/boss reported tension on behalf of her employee who appeared to be in a "poor mentor-protege relationship resulting from a poor match".

Table 6: Employee Changes and Tensions from Mentor-Protege Relationship (%)

	%	%M	%P	%B	%MB
OBSERVATIONS BY BOSS	N=24	19	32	13	11
CHANGES NOTED	25	NA	NA	15	36
Changes include being aware of other jobs and informal rules, showing interest in management, increased confidence/communication, more readily accepting rejection					
TENSIONS NOTED	4	NA	NA	0	9
Tension is attributed to a poor mentor-protege match					

Note. M=Mentors, P=Proteges, B=Bosses, MB=Mentors/Bosses, NA=Not Applicable.

Benefits of Relationship to Organization

Perceived Benefits to Organization

The questionnaire listed 31 potential benefits to the organization as a result of the mentor-protege relationship. Mentors, proteges, bosses, and mentors/bosses each selected an item if they perceived it to be a benefit from the mentor-protege relationship. Table 7 lists these benefits in decreasing order of overall proportion of responses. As perceived by 50% or more of respondents in all four groups, the eight top benefits to the organization as a result of the mentor-protege relationship included the following:

- mentoring socializes the protege into the organization (77%)

- mentoring humanizes the organization (71%)

- mentoring improves inter-departmental communication (69%)

- mentoring helps the protege adapt to new cultures (64%)

- mentoring eases job transitions (63%)

- mentoring grooms people for advancement (58%)

- mentoring improves morale (56%)

- mentoring develops a sense of identity with the organization (51%).

Table 7: Perceived Benefits of Mentor-Protege Relationship to Organization (%)

BENEFITS TO ORGANIZATION	% N=73	%M 19	%P 31	%B 12	%MB 11	p ≤ 0.05
Socializes protege into organization	77	74	77	75	82	NS
Humanizes the organization	71	84	68	50	82	NS
Improves inter-dept. communication	69	74	84	42	46	0.016
Helps proteges adapt to new cultures	64	68	58	50	91	NS
Eases job transitions	63	74	61	50	64	NS
Grooms people for advancement	58	68	48	50	73	NS
Improves morale	56	74	45	42	73	NS
Develops sense identity with organization	51	68	42	42	55	NS
Increases visibility of department / area	48	53	36	58	64	NS
Develops protege's skills	48	58	45	42	46	NS
Improves intra-dept. communication	43	74	36	33	18	0.010
Helps women / diverse individuals succeed	41	58	29	17	73	0.009
Improves retention	41	53	39	33	36	NS
Develops sense of loyalty to organization	41	47	29	42	64	NS
Develops management continuity	38	42	45	33	18	NS
More flexible work force results	38	53	32	25	46	NS
Builds better work teams	32	58	19	25	27	0.035
Helps org. identify skills to improve	32	37	29	25	36	NS
Provides a better trained work force	32	37	29	33	27	NS
Enhances organization's public image	27	32	26	25	27	NS
Increases overall productivity	27	47	19	17	27	NS
Improves motivation of senior staff	25	32	26	8	27	NS
Results in greater customer satisfaction	25	37	23	8	27	NS

Table 7: Perceived Benefits of Mentor-Protege Relationship to Organization (cont'd)						
BENEFITS TO ORGANIZATION	% N=73	%M 19	%P 31	%B 12	%MB 11	p ≤ 0.05
Develops management succession plan	23	21	26	17	27	NS
Spreads power base around organization	23	47	16	0	27	0.013
Facilitates recruitment	22	37	16	17	18	NS
Enhances services offered by organization	21	32	13	33	9	NS
Accurately selects and develops new talent	18	21	16	17	18	NS
Decreases formal training costs	11	16	10	8	9	NS
Other benefits to organization	10	6	10	8	18	NS
Helps org. overcome labor shortage	3	0	3	0	9	NS

Note. M=Mentors, P=Proteges, B=Bosses, MB=Mentors/Bosses, NS=Not Significant.
p-values based on the chi-square test.

For the 25% of respondents who identified mentoring programs as effecting greater customer satisfaction, the customer was defined as the protege, the division, the corporation or all three. In addition to the potential benefits listed, 9% of all respondents identified other ways in which the mentor-protege relationship benefitted the organization. These other benefits resulted from the mentor and protege discussing resources and information, offering political insights, fostering communication, teaching strategic thinking, helping *all* to succeed (not just women or diverse individuals), or providing informal acculturation to those in management positions. One boss noted that the

mentor-protege relationship gave the protege someone to discuss career ideas with outside of his or her day-to-day work environment. Two mentors/bosses noted that proteges were more open and objective with their mentors than they were with their bosses.

At the other extreme fewer than 20% of all respondents felt The Mentor Program did not necessarily help the organization overcome labor shortages or help decrease formal training costs. Nor did they feel mentoring enhanced services offered by the organization, accurately selected and developed new talent or provided any other particular benefit to the organization other than what had already been listed.

Perceived Benefits to Organization by Role

When respondents were grouped by role, each of the following items had significantly differently group proportions of respondents identifying it as a benefit to the organization (see Table 7):

- mentoring improves inter-departmental communication ($p=0.016$)

- mentoring improves intra-departmental communication ($p=0.010$)

- mentoring helps women / diverse individuals succeed ($p=0.009$)

- mentoring builds better work teams ($p=0.035$)

- mentoring spreads power base around organization ($p=0.013$).

Benefits Found Most and Least Beneficial to Organization

After respondents identified potential items of benefit to the organization, they were asked to select and rank those items they perceived as being most beneficial to the organization, second most beneficial to the organization, third most beneficial to the organization, third least beneficial to the organization, second least beneficial to the organization and least beneficial to the organization. They were asked to make a relative comparison between the 31 potential benefit items to the organization which would reveal the degree to which they valued any particular benefit. Only those questionnaires were analyzed in which the respondent answered at least one out of these six possible questions.

To transform the data to determine the degree to which respondents found items of most and least benefit to the organization new dependent variables for each of the 31 potential benefit items were created using a seven-point scale. The *seven-point scale* provided values from zero through and including six. The relative importance of an item received a value of *zero* when a respondent identified and selected that potential benefit as being least beneficial to the organization; a value of *one* when identified and selected as being second least beneficial to the organization; and a value of *two* when identified and selected as being third least beneficial to the organization. The relative importance of an item received a value of *six* when a respondent identified and selected that potential benefit as being most beneficial to the organization; a value of *five* when

identified and selected as being second most beneficial to the organization; and a value of *four* when identified and selected as being third most beneficial to the organization. The relative importance of an item received a value of *three* when that item was not selected to represent one of the six other values ranging from most to least beneficial to the organization.

Because there were 31 potential benefits to the organization (items 15-45), 31 newly scaled dependent variables were created to reflect this seven-point scale. For each of the newly scaled items a one way analysis of variance was done to test whether or not the group means of mentors, proteges, bosses, and mentors/bosses were equal.

Most Beneficial to Organization

The higher the reported mean for any one item of potential benefit, the more respondents perceived it to be of value to the organization (see Table 8). Respondents found the following four items, in particular, to be *most beneficial to the organization* as a result of the mentor-protege relationship:

- mentoring helps the protege to adapt to new cultures

- mentoring improves inter-departmental communication

- mentoring humanizes the organization

- mentoring socializes the protege into the organization.

Table 8: Mean Value of Potential Benefits To Organization (N=72)

BENEFITS TO ORGANIZATION	MEAN	SD
Helps protege adapt to new cultures	3.625	1.144
Improves inter-dept. communication	3.597	1.122
Humanizes the organization	3.472	0.964
Socializes protege into organization	3.333	1.101
Grooms people for advancement	3.236	0.880
Develops protege's skills	3.208	1.087
Improves morale	3.194	0.744
Eases job transitions	3.181	0.757
Develops sense of identity with organization	3.181	0.699
Helps women / diverse individuals succeed	3.139	0.718
Other benefits to organization	3.083	0.496
Helps org. identify skills to improve	3.069	0.484
Develops management continuity	3.056	0.648
More flexible work force results	3.056	0.603
Develops sense of loyalty to organization	3.042	0.516
Results in greater customer satisfaction	3.042	0.592
Increases overall productivity	3.014	1.028
Improves intra-dept. communication	3.000	0.805
Provides a better trained work force	3.000	0.692
Increases visibility of department / area	3.000	0.712
Builds better work teams	2.986	0.593
Accurately selects and develops new talent	2.986	0.778
Improves retention	2.889	1.042
Develops management succession plan	2.875	1.047

Table 8: Mean Value of Potential Benefits to Organization (cont'd)		
BENEFITS TO ORGANIZATION	MEAN	SD
Enhances services offered by organization	2.819	0.811
Spreads power base around organization	2.792	0.804
Improves motivation of senior staff	2.736	0.787
Facilitates recruitment	2.653	1.153
Enhances organization's public image	2.514	1.210
Decreases formal training costs	2.486	1.061
Helps organization overcome labor shortage	1.847	1.241

Least Beneficial to Organization

For those items with low reported means there were fewer respondents who perceived them to be of value to the organization (see Table 8). Respondents found the following items to be *least beneficial to the organization* as a result of the mentor-protege relationship:

- mentoring helps the organization overcome the labor shortage

- mentoring decreases formal training costs

- mentoring enhances the organization's public image

- mentoring facilitates recruitment.

Do Groups Perceive Value of Benefits to Organization in Same Way?

For each scaled item of potential benefit to the organization a oneway analysis of variance was done to test whether or not the group means of mentors, proteges, bosses, and mentors/bosses were equal. Results of the oneway analysis of variance indicated there were no statistically significant differences between the four groups.

Benefits of Relationship to Mentor

Perceived Benefits to Mentor

The questionnaire listed 23 potential benefits to the mentor as a result of the mentor-protege relationship. Mentors, proteges, bosses, and mentors/bosses each selected an item if they perceived it to be a benefit from the mentor-protege relationship. Table 9 lists these benefits in decreasing order of overall proportion of responses. As perceived by 50% or more of respondents in all four groups, the three top benefits to the mentor as a result of the mentor-protege relationship included the following:

- mentor gains a new perspective on the organization (66%)

- mentor gains an opportunity for leadership (64%)

- mentor's self esteem increases(59%).

Table 9: Perceived Benefits of Mentor-Protege Relationship to Mentor (%)

BENEFITS TO MENTOR	% N=73	%M 19	%P 31	%B 12	%MB 11	p ≤ 0.05
Gains new perspective on organization	66	68	65	58	73	NS
Provides mentor chance for leadership	64	79	55	75	55	NS
Increases mentor's self esteem	59	74	52	67	46	NS
Fulfills mentor's developmental needs	45	53	36	42	64	NS
Affirms mentor's knowledge	44	63	39	42	27	NS
Increases mentor's confidence	41	58	32	17	64	0.037
Increases recognition in organization	38	32	33	25	82	0.014
Increases visibility	36	32	36	17	64	NS
Enhances mentor's skills	34	42	32	17	46	NS
Improves conflict management skills	30	32	23	33	46	NS
Develops loyal following	27	26	23	25	46	NS
Increases prestige	27	16	32	25	36	NS
Renews interest in work	25	42	26	8	9	NS
Empowers mentor	25	42	19	17	18	NS
Gains respect from colleagues	23	21	23	17	36	NS
Other benefits to mentor	21	16	23	25	18	NS
Enhances collegial relationships	19	32	13	25	9	NS
Increases status within organization	15	5	26	8	9	NS
Increases mentor's promotability	12	5	23	8	0	NS
Increases mentor's productivity	10	5	13	8	9	NS
Increases status within profession	7	5	13	0	0	NS
Receives training/professional education	1	5	0	0	0	NS
Mentor receives financial gains	0	0	0	0	0	NS

Note. M=Mentors, P=Proteges, B=Bosses, MB=Mentors/Bosses, NS=Not Significant.
p-values based on chi-square test.

Of the four groups, mentors and proteges were twice as likely as bosses and mentors/bosses to report that the mentor-protege relationship improved inter-departmental communications.

Thirty-three percent of respondents identified additional skills the mentor either developed or enhanced as a result of the mentor-protege relationship. None of these skills were agreed upon by all four groups, although communication and interpersonal skills were mentioned by all but the mentors/bosses group. In addition, mentors identified listening, empathy, problem solving, motivating, coaching and counseling as being beneficial to the mentor as a result of the mentor-protege relationship. Proteges listed listening, coaching, empathy, problem solving, guidance and social skills as added benefits. Mentors/bosses described listening, coaching, identifying others' work needs, counseling, an ability to guide others, and problem solving as skills mentors developed in relationships with their proteges.

In addition to the potential benefits listed, 21% of all respondents listed other ways in which the mentor benefits from the mentor-protege relationship. All four groups unanimously noted that mentors enjoyed helping others to develop personally and professionally. Other benefits to the mentor included networking inside and outside of the organization, sharing professional expertise and developing counseling skills. One protege identified as a benefit the mentor's

ability to develop his or her ego and power base. One mentor remarked that no benefits existed for the mentor since "the mentor-protege relationship is solely for the protege -- not the mentor".

No respondents identified as a potential benefit receiving financial gains as a result of being a mentor. Nor did they believe that receiving special training or professional education was a benefit just because they happened to be mentors (see Table 9). Fewer than 20% of all respondents felt The Mentor Program did not enhance collegial relationships, increase the mentor's status within the organization, increase the mentor's productivity, enhance the mentor's status within the profession, or increase the mentor's chances for promotion.

Perceived Benefits to Mentor by Role

When respondents were grouped by role, each of the following items had significantly different group proportions of respondents identifying it as a potential benefit to the mentor (see Table 9):

- mentor's confidence increases ($p=0.037$)

- mentor's recognition increases in organization ($p=0.014$).

Benefits Found Most and Least Beneficial to Mentor

After respondents identified potential items of benefit to the mentor, they were asked to select and rank those items they perceived as being most beneficial to the mentor, second most beneficial to the mentor, third most beneficial to the mentor, third least beneficial to the mentor, second least beneficial to the mentor and least beneficial to the mentor. They were asked to make a relative comparison between the 23 potential benefit items to the mentor which would reveal the degree to which they valued any particular benefit. Only those questionnaires were analyzed in which the respondent answered at least one out of these six possible questions.

To transform the data to determine the degree to which respondents found items of most and least benefit to the mentor, new dependent variables were created using a seven-point scale. The *seven-point scale* provided values from zero through and including six. The relative importance of an item received a value of *zero* when a respondent identified and selected that potential benefit as being least beneficial to the mentor; a value of *one* when identified and selected as being second least beneficial to the mentor; and a value of *two* when identified and selected as being third least beneficial to the mentor. The relative importance of an item received a value of *six* when a respondent identified and selected that potential benefit as being most beneficial to the mentor; a value of *five* when identified and selected as being second most beneficial to the mentor; and a value

of *four* when identified and selected as being third most beneficial to the mentor. The relative importance of an item received a value of *three* when that item was not selected to represent one of the six other values ranging from most to least beneficial to the mentor.

Because there were 23 potential benefits to the mentor (items 52-74), 23 newly scaled dependent variables were created to reflect this seven-point scale. For each of the newly scaled items a one way analysis of variance was done to test whether or not the group means of mentors, proteges, bosses, and mentors/bosses were equal. For those measures in which the group means were found not to be equal the Scheffe test was used to identify significant pairwise group differences (see Table 10).

Most Beneficial to Mentor

The higher the reported mean for any one item of potential benefit, the more respondents perceived it to be of value to the mentor (see Table 10). Respondents found the following items, in particular, to be *most beneficial to the mentor* as a result of the mentor-protege relationship:

- mentor gains new perspective on the organization

- mentor gains an opportunity for leadership

- mentor's skills are enhanced

- mentor's self esteem increases.

Table 10: Mean Value of Potential Benefits To Mentor (N=65)

BENEFITS TO MENTOR	MEAN	SD
Gains new perspective on organization	4.123	1.206
Provides mentor chance for leadership	3.908	1.389
Enhances mentor's skills	3.615	1.071
Increases mentor's self esteem	3.462	0.969
Affirms mentor's knowledge	3.354	1.178
Increases recognition in organization	3.246	0.884
Other benefits to mentor	3.231	0.766
Increases mentor's confidence	3.185	0.682
Fulfills mentor's developmental needs	3.046	0.856
Empowers mentor	2.985	0.927
Gains respect from colleagues	2.969	0.352
Increases mentor's visibility	2.938	0.982
Improves conflict management skills	2.923	1.050
Enhances collegial relationships	2.923	1.005
Renews mentor's interest in work	2.908	0.744
Increases status within organization	2.877	0.944
Increases mentor's prestige	2.846	1.107
Increases status within profession	2.769	0.745
Develops loyal following	2.646	0.975
Increases mentor's promotability	2.585	0.864
Increases mentor's productivity	2.569	0.984
Receives special training / education	2.431	0.968
Receives financial gains	1.708	1.308

<u>Least Beneficial to Mentor</u>

For those items of potential benefit with low reported means there were fewer respondents who perceived them to be of value to the mentor (see Table 10). Respondents found the following items to be *least beneficial to the mentor* as a result of the mentor-protege relationship:

- mentor receives financial gains as a result of mentoring

- mentor receives special training or education

- mentor's productivity increases

- mentor's promotability increases.

<u>Do Groups Perceive Value of Benefits to Mentor in Same Way</u> ?

For each scaled item of potential benefit to the mentor a oneway analysis of variance was done to test whether or not the group means of mentors, proteges, bosses, and mentors/bosses were equal. Results of the oneway analysis of variance indicated there were two statistically significant differences between the four groups. The Scheffe test was then used to determine precisely which pairs of groups had different means.

The first difference occurred for the potential benefit that a mentors' recognition increased within the organization as a result of the mentor-protege relationship. The Scheffe test showed that mentors/bosses (mean=3.909) were found to be statistically significantly different from mentors in how they perceived

this benefit (mean=2.941) [$F(3,61)=3.784$, $p=0.015$]. That is, mentors/bosses perceived this item to be of more value than did mentors. In fact, mentors/bosses were different, although not significantly, from proteges and bosses as well.

The second significant difference occurred for the potential benefit that mentoring provides the mentor with an opportunity for leadership. The Scheffe test showed that mentors (mean=4.588) were found to be significantly different in how they perceived this benefit from the proteges (mean=3.280) [$F(3,61)=3.612$, $p=0.018$]. This indicates that mentors perceived this item to be of more value than did proteges.

Benefits of Relationship to Protege

Perceived Benefits to Protege

The questionnaire listed 24 potential benefits to the protege from the mentor-protege relationship. Mentors, proteges, bosses, and mentors/bosses each selected an item if they perceived it to be a benefit resulting from the mentor-protege relationship. Table 11 lists these benefits in decreasing order of overall proportion of responses. As perceived by 50% or more of respondents in all four groups the nine top benefits to the protege as a result of the mentor-protege relationship included the following:

- protege learns the ropes of the organization (86%)

- protege learns the politics of the organization (84%)

- protege gains a broad network of resources and contacts (78%)

- protege learns the organizational norms and culture (77%)

- protege gains visibility within the organization (67%)

- protege develops a career plan or career goals (67%)

- protege feels supported (62%)

- protege develops increased confidence (59%)

- protege gains opportunities to advance his or her career (56%).

Table 11: Perceived Benefits of Mentor-Protege Relationship to Protege (%)

BENEFITS TO PROTEGE	% N=73	%M 19	%P 31	%B 12	%MB 11	p ≤ 0.05
Learns ropes of organization	86	84	90	67	100	NS
Learns politics of organization	84	84	97	42	91	0.000
Gains network of resources / contacts	78	90	71	75	82	NS
Learns organizational norms / culture	77	74	77	67	91	NS
Gains visibility within the organization	67	63	65	75	73	NS
Develops career plan or goals	67	84	61	58	64	NS
Protege feels supported	62	90	36	75	73	0.001
Increases protege's confidence	59	74	42	58	82	NS
Gains opportunities to advance career	56	53	48	67	73	NS
Belonging to professional network	45	63	32	42	55	NS

Table 11: Perceived Benefits of Mentor-Protege Relationship to Protege (cont'd)						
BENEFITS TO PROTEGE	% N=73	%M 19	%P 31	%B 12	%MB 11	p ≤ 0.05
Increases protege's self esteem	44	58	36	42	46	NS
Sense of belonging to social network	37	47	23	42	55	NS
Distinguishes criteria for promotion	36	37	39	42	18	NS
Increases protege's motivation	34	47	29	25	36	NS
Satisfied with work / career	33	32	36	17	46	NS
Feels protected and safe learning job	26	21	19	25	55	NS
Develops professional identity	23	32	23	17	18	NS
Develops work ethics and values	22	32	16	8	36	NS
Increases protege's productivity	22	32	26	8	9	NS
Develops skills in critical thinking	18	21	13	17	27	NS
Learns problem solving skills	16	16	13	17	27	NS
Learns new skills	14	16	19	8	0	NS
Empowers protege	14	26	13	0	9	NS
Other benefits to protege	1	0	3	0	0	NS

Note. M=Mentors, P=Proteges, B=Bosses, MB=Mentors/Bosses, NS=Not Significant.
p-values based on chi-square test.

It is interesting to note that mentors, bosses, and mentors/bosses were two times as likely as proteges to perceive belonging to a social network as a potential benefit resulting from the mentor-protege relationship. Mentors, bosses, and mentors/bosses were two to three times more likely than proteges to perceive that the protege felt supported in the relationship.

Mentors, proteges, and bosses identified several additional skills the

protege gained from the mentor-protege relationship while mentors/bosses did not identify any additional skills. Bosses identified skills in interpersonal relations and communications as being benefits to the protege. Mentors, too, identified communication as being an important benefit. They identified other benefits which included listening, learning informal rules of the organization, conflict management skills, and general information about business and management. Proteges described benefitting by learning from their mentors' skills in strategic thinking as well as interpersonal skills they applied in social and work settings. Proteges also admitted to being made more aware of how those in management positions viewed the proteges' skills as a result of the mentor-protege relationship.

At the opposite extreme, fewer than 20% of all respondents felt mentoring empowered the protege, fostered skills in critical thinking, and taught problem solving or other new skills. Only 1% of all respondents identified an additional benefit to the protege -- shared technical resources as a result of the mentor-protege relationship.

Perceived Benefits to Protege by Role

When respondents were grouped by role, each of the following items had significantly different group proportions of respondents identifying it as a benefit to the protege (see Table 11):

- protege learns politics of the organization ($p=0.000$)

- protege feels supported ($p=0.001$).

Benefits Found Most and Least Beneficial to Protege

After respondents identified potential items of benefit to the protege, they were asked to select and rank those items they perceived to be most beneficial to the protege, second most beneficial to the protege, third most beneficial to the protege, third least beneficial to the protege, second least beneficial to the protege and least beneficial to the protege. They were asked to make a relative comparison between the 24 potential benefits to the protege which would reveal the degree to which they valued any particular benefit. Only those questionnaires were analyzed in which the respondent answered at least one out of these six possible questions.

To transform the data to determine the degree to which respondents found items of most and least benefit to the protege, new dependent variables were created using a seven-point scale. The *seven-point scale* provided values from zero through and including six. The relative importance of an item received a value of *zero* when a respondent identified and selected that potential benefit as being least beneficial to the protege; a value of *one* when identified and selected as being second least beneficial to the protege; and a value of *two* when identified and selected as being third least beneficial to the protege. The relative importance of an item received a value of *six* when a respondent identified and selected that potential benefit as being most beneficial to the protege; a value of *five* when identified and selected as being second most beneficial to the protege;

and a value of *four* when identified and selected as being third most beneficial to the protege. The relative importance of an item received a value of *three* when that item was not selected to represent one of the six other values ranging from most to least beneficial to the protege.

Because there were 24 potential benefits to the protege (items 81-104), 24 newly scaled dependent variables were created to reflect this seven-point scale. For each of the newly scaled items a one way analysis of variance was done to test whether or not the group means of mentors, proteges, bosses, and mentors/bosses were equal. For those measures in which the group means were found not to be equal the Scheffe test was used to identify significant pairwise group differences.

Most Beneficial to Protege

The higher the reported mean for any one item of potential benefit, the more respondents perceived it to be of value to the protege (see Table 12). Respondents found the following four items, in particular, to be *most beneficial to the protege* as a result of the mentor-protege relationship:

- protege learns the ropes of the organization

- protege learns the politics of the organization

- protege gains a network of resources and contacts

- protege learns about organizational norms and culture.

Table 12: Mean Value of Potential Benefits to Protege (N=71)

BENEFITS TO PROTEGE	MEAN	SD
Learns ropes of organization	4.099	1.311
Learns politics of organization	3.845	1.305
Gains network of resources / contacts	3.606	1.035
Learns organizational norms / culture	3.535	0.892
Develops career plan or goals	3.437	1.079
Protege feels supported	3.423	1.130
Increases protege's confidence	3.211	0.674
Gains visibility within the organization	3.169	1.082
Gains opportunities to advance career	3.056	1.182
Increases protege's self esteem	3.042	0.596
Other benefits to protege	3.000	0.000
Distinguishes criteria for promotion	2.986	1.021
Learns new skills	2.915	0.554
Belonging to professional network	2.915	0.627
Increases protege's motivation	2.901	0.589
Increases protege's productivity	2.789	0.860
Satisfied with work / career	2.761	0.706
Develops work ethics and values	2.690	1.022
Develops professional identity	2.606	0.819
Empowers protege	2.535	0.954
Develops skills in critical thinking	2.479	1.229
Feels protected and safe learning job	2.465	1.350
Learns problem solving skills	2.465	0.954
Sense of belonging to social network	2.380	1.100

Least Beneficial to Protege

For those items of potential benefit with low reported means there were fewer respondents who perceived them to be of value to the protege (see Table 12). Respondents found the following four items to be *least beneficial to the protege* as a result of the mentor-protege relationship:

- protege gains a sense of belonging to social network

- protege learns problem solving skills

- protege feels protected and safe while learning the job

- protege develops skills in critical thinking and reasoning.

Do Groups Perceive Value of Benefits to Protege in Same Way?

For each scaled item of potential benefit to the protege a oneway analysis of variance was done to see whether or not the group means of mentors, proteges, bosses, and mentors/bosses were equal. Results of the oneway analysis of variance indicated there were no statistically significant differences between the four groups.

Satisfaction with Functions of Relationship

Mentors, proteges, bosses, and mentors/bosses were asked whether they were satisfied with the way in which the mentor-protege relationship addressed each of nine functions. Respondents were asked to indicate whether they were satisfied, somewhat satisfied, somewhat dissatisfied, or dissatisfied with each function. These variables were then collapsed to create new variables of satisfied and dissatisfied. Most respondents, with the exception of three bosses, answered this section of the questionnaire. The bosses noted this section was not applicable to them in view of their non-involvement in the relationship. Functions are discussed in decreasing order of overall proportion of responses.

Role Modeling. Respondents from all groups were satisfied with the role modeling function which demonstrates values, behaviors, attitudes and skills in the mentor-protege relationship (see Table 13). Ninety-five percent of mentors were quite satisfied with role modeling in the relationship while 56% of the bosses were satisfied with this function. Seventy-three percent of the protege and mentor/boss groups were satisfied with this function.

Coaching. About 90% of the mentors and mentors/bosses were satisfied with the coaching function as compared to only 33% of the bosses ($p=0.006$). The majority of proteges also appeared satisfied with the suggestions made about specific strategies to meet goals in this coaching function of the relationship (see Table 13).

Table 13: Satisfaction with Functions of Mentor-Protege Relationship (%)

FUNCTIONS	% N=72	%M 19	%P 29	%B 9	%MB 11	p ≤0.05
Role Modeling	77	95	73	56	73	NS
Coaching	77	90	76	33	91	0.006
Counseling	74	95	73	33	73	0.008
Acceptance-and-Confirmation	71	95	67	33	73	0.009
Friendship	68	84	62	44	73	NS
Protection	68	84	58	56	73	NS
Exposure-and-Visibility	59	68	48	67	64	NS
Sponsorship	46	56	43	22	55	NS
Career Tasks	37	41	27	33	60	NS

Note. M=Mentors, P=Proteges, B=Bosses, MB=Mentors/Bosses, NS=Not Significant. p-values based on the chi-square test.

Counseling. The majority of mentors, proteges, and mentors/bosses appeared to be satisfied with the level of clarifying one's identity with self, the organization and others in addition to sharing doubts and concerns (see Table 13). Ninety-five percent of the mentors were satisfied with the counseling functions that went on within the mentor-protege relationship as compared to only 33% of the bosses ($p=0.008$).

Acceptance-and-Confirmation. Over half of all mentors, proteges, and mentors/bosses were satisfied with the acceptance-and-confirmation function which cultivates trust, respect, support and mutual liking between the mentor and

protege (see Table 13). Only 33% of the bosses, however, were satisfied with this function indicating bosses were about three times less likely as mentors and two times less likely as proteges and mentors/bosses to be satisfied with this function of the relationship ($p=0.009$).

Friendship. The majority of mentors, proteges, and mentors/bosses seemed satisfied with the amount of social interaction and informal exchanges about work and outside of work experiences (see Table 13). Situated at the two extremes, mentors appeared twice as satisfied as bosses with the friendship function.

Protection. The majority of respondents in all groups were satisfied with this protection function which shields the protege from unnecessary risk, criticism or from potentially damaging contact with others. Mentors and mentors/bosses were most satisfied with this function followed by proteges and bosses.

Exposure-and-Visibility. The majority of mentors, bosses, and mentors/bosses were satisfied with the way in which the mentor-protege relationship encourages the protege to develop relationships with key people in the organization and learn about other parts of the organization (see Table 13). Approximately half of the proteges were satisfied with this function of the relationship.

Sponsorship. Approximately half of the mentors and mentors/bosses were satisfied with the opportunities proteges have for such sponsorship activities as promotions, lateral moves, work teams or projects that result from the mentor-protege relationship (see Table 13). Proteges, at 43%, were twice as likely as bosses to be satisfied with the sponsorship function of the relationship.

Career Tasks. Sixty percent of the mentors/bosses were satisfied with this function although fewer than 41% of mentors, proteges, and bosses were satisfied with the career task function which offers the protege challenging work assignments and opportunities to develop specific competencies and skills (see Table 13).

Summary of Satisfaction. One career function and two psychosocial functions were statistically significant using the chi-square test -- bosses were three times less likely to be satisfied as mentors and about two times less likely to be satisfied as proteges and mentors/bosses with the functions of coaching, counseling and acceptance-and-confirmation in the mentor-protege relationship.

The majority of *mentors/bosses* were satisfied with all nine functions of the relationship. The majority of *mentors* were satisfied with the eight of nine functions of the relationship. The majority of *proteges* were satisfied with six of nine functions. The majority of *bosses* were satisfied with three of nine functions of the mentor-protege relationship.

Dissatisfaction with Mentor-Protege Relationship

When asked what problems resulted from the mentor-protege relationship 56% of all respondents expressed (via written comments) some opinion, frustration, or concern (see Table 14). Some of the written responses are recorded by respondent group in the following four sections.

Table 14: Dissatisfaction with Mentor-Protege Relationship (%)

COMMENTS	% N=42	%M 12	%P 17	%B 6	%MB 7
Mentor-Protege matching	29	17	47	17	14
Program participants need training	26	17	24	17	57
Lack of program goals and structure	24	25	24	33	14
Involvement between Mentor-Protege-Boss	21	33	12	50	0
Protege has unrealistic expectations	17	17	0	17	57
Program not publicized enough	12	0	18	33	0
Not enough time to meet	12	0	24	0	14
Cross-divisional dyads do not work	12	17	18	0	0
Program has potential but is now stagnant	12	0	24	17	0
Decreased mentor interest in program	10	0	24	0	0
Program is too political	7	0	18	0	0
Program creates cliques and clones	5	0	6	17	0
Program has little management support	2	8	0	0	0
Relationships are one-sided	2	0	6	0	0
The Mentor Program doesn't work here	2	0	0	17	0

Note. M=Mentors, P=Proteges, B=Bosses, MB=Mentors/Bosses

Mentors/Bosses' Dissatisfaction with Relationship

Approximately 64% of the mentors/bosses expressed dissatisfaction with the mentor-protege relationship -- the most of any group (see Table 14).

Unrealistic Expectations. Mentors/bosses expressed concern that the mentor-protege relationship "may be misunderstood to be the fast track ticket to a promotion"; that the protege may be perceived as "the chosen one which may cause difficulties with peers, especially since peers' impressions become more important as one's career advances". Mentors/bosses also expressed concerns similar to those expressed by the mentor and the boss groups that "proteges often expect to move up quickly - often too soon due to the mentor-protege relationship"; that the mentor-protege relationship "makes it appear that advancement within the organization is more dependent on who you know rather than on what you know [merit-based]. The mentor-protege relationship might become another way to compete with rivals or peers which can potentially harm the job satisfaction level within the organization".

Need to Formalize Program. Mentors/bosses reported difficulty finding time to truly develop a relationship with their proteges. At least one mentor/boss felt those in the program did not share common goals due to lack of structure which contributed to the inability to establish meaningful relationships. Others worried about how mentors and proteges were matched since "not doing proper upfront work to adequately match a mentor to a protege is a problem. Is the

mentor qualified? Is the mentor at a substantially higher level than the protege?"

Yet another mentor/boss did not believe a formal mentoring program worked for this particular organization, stressing that "these relationships need to happen spontaneously; they cannot be structured".

Mentors' Dissatisfaction with Relationship

Sixty-three percent of the mentors in this study expressed written dissatisfaction with some aspect of The Mentor Program (see Table 14). Their concerns included participants' perceived lack of program goals and structure, unrealistic expectations on the part of the protege, uncertainty about the appropriate level at which to involve the protege's boss, the way in which mentor-protege matches were made, and the lack of orientation to roles and functions within The Mentor Program.

Unrealistic Expectations. One mentor wrote that "false expectations on the protege's part suggest the mentor may develop into a friend and may help them [protege] to circumvent established channels for promotions and compensation". Another added the "relationship elevates the protege's expectations when looking for advancement opportunities. As the mentor program grows there is an increased probability that not all proteges will be able to achieve their goals and become frustrated with the program". Several mentors suggested offering formal training for the mentor, the protege, and protege's boss at the onset of the relationship to minimize these unrealistic expectations.

Role of Boss. Looking at the role of the boss relative to the mentor-protege relationship one mentor wrote "I'm unsure whether the mentor should be involved in some situations, especially with the protege's boss -- could be acceptable in some circumstances and absolutely undesirable in others". Another mentor added "if there is increased overlap between the mentor-protege relationship and the day-to-day working relationships [between the mentor, the protege and the protege's boss] then it is more difficult to maintain a significant or worthwhile mentor-protege relationship". One mentor wrote a note about the negative comments made by his protege's boss about The Mentor Program which affected his protege's participation in the mentor-protege relationship.

Mentor-Protege Matches. Mentors were affected by the way in which mentor-protege matches were made. One mentor noted "the lack of organization and coordination results in the protege's feeling unsupported; the selection process is equal to pulling names out of a hat rather than trying to create a matching process to make mentors/proteges feel a part of the system". The fact that some mentors and proteges were separated by geographic building location and others by department or division appeared to limit the relationship. One mentor wrote that "my protege is in another division and I feel somewhat limited in my ability to coach my protege not knowing the division's politics, personnel and personalities. I feel I could be a better mentor to an engineer within my division". Another mentor agreed, writing "the distance between our two

locations has detracted from the success of our mentor-protege relationship. Meetings need to be more spontaneous; closer proximity and more similar work would help".

Proteges' Dissatisfaction with Relationship

Fifty-three percent of the proteges in the study expressed some level of dissatisfaction with the mentor-protege relationship (see Table 14). Some of their dissatisfaction or frustration arose from many of the concerns already expressed by mentors and mentors/bosses. Proteges expressed concern that The Mentor Program was not publicized enough, that geographic distance or proximity limited some relationships, that time was the enemy in trying to meet with their mentor, and the position/reputation of their mentor greatly influenced the relationship. But not all proteges felt they needed someone's help in directing their careers.

Restrictions on the Relationship. "I feel I am the best person to direct my own aspirations and decisions, not my mentor. For me the program is strictly social but there have been no organized activities since the old program leader left," wrote one protege. Other proteges acknowledged the potential benefit a mentor can provide but expressed concern over the mentor's position in the organization, since "each [mentor and protege] is tied to the organizational rise or fall of the other". Another protege expressed concern about the close association between mentor and protege writing "if a mentor has a poor reputation the protege will be harmed. Most of the time a mentor is limited by

politics in how much s/he can help".

Mentor-Protege Matches. Proteges expressed several concerns about how mentor-protege matches were made. One protege wrote, "My mentor is high up in the corporate ladder compared to my position. He is very busy and finds little time to see me (monthly meetings do not happen). Also my mentor is my client's boss, which makes an open relationship very difficult and has resulted in a poor mentor-protege match". Several proteges mentioned their mentors were located at a different site which posed problems since the mentor had no connection with their work functions. Another protege noted that "the mentor can form unsubstantiated conclusions about the protege's performance or aspirations. If the relationship doesn't click this could be a problem for future success".

Time. Proteges wrote about the importance of frequent meetings with their mentors, especially early on, which often did not materialize in their relationships. One protege noted that his relationship was dissatisfying "because I have not met once with my mentor. I realize the contact lies at least 50% with me but I do not feel comfortable making the initial contact".

Mentor/Management Interest. Some proteges felt their mentors were not interested in the relationship. One protege wrote "I will only participate if I feel the mentor is enthusiastic about the program. I don't have that impression and am in the process of being re-matched". Another protege underscored the importance of having a mentor who was interested by writing "if the mentor does

not take an interest or follow up with the protege the development and career potential of the protege suffers". Still another protege voiced his dissatisfaction with the lack of activity in the program, acknowledging a shared fault but feeling the need for some encouragement and guidance from his mentor. Other proteges thought that the mentor-protege concept itself needed more support from those in upper management positions within the organization.

Program Publicity. One protege remarked that "the mentor program must be confidential because it has not been made available...the program needs to be communicated to everyone openly and without favoritism". Lack of program publicity in the organization was noted by a protege who had "heard individuals not a part of the program complain that they were unaware of this opportunity".

Need to Formalize Program. Proteges voiced the need for more definition of roles, more regular meetings, and more structure within the program. They were concerned about becoming too closely associated with any one individual in the organization. Several noted that "more communication between the mentors and protege's bosses should occur. Both individuals are important for the development of the protege and it would seem logical that they [mentors and bosses] should communicate regularly".

Perhaps one protege summed it up most succinctly by stating "the real challenge in addressing the needs of The Mentor Program is to create more structure without creating 'specific rules' in the process".

Bosses' Dissatisfaction with Relationship

Half of the bosses reported some dissatisfaction with the mentor-protege relationship (see Table 14). They expressed concerns about what their involvement in the mentor-protege relationship should be. Bosses shared some of the concerns already expressed by the mentors regarding the lack of program goals/publicity and false or unrealistic expectations by proteges relative to their career advancement.

Program Publicity/Feedback. Several bosses commented on the fact that "The Mentor Program is not paid attention to nor is it publicized enough". One boss noted that "feedback from proteges has been minimal and feedback from mentors has been zero" while another added "my employee has been a protege for over a year and I've yet to hear from his mentor!" Another boss found out his employee was involved in The Mentor Program when he received the packet for this study. On completing the questionnaire he wrote "I was not aware until now the employee reporting to me was even in The Mentor Program".

Unrealistic Expectations. One boss wrote "there is an increased movement of people and skills to the detriment of efficiency and productivity. There is a false sense on the part of some individuals that they'll move careers faster than reality or practicality allow". Another boss noted that The Mentor Program "forms cliques within the organization. Mentors try to get their proteges promoted to solidify their power base and prestige".

Summary: Dissatisfaction with Relationship

Mentors/Bosses. The most dissatisfaction with the mentor-protege relationship was expressed by mentors/bosses. They feared that both mentors and proteges had unrealistic expectations of the relationship. Mentors/bosses also reported a lack of time in which to establish a true relationship with the protege. They identified a need to formalize The Mentor Program with specific attention paid to the way in which mentors and proteges were matched.

Mentors. Dissatisfaction expressed by mentors focused on the need to formalize The Mentor Program. They, too, reported unrealistic expectations by both the mentor and the protege. Mentors also expressed uncertainty about the appropriate level and nature of involvement by the protege's boss in the mentoring process.

Proteges. Proteges were most dissatisfied with the way in which they were matched with mentors. They perceived a lack of program goals/structure and felt the program could be stronger if more formal guidelines were in place. Proteges noted the program needs to be better publicized. They recognized the potential of The Mentor Program but felt it was stagnant at this time.

Bosses. Finally, dissatisfaction expressed by the bosses focused on lack of program publicity, lack of feedback from mentors or proteges, and unrealistic expectations of the relationship by both mentors and proteges.

Overall Value of Mentor-Protege Relationship

Respondents were asked to rate their perception of the overall value of the mentor-protege relationship to themselves as being very beneficial, moderately beneficial, somewhat beneficial, a little beneficial and not at all beneficial. These five categories were collapsed into three new categories consisting of beneficial, somewhat beneficial and not beneficial. Responses to this question were statistically significant at the 0.039 level using the chi-square test.

In general, mentors and mentors/bosses were most likely to perceive the mentor-protege relationship as being beneficial and somewhat beneficial. Proteges and bosses were least likely to perceive the relationship as being beneficial (see Table 15).

Table 15: Overall Value of Mentor-Protege Relationship (%)

VALUE	% N=75	%M 19	%P 32	%B 13	%MB 11
Beneficial	30	37	23	25	46
Somewhat Beneficial	27	37	23	17	36
Not Beneficial	43	26	55	58	18

Note. M=Mentors, P=Proteges, B=Bosses, MB=Mentors/Bosses.

Rationale for Overall Value of Relationship

Those who thought the relationship was beneficial provided comments and positive examples of how and why the relationship worked while those who were dissatisfied with its usefulness provided comments and examples of how and why it did not work. Since many respondents recognized that The Mentor Program could be beneficial, they offered suggestions and constructive feedback in an attempt to move the program forward.

Overall Value: Not Beneficial

Comments made by respondents who described the mentor-protege relationship as not beneficial were similar to comments made by respondents who described their dissatisfaction with the relationship.

Mentors. Several mentors reported that the program had not developed as anticipated. They felt the program needed more support by those in senior management positions. Several reported feeling the relationship was one-sided -- that "all but one of our meetings was initiated by me as the mentor". Yet another mentor stated "I am the mentor, not the protege...the relationship is for proteges, not mentors [so as mentor I do not expect to receive any benefit]".

Proteges. Overall proteges tended to see potential benefits from the program but felt it was now stagnant. Proteges who perceived the relationship as not being beneficial did so for a number of reasons. One protege explained: "The start up program included several after-work social events and mentor-

protege meetings. As positions in human resources have changed the social events seem to have stopped". Other proteges described problems with mentor-protege matches "from another work area/location which makes communication, common goals and motivation difficult". Another protege wrote "right now my mentor and I don't click for some reason. I don't know why and I wish I did".

Bosses. Bosses who observed the mentor-protege relationship was not beneficial did so because they had "little experience with or knowledge of the program".

Mentors/Bosses. Mentors/bosses stated The Mentor Program had little structure and overall attention to date. They felt "participants would benefit from the program receiving tighter, more structured coordination".

Overall Value: Somewhat Beneficial

Mentors. Mentors who described the mentor-protege relationship as being somewhat beneficial did so because the program offered a high level of interaction with others in the organization and an opportunity to listen and share diverse ideas. This enthusiasm was tempered by the suggestion that the program needed to be formalized to provide more training, role definition, program guidelines, support and feedback to participants.

Proteges. Proteges who found the program to be somewhat beneficial noted that it "keeps me abreast of what's happening within the division at the

management level (i.e. the information rarely communicated to you by your own boss)". Others reported having gained from the visibility function -- "learning about parts of the organization I did not previously understand. I have learned about some of the politics and the realities. I also realize that people outside of my department know who I am". This, too, was tempered by some proteges who found it "difficult to keep appointments due to schedule demands" or "nearly impossible to reach some of my career plans and goals planned with my mentor due to organizational philosophy and politics".

Bosses. While 17% of the bosses found the relationship to be somewhat beneficial they did not include any comments in this section of the questionnaire.

Mentors/Bosses. Mentors/bosses viewed providing the mentor and the protege with opportunities to exchange ideas in a mutually safe environment as a benefit of the relationship. Several reiterated the enjoyment they experienced from being a mentor but noted some of their employees had not had the best experiences in the program. One mentor/boss felt that mentoring "is good for protege's who are looking for direction and support but once they feel on track the need for the relationship is diminished".

Overall Value: Beneficial

Mentors. Mentors found the mentor-protege relationship to be beneficial in several ways. Mentors described the support provided by the relationship to less experienced employees while helping them think and work through difficult

tasks. Mentors acknowledged the increased communication that took place within the division and between other parts of the organization. They also described the opportunity the relationship gave senior employees to develop their own skills. One mentor took time out to reflect on what The Mentor Program had given him:

> The program has caused me to pause and see the organization which I have been a part of for 17 years. Why has the organization developed to the point it has? How could it be (or should it have been) developed differently? Have I done as much as I could have or should have done to redirect the development of the organization? How can I help this protege develop and be successful in the organization we have created? How do I help the protege to move out of it at the appropriate time?

Proteges. Most proteges who described the mentor-protege relationship as being beneficial found the contacts and resources they encountered to be of tremendous value to their work. They also reported gaining a better understanding of the organization. One protege wrote "insights and help from an old hand far outweigh the time spent in meetings". Others noted that their mentor-protege relationships provided insight into management and leadership styles of the organization. Still others described being able to "count on my mentor as one person I know I can trust".

Bosses. Of those bosses who identified the mentor-protege relationship as being beneficial, they observed it helping their employee(s) to make appropriate career decisions. One boss reported that his employee responded favorably to direction and guidance from the mentor which made that employee more responsive and responsible in day-to-day tasks on the job.

Mentors/Bosses. Mentors/bosses described the mentor-protege relationship as benefitting "those who may not the typical company mold". They enjoyed working with people and helping people to develop. One mentor/boss wrote "I see how hard it can be for individuals to accomplish certain tasks due to a bad or inefficient process. This inspires me to work on fixing the process". Another mentor/boss observed that the mentor-protege relationship was beneficial because it allowed him to "use my 30 years of experience, contacts and knowledge of the organization to help my protege(s) with their career decisions".

Summary: Overall Value of Relationship

Mentors, proteges, bosses, and mentors/bosses differed in the value each ascribed to the mentor-protege relationship. Mentors and mentors/bosses were most likely to perceive the mentor-protege relationship as being somewhat beneficial and beneficial. Proteges and bosses were the least likely of the four groups to perceive the relationship as being beneficial.

DISCUSSION

One purpose of this study was to determine how the mentor, the protege, and the protege's boss perceived the value of the mentor-protege relationship to themselves and to the organization. A second purpose of this study was to determine whether the mentor, the protege, and the protege's boss perceived the value of the mentor-protege relationship to themselves and to the organization in a similar or dissimilar way. A third purpose of this study was to distinguish among potential benefits those which were most beneficial and those which were least beneficial to the mentor, the protege, and the protege's boss.

How did the results of this study confirm or contradict existing literature on mentor-protege relationships? Did the results of this study make or suggest any new contributions to the literature related to mentor, protege, and boss involvement in the relationship? Finally, what were the limitations of this study? The discussion section will address these questions.

One should note that the content of the questionnaire may have had a treatment effect on the way in which respondents answered the questions -- especially related to whether or not the mentor and protege involved the boss in the process. Several respondents wrote comments in the margins of the questionnaire that "maybe we *should* start to include the boss in some of the things we [mentor and protege] do...I never thought of it until now". Also the

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study itself seems to have heightened respondents' awareness of The Mentor Program. The Program Coordinator reported informal meetings with several program participants who stopped by his office to talk about the program.

Demographics

The sample in this study was relatively homogenous, comprised primarily of white males holding bachelor's and master's degrees. Bosses were about ten years older than mentors and mentors/bosses, who were about the same age. Proteges were the youngest of the four groups. Mentors, bosses, and mentors/bosses all had more work and professional experience than did the proteges. This clustering is representative of traditional mentoring relationships where the mentor is older and more experienced than the protege. The average length of time in a relationship was from one to two years. When matching mentors and proteges, the organization attempted to give both the mentor and the protege some choice in deciding who they'd like to work with. As noted in the literature, this is often a key element in the success of mentoring programs (Hunt & Michael, 1983; Kirk & Reichert, 1992; Murray, 1991; Robertson, 1992).

Perceptions and Value of Benefits to Organization

Over 50% of respondents identified eight top benefits to the organization as a result of the mentor-protege relationship. Of those eight benefits, five of them revealed significant differences in the proportion of respondents who identified the items as benefits based on their role in The Mentor Program. There was no significant difference, however, in the mean value between groups so discussion is based on the differences in the proportion of respondents who identified an item as a benefit based on their role in the program.

Mentors and proteges were twice as likely as bosses and mentors/bosses to credit the mentor-protege relationship with improving inter-departmental communications. Since most bosses and mentors/bosses reported not being included in the mentor-protege relationship in any way, it is unlikely they would perceive the relationship as fostering communications between individuals or departments.

In addition, the following four items revealed significant differences in the proportion of respondents who identified an item as a benefit to the organization based on their role in the program:

- mentoring improves intra-departmental communications
- mentoring helps women / diverse individuals succeed
- mentoring builds better work teams
- mentoring spreads the power base around the organization.

For each of the four potential benefit items, mentors perceived the item to be of more benefit than any other group. Bosses generally perceived the item to be of less benefit than any other group. Again, this may be due to the noninclusion of the boss (and the boss half of the mentor/boss) in the mentor-protege relationship.

Mentors were almost twice as likely as mentors/bosses and three times as likely as proteges to perceive spreading the power base around the organization as a benefit of the relationship. This may be because someone in the role of mentor (whether as mentor or as mentor/boss) is often perceived to be in a position of power as opposed to someone in the role of protege who is still learning the ropes. Some mentors, however directly or indirectly, worked with their protege(s) to gain more power, for one or for both of them, within the organization. While a boss may be in a position of perceived power, bosses in this study were generally not involved or included in the mentor-protege relationship. None of the bosses perceived spreading power around the organization as a benefit.

Did the mentor-protege relationship build better work teams? Mentors were twice as likely as bosses and mentors/bosses and three times as likely as proteges to perceive this item to be a benefit. Perhaps mentors talked with their proteges about team building at their meetings but because there was little, if any

communication between mentor-protege-boss, the boss was unaware that the protege was even developing these skills to apply on the job. Team building may not be a priority for proteges in the first year or two of a new job or new mentor-protege relationship since they might be more concerned with developing knowledge, resources and interpersonal skills.

Did the mentor-protege relationship help women and diverse individuals succeed? Bosses were about half as likely as proteges, three times less likely as mentors, and four times less likely as mentors/bosses to perceive this as a benefit. In this particular study there were few respondents in diverse categories of any kind which may have affected responses to this item. Mentors/bosses and mentors suggested that the mentor-protege relationship was supposed to help *all* individuals succeed. They, therefore, would select this item as a benefit of the relationship since diverse groups are a subset of the whole. Bosses did not perceive item to be a benefit due to their lack of involvement in the process.

Did the mentor-protege relationship improve intra-departmental communications? Mentors were twice as likely as proteges and bosses and four times as likely as mentors/bosses to perceive this to be true. Mentors may have assumed that if increased communication existed it was due to their protege and attributed the effect to the mentor-protege relationship. The bosses, on the other hand, often did not even know their employee was in The Mentor Program so

even if they recognized that the employee was increasing communication within the department, they would not know to attribute this increase to the mentor-protege relationship.

Respondents identified the following four top potential benefits as being *most beneficial to the organization*:

- mentoring helps the protege to adapt to new cultures

- mentoring improves inter-departmental communication

- mentoring humanizes the organization

- mentoring socializes the protege into the organization.

The literature described these items as potential benefits of a mentor-protege relationship. This study has identified them as perceived benefits with a very high 'benefit value' to the mentor, protege, and protege's boss.

It is of interest to note that these same four items were also the four top items as perceived by the proportion of respondents in each group who identified those items as benefits to the organization based on their role in the program.

Organizations which support mentoring programs are generally perceived by their customers as being more user-friendly, humane, and personal than those without mentoring programs (Halatin, 1981; Murray, 1991; The Woodlands Group, 1980). Mentoring programs are a way in which to promote the employee's personal and professional career development while providing on-the-job training, guidance and support. This support was recognized by respondents

as a faster and less stressful way in which to socialize the protege/the new employee into the organization (Evans, 1984; Freudenthal & DiGiorgio, 1989; Myers & Humphreys, 1985; Smith, 1989; Vance, 1982).

Mentoring proved to be a faster and less stressful way in which to help the protege adapt to new cultures -- to those individuals working within the organization as well as the organization itself (Keys & Wolfe, 1988; Zey, 1988). Mentors and proteges felt that inter-departmental communication was increased or facilitated because mentor-protege matches often cut across divisions or departments (Carden, 1990; Murray, 1991). While respondents recognized that cross-divisional pairing helped increase inter-departmental communication, they described a certain tension within the relationship since they were paired across physical distance and lacked familiarity with the policies and dynamics of the other work area (Murray, 1991).

Those potential benefits identified by respondents in all four groups as having the *least benefit or value to the organization* included the following:

- mentoring helps organizations overcome labor shortage

- mentoring decreases formal training costs

- mentoring enhances organization's public image

- mentoring facilitates recruitment.

The literature described these items as potential benefits of a mentor-protege relationship. This study has identified them as perceived benefits with

a very low 'benefit value' to the mentor, protege, and protege's boss.

With increased world trade in the global economy and a shortage of skilled workers, more training programs are needed to help existing workers acquire additional skills (Zey, 1988). Since part of this training might be done between mentors and proteges rather than as part of formal training programs, it is conceivable that organizations could use mentoring programs to decrease formal training costs. Yet few organizations take the time to calculate the return on investment from either mentoring or formal training programs in order to be able to compare the cost-benefit ratio between the two.

Many studies have shown mentoring programs improve an organization's ability to attract and recruit new employees (Alleman & Gray, 1986; Carden, 1990; Murray, 1991). This was not seen as an important benefit by respondents because they have such a depth of experience within the organization that even when they move into a new area and are paired with a mentor they no longer perceive themselves as 'new employees'. Nor did respondents feel that the public image of the organization was enhanced as a result of the mentor-protege relationship (Bova & Phillips, 1984). This may be due to the decrease in activity and publicity given The Mentor Program over the past year or two.

Did the mentors' productivity increase as a function of the mentor-protege relationship? While it might be argued that a mentor's productivity would increase since his or her protege could assume some of the workload, several

respondents suggested that a mentor's productivity might actually decrease due to the increased time spent by mentors with their protege(s).

Perceptions and Value of Benefits to Mentor

Over 50% of respondents identified only three top benefits to the mentor as a result of the mentor-protege relationship -- fewer than the benefits identified to the organization or to the protege. This may be due to the viewpoint held by many respondents that "the mentor-protege relationship is for the protege -- not the mentor".

The following two items revealed significant differences in the proportion of respondents who identified them to be of benefit based on their role in the program:

- mentoring increases mentor's confidence

- mentoring increases mentor's recognition in organization.

Mentors/bosses and mentors were twice as likely as proteges and three times as likely as bosses to perceive mentoring as increasing the mentor's confidence. The protege brings questions, problems and issues to the mentor and often views him or her as a resource, teacher or colleague. The mentor's confidence increases as s/he helps the protege to answer questions, solve more problems and use resources to help the protege develop and grow.

Did the mentor-protege relationship increase the mentor's recognition within the organization? An overwhelming number of mentors/bosses said yes. Mentors/bosses were over three times as likely as bosses and two-and-one-half as likely as mentors and proteges to perceive this as a benefit. The mean value between the four groups was different *and* there were differences in the proportion of respondents in each group who perceived the item to be of benefit. This indicated there was, in fact, a difference between how the four groups perceived the item 'a mentor's recognition increases as a result of the mentor-protege relationship'. The pair of groups found to differ in their perceptions of this item were the mentors/bosses and the mentors.

Mentors/bosses perceived the item 'a mentor's recognition increases as a result of the mentor-protege relationship' to be of more value than did mentors. Since those individuals who are mentors/bosses assumed two roles within The Mentor Program they might have a broader perspective than those in just the mentor role on how mentors are regarded by others in the organization. Those in a mentor role (whether as mentors or as mentors/bosses) have the potential to increase their visibility -- their recognition -- as they introduce their protege to resource and contact people throughout the organization. Work done by the protege in work teams or on special projects may bring increased recognition to the mentor, providing that mentor and protege are linked together or associated as a dyad by others in the organization. That may or may not be the case in this

study, however, since The Mentor Program lacked publicity and many bosses in the study did not even know their employees were involved in the program.

The four top potential benefits selected by respondents as being *most beneficial to the mentor* included the following:

- mentor gains new perspective on organization

- mentor gains an opportunity for leadership

- mentor's skills are enhanced

- mentor's self esteem increases.

The literature described these items as potential benefits of a mentor-protege relationship. This study has identified them as perceived benefits with a very high 'benefit value' to the mentor, protege, and protege's boss.

Of interest is the item 'mentoring enhances the mentor's skills'. The mean value between groups was different even though the proportions of respondents in each group who perceived it to be a benefit were not significantly different. It appeared that mentors/bosses and mentors valued this item more highly than did proteges and bosses. Mentors/bosses and mentors reported that the mentor-protege relationship gave them an opportunity to further develop skills in listening, motivation, empathy and problem solving. Mentors and mentors/bosses also reported enhancing their skills in being able to recognize and identify what another person needs. They felt these skills helped them better provide counseling and guidance to their proteges. Most of these skills are related to

psychosocial functions of the relationship. Since these skills seem to be highly valued, respondents may be more satisfied with them. This may explain why more satisfaction was expressed with the psychosocial functions of the relationship than with career functions.

In addition to enhancing skills, respondents noted that the mentor-protege relationship increased the mentor's self esteem (Halatin, 1981; Murray, 1991). In many cases the protege looked to the mentor, not necessarily as the expert, but as a resource -- one with more experience and knowledge. Anytime someone calls and asks an opinion one is flattered by the attention. When this happens between mentor and protege the mentor's self esteem has the potential to increase, depending on the nature and level of interaction between mentor and protege.

As mentor and protege met to discuss various issues and concerns they each invariably came away with a different perspective of the organization (Klauss, 1981). The protege added to his or her growing knowledge of the organization while the mentor came away having answered a question which prompted him or her to think about the organization from a new or different perspective. The fact that several respondents reflected on the role they played in changing the organization over the years underscores this point.

Did the mentor-protege relationship provide the mentor with an opportunity for leadership? The proportion of respondents who perceived this to be of benefit based on their role in the program *and* the mean value between groups was different, indicating there was a difference in how two of the groups perceived the item 'mentoring provides the mentor with an opportunity for leadership'. Mentors perceived this item to be of more value than did proteges.

In this study mentors were generally older with more education and professional work experience than their proteges. Mentors were expected to share this knowledge and experience with their protege(s), the less experienced. This might cause mentors to perceive themselves as leaders or as individuals with an opportunity for leadership. The protege might view the mentor not so much as someone in a leadership position but as a teacher, resource, counselor or advisor. Perhaps the difference results from how mentors and proteges define leadership rather than from how functions are carried out between mentor and protege within the relationship.

The potential benefits selected by respondents from all four groups as being *least beneficial to the mentor* included the following:

- mentor receives financial gains from mentoring

- mentor receives special training or education

- mentor's productivity increases

- mentor's promotability increases.

The literature described these items as potential benefits of a mentor-protege relationship. This study has identified them as perceived benefits with a very low 'benefit value' to the mentor, protege, and protege's boss.

It is not often that mentors are rewarded for their participation in or contribution to the mentor-protege relationship. Financial rewards were only awarded in approximately 11% of the mentoring programs described in one study (Reich, 1986). The mentors in The Mentor Program did not receive any financial incentive for their role and participation in the program. They also viewed this item as one of the least important or valued benefits from the relationship. This might mean respondents recognized the intrinsic value of the relationship and were willing to freely participate for their own enjoyment or to fulfill their own developmental or generational needs (Barnett, 1984).

Did mentors receive special training or education as a result of the mentor-protege relationship? One mentor said yes to this potential benefit. All other respondents may have placed a low priority on it since many opportunities exist for *all* employees to participate in continuing education and training in the organization -- not just individuals who were mentors in The Mentor Program.

Promotion, another type of incentive, was not seen by respondents as a benefit from the mentor-protege relationship although described as such in the literature (Hunt & Michael, 1983; Murray, 1991). Many respondents expressed dissatisfaction over the way in which the mentor-protege relationship created

unrealistic expectations -- that proteges viewed the relationship as a fast track to promotion based on who they knew rather than on what they knew. Mentors, bosses, and mentors/bosses expressed fear that proteges were promoted too quickly -- before adequately prepared to assume more responsibility or authority.

Perceptions and Value of Benefits to Protege

Over 50% of respondents identified nine top benefits to the protege as a result of the mentor-protege relationship -- more than those identified to the organization and to the mentor. Of those nine benefits, there were two items which revealed significant differences in the proportion of respondents who identified them to be benefits based on their role in the program. These two items included the following:

- protege learns the politics of the organization

- protege feels supported.

There was no significant difference, however, in the mean value between groups, so discussion is based on the differences in the proportion of respondents who identified an item to be of benefit based on their role in the program.

Proteges, mentors/bosses, and mentors were more than twice as likely as bosses to perceive the item 'protege learns the politics of the organization' as a benefit resulting from the mentor-protege relationship. Proteges tended to view their mentors as someone they could trust to explain informal rules of the

organization including what not to do and who not to approach in a given situation. Proteges reported receiving information from their mentors rarely communicated to them by their own boss (e.g. news of what was happening within the division at a higher management level). Bosses may have identified this as an item of lesser benefit due to their lack of knowledge of the mentor-protege relationship or from feeling somewhat resentful or undermined when they realized their employee(s) had learned some of the politics of the organization.

Did the protege feel supported as a result of the mentor-protege relationship? Three times as many mentors as proteges said yes. The majority of bosses and mentors/bosses also felt this was a benefit, although to a slightly lesser degree than the mentor group. Did mentors and mentors/bosses perceive what they wanted to perceive? It was clear the protege group did not feel supported as a result of the mentor-protege relationship. It would be interesting to conduct a focus group -- to define 'feeling supported' and subsequently discuss perceptions based on role and by interactions within the relationship.

The four top potential benefits selected by respondents as being *most beneficial to the protege* included the following:

- protege learns the ropes of the organization
- protege learns the politics of the organization
- protege gains broad network of resources and contacts
- protege learns about organizational norms and culture.

The literature described these items as potential benefits of a mentor-protege relationship. This study has identified them as perceived benefits with a very high 'benefit value' to the mentor, protege and protege's boss.

As proteges were socialized into the system they learned the ropes of their job and of the organization from one more experienced than they. At the same time they learned, formally or informally, about the politics they confront on the job (Farren et al., 1984; Murray, 1991). As they met and talked with their mentors, proteges learned about organizational norms and culture -- what was acceptable, what was not; what was explicit and what remained implicit yet known by all. In certain instances mentors referred their proteges to colleagues, to other professionals, to print or multimedia to encourage them to develop more contacts and gain a broad network of resources (Burke & Bice, 1991).

Based on comments written on the questionnaire, proteges appeared to place the most value on the benefits which helped them acculturate into the system and navigate it quickly and easily. They felt the relationship supported their learning as it provided challenges and opportunities for further growth.

The potential benefits selected by respondents as being of *least benefit to the protege* included the following:

- protege gains sense of belonging to social network
- protege learns problem solving skills

- protege feels protected and safe while learning job

- protege develops skills in critical thinking and reasoning.

The literature described these items as potential benefits of a mentor-protege relationship. This study has identified them as perceived benefits with a very low 'benefit value' to the mentor, protege, and protege's boss.

A mentor-protege relationship often brings with it a sense of belonging to a social network (Rogers, 1982) but respondents in all four groups do not perceive this to be a benefit from the mentor-protege relationship. This could be due to the decrease in social activities for participants of The Mentor Program. It could also be due to the program's perceived lack of attention and support by those in senior management positions.

Several respondents acknowledged that problem solving and critical thinking skills can be developed in a mentor-protege relationship but this item was not viewed as a valuable potential benefit. Respondents, as engineers with a depth of experience, may already demonstrate a high capacity to problem solve and think about issues in a critical way so may consequently view this item to be of 'low value benefit' relative to the mentor-protege relationship.

The literature reveals that proteges tend to have little fear of failure due to the protected nature of the relationship (Bova & Phillips, 1984; Evans, 1984). Respondents did not perceive feeling protected and safe to be a benefit of the relationship. This might be due to the depth of experience respondents had with

the organization in addition to their years of experience in their chosen field which gave them the confidence needed to overcome any fear of failure.

Satisfaction with Functions of Relationship

Another aim of this study was to determine whether or not respondents were satisfied with nine functions of the mentor-protege relationship -- five career functions (sponsorship, exposure-and-visibility, coaching, preservation, and career tasks) and four psychosocial functions (acceptance-and-confirmation, counseling, role modeling, and friendship).

Overall, the majority of mentors/bosses were satisfied with all nine functions of the relationship; mentors were satisfied with eight functions; proteges were satisfied with six functions; and bosses with only three functions of the relationship. The high level of satisfaction by the mentors/bosses and mentors could be explained by their high degree of involvement in the relationship and their ability to accept what they can and cannot change in the organization and, subsequently, in the relationship. Mentors/bosses and mentors seemed to realize that it takes time, along with the appropriate knowledge and qualifications, for one to master a job or career. This realization allowed them to approach the mentor-protege relationship more patiently and with a feeling of greater satisfaction than the protege who may approach it with an impatient attitude of wanting to know everything now. Perhaps because mentors and mentors/bosses

developed a higher tolerance for ambiguity over the years, they were better able than proteges to let themselves feel more satisfied with the process.

Bosses were the group least included and involved in the mentor-protege relationship which probably influenced their low level of satisfaction with the functions of the relationship. In fact, several bosses did not even respond to this section of the questionnaire because they were not aware enough of the functions within the relationship to be either satisfied or dissatisfied.

The following three functions differed in the proportion of respondents expressing satisfaction or dissatisfaction based on their role in the program:

- coaching (career function)

- counseling (psychosocial function)

- acceptance-and-confirmation (psychosocial function).

The majority of mentors, proteges, and mentors/bosses were satisfied with these three functions as compared to the bosses who were least satisfied. The greatest differences were found, however, between the mentor and boss groups. Mentors (and mentors/bosses) were three times as likely as bosses to be satisfied with the coaching function, in which the mentor broke down tasks and suggested specific strategies to achieve goals. Mentors were three times as likely as bosses to be satisfied with the counseling function of the relationship in which doubts and concerns were shared between mentor and protege. Mentors were three

times as likely as bosses to be satisfied with the acceptance-and-confirmation function of the relationship which cultivated trust, support and mutual liking between mentor and protege.

Mentors, proteges, and mentors/bosses were more than twice as likely as bosses to be satisfied with the sponsorship function of the relationship in which the mentor nominated the protege for opportunities -- work teams, projects or promotions. While this was not statistically significant, it was yet another indication that bosses were not satisfied with the functions of the mentor-protege relationship.

Mentors may have been more satisfied with the functions of the relationship because they were one of the two key people directly involved in it. They knew what the advantages of such a relationship were supposed to be and structured the relationship to provide them. When asked whether there were any other benefits of the relationship to the mentor, many respondents replied that the relationship helped the mentor to develop skills in listening, empathy and in counseling -- one of the functions with which the mentors and mentors/bosses were particularly satisfied. Those in the mentor role gained an opportunity to develop or enhance their counseling skills as they met and worked with their proteges. This gave mentors and mentors/bosses the satisfaction of having enhanced their own skills while helping someone else.

Mentors, mentors/bosses, and proteges were satisfied with the coaching function of the relationship. Proteges recognized the importance the coaching function played in their relationship as they worked with their mentors to develop project goals, plan career strategies or learn components of a new skill.

Mentors, proteges, and mentors/bosses were all satisfied with the acceptance-and-confirmation function of the relationship. Several proteges identified their mentors as the one person they felt they could trust. Most mentors and proteges in The Mentor Program appeared to have a mutual respect and genuine liking each one for the other. A collegial relationship often resulted where each viewed the other as a professional with unique sets of skills and abilities. The few proteges who felt out of touch with their mentors expressed concern about this malaise; eager to identify the problem and get back on track.

Bosses may have been least satisfied with these three functions due to their noninclusion in the mentoring process by either the mentor or the protege. Some bosses did not know their employee was involved in The Mentor Program. Most bosses reported knowing very little about the mission and goals of the program. They knew less about the mentor-protege relationship and of the discussions that took place between mentor and protege. With 62% of the bosses and 82% of the mentors/bosses not included in the mentor-protege relationship, it was not surprising to find bosses were least satisfied with the functions of the relationship.

Was there any significance to greater satisfaction being expressed with psychosocial rather than with career functions? Due to the fact that most mentors and proteges in this study already had a depth of knowledge and skills in their chosen field, they may have found the mentor-protege relationship most helpful for developing psychosocial skills and were thus more satisfied with them.

Dissatisfaction with Relationship

The literature identified risks and problems resulting from the mentor-protege relationship, some of which were confirmed by this study.

Mentors and proteges in the study had fears that each may have had unrealistic expectations of the relationship which caused problems and misunderstandings. They felt as if the rise and fall of one was inextricably tied to the other. Mentors and mentors/bosses noted that, once involved in a mentor-protege relationship, proteges expected to move up the ranks too quickly; that promotions became more based on who than on what the protege knew. It is important to remember that being a protege may enhance, not guarantee, a promotion or career move (Murray, 1991). A formal orientation and training session that explained the purpose of the mentoring program along with roles and expectations could address some of these issues.

Studies have shown there are those who feel the one-to-one mentor-protege relationship may be too restrictive -- that it is unrealistic to think one

person can be all things to another (Clawson, 1986; Klauss, 1981). Incorporating multiple or group mentoring models into the mentoring program could alleviate the exclusivity of the traditional one-to-one mentoring model while providing the protege(s) with a broader resource network. Including the protege's boss in the mentoring process is another way to create a team approach to the relationship.

Several proteges and one boss in the study reported some degree of tension within the relationship -- most of which they attributed to poor mentor-protege matches. Personality styles, physical location, personal and professional goals, gender, race, age, and experience may all affect the relationship between mentor and protege. These characteristics should be discussed and accounted for when first establishing a mentor-protege relationship. Roles and responsibilities must be clearly defined for the mentor, the protege, the protege's boss as well as for anyone else involved. This not only facilitates communication within the relationship but minimizes unrealistic expectations as well.

All four groups, mentors, proteges, bosses, and mentor/bosses were concerned about the lack of program structure, organization and publicity. They recommended that care be taken in selecting mentors and proteges and in orienting them to their roles and responsibilities within the relationship (Klauss, 1981). Once the match is made, it is important for the Program Coordinator to monitor the progress of those involved and reassign dyads if necessary. The

Program Coordinator must be contacted if either the mentor or the protege should move or receive a promotion so that the reporting hierarchy is re-examined and dyads reassigned to avoid a conflict of interest and assure a compatible match.

Cross-divisional pairings were of particular concern to mentors, mentors/bosses, and proteges due to the physical distance and personal unfamiliarity each had with regards to policies, procedures and personalities within the other area (Murray, 1991). In general, for cross-divisional dyads to be effective, more communication is needed between the mentor, protege, (protege's boss) and Program Coordinator than for those dyads in closer proximity.

Proteges commented that some of their peers were not aware of The Mentor Program. One protege and one boss noted the mentoring program created cliques and clones; proteges became the object of jealously by their unmentored peers. Publicizing the program's goals and objectives and making it available to all interested employees may help minimize these issues (Auster, 1984; Kirk & Reichert, 1992; Reich, 1986; Roskin, 1989).

There were no reports from respondents about mentors exploiting their proteges. Most proteges described their mentors as being competent, knowledgeable, well-intentioned people with a wealth of experiences and information to share. Proteges and some mentors reported feeling they could both contribute more and benefit from the mentoring program if provided with

clarification of their roles. Mentors, proteges, and mentors/bosses complained that lack of time made it almost impossible to develop a meaningful relationship. They experienced one tug towards wanting to spend more time in the relationship and another towards work demands and responsibilities. As organizations experience more downsizing and reorganization it seems that time management will become even more of an issue (Kirk & Reichert, 1992; Murray, 1991).

Perceived Value of Relationship

The mentor-protege relationship offered participants an opportunity to exchange ideas in a mutually safe environment and provided a high level of interaction with others in the organization. It was not surprising then to find that the vast majority of respondents described The Mentor Program as being beneficial and somewhat beneficial.

All respondents identified a range of benefits to themselves and to the organization as a result of the mentor-protege relationship. They also identified areas of further growth and development within The Mentor Program. Mentors/bosses reported being able to use their considerable years of knowledge of and experience within the organization to help their proteges with career decisions. Proteges appreciated the insights and help from someone more experienced. Bosses found the mentor-protege relationship to be least valuable of any group -- resulting perhaps from their lack of involvement in the process.

Involvement of Boss in Mentoring Process

Involvement of the boss in the mentor-protege relationship has not been a phenomenon discussed in the literature. Nor has it been something taken into account by most organizations with mentoring programs. In this study 82% of the mentors/bosses and 62% of the bosses were *not* included in the mentor-protege relationship in any way. Those who were included reported their involvement through occasional feedback or meetings with either mentors or proteges.

Any relationship between two people can be challenging. Introduce a third person into the relationship and the challenges increase. Communication, finding a mutually convenient time to meet, and reaching consensus on issues all have the potential to become more difficult between three people than between two. When the mentor and protege involve the protege's boss in the mentoring process these challenges arise. The situation demands that those involved are secure enough in their personal and professional positions so as not to play one against the other. Respondents stressed repeatedly *that ongoing communication between the mentor, protege and protege's boss is essential* to ensure no one feels threatened or circumvented -- feelings even more likely to occur if the three are geographically separated or have hidden agendas.

Bosses in this study noted and documented changes in their protege-employee(s) as a result of the mentor-protege relationship. Most of these

changes were noted through observations made by the protege's boss; not through meetings with or informal conversation between the mentor, protege or protege's boss. In only 8-31% of the cases was there some sort of communication between mentor and/or protege with the protege's boss.

Some of the changes in the employee/protege noticed by the protege's boss included increased confidence, improved communication skills, and an increased awareness by the employee/protege of how s/he was perceived by protege and nonprotege peers. Bosses reported their employee/protege(s) were much more aware of informal rules and other jobs throughout the organization than their employee's who were not in The Mentor Program. Bosses also noted that their employee/protege(s) showed a greater interest than nonproteges in management and career development. One boss was pleased to note his employee/protege was more able to accept rejection of some of his proposals than before beginning to work with his mentor. Another boss reported his employee/protege applied to a master's degree program in business administration as a result of the mentor-protege relationship.

One boss noted the tension experienced by her employee/protege as a result of the mentor-protege relationship and attributed the tension to a poor mentor-protege match. Several other bosses noted their employee/protege(s) did not have a good experience for the same reason. As previously discussed, an appropriate mentor-protege match is the foundation upon which the relationship

is based. Of equal importance is the followup by the Program Coordinator with all dyads to help assure an compatible, effective, and productive relationship.

Bosses and mentors/bosses observed that some proteges advanced too quickly within the organization as a result of the mentor-protege relationship. Knowing this happens may create unrealistic expectations, however unconsciously, for the mentor, protege, and the boss, since all may expect the protege to move along faster than s/he is prepared or able to move. Formally involving the boss in the mentoring process could make it easier for him or her to sit down with the mentor and protege -- to work together to identify relevant issues, talk about them, and develop a mechanism for implementation or resolution.

It was evident that bosses recognized the effect the mentor-protege relationship had on their employee/protege(s). Most of the bosses expressed an interest in becoming more involved in the mentor-protege relationship. Mentors and proteges, too, expressed a need to involve the protege's boss in the relationship. What no one could determine was what the level and nature of that involvement should be, although that was outside the scope of this study.

Based on comments made by respondents, having the boss involved in certain situations might be quite desirable while absolutely unthinkable in others. For example, it would seem important for a boss to know that his or her employee was involved in a mentor-protege relationship since things on the job would affect the relationship and the relationship would affect things on the job.

Too much interaction between the mentor and boss might make the protege feel as if s/he had two bosses. The protege might not know who to go to with particular issues, subsequently losing the trust and intensity of involvement that often develops in the more closely knit mentor-protege relationship. One respondent mentioned that, in this situation, it might become difficult to maintain a worthwhile and separate mentor-protege relationship due to weakened ties and confused role delineation. Respondents recognized the importance of maintaining communication between the mentor, protege, and protege's boss. They expressed a desire to obtain guidelines describing meeting frequency and ideas for what to do or discuss during their meetings. Given the variety of mentor-protege relationships that exist, there can obviously be no set rules although guidelines could provide a helpful frame of reference.

Respondents from all groups identified the need for formalizing The Mentor Program. Formalizing the program would include an orientation and training for mentors, proteges, and proteges' bosses to clearly define roles and functions within the relationship. Defining expectations of the mentor-protege relationship -- what it is and what it isn't would help to minimize unrealistic expectations. The overall structure of the mentoring program as well as how it relates to the mission, culture and philosophy of the organization would also be included in the training.

Orientation and training should include criteria for selecting mentors and proteges, the process of matching dyads, and a mechanism for followup once matches are made. Discussion could focus on guidelines for meetings, when to meet, how often to meet, where to meet, and suggestions of what to talk about. Orientation to the mentor-protege relationship could include sessions for the mentor, the protege, and the protege's boss in separate or combined groups to discuss roles/responsibilities in addition to issues of mutual interest and concern.

Before orientation and training ends, the mentor, protege and protege's boss must have established a feedback loop through which they will communicate on a regular basis. They should also work with the Program Coordinator to develop and implement a mechanism of evaluation to help determine the program's relative success. By the end of the training session the mentor, protege and protege's boss might have negotiated a development plan for the triadic relationship.

To make the ideal formal mentoring program work from the perspective of the mentor, the protege, and the protege's boss, the Program Coordinator needs to take the best parts from formal programs and the best parts from informal programs and create, as one protege so aptly wrote, a "structure without lots of rules".

Summary

Overall, mentors, proteges, bosses, and mentors/bosses in this study acknowledged the benefit and value of the mentor-protege relationship to themselves and to the organization. They appreciated the opportunities it provided for their personal and professional development.

Mentor, proteges, bosses, and mentors/bosses perceived the mentor-protege relationship in significantly different ways. Respondents identified three times as many benefits to the organization and protege as they identified to the mentor as a result of the mentor-protege relationship.

When looking at the differences in the proportion of respondents who identified an item as a benefit to the organization based on their role in the program, five items were found to be significant. Mentors and proteges were twice as likely as bosses and mentors/bosses to credit the mentor-protege relationship with improving inter-departmental communication. Mentors were more likely than any other group (with bosses being least likely) to perceive the following as benefits to the organization: improving intra-departmental communication, helping women and diverse individuals succeed, building better work teams, and spreading the power base around the organization.

Mentors, proteges, bosses, and mentors/bosses perceived the following to be of *most benefit to the organization as a result of the mentor-protege relationship:* helping the protege adapt to new cultures, improving inter-departmental

communication, humanizing the organization, and socializing the protege into the organization.

Mentors, proteges, bosses, and mentors/bosses perceived the following to be of *least benefit to the organization as a result of the mentor-protege relationship:* helping the organization overcome labor shortages, decreasing formal training costs, enhancing the organization's public image, and facilitating recruitment.

When looking at the differences in the proportion of respondents who identified an item to be a benefit to the mentor based on their role in the program, two items were found to be significant.

Mentors/bosses and mentors were twice as likely as proteges and three times as likely as bosses to perceive that mentoring increases the mentor's confidence. Mentors/bosses were two-and-one half times as likely as mentors, and proteges and over three times as likely as bosses to perceive that the mentor's recognition increases within the organization as a result of the mentor-protege relationship. Mentors/bosses perceived this item to be of significantly more value than did mentors. Mentors perceived the item 'mentoring provides the mentor with an opportunity for leadership' to be of significantly more value than did proteges.

Mentors, proteges, bosses, and mentors/bosses perceived the following to be of *most benefit to the mentor as a result of the mentor-protege relationship:* gaining a new perspective on the organization, gaining an opportunity for

leadership, enhancing the mentor's skills, and increasing the mentor's self esteem.

Mentors, proteges, bosses, and mentors/bosses perceived the following to be of *least benefit to the mentor as a result of the mentor-protege relationship*: receiving financial gain from mentoring, receiving special training or education, increasing mentor's productivity, and increasing mentor's promotability.

When looking at the differences in the proportion of respondents who identified an item to be a benefit to the protege based on their role in the program, two items were found to be significant. Proteges, mentors/bosses, and mentors were more than twice as likely as bosses to perceive the item 'learning the politics of the organization' as a benefit. Mentors were two-and-one half times as likely as proteges to perceive that the protege feels supported as a result of the relationship. The majority of bosses and mentors/bosses also perceived this to be a benefit from the mentor-protege relationship.

Mentors, proteges, bosses, and mentors/bosses perceived the following to be of *most benefit to the protege as a result of the mentor-protege relationship*: learning the ropes of the organization, learning the politics of the organization, developing networks of resources and contacts, and learning about organizational norms and culture.

Mentors, proteges, bosses, and mentors/bosses perceived the following to be of *least benefit to the protege as a result of the mentor-protege relationship*: gaining a sense of belonging to a social network, learning problem solving skills,

feeling protected and safe while learning the job, and developing skills in critical thinking.

When looking at the satisfaction with functions of the relationship, the majority of mentors/bosses were satisfied with all nine functions of the relationship; mentors were satisfied with eight; proteges satisfied with six; and bosses satisfied with only three functions. Bosses were significantly less satisfied than the other three groups with the coaching, counseling and acceptance-and-confirmation functions of the relationship.

When looking at dissatisfaction with the relationship, mentors/bosses expressed the most dissatisfaction followed by mentors, proteges and bosses. Concerns included unrealistic expectations by the mentor and protege, uncertainty about the appropriate level and nature of involvement of the proteges' boss, lack of program structure and guidelines, and ill-defined roles and responsibilities for program participants.

Overall, mentors and mentors/bosses were more likely than proteges and bosses to perceive the mentor-protege relationship as being somewhat beneficial and beneficial. Bosses were the least satisfied with the mentor-protege relationship of any group.

Limitations of Study

As with any research project this study has several limitations, some of which may include the following:

1. The generalizability of these results are limited to other organizations to the extent that other organizations are similar to the participating organization.

2. To the extent the small number of nonrespondents are different from the respondents, the results obtained in this study could be biased.

3. There were relatively small and unequal numbers of respondents in each of the four groups in this study (Mentors=19, Proteges=32, Bosses=13, Mentors/Bosses=11). This resulted in less powerful statistical tests for observing differences between the groups.

Despite the limitations of this study, it provides information pertaining to how proteges, mentors, bosses and mentors/bosses perceive the value of the mentor-protege relationship, whether or not they perceive the relationship in a similar or dissimilar way, and what they perceive to be of most and least value as a result of the relationship.

IMPLICATIONS OF STUDY

Implications of Study for Individuals / Organizations

Perceived benefits of the mentor-protege relationship to the mentor, protege, and organization have been identified by the mentor, protege and the protege's boss. Selected benefits have also been ranked from most beneficial to least beneficial. Results of this study have implications for those individuals already involved in a mentor-protege relationship as well as for potential mentors, proteges, and proteges' bosses. Results also have implications for organizations which hope to have a mentoring program, however formal and informal.

This study demonstrates how the mentor-protege relationship is perceived by the mentor, the protege, and the protege's boss. The mentor-protege relationship makes it easier and less stressful for the protege to adapt to new cultures, socialize into the organization and learn about the organizational norms and culture. It heightens an awareness the mentor, the protege, and the boss have of various divisions within the organization -- their collective strengths, limitations and contributions. The relationship enhances proteges' understanding of organizational politics and helps them better learn the ropes of the organization. It makes the organization, and the process of acclimating to it, more humane -- critical in view of today's corporate mergers and consolidations.

This study has shown that mentors, proteges, mentor/bosses, and proteges' bosses perceive potential benefits of the relationship in significantly different ways

based on their role in The Mentor Program. The level of satisfaction with three functions of the relationship is perceived in different ways among the four groups. Even the overall benefit of the relationship is perceived in a significantly different way among mentors, proteges, and protege's bosses. This difference in perceptions is not necessarily right or wrong. In some situations or organizations it may be appropriate for mentors, proteges, and proteges' bosses to perceive aspects of the relationship in different ways. Some things, however, can be done to minimize dissatisfaction expressed by respondents about The Mentor Program and include the protege's boss in the mentor-protege relationship.

One of the most significant implications of this study is directed at including the protege's boss in the relationship. Results of this study indicate that the traditional dyadic relationship of the mentor-protege *must* expand to include, at the very least, the protege's boss. This triadic relationship of mentor-protege-boss (see Fig. 4) approaches the concept of peer relationships in career development as described by Kram and Isabella (1985).
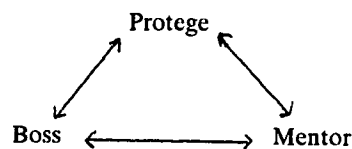

Figure 4: The Triadic Relationship between mentor, protege and boss with feedback loop.

Based on the results of this study, it appears that bosses want to be involved in some aspect of the mentoring process. Mentors, proteges, and proteges' bosses agree this involvement is a good idea but seem uncertain how to involve the boss or at what level. It is up to the mentor, protege, and the protege's boss to negotiate a level of involvement appropriate to each situation. A feedback loop between the mentor, protege, and protege's boss might be the first link established to facilitate communication.

Many respondents requested a formal orientation or training session to The Mentor Program and to the mentor-protege relationship. This would be especially helpful to orient the mentor, protege and protege's boss to his or her roles and responsibilities relative to the relationship. Providing guidelines on how they might relate to one another and explaining how they might carry out their developmental activities will help them operationalize their role in the mentoring program. It is important that everyone involved know up front what the mentor-protege-boss relationship is as well as what it is not.

As part of the orientation or training it might be helpful for the mentor, protege and protege's boss to do a self assessment of career and life skills. It may also be important in some situations to identify individual work or behavioral patterns. There are many standardized and nonstandardized inventories readily available which might provide useful insights about the individuals as well as about the dynamics between individuals and the organization. Recognizing

human motivations and needs is an important part of the orientation to the relationship, since this can help to uncover and make explicit any hidden agendas. Small group work related to communication, negotiation, supervision, giving feedback, and developing learning contracts can prepare the mentor, protege, and protege's boss for future challenges.

It might also be important for the mentor, protege, and protege's boss to share personal values, needs and interests. This will serve as a strong foundation on which to build the bonds of mutual respect, trust, liking and integrity that often develop over time between those in such relationships. This may imply either a tacit or explicit agreement between mentor, protege, and protege's boss that confidentiality is maintained on some, if not all, issues discussed during the relationship. While the mentor-protege relationship is probably not the place to resolve grievances or take disciplinary action, the mentor might assist the protege in developing strategies for confronting and negotiating such issues. Care must be taken so the mentor does not become the middleman between the protege and the protege's boss. In fact, the subject of what information can or should be shared, how often and with whom is something the mentor, protege and protege's boss must discuss and agree on at the beginning of the relationship to avoid subsequent misunderstandings.

Perhaps the mentor, protege, and protege's boss could meet formally or informally on a quarterly basis to review the activity of the mentor-protege

relationship and discuss how it affected employee/protege performance on the job. The line between being the protege's boss or mentor will, at times, be quite thin. Roles will blur and identities become easily confused. This might be especially true for those who play the role of mentor/boss although one would hope that those in this dual role would be able to recognize the importance of maintaining separate role identities better than others in the organization.

The mentor, protege, and protege's boss must approach the relationship with specific goals and objectives in mind. In fact, by the end of the orientation or training program, the mentor and protege might have developed a draft of a personal development plan with which to begin the relationship. The protege's boss could contribute to this development plan process by clarifying the protege's responsibilities on the job and by offering one or two of his/her own objectives for the employee/protege to work on within the structure of the relationship.

The boss could work with the mentor to identify skills needed for successful completion of a task or job. Tasks can be broken down into component parts as mentors and bosses collaborate to help proteges learn and develop new skills. Mentors can be instrumental in assisting proteges to develop career plans, to learn new skills, or to make a job transition. The protege's boss can serve as a reality check, providing opportunities for the protege to apply newly acquired skills on the job. With the mentor, the boss, and the protege working together new thoughts may be infused into a worn system.

Those in senior management positions within the organization must offer not only their support but negotiated 'release' time for those in relationships. In this way some of the time pressures and constraints felt by mentors mentors/bosses, and proteges in this study might be alleviated. Financial support is also necessary to develop, publicize, implement and monitor an effective mentoring program. Participants in The Mentor Program could receive a manual suggesting guidelines for the relationship. In addition to this, everyone involved in the mentoring program must understand its basic tenets and how they relate to the mission and philosophy of the organization.

The mentoring program might be a part of the professional development program offered through the department of human resources. It might meet the needs of those in charge of staffing requirements and succession planning. It might be offered through the department of education, training and development. Or the mentoring program might be offered by department directors, division managers, or bosses, who recognize the benefits of such a program to themselves, to the mentor, to the protege, and to the organization.

Indications for Further Research

It seems inevitable that the research process suggests even more questions. Further analyses of the data collected in this study complemented by data collected in other studies can be used to collectively address questions related to the mentor-protege relationship. Suggestions for further research include:

1. Replicate this study with a larger sample size and with subgroups of more equal size. This will give more power to both the statistical tests used and to the qualitative component of the study.

2. When transforming the data, cluster like items of potential benefit before analyses are performed.

3. This study found several significant differences between how mentors, proteges, and protege's bosses perceived the relationship. Further research must explore *why* those differences occur and identify the effects those differences have on the overall relationship. Focus groups or interviews could be conducted on a quarterly basis for the duration of the relationship.

4. Conduct a focus group of bosses and mentors/bosses to learn more about their expectations of the mentor-protege relationship. Define rationale for the bosses' involvement in the relationship and explore ways to operationalize that involvement.

5. Conduct a longitudinal study to determine whether the mentor, protege and protege's boss differ in how they view the benefits of the relationship over time. The study will track each relationship from beginning to end, when the relationship redefines itself. Begin the study at the onset of the relationship, prior to introducing the mentor, protege and boss to their roles and responsibilities. Intervene along the way to identify perceptions and to determine whether perceptions are dependent upon developmental or career stage.

6. Examine the dynamics of the relationship between the mentor, the protege and the protege's boss to explain how those dynamics affect the mentor-protege relationship or any other developmental relationship.

7. What effects do age, gender, ethnicity, career/developmental stage, or number of years worked in the organization have on how mentor, protege and protege's boss perceive benefits of the mentor-protege relationship?

8. Are individuals within organizations mentored more by situations, events, and circumstances than by relationships with one or more special peers or mentors?

9. How are the benefits from other important developmental relationships perceived or measured as compared to those from the mentor-protege relationship? What seems to influence these perceptions and why?

10. Do mentors, proteges, and proteges' bosses in various organization types perceive benefits from the mentor-protege relationship in a similar or dissimilar way (e.g.,academic vs. corporate settings)?

11. Would mentors, proteges, proteges' bosses at a technical rather than a professional level perceive the relationship and its associated benefits and problems in a similar or dissimilar way?

12. What effect does the organization have on the level and nature of involvement by the mentor, protege, and protege's boss in the mentoring process?

13.   Identify actual benefits received from the mentor-protege relationship and compare them against perceived benefits. Which are most important and at what stage of the relationship?

Some of the implications this study may have on organizations and the individuals involved in those organizations have been presented. Areas of further research have been suggested to further the understanding of the dynamics of developmental relationships, of which the mentor-protege relationship is one. Identifying and understanding the perceptions, expectations and needs of the mentor, the protege and the protege's boss will not only benefit those directly involved in such developmental relationships but will benefit the organization as well.

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APPENDICES

APPENDIX A

Two-Page Study Proposal

WHO IS DOING THE STUDY?

Terrie Nolinske, MA is a PhD student at Northwestern University where her classes were in the Kellogg School of Management and the School of Education. Her dissertation is on the benefits of mentoring. Terrie works fulltime as an Assistant Professor in a master's degree program for occupational therapists at Rush-Presbyterian-St. Luke's Medical Center. Terrie has a private practice in which she designs/presents education and training programs to corporations in addition to doing freelance writing and editing.

WHY IS THE STUDY BEING DONE?

1. To compare how the mentor, the protege and the protege's boss (the organization) perceive the value of the mentor-protege relationship.

2. To determine how the mentor and protege perceive the relative importance of the functions of a mentor-protege relationship such as career tasks and interpersonal skills.

3. To meet requirements for my PhD program!

HOW WILL THE STUDY BE CONDUCTED and HOW MUCH TIME WILL IT TAKE?

50 mentors and 50 proteges (and their bosses) from one organization would be ideal for this study, although a minimum of 15 mentors and 15 proteges is acceptable.

1. A checklist will be completed after each meeting of the mentor and protege (literally just checking off general content of the meeting) -- about 10 minutes. (See attached for example of format and questions.)

2. A longer survey will be completed by the mentor, the protege and the protege's boss towards the end of the study -- about 30 minutes. (See attached for example for format and questions.)

WHEN WILL THE STUDY BE DONE?

It could begin as early as October 1993 or as late as January 1994, depending on the organization. The study will last approximately three months.

WHERE WILL THE STUDY BE DONE?
In the comfort and the privacy of your own workplace.

HOW WILL THE RESULTS BE REPORTED?

To ensure confidentiality, each participant will receive a number. No names will be used in the study at any time. The organization will not be identified by name but by type of service it provides and by a regional location. Results will be reported in group form.

WHAT's IN IT FOR US AS THE PARTICIPANTS?

Your participation in the study may give you helpful insights into your current program. This study is not intended to measure or evaluate your current program. It is meant to help people in organizations better understand the value of mentoring. As we work together, I would be happy to answer your questions or provide articles/references about mentoring as well as a copy my results.

THANK YOU!

I thank you for the interest your organization has shown in my study and would certainly appreciate your help! Given the strength of your existing programs, it would appear to be a mutually beneficial relationship. Please call me with any questions you may have. I can be reached at the following address and phone:

Terrie Nolinske, MA

APPENDIX B

Questionnaire

Study Number _____

BENEFITS OF THE MENTOR-PROTEGE RELATIONSHIP

I. DEMOGRAPHIC INFORMATION

1. What is the rank or title of your current position within the organization?

   _____

2. How many years have you worked for this organization (including this year)?

   a. In your current job_____(years)
   b. In another capacity_____(years)

3. How many years have you worked in your chosen field or profession?

   a. Less than 1 year
   b. 1 - 5 years
   c. 6 - 10 years
   d. Over 10 years

4. Your gender:

   a. Male
   b. Female

5. Your race or ethnic group:

   a. White/Caucasian
   b. African American
   c. Native American/American Indian
   d. Mexican American/Chicano/Hispanic/Puerto Rican
   e. Asian
   f. Other *(please specify)*:_____

6. Your age:

   a. 20 - 25 years
   b. 26 - 30 years
   c. 31 - 35 years
   d. 36 - 40 years
   e. 41 - 45 years
   f. 46 - 50 years
   g. 51 - 55 years
   h. 56 - 60 years
   i. 61 - 65 years
   j. 66 - 70 years

7. **Highest degree earned:**

   a.   Associate's degree
   b.   Bachelor's degree
   c.   Master's degree
   d.   PhD, EdD
   e.   Other *(please specify)*_____

8. **What is your role in The Mentor Program of this organization?** *(circle one)*

   a.   Mentor <u>and</u> boss of one or more protege(s)
   b.   Mentor of one or more protege(s)
   c.   Protege
   d.   Boss of one or more protege(s) *[skip to question 12]*
   e.   Mentor <u>and</u> protege

9. **Length of time in this mentoring relationship:** *(MENTORS: use second column if you have more than one protege)*

a.	3 - 6 months		a.	3 - 6 months
b.	6 months - 1 year		b.	6 months - 1 year
c.	1 - 2 years		c.	1 - 2 years
d.	2 - 3 years		d.	2 - 3 years
e.	3 - 4 years		e.	3 - 4 years
f.	Over 4 years		f.	Over 4 years

10. **MENTORS: Do you ever meet formally with other mentors?**

    a.   Yes
         *(how often?)*_____*(who leads group?)*_____

    b.   No

    PROTEGES: Do you ever meet formally with other proteges?

    c.   Yes
         *(how often?)*_____*(who leads group?)*_____

    d.   No

11. **Are you both a boss <u>and</u> a mentor of one or more protege(s) in The Mentor Program?**

    a.   Yes
    b.   No *[skip to question 15]*

12. As a boss are you incorporated into the mentoring process? *(circle all that apply)*

    a.   Mentors give feedback to me

    b.   Proteges give feedback to me

    c.   I attend occasional meetings with mentor(s) and/or protege(s)

    d.   I am not included in any way

    e.   Other *(please specify)*:_____

_____

_____

_____

13. As a boss what changes, if any, have you noticed in your employee(s) since s/he began the mentor-protege relationship?

    a.   No changes noted

    b.   The changes listed have been noted for the following reasons:

_____

_____

_____

_____

14. What tensions, if any, have you experienced between you (as boss), your employee, and your employee's mentor?

    a.   No tensions experienced

    b.   The tensions listed have been experienced for the following reasons:

_____

_____

_____

_____

II. BENEFITS OF THE RELATIONSHIP TO THE ORGANIZATION

Please check all items you think benefit the organization as a result of the mentor-protege relationship:

___15. Mentoring program socializes protege into the organization

___16. Mentoring program develops protege's skills

___17. Mentoring program develops management continuity

___18. Mentoring program develops strong sense of loyalty to organization

___19. Mentoring program develops strong sense of identity with organization

___20. Mentoring program improves inter-departmental communication

___21. Mentoring program results in greater customer satisfaction (*who is the customer?*):

_____

___22. Mentoring program builds better work teams

___23. Mentoring program facilitates recruitment

___24. Mentoring program improves retention

___25. Mentoring program accurately selects and develops new talent

___26. Mentoring program improves intra-departmental communication

___27. Mentoring program develops management succession plan

___28. Mentoring program grooms people for advancement

___29. Mentoring program decreases formal training costs

___30. Mentoring program maintains or improves the motivation of senior staff

___31. Mentoring program improves morale

___32. Mentoring program humanizes the organization

___33. Mentoring program enhances services offered by the organization

___34. Mentoring program increases overall productivity

___35. Mentoring program helps the organization identify skills it wants to increase/improve

Benefits of mentoring to the Organization (cont'd)

___36. Mentoring program provides a better trained work force

___37. A more flexible work force results from the mentoring program

___38. Mentoring program enhances organization's public image

___39. Mentoring program spreads power base around the organization

___40. Mentoring program increases visibility of a department, program or area

___41. Mentoring program helps women and other diverse individuals succeed

___42. Mentoring program eases job transitions

___43. Mentoring program helps proteges adapt to new cultures

___44. Mentoring programs help organizations overcome the labor shortage

___45. Other benefits to the organization:_____

_____

_____

III. GO BACK THROUGH ITEMS 15 - 45. *From the items you just checked, select three items* you think are most beneficial to the organization. **Write the numbers of the three items you selected in the appropriate blanks below:**

46. ___ Most beneficial to organization

47. ___ Second most beneficial to organization

48. ___ Third most beneficial to organization

IV. GO BACK THROUGH ITEMS 15 - 45. *From the items you* did not check, *select three items* you think are least beneficial to the organization. **Write the numbers of the three items you selected in the appropriate blanks below:**

49. ___ Least beneficial to organization

50. ___ Second least beneficial to organization

51. ___ Third least beneficial to organization

V. BENEFITS OF THE RELATIONSHIP TO THE MENTOR

Please check all items you think benefit mentors as a result of the mentor-protege relationship:

___52. Mentor's prestige increases

___53. Mentor has renewed interest in work

___54. Mentor's self esteem increases

___55. Mentor's productivity increases

___56. The relationship helps fulfill mentor's developmental needs

___57. Mentor's status within the organization increases

___58. Mentor's recognition increases within organization

___59. Mentor's status increases within profession

___60. Mentoring affirms the mentor's knowledge

___61. Mentoring provides mentor an opportunity for leadership

___62. Mentoring enhances the mentor's skills *(please list particular skills)*:_____

_____

_____

_____

___63. Mentoring empowers the mentor

___64. Mentor develops a loyal following

___65. Mentor receives special training or professional education

___66. Mentor's conflict management skills improve

___67. Mentor gains respect from colleagues

___68. Mentor's collegial relationships are enhanced

___69. Mentor's promotability increases

Benefits of mentoring to the Mentor (cont'd)

___70. Mentor gains new perspective on organization

___71. Mentor receives financial gains as a result of mentoring

___72. Mentor's confidence increases

___73. Mentor's visibility increases

___74. Other benefits to mentor:_____

_____

_____

VI. **GO BACK THROUGH ITEMS 52 - 74.** *From the items you just checked, select three items* you think are **most beneficial** to the mentor. **Write the numbers of the items you selected in the appropriate blanks below:**

75. ___ Most beneficial to mentor

76. ___ Second most beneficial to mentor

77. ___ Third most beneficial to mentor

VII. **GO BACK THROUGH ITEMS 52 - 74.** *From the items you did not check, select three items* you think are **least beneficial** to the mentor. **Write the numbers of the items you selected in the appropriate blanks below:**

78. ___ Least beneficial to mentor

79. ___ Second least beneficial to mentor

80. ___ Third least beneficial to mentor

VIII. BENEFITS OF THE RELATIONSHIP TO THE PROTEGE

Please check all items you think benefit proteges as a result of the mentor-protege relationship:

___81. Protege learns the ropes of the organization

___82. Protege's confidence increases

___83. Protege's self esteem increases

___84. Protege gains visibility within the organization

___85. Protege feels protected and safe while learning about the job

___86. Protege feels supported

___87. Protege learns the politics of the organization

___88. Protege learns new skills (*please list*)_____

_____

_____

_____

___89. Protege develops professional identity

___90. Protege learns organizational norms and culture

___91. Protege develops work ethics and values

___92. Protege learns problem solving skills

___93. Protege develops skills in critical thinking and reasoning

___94. Protege becomes empowered

___95. Protege gains opportunities to advance in career

___96. Protege develops a career plan or career goals

Benefits of mentoring to the Protege (cont'd)

___97. Protege gains a broad network of resources and contacts

___98. Protege's motivation increases

___99. Protege has a sense of belonging to a social network

___100. Protege has a sense of belonging to a professional network

___101. Protege's productivity increases

___102. Protege can distinguish between formal and informal criteria for promotion

___103. Protege is satisfied with work/career

___104. Other benefits to the protege:_____

_____

_____

IX. GO BACK THROUGH ITEMS 81 - 104. *From the items you just checked, select three items you* think are **most beneficial** to the protege. Write the numbers of the three items you selected in the appropriate blanks below:

105.   ___   Most beneficial to protege

106.   ___   Second most beneficial to protege

107.   ___   Third most beneficial to protege

X. GO BACK THROUGH ITEMS 81 - 104. *From the items you did not check select three items you* think are **least beneficial** to the protege. Write the numbers of the items you selected in the appropriate blanks below:

108.   ___   Least beneficial to protege

109.   ___   Second least beneficial to protege

110.   ___   Third least beneficial to protege

XI. SATISFACTION WITH FUNCTIONS OF THE RELATIONSHIP

Are you satisfied with the way in which the mentor-protege relationship addresses each of the following functions? Check the appropriate level of satisfaction or dissatisfaction for each function.

	Satisfied	Somewhat Satisfied	Somewhat Dissatisfied	Dissatisfied
111. Sponsorship	____	____	____	____

Nominating or being
nominated for opportunities,
promotions, lateral moves,
work teams, or projects.

| **112. Exposure-and-Visibility** | ____ | ____ | ____ | ____ |

Allowing protege to develop
relationships with key people
in the organization and learn
about other parts of the
organization.

| **113. Coaching** | ____ | ____ | ____ | ____ |

Suggesting or receiving
suggestions about specific
strategies to meet goals.

| **114. Preservation** | ____ | ____ | ____ | ____ |

Shielding or being shielded
from unnecessary risk or criticism
or potentially damaging contact
with others.

| **115. Career Tasks** | ____ | ____ | ____ | ____ |

Assigning or receiving
challenging work assignments
to develop specific competencies
and skills.

	Satisfied	Somewhat Satisfied	Somewhat Dissatisfied	Dissatisfied
116. Role Modeling	____	____	____	____

Showing or being shown
values, behaviors, attitudes
and skills; setting or identifying
with a desirable example.

	Satisfied	Somewhat Satisfied	Somewhat Dissatisfied	Dissatisfied
117. Communication	____	____	____	____

Cultivating trust, respect,
support and mutual liking
between mentor, protege
and boss.

	Satisfied	Somewhat Satisfied	Somewhat Dissatisfied	Dissatisfied
118. Counseling	____	____	____	____

Clarifying or being helped to
clarify one's identity with self,
the organization and others;
sharing doubts and concerns.

	Satisfied	Somewhat Satisfied	Somewhat Dissatisfied	Dissatisfied
119. Social Relationships	____	____	____	____

Social interactions and
informal exchanges about work
and outside of work experiences.

XII. DISSATISFACTION WITH THE MENTOR-PROTEGE RELATIONSHIP

120. What problems do you think result from the mentor-protege relationship? In what way do those problems harm the mentor, the protege or the organization? *(use back of page if needed)*

_____

_____

_____

_____

_____

XIII. OVERALL ASSESSMENT

121. What is the overall value or benefit of the mentor-protege relationship to you? (please circle the number that best describes your thinking)

5	4	3	2	1
Very Beneficial	Moderately Beneficial	Somewhat Beneficial	A little Beneficial	Not Beneficial

Why?_____

_____

Questions? Call Terrie at _____.

Thank you very much for completing this survey. Your participation in this study has been greatly appreciated.

Please put survey in enclosed envelope and seal.

RETURN TO _____,
PROFESSIONAL DEVELOPMENT PROGRAMS

before October 29, 1993

APPENDIX C

Two Cover Letters for Study
Note Regarding Terminology

TO: Mentors, Mentees and Mentees' Boss

SUBJECT: THE MENTOR PROGRAM

As you may or may not be aware, there has been some discussion about formalizing and expanding The Mentor Program. Before doing that, it is important to know where we are and where we want to go.

Terrie Nolinske, MA, a PhD candidate from Northwestern University will be conducting research at _____, focusing on the benefits of the mentor-mentee relationship as perceived by the mentor, the mentee and the mentee's boss. I see this as an opportunity for us to get some feedback about The Mentor Program -- to discover what's working and what's not before further defining the program's vision and mission.

Two questions will be answered as a result of this research:
1) Does the mentor, the mentee and the mentee's boss perceive the value of the mentor-mentee relationship to themselves and to the organization in a similar or dissimilar way?

2) Does the mentor and the mentee place the same importance on career functions and psychosocial functions during their relationship?

The following instruments will be used to conduct the study:
1) A two-page checklist will be completed by both the mentor and mentee after each meeting they have over two to three months. This should take about five minutes to complete.

2) A longer survey will be completed by the mentor, the mentee and the mentee's boss at the beginning of the study. This should take about 30 minutes to complete.

This study will begin in October of 1993 and continue through mid-December.

Terrie has assured me that no participant's name will be used in the study at any time. _____will not be identified by name but by type of service it provides and by its Midwestern location.

Your participation in this study will give us helpful insights into The Mentor Program. Terrie and I both appreciate your cooperation in this study. I am pleased to take this time to expand upon an already successful, growing program.

TO: Mentors, Mentees, Mentees' Bosses

DATE: October 15, 1993

RE: Mentoring Study

<u>Enclosed in this packet you will find the following:</u>

1.	Twelve-page survey	MENTORs, MENTEEs, MENTEEs' BOSSes: Please complete and return to the office of __BEFORE October 29, 1993. I'll pick questionnaires up at 2:00 pm the 29th.
2.	Two-page survey	MENTORs, MENTEEs: Complete this two page survey after each mentor-mentee meeting you have between now and December 15th.

Mentors and Mentees need to complete two of these surveys each. Disregard any extras in your packet.

As you complete each form, <u>please forward</u> to the office of _____ .

<u>I will collect forms around 2:00 pm</u>
      *Friday, October 29th
      *Wednesday, November 24th
      *Friday, December 17th

IF YOU HAVE ANY QUESTIONS, <u>PLEASE</u> CALL ME AT WORK:___OR AT HOME _____. Thank you for your time, interest and your participation!

N O T E

Throughout this study I have used the term "protege"

instead of the term "mentee"

to avoid confusion between the term Mentor and Mentee. People tend to read surveys quickly and thus easily mistake one word for another. This could easily affect your response to questions and give us incorrect data for the study.

I ask your indulgence in this matter, since I know it departs from terminology used in The Mentor Program.

Terrie Nolinske

APPENDIX D

Three Reminder Letters
Thank You Letter

TO: Participants in The Mentoring Study

FROM: Terrie Nolinske, PhD Candidate

DATE: October 29, 1993

RE: 12-page questionnaire

REMINDER

Please complete the 12-page questionnaire, place in the return envelope provided, and return to the office of _____ before Tuesday, November 9th.

For the data to make sense I need responses from everyone in The Mentor Program. Knowing your day is already full, I really appreciate your participation in this study.

Questions? Call Terrie at _____.

November 10, 1993

To best look at The Mentor Program I need close to a 100% response rate to the questionnaire.

Where we are now:

10 (47%)	15 (42%)	9 (64%)	4 (36%)
Mentors	Mentees	Bosses	Mentors & Bosses

Where we want to be:

21 (100%)	36 (100%)	14 (100%)	11 (100%)
Mentors	Mentees	Bosses	Mentors & Bosses

*If you've already returned your survey,
  THANK YOU!

*If you need another copy, please call _____
  at _____.

*If yours is still blank, <u>please</u> complete and return
  <u>now</u> to the office of ___. I'll pick it up there.
  Thank you!

November 23, 1993

Uh-oh, it's "Terrie" again.........reminding you to take advantage of this confidential opportunity to make your views known about The Mentor Program! Complete the 12-page questionnaire and get an anxious PhD candidate off your back at the same time!! Please..............................

Where we are now:

10 (47%)	25 (69%)	14 (100%)	11 (100%)
Mentors	Mentees	Bosses	Mentors & Bosses

Where we want to be:

21 (100%)	36 (100%)	14 (100%)	11 (100%)
Mentors	Mentees	Bosses	Mentors & Bosses

*If you've already returned your 12-page questionnaire, THANK YOU!

*If not, PLEASE complete and return now to the office of _____. I'll pick it up there. Thank you!

January 1994

Hello   :

This is just a note to thank you very much for your participation in The Mentor Study conducted from October through December of 1993. We ended up with a 95% response rate which is considered to be fantastic for a questionnaire!

Terrie is analyzing the data now and writing up results to complete her dissertation by mid-February. We will make sure you receive a summary of The Mentor Study results.

Thank you again for taking the time to contribute your views on The Mentor Program and help Terrie collect data for her dissertation. We *really* appreciate it.

Best wishes for the new year ahead!

Terrie Nolinske, MA
PhD Candidate   Manager, Professional
Northwestern University   Development Programs