

MENTORING: IN SEARCH OF A TAXONOMY

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SUBMITTED IN PARTIAL FULFILLMENT  
OF THE REQUIREMENTS FOR THE  
DEGREE OF

MASTER OF SCIENCE

at the

MASSACHUSETTS INSTITUTE OF TECHNOLOGY

May, 1979

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JUN 25 1979

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Robert L. Davis, Jr. and Patricia A. Garrison

Submitted to the Alfred P. Sloan School of Management on April 12, 1979 in partial fulfillment of the requirements for the degree of Master of Science.

## ABSTRACT

The emphasis of this thesis is on a set of definitions which describe and distinguish the roles that the mentor can play in a mentor-protege relationship. The definitions are cataloged in a taxonomy which groups them by function, by the milieu in which they occur, and by the essential requirement for the genesis and sustenance of the relationship.

The definitions were created following a series of interviews with a selected group of successful people from the business and academic communities. Among those interviewed were three Nobel Laureates, a corporate president, and two corporate vice presidents. The sample included black and white females and males.

A detailed description of the authors' approach to the interviewing is presented. The results from the interviews, including a discussion of the similarities and differences among and between the Nobel Laureates, black and white women and black men, is given.

A self-administered quiz which gives the reader an opportunity to test his/her understanding of the role definitions is included.

The authors present some potential applications of their work and suggest some topics for further research.

Thesis Supervisor: Professor Edgar H. Schein

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## ACKNOWLEDGEMENTS

We wish to express our appreciation to Professor Edgar H. Schein for his insistence on excellence when we may have settled for something less.

We would like to thank Professor Phyllis A. Wallace for her helpful discussions on the subject and for her contagious enthusiasm.

Dr. Mary P. Rowe provided us with some encouraging feedback when we really needed some support.

We would like to thank the following people for their stimulating and thought provoking feedback:

Mr. William G. Sharwell  
Mr. Constantine B. Simonides  
Mr. Seth H. Washburn

Special thanks go to Beverly D'Agostino, whose cheerful attitude did not wear thin in the face of our impossible demands.

We could not have accomplished anything without cooperation and support of our 21 friends who allowed us to interview them.

Our gratitude goes to Messrs. Richard A. Dennis and John M. Wynne for the freedom and support they gave us in doing this project.

Finally, we would like to thank each other for putting up with us.

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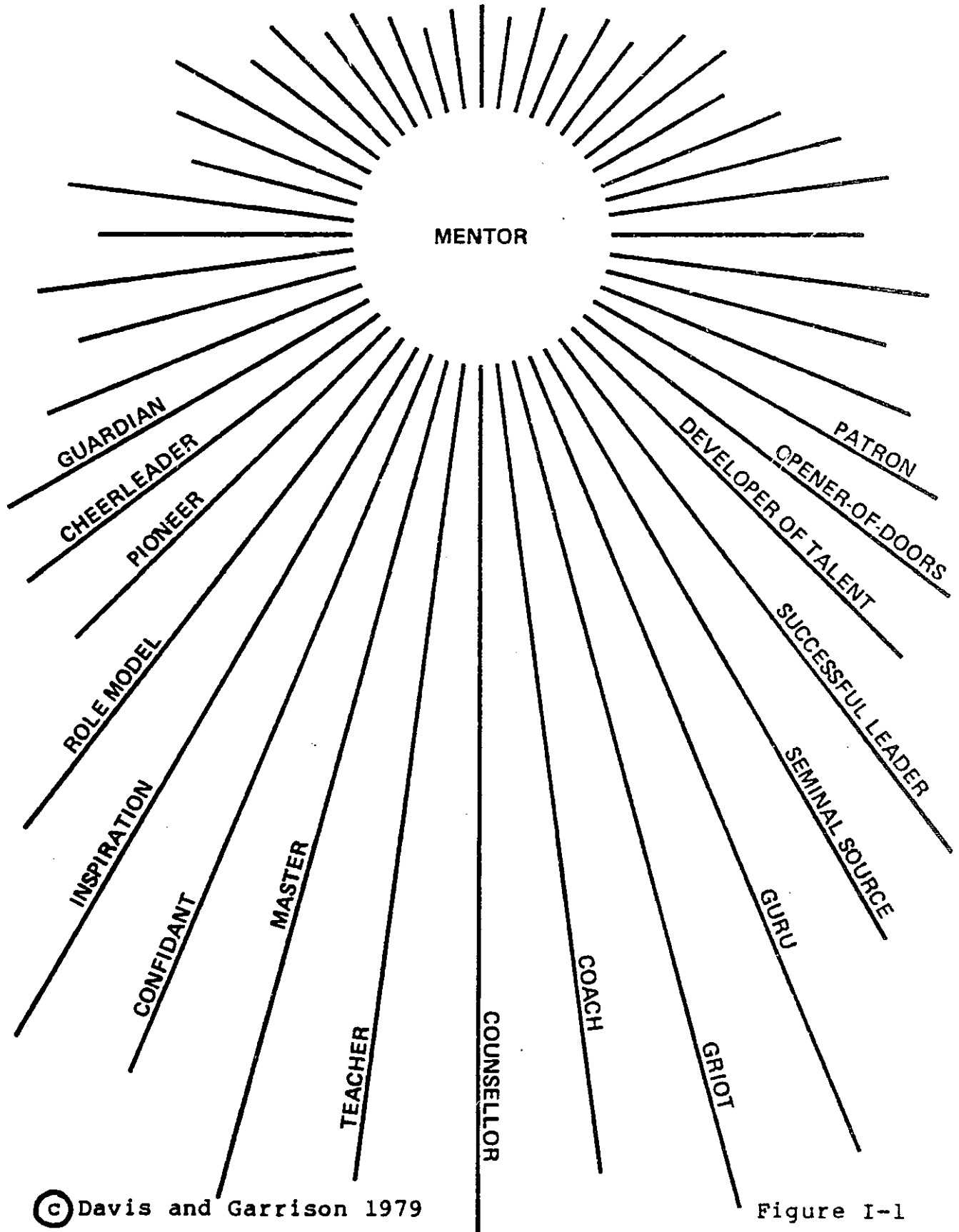
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# A PLACE IN THE SUN

A favorable position that allows for development;  
A share in what one has a natural right to.





## CHAPTER I. INTRODUCTION

Mentor (men'·ter), n. [Gr. Mentor, lit., adviser], 1.[M-]., in Greek legend, the loyal friend and wise adviser of Odysseus (Ulysses), and teacher and guardian of Odysseus' son, Telemachus. 2. a wise, loyal adviser.

Reason for Study

Mentoring has existed in organizations and professions for many years. Recent literature on the subject has suggested that people need a mentor in order to "make it" in an organization.<sup>1,2,3,4</sup> We were drawn to the subject by the thought that if one needed a mentor to make it, then everyone ought to have access to a mentor if true equal opportunity is to exist. We began to look for ways to find out what mentor-protege relationships encompass and what makes them work. Among the possibilities which occurred to us was the thought of asking successful people to share their perceptions of what mentoring has meant to them and how it has affected their career development. As we continued to explore this possibility by discussing it with acquaintances, we discovered that the subject was of interest to a great many people. Thus we decided that a study in this area might prove fruitful and be of use in counselling and advising young people entering the business world and in stimulating managers who have an interest in developing employees.

In our casual conversations we noticed that people used the term mentor to describe others who played many different types of roles in their mentor-protégé relationships. We found it intriguing that such differences existed, but felt that it might also be confusing. We therefore decided that perhaps we should attempt to understand mentoring a bit better before talking to more people.

### Literature Search

We began our quest for understanding by surveying some of the current life stages literature. Gail Sheehy's book Passages, discusses the important role a mentor can play in the development of a young person.

All the studies agree that the presence or absence of such a figure [mentor] has enormous impact on development.<sup>5</sup>

Daniel Levinson, in his book, Seasons of a Man's Life, suggests a close examination of the mentoring relationship.

Mentoring is defined not in terms of formal roles but in terms of the character of the relationship and the functions it serves. A student may receive very little mentoring from his teacher-adviser, and very important mentoring from an older friend or relative. We have to examine a relationship closely to discover the amount and kind of mentoring it provides.<sup>6</sup>

Edgar Schein, in Career Dynamics, continues the theme and incorporates mentoring into his stimulating discussion of

effective human resources systems.<sup>7</sup> Schein cautions against forcing someone to be a mentor and goes on to say that if the person is comfortable in the role of mentor then he/she should be given the opportunity to contribute in that way. He describes several kinds of mentoring which can be clearly distinguished:<sup>8</sup>

1. The mentor as teacher, coach, or trainer - a person about whom the younger person would say, "That person taught me a lot about how to do things around here."
2. The mentor as a positive role model - a person about whom the younger person would say, "I learned a lot from watching that person in operation; that person really set a good example of how to get things done."
3. The mentor as a developer of talent - a person about whom the younger person would say, "That person really gave me challenging work from which I learned a great deal; I was pushed along and forced to stretch myself."
4. The mentor as an opener of doors - a person who makes sure that the young person is given opportunities for challenging and growth-producing assignments, who fights "upstairs" for the young person, whether or not the younger person is aware of it.
5. The mentor as a protector (mother hen) - a person about whom the younger person would say, "That person watched over me and protected me while I learned; I could make mistakes and learn without risking my job."
6. The mentor as a sponsor - a person who gives visibility to his or her "proteges," who makes sure that they have good "press" and are given exposure to higher-level people so that they will be remembered when new opportunities come along, with or without the awareness of the younger person.

7. The mentor as a successful leader - a person whose own success ensures that her or his supporters will "ride along on his or her coattails," who brings those people along.

### Hypothesis

Schein's work provides a very useful insight, i.e., the roles that mentors play can be separated, one from another. This insight turned out to be the point around which our thinking coalesced. We developed the hypothesis that the people benefitting from the services of a mentor, i.e., the protege, can best describe the role the mentor played in their development. From those descriptions we felt we could glean the essential characteristics of the relationship between mentor and protege and construct a taxonomy which cataloged those characteristics.

### Approach to Study

To capture the characteristics we decided to interview a number of successful people in order to determine just which roles mentors played in their development. We assumed that people, who were successful by some criteria, would have had a mentor-protege relationship at some point in time. If we found anyone for whom that was not true, we would incorporate those data into our findings. We felt that by deliberately suggesting to people that there was someone who had contributed to their

personal and/or career growth that they would be more likely to recall relationships that would qualify as mentor-protege relationships. We specifically did not want people to eliminate any relationships based on some preconceived notion of what a mentor is. The details of this approach are discussed in Chapter II.

## CHAPTER II. METHODOLOGY

He that teaches himself has a fool for a master. [17th-century proverb]<sup>9</sup>

Alternatives for Data Collection

Two primary methods of data collection considered for our thesis were survey through questionnaire and interviewing. An account of how we arrived at a decision on the above alternatives serves several purposes. It provides the reader a basis for understanding the interview materials and it highlights some of the distinctive problems encountered during the data collection stage of the thesis.

The survey method seemed to offer several advantages which appealed to us. This method would have enabled us to reach a broader cross-sample of the working population, which we initially believed important. Also, through the use of a questionnaire, our main task would have been to generate the right list of questions and to summarize the responses upon their return. No appointments or traveling would have been required and this, too, was ideal. Finally, we believed this method would be less time-consuming than interviewing and time was important to us.

Therefore, we set out to examine further the survey method. We designed a questionnaire which fit our

hypothesis at a conceptual level but it was not clear to us that this or any other specific list of questions would give us all the data we needed or wanted. With this reservation, we tested our questionnaire and discovered that many questions were not necessary, some were repetitious and, while the questions may have elicited responses from our testers, they seemed to still lack something.

We were not quite ready to give up on the questionnaire so we decided to do a literature search to examine approaches taken by others who had done work in this area. We ran across an outstanding publication by Harriet Anne Zuckerman, Nobel Laureates In The United States: A Sociological Study of Scientific Collaboration.<sup>10</sup> The search, and particularly the reading of Ms. Zuckerman's work, in which she describes her interviewing techniques, led us to conclude that we should explore, as a second alternative, the interviewing method.

With some modification of our original questions (we knew that we wanted essentially the same questions answered), we interviewed one another. As we went through the list of questions, it all seemed too mechanical. The two of us then discussed our feeling as an interviewee. What seemed to be of concern to each of us was that there was information we wanted to share which would have

significantly enriched the data and given us insights that were unknown to the other. It became clear that the element that was lacking in the use of a questionnaire was the opportunity for the interviewee to freewheel on the subject.

In arriving at a solution to this problem, we also realized that we were not taking full advantage of the benefits of doing collaborative research. After taking a number of other related issues under consideration, e.g., individual time and working style (to be discussed later in this chapter), we decided to conduct joint interviews. Additionally, we realized that using a specific line of questioning greatly inhibited the interviewee and, consequently, narrowed our prospects of fully testing the hypothesis of the need for a taxonomy.

#### Decision On Alternative

The testing of the two alternatives, as described above, provided us the data necessary to conclude that for the purpose of our research, joint interviewing was the better of the two alternatives. In this connection, we also concluded that an open-ended approach, i.e. the interview not conducted with a list of "yes/no" questions, would eliminate our concern of guiding the interviewee with a specific line of questioning. We



realized, however, that there were some advantages and disadvantages with this methodology; at this stage in our preparation, the advantages were more obvious than the disadvantages.

The advantages in conducting the open-ended interview proved to be overwhelmingly positive. First, personal interaction with each of the interviewees was an important aspect. We were able to observe and experience the level of enthusiasm generated by the interviewee during the course of the interview. Each participant was very interested in the research topic and indicated or suggested that he/she viewed us as knowledgeable on the subject (these observations may be attributed to a large extent to our level of preparation for each interview which will be discussed in the next section of this chapter). Following the formal interview, informal discussions would often occur, whereupon several participants remarked: "can you tell me whether this was a normal mentoring relationship" or "do many mentoring relationships end as mine did?". These informal discussions, for which we eventually began to plan in terms of scheduling time, were a very important part of our overall learning from this experience. We were able to amplify and verify the word pictures of the mentors which the proteges had painted. Second, the interviewing method

enabled us to follow up directly on general comments which needed further clarification by asking a probing question, i.e., "would you describe what you mean by ..." or "can you be more specific about ...". Third, as interviewers, we were able to test information from the interviews against our hypothesis immediately thereby developing on-going modifications of the evolving model. Finally, the joint interviewing method provided us the opportunity to process data collectively as well as individually, which served to clarify, expand, and ensure the accuracy of many key points and concepts described in this study.

The disadvantages to interviewing are few. However, those which exist are extremely significant and important to pass on to the reader. As noted earlier, the survey method would have enabled us to interview a larger sample of the working population and, perhaps, make our results more scientifically acceptable. This fact alone was insufficient evidence to convince us that we should forfeit all the advantages to be gained from conducting personal interviews. As a consequence of the small numbers, we were able to concentrate on, and recognize each individual as a major contributor to our work; it will later be understood how crucial this was to our research. Another disadvantage which eventually led to a

problem, in terms of conflicting views, was the issue of note-taking and/or taping during the interviews. We examined the usual intrusions associated with both of these procedures and concluded that neither was entirely comfortable for either of us. We considered note-taking to be too distracting, to compromise listening, and to have the appearance of being discourteous to the interviewee. Taping, on the other hand, was always prefaced with a comment which sounded too apologetic, "I hope you don't mind if we tape...". An additional concern, which is often cited by researchers regarding the use of a tape recorder, was whether interviewees would feel inhibited and be conservative in the interview. With no way of measuring the degree to which taping would affect the participants' responses or interfere with the sheer mechanics of the interview, we sought a third alternative.

It follows from the above that serious consideration had to be given to one or both of the procedures because the interviewees' contributions were so important to our research. We eliminated our concerns by making the decision to conduct the interviews without note-taking or taping but, rather, to listen intently and, immediately following the interviews, to record everything on tape. This process worked extremely well, but we were

often tempted not to spend the follow-up time required to do a more than adequate job at recording. If this method is employed, it is essential that these recordings be very thorough as they are the only data available for future reference.

### Approach to Interviews

A fairly detailed account is given here of the procedures and experiences we encountered during the course of preparing for, and conducting, our interviews to place proper emphasis on the need for thorough preparation. This section and the one to follow may provide information which may be pertinent to others who are or will be engaged in similar research.

Preparation for the interviews occurred in several stages. We were given an opportunity to participate in an interviewing workshop of which we took advantage. Five major areas were covered in a four-hour session which significantly contributed to our overall learning: 1) interview design; 2) preparing and evaluating interview questionnaires; 3) question sequence, i.e. initial questions, probing questions, etc.; 4) issues to consider before the interview, i.e., definite time schedule; knowing to whom you are talking, and 5) points to cover during the interview. These points were rather

standard but they were always seen by the interviewees as being important:

- 1) name of interviewers
- 2) purpose
- 3) why the participant was chosen
- 4) confidentiality
- 5) explanation of what will be covered and how
- 6) feedback, i.e., will they get information back from the interview
- 7) keep track of time
- 8) ask if there are any questions

The next step of preparation for this method of interviewing involved many hours of developing and reworking questions for language and clarity. It was particularly important to us to have a very clear and concise opening question which would elicit a narrative response from the interviewee. After several tests, we agreed upon the following as the opening question: "Would you please describe your relationship with any person(s) that played an important role in your career development?". This question generally required the identification of time sequence and therefore was subsequently modified to read: "Starting with your first job, would you please describe...?". We were to discover that this type of question was key to the success of our interviewing; it did not lead the interviewee, but rather, encouraged detail while keeping the interviewee on track.

For example, we were careful not to introduce questions which would lead them away from our general framework or to interrupt them with a question which directed them away from the point they were trying to make. Instead of intervening with an entirely new question, we would ask that they be more specific or to further describe what was meant by their statement.

Finally, going through the various stages of preparation (much of which is not included in this report for the sake of brevity) also enabled us as collaborative researchers to test our working style and relationship. In the course of preparing for our interviews, our involvement in the workshop, and other related activities, created opportunities for us to observe, learn, and grow from each other's differences and experiences. For example, we were able to understand the bases for each other's questions during the interview without having discussed them beforehand. We are certain that our interviews were more successful as a result of these exchanges.

### Identifying and Contacting the Participants

The first step in this process involved the sheer mechanics of identifying the participants. Since

our stated objective was to explore the proteges' descriptions of what mentoring is to them and what it has meant in their career development, we defined our survey group as persons (proteges) whose success could be recognized by their career growth and development. It was not our intention or desire to define success as having arrived at the top of an elite structure, but to identify persons who had made significant achievements with the help of someone else. In order to construct a taxonomy for categorizing mentor-protege relationships which would apply to anyone, regardless of place of employment or status in the organization, it was important and necessary to take this approach.

Through word of mouth, for the most part, we were able to generate a list of names which included individuals from academic and research organizations, major corporations, and banking. Our final group of twenty-one black women/men and white women/men included three Nobel Laureates, a president and two vice presidents of major corporations, general managers, and directors. Among this group were three former and six current Sloan Fellows (See Table II-1 for Characteristics of the Survey Group).

TABLE II-1  
CHARACTERISTICS OF THE SURVEY GROUP

<u>TITLE</u>	<u># INTERVIEWED</u>	<u>RACE SEX*</u>			
		<u>WM</u>	<u>WF</u>	<u>BM</u>	<u>BF</u>
Nobel Laureate	3	3			
Corporate President	1	1			
Corporate Vice President	2	1		1	
Executive Director	2	1			
Department Head	1				1
Executive Assistant	3			1	2
Former Sloan Fellow	3	3	3		
Current Sloan Fellow (1978-1979)	6	5		1	
<b>TOTALS</b>	<b>21</b>	<b>11</b>	<b>3</b>	<b>4</b>	<b>3</b>

\* WM - White Male  
 WF - White Female  
 BM - Black Male  
 BF - Black Female



The first six participants contacted were members of the Sloan Fellows Program, all of whom immediately agreed to be interviewed. The other fifteen participants were sent a letter explaining the nature of the thesis and requesting their consent to be interviewed. The original contents of the letter are found in Appendix I.

As stated in the letter, each individual was contacted by telephone. All were eager to participate in our study and each of them provided specific dates and times they would be available for the interview. Only two appointments were cancelled due to unforeseen obligations. We were unable to reschedule appointments, so two more persons on our list were contacted and both enthusiastically accepted our request (this was a common response among all of those contacted). Subsequent to each interview personal "thank you" letters were mailed immediately.

#### Feedback On Interviewing Techniques

Thorough preparation facilitated the interviewing process in many ways. As interviewers, we demonstrated complete confidence in our ability to handle joint interviews. This was most obvious in the discussion which frequently occurred following the formal interviews. In

the process of answering questions asked of us by the interviewees, we often responded with thoughts which had been discussed during some stage of the preparation. In this connection, another important factor was the degree to which this collaboration influenced the interviewees' perceptions of our competence, seriousness, and enthusiasm about our research topic. These feelings were often communicated to us by the interviewees, and at times, we were able to observe changes in their behavior; that is, they shared our enthusiasm about the interview.

As noted earlier, many hours were spent pre-testing the interviewing questions. However, following our assessment of the first six interviews, we recognized the distinctive character of each and it became apparent to us that the questions were only a guide and that each interview should be tailored for the individual. For many, the opening question was all that was required and the interviewer only interrupted to request clarification or more detail. With others, the general framework for questioning was closely adhered to. Variations in interviewing style were of no concern to us as we were seeking qualitative rather than quantitative data from the interviews. In addition, each interview became curiously more interesting to the interviewers as a result of the diversity in style. It is important to recognize, however,

that the general framework of the interview questions developed during the preparation stage was retained in each interview.

Upon completion of twelve interviews, we began to recognize recurrent themes which prompted a preliminary analysis. Two major processes were undertaken at this time; first, the preparation of case write-ups (See example in Appendix II) and second, the identification of pertinent quotes which significantly contributed to the development of the taxonomy as described in Chapter IV.

## CHAPTER III. RESULTS FROM THE INTERVIEWS

You cannot teach a man anything. You can only help him to discover it within himself. Galileo<sup>11</sup>

All of the people that we interviewed were members of predominately white male organizations. This fact is important to keep in mind as we address our objective of testing the contention that mentoring is different for females and males, and Blacks and Whites. We present the results from our interviews by discussing inter- and intra-group similarities and differences for the following groups:

- Nobel Laureates
- Black Females
- White Females
- Black Males

Each of the latter three groups are compared with white males as a group. Insights gathered from the interviews are shared and some conclusions are drawn.

#### The Nobel Laureates

We were fortunate to have among our survey group three winners of the most prestigious award in science, the Nobel Prize. Our motivation for including them in the survey was to determine whether their experiences with mentoring were fundamentally different from those of the members of the other groups in the survey. A summary of each interview and an analysis of similarities and differences among the Laureates follow.

Our first interview was with Anderson Press, a forty-five year old director in a prestigious research organization, who has been recognized by his colleagues around the world for his distinguished contributions to the advancement of science and technology.

Press, an outgoing and energetic individual, arrived at his office for our interview carrying a fresh loaf of pumpernickle bread, a quart of cottage cheese, and three giant sized mugs in which he later served us coffee. After arranging his desk and meticulously slicing the bread, he looked to us and said, "will you have breakfast with me?" That was our introduction to Andersen Press. He became an employee of his organization in 1961 at the age of 28. At that time, he worked under Peter Rhoe a fifty-eight year old department head whom Press credits for his acculturation into the organization.

As a graduate student I didn't attend a university that pride itself in nourishing its students. My thesis advisor was an extremely bright, very busy man; I was lucky if I got a chance to see him a half hour a week, and that was too infrequent for a research student. So, I arrived here to work for Rhoe, a guy who had a reputation around the organization for watching out for his people, not having had the benefit of being mentored. An employee in the organization for many years, he was good at advising you on how to, and who could help you, get things done; this kind of advice and support was very important to me. I would have otherwise spent too much time trying to work these types of things out.

Rhoe was also very skillful at protecting the people who worked for him from management. I can recall one incident in which he became involved that really made the difference for me and a few other people. A group of his staff were engaged in a research project which management didn't consider a priority at the time. This particular project was extremely important to me and my work group; it would have destroyed us all if it had come to an end. One day we were all sitting around waiting for the bad news and in walked Rhoe wearing a subtle smile then shouting, "get to work you guys." We never heard anything more from management and the project was one of the biggest successes in the organization.

Press went on to describe Pete Rhoe's ability to make him fully realize his talents and skills.

This guy was capable of stretching your mind to the limits. I'd go into his office sometimes thinking I had covered everything and he'd find something in my work that I hadn't fully explored. He kept track of the quality of my work by checking its thoroughness, through editing and very regular discussions about what I was doing. Pete was an extremely kind and bright person for whom I had immense respect. I listened very carefully to his advice. Some people used to say that he was ahead of his time. I can recall the times I thought I had hit upon a new idea and Pete would go to his notebook and show me the same idea he had conceived ten years earlier. I recognized that without the counseling and advice I received from him things would have been very different for me.

At this point, Press interrupted the interview to go get three more mugs of coffee. As he loaded a slice of bread with more cottage cheese he began talking about Rhoe as a manager.

He was an exceptional manager. I guess, in a sense, I imitate his behavior. I was always impressed with his ability to work so well with people. Through him, I began to realize that it was o.k. to be human

and a scientist, too. He used to encourage interaction among his staff by having us get involved in round table discussions over lunch. Rhoe would be right there subtly orchestrating the whole thing. A lot of learning and growing took place at these sessions which otherwise would have never taken place in a research organization. Now as a manager, I encourage this same kind of interaction among my own staff.

In this connection, Press talked briefly about Alber Combs, their executive director at the time, as being influential in his career.

Alber had the reputation for generating bad ideas. Occasionally, he would show up at the lunch table with a bad idea and we would all try to figure out how to improve it and in the process, we would test our individual knowledge. Often, through this exchange with others, we'd hit upon something new. Later in my life I recognized the value of these discussion and how Alber's bad ideas served as a stimulus in advancing my thinking. Alber died two years ago and we were friends until his death. Peter Rhoe is now seventy-two and still a highly respected colleague and friend of mine. I will always be grateful for the role he played in my life.

Just prior to the end of the interview, we asked Press what his career aspirations were now that he is world renown. He reflected for a moment:

You know, there are not many jobs around that I would consider. I would not want to be a university president because they spend too much of their time doing fund raising and public relations work. I've thought about this question, and the only answer I have is that I really enjoy managing a group of people doing good, solid science.

After the interview with Press we walked 50 feet down the hall to Jim Post's office. Post, co-holder with Press for many awards for their joint work, is a balding, taciturn man of about 40. His office was clear of all but the necessary. We asked him to talk about anyone who had played an influential role in his development. He responded by talking about his thesis advisor.

He was eminent among the scientists in his field. I was eager to find a project to work on with him; so, one day I went strolling over to his lab and asked to join a new astronomy project he was working on. It would have taken me years to learn alone what I picked up from working beside him. He was extremely disappointed when I told him I was leaving the University. Presumably, he had imagined me staying on there training students at the Lab as he had with me. Today, however, he looks at my decision quite differently and is proud to know that he had a hand in producing an award winner.

Post went on to talk about his pleasure in working on instrumentation during his time with his advisor. That pleasure has remained with him, as shown by his response to a question about what he enjoys doing now.

I really enjoy my work. Sometimes I feel that the people in my department would like me to spend a little more time doing the managerial things and I really should do more of that. But, I really must admit to a slight preference for my technical work.



Post also mentioned Pete Rhoe's role of protecting their work when people would question what their work had to do with the company's business. He also recognized the contributions made by Alber Combs in their luncheon discussions.

Our interview with Post was short because he is a man of few words. He uses words as efficiently as he uses his instruments to listen to the stories that nature has to tell. The last thing we remember seeing as we left his office was a plaque on his desk with the inscription "3mm" on it. That is the distance that he and Press measured which led to their prize winning conclusions. A fitting symbol for the consummate technician.

John G. Charles, co-holder of the most prestigious award in his field, seemed very much at home in his office in the Gray Building on the rolling campus of Center University where he is a full professor. He is also a consulting director in his field at Dynacomp, where much of his work has been done over the years. Somehow the campus setting seemed to be right for our interview.

Charles, a man in his 50's with twinkling eyes, talked about his relationship with Victor Seitz, his thesis advisor and co-holder of the award. He said that

his approach to their work was quite different from Seitz's, Charles' being theoretical and Seitz's being experimental. According to Charles this distinction is such that some effort was required to achieve an effective working relationship. Since Charles was junior in the relationship he was expected to act like a junior member. He did not. This required an adjustment on the part of both men. The adjustment was made and they became award winning collaborators. In Charles' words

The man who will go down in history as my mentor was actually more of a collaborator.

Charles also talked at length about his career at Dynacomp. Despite the significant contribution made by his thesis work, he was hired reluctantly at Dynacomp. He went on to explain that the company was strong in physicists for it was during the time that other scientists at Dynacomp were doing their own award winning work.

Charles' work was not in the same area of physics and, hence, not considered "mainstream" at the time. He went on to say that quite often in the early days his work had to be protected from those who felt that perhaps other work was more important. Fortunately for Charles, (and Dynacomp, and the world of science) someone

always had enough faith in his work to allow him to continue. To further illustrate the point, Charles shared with us his experience of joining with two other theoretical physicists to demand that they be given the same support as the experimental physicists. The vice president in charge of research at the time responded favorably and the physics research division was restructured accordingly.

A little rebellion....is a medicine necessary  
for the sound health of government. Thomas  
Jefferson: Letter to James Madison (1787)

Our interview with Charles ended prematurely (for us) as he was called away by his tennis partner so that they would not lose their court time. We left Center University feeling that we had just had an experience that we would remember for a long time.

The most striking similarity in the stories of the three Laureates was the recognition of the contribution made by the people who protected their work from those who would have terminated it. The world of science is highly competitive and the battles for scarce resources are fierce. In the early stages of most work no one has a very good idea about its ultimate value. Therefore, the resource allocators must rely on the technical judgement of those who are supervising the work. The supervisors, in turn, quite often must base their judgements on the

faith that they have in the people doing the work. The young scientist, no matter how successful in graduate school, must prove him- or herself in the more competitive climate of the industrial research laboratory. In order for the young scientist to have a fair chance to give a clear indication of what he or she is ultimately capable, there will be times when someone more established will have to serve as guardian or sponsor for the junior person. The important message to gather from the histories of the Laureates is that even they needed someone early on who did what was necessary to allow them to continue their work until it could be judged fairly as to its value.

The Laureates were all very different individuals. Press appeared to be very happy as a manager. Post seemed to prefer doing hands-on technical work and Charles was right at home on the campus. It was interesting for us to reflect back on the interviews and recall how their relationships with their mentors were precursors of their later working preferences. For example, Charles made it clear that he worked largely on his own during his time with Seitz. Post worked with a famous inventor. Press identified the human skills he picked up from Pete Rhoe as being important to him. If one uses the career

anchors typology described by Schein in Career Dynamics<sup>12</sup> one would conclude that Press had a managerial anchor, Post, a technical/functional anchor and Charles, an autonomy anchor.

We went on to interview the other groups, using the model established with the Nobel Laureates. That is, we listened to their descriptions, identified the different roles played by their mentors and then considered the similarities and differences. Presented below are our findings for the different groups.

#### Black Women

We interviewed three black women, one a department head and two executive assistants, all from prestigious organizations. These women described their relationships with their mentors as situation oriented. They each talked about how they had learned important organization survival skills through discussions with more experienced people.

C was very sophisticated about agency policies. When I first started to work there I really didn't know much about how to approach things in Washington. I had gone there from a district office in a smaller city in the South where everything was done in a very direct way. In my first meeting with some of the senior people in the agency I asked what seemed to me to be a

logical question. As it turned out the question touched on a sensitive area for one of the senior people. As you might have guessed I did not achieve instant popularity. After the meeting C took me aside and explained why the senior person acted the way he did. C suggested that I rehearse my questions with him before asking them in meetings until I get the lay of the land. I learned a lot about agency politics as a result of that process. I haven't gotten into trouble that way since.

\* \* \* \* \*

Whenever I ran into a problem with the people who reported to me I knew I could talk to B about the situation. He fancied himself a good manager and enjoyed discussing people issues. What really helped me was using B as a sounding board rather than the "sage" advice he gave me.

The women also talked about having mentors who furthered their careers by recommending them for promotion opportunities.

D was not a mentor to me in the classical sense. By that I mean that he did not really teach me anything. He shared information with me and I would probably still be an employment representative if he had not come along and gotten H to take me as a supervisor.

\* \* \* \* \*

I requested a year's leave of absence to work as an administrative assistant in a prestigious New England university which was affected by the regulatory requirements for which C's division was responsible. This proposal faced major opposition from C's peers because I had only been at the agency for one year. C fought for me to get the assignment even though he knew I couldn't be easily replaced in the job I was doing for him.

All of the black women we interviewed were in their early 30's and hence had spent most of their careers in an affirmative action climate; this provided opportunities for Blacks and women that did not exist before. It also forced managers to fill some of their better positions with Blacks and women in order to meet their goals. Therefore the mentor of a black woman helps to achieve three objectives:

- (1) a black woman can be counted as a Black or a woman in measuring against goals (she does not count as both)
- (2) the manager gets his job filled
- (3) the woman gets a promotion

Thus, some black women would argue, the mentor gets a lot of mileage out of the sponsorship.

Black women did not get the protection that white males reported getting. To a person, they felt extremely vulnerable. For example, most of them were pioneers in the areas into which they were promoted. They were either the first woman, or the first Black, or both. This gave them high visibility, and, since they were the first in the area, they had no one like themselves to pass along the key information. This problem was compounded by white male backlash. If the job the black woman took had traditionally been held by white males, they would be

resentful of her for taking one of "their" jobs. Hence, support would not be forth coming from the normal sources.

When I took the job as K's assistant the division's accountant felt that he should have been given the job. It was all that I could do to extract from him the information I needed to prepare the budget.

The final point that black women made was the important role they played for each other. In situations they faced such as described above, they had no one to talk to. They obviously couldn't talk to the white males who viewed them as a threat. White women didn't understand the racism that the black women faced and black males didn't understand the sexism. The only person that they could relate to was another black woman. The result is the existence of strong relationships in which a lot of mutual support takes place.

G was the only person I could talk to at the time. I really didn't know if I should have been able to answer the question that I had been asked or rather he was just testing me. She had been through a similar experience and shared her way of handling it. I tried her way the next time and it worked.

\* \* \* \* \*

When I got the job, the black, males in the company ostracized me. They said that a black man ought to be the senior Black in the company. I felt so alone. I thought that other Blacks would have been proud of my achievement. The only person who was able to comfort me was a black women who had been in the employment department for years. She had been the first



Black there and had experienced some of the same things I was going through. It was good to be able to talk with someone who could appreciate what I was feeling.

Our conclusions are that black women have some mentoring needs unique to their situation, e.g. guardian, confidant and counsellor, in addition to the ones that other groups have. In addition, there are fewer people who are either willing, or able, to fill those needs. As a result, black women have had to scratch out what mentoring they got. In the words of one of the interviewees

I never had a mentor in the classic sense. I had to do like the little pig in the phrase: "Root lil' pig or die a po' hog."

Despite all the obstacles, black women have found a way to survive in this arena, as they have in all the others.

### White Women

Three white women participated in the study. They were all graduates of the Sloan Fellows program and had returned to the corporate environment in responsible positions.

Most of the current interest in mentoring has come about as a result of white women identifying mentoring as a critical success factor for white males. Hence, they reason that if they can get the same kind of support that men get, they will achieve the same results.

This reasoning is based on successes that white women as a group have had in the past. Many of their gains in the corporate arena have been based on group actions modeled after black groups that preceded them. In fact, one could put forth the argument that white women have used collective role modeling quite successfully in the past. If one accepts that premise, and applies it to the subject of mentoring, one can begin to see where confusion would arise. If we look at the kinds of mentoring relationships that the white males in our survey group described to us and those described in the literature, we see some very definite patterns arising. First, the mentor tends to be a half generation older than the protege.<sup>13</sup> If we look at this fact with respect to women it is clear that the number of women of that age available in positions like the positions being sought after, and held, by today's women, is very limited.<sup>14</sup> Hence, women face a very different problem than do men. Their source of mentors who look like them is very limited; as a result, they must look to males for the support if they insist on having support in the same form as males have it. This raises the second question of whether it is wise to seek support in the same form. Levinson, in Seasons of a Man's Life, discusses some of the complex issues involved with male mentor-female protege relationships.<sup>15</sup> Most of his

comments refer to the classic, all-encompassing mentor-protege relationships. We would suggest that the probability of encountering the "sticky" issues is increased if one is intent upon entering an all-encompassing relationship. The black women, with their situation oriented relationships, did not report "stickiness" as a big factor. In fact, one of them told us that if she anticipated any difficulty, she would make a point of getting to know her mentor's wife.

We had an adult relationship and his being male never interfered. Perhaps this was due in part to my friendship with his wife and an understanding which existed that we never had to discuss.

An alternative that appears to work for some women is confronting the sexuality question rather than letting it sneak up on them.

It was clear that M as attracted to me. Since he was my boss's boss I knew that any favoritism that he showed me would antagonize my boss. Since M was an intelligent, sensitive person (which also made him attractive to me), I felt I could discuss the issue openly with him. We arranged to have dinner one night (I felt more comfortable away from work, but not away from people) and I raised my concerns. He readily acknowledged his feelings and the attendant dangers. He said that he could manage without the sexual aspects but he would like to feel free to have a continuing dialogue that went beyond work issues. I'd heard that line before, but I went along with him because I trusted him and I didn't want to lose the rapport we had established.

One of the women we interviewed said that sexuality was never an issue in any of her mentoring

relationships. She attributed this to the fact that most of her mentors were at least a generation older than she.

It is interesting to note that all of the women reported having many mentors. This contrasts dramatically with the men who typically have one main mentor and perhaps one or two secondary mentors. One of the more interesting ploys we found was the existence of the "closet mentor". Many men felt that they could not afford to be up front about being in a relationship with a woman on the job, so they kept it quiet. However, this did not prevent them from performing many of the mentoring functions for their proteges. In fact, there were certain advantages to this approach. For example, the mentor could put in a good word for the protege without it being perceived as support for a favorite.

In summary, we found that white women tended toward multiple, and sometimes simultaneous, mentoring relationships. We observed that the probability of success was increased when women took advantage of their uniqueness rather than following a script.

I always liked old people. I was a young squirt when I started working at the bank; as green as they come. Shortly after I got there I met this retired man who was old enough to be my grandfather but who quickly became my friend. He had close to fifty year's experience whne he retired and he did not want it to be lost when he left

for good. He would come in two or three times a week just to sit and share his wealth of knowledge with me. What I got from him has been invaluable to me through the years and it wasn't the kind of information you could get from a textbook.

Each interviewee dealt with the sexuality issue in her own way. Sexuality can become a problem but our conclusion is that it is not inevitable. Our advice is to confront it before you are confronted by it.

### Black Men

The black men that we interviewed held meaningful positions in their organizations. Included among them were a vice president and an executive director. Each appeared to rate their mentor on the basis of the mentor's sensitivity to racial issues. In one case the interviewee identified a number of things that one white male had done to further his career. He then talked about another white male that he thought was his primary mentor. When we noticed that the number of specific mentoring actions was much larger for the first mentor mentioned than for the primary mentor, we probed further and discovered that the difference was in the importance that the interviewee placed on certain actions. In this case the first mentioned mentor did many of the classical things for the interviewee. For example, he was responsible for the interviewee being hired into the company in the first-track program leading to a middle management position.

I went through 16 interviews in two days. Most applicants only go through four or five, six at most. They wanted to make sure that I was "right" for the program. Remember this was back before Affirmative Action, so I was being hired without the support of governmental pressure. I found out later that J had gone to bat for me and that is why I was hired.

This mentor also saw that the interviewee got the kinds of assignments that lead to the development and exposure that means future career growth.

J had me appointed to the computer conversion committee which required me to interact with all of the staff directors. I got to know most of them through that effort and I used these contacts many times in the future.

When the interviewee became the first Black to achieve a certain level in the company again it was the first mentioned mentor who recommended him for the position.

It was not until we heard about the contributions of the second mentioned mentor that we began to understand why he was accorded the more lofty position.

When I got the job as W's assistant I had to move my family out to the new location. I had a rough time finding a house. Everything that you read about in housing discrimination cases happened to me. Just as I was about to give up, W decided to go into the housing business. He put an ad in the local paper which stated that his newly appointed assistant was interested in finding housing for himself and his family without regard to race. Well, I got to look at a lot of houses as a result of his act and we eventually found one that met our requirements. The act was not without its price, however. A share owner in the area wrote to the company to chastise the company for having an executive who would do something like that.

The interviewee went on to mention other things that his primary mentor had done which indicated his sensitivity.

When the company began its Affirmative Action Program I was given the primary responsibility for its implementation at our location. Those were tough days. I took some chances that were necessary to get things done. When things didn't work out, W was always there taking the responsibility. He would not let me be hurt because he believed in what we were doing.

In the interviews with other black males we found a similar orientation. Quite often the interviewee would mention the part a black male played in his personal or career development. It was only with further probing that the things that white males had done were mentioned. When we asked specifically about this phenomenon, the answer was that they, the interviewees, were never quite sure why the white males were helpful. Some felt it was out of guilt, while others speculated that it was because the white males fancied themselves as liberals. It was clear to us that the trust factor played a big part in the relationships between black and white males. In those cases where it did not exist, the relationships were surface and temporary.

An interesting difference in black males and white males can best be captured in the following way:

White males were looking for a mentor to help them maximize their gains at the table while black males were looking just to get in the game. We recognized this when listening to Blacks talk about the difficulty they had in getting mainstream jobs. They all said that they either had, or could get, a promotion in a personnel related area but that line jobs were hard to come by. This appeared to be the area where a well-meaning white male mentor could do the most for a black protege.

Black males tended to talk about providing support through group efforts. All of the black males we talked with had some experience as a member of a group which had been formed to lobby for better opportunities. It was through participation in such groups that they learned how to be advocates for one another. Even though they had no individual organizational power they could influence some decisions by talking each other up. This form of cheerleading often turned out to be pivotal because of white managers' proclivity for asking Blacks what they think of other Blacks.

In summary, we found black males being mentored by both black and white males. A critical element for white mentor-black protege relationships was the existence of trust. Black males provided mentoring for each other in much the same way as an extended family provides support for its members.



#### CHAPTER IV. DEVELOPMENT OF THE DEFINITIONS AND TAXONOMY

Example is the school of mankind, and they  
will learn at no other. [Edmund Burke:  
On a Regicide Peace]<sup>11</sup>

##### Comparison of Interview Data with Current Definitions

We began this study with the hypothesis that mentoring roles could be distinguished, one from another. We began the interviewing with Schein's seven varieties of roles in mind and processed each of the descriptions we heard by trying to fit it into one or more of these roles. The first role descriptions given by the protege fit well, but in the second interview we were forced to expand the typology when the protege alluded to the importance of his uncle singing his [the protege's] praises in the right places in the organization. We probed the issue by asking the protege to elaborate on his uncle's behavior. The protege's response was to state that his uncle was not in a position of power in the organization but served an advocacy role much as a cheerleader does in boosting his/her team. We promptly picked up cheerleader as a very descriptive term for this new role.

##### Development of New Definitions

The above vignette served as a model for us in future interviews. When we heard descriptions which did not fit in with our current inventory of definitions we

asked the protege to describe the role in greater detail. In most cases the protege would use a term during the detailed description which would capture the role in an illustrative way and we would adopt that term to represent the role. We then looked for an occurrence of this same role in a future interview. If we found a recurrence, or discovered the function in the literature, we added it to the inventory. Each of the roles we ended with appeared at least twice in some form and most of them appeared in more than two instances (see Table III-1 for actual count).

#### Format for Definitions

After we completed the interviewing we had 18 different roles in the inventory which we could distinguish. It was at this point that we conceived of the roles as rays of the mentoring sun and sketched a crude version of Figure 1. We had a strong feeling that all of what we heard was not just one way, that is, not everything went from mentor to protege. Time after time we heard the protege say that the mentor needed someone with a special talent or skill to do a particular job, that the mentor enjoyed the growth and success of the protege, and that there was genuine exchange between mentor and protege. We then went through our inventory and specified what we had understood the exchange to be in each case. This approach led us to the format we adopted for our definitions of the individual roles. We added the

ROLE OF THE MENTOR	MILIEU	TOTAL	FEMALE		MALE	
			BLACK	WHITE	BLACK	WHITE
Master		4				4
Teacher		3		3		
Coach	Training	3	1		2	
Griot	Arenas	3		1		2
Seminal Source		3				3
Guru		5	1	2	1	1
Successful Leader		3			1	2
Developer-of-Talent		9	1	1	2	5
Opener-of-Doors	Hierarchical	14	3	2	2	7
Patron (or Sponsor)	Organizations	8	2	1	1	4
Guardian (or Protector)		10	1	3	3	3
Cheerleader (or Advocate)		8	2	1	3	2
Pioneer	Areas which	8	3	2	3	
Role-Model	Traditionally	5	1	2	1	1
Inspiration	Excluded Certain Groups	3	1	1	1	
Confidant	Peers	9	2	3	1	3
Counsellor		10	2	3	2	4

TABLE III-1 SUMMARY OF INTERVIEWEES' COMMENTS AS THEY APPLY TO THE ROLE OF THE MENTOR

milieu to the definition because we saw a pattern to the situations in which the roles occurred. Once we completed the individual definitions we went on to generalize on the elements therein and from that generalizing came our general definition of mentor-protege relationships.

#### Development of Taxonomy

After the general definition we noticed some clustering of the different elements in the definitions. We tested several sets of groupings before we came up with one in which all the elements clustered in a logical manner. This grouping became the taxonomy which we had set out to develop. We then went back over the interviews with the taxonomy in mind and concluded that it truly represented the data we had gathered.

We make no claim that relationships which begin with one function will remain immutable over time or that there is no overlap among the different definitions. Our purpose is to present a set of definitions and propose a logical relationship among them. Shapiro, Haseltine and Rowe suggest that mentoring roles fall on a continuum ranging from peer pals on one end to sponsors on the other.<sup>16</sup> We do not take issue with their proposal but, in fact, would welcome an effort to merge the two proposals. We simply feel that the taxonomy captures our findings more precisely than would the continuum.

## CHAPTER V. DEFINITIONS AND TAXONOMY

A disciple is not above his teacher,  
but every one when he is fully taught  
will be like his teacher. LUKE 6:40

We begin this section with a general definition of a mentor-protege relationship and then move into specific definitions of each of the roles we have identified and tested through our interviews.

Following the definitions Figure V-2 presents the taxonomy which groups the individual roles into broad functional relationships based on the commonality of the relative standing of mentor and protege. We include a grouping which indicates the milieu in which we found the relationships to exist. Finally, we give what we consider to be the fundamental requirement for the relationship to begin and flourish.

GENERAL DEFINITION OF MENTOR

A mentor-protege relationship is a one-to-one relationship that takes place in a particular milieu. The relationship involves an exchange of beneficial intangibles which generally result in growth for the protege and maintenance of position for the mentor.

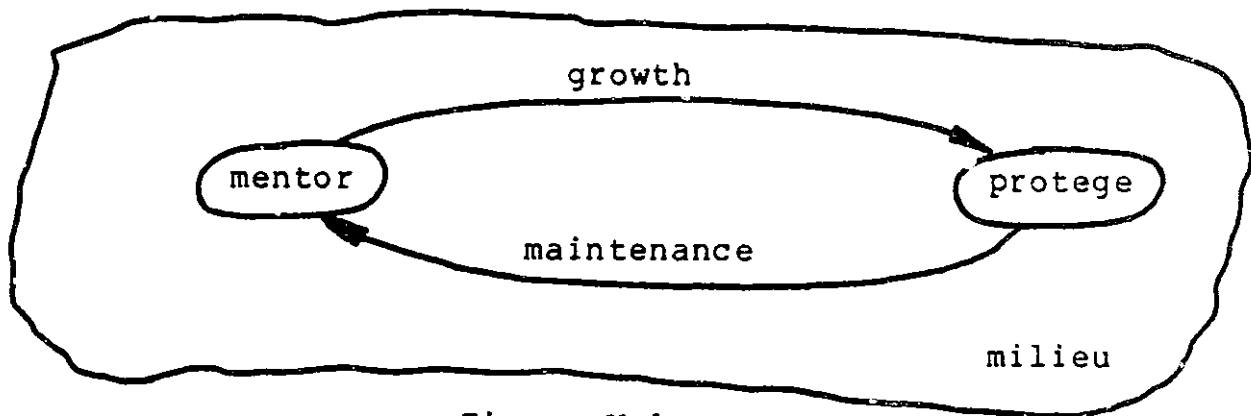


Figure V-1

The mentor may have many proteges and the proteges may have many mentors but each relationship is one-to-one and considered unique, particularly by the protege. The two parties involved may or may not be aware of the existence of the relationship. For example, the mentor may be fostering the growth of someone who is not at all sure of who is pushing him/her. The protege may be learning from someone who is totally unaware of what is happening (role-models and inspirations frequently fall into this category). The protege seeks growth, either personal or professional from the relationship while the mentor is after results which will support his/her position.

MASTER

The relationship between a master and an apprentice is one in which the master is usually a recognized and accredited leader in the field and the apprentice is learning the same skills as the master. Generally the master has had prior apprentices and may have other apprentices at the same time. The exchange is generally information from master to apprentice. The apprentice gives the master responsiveness, respect, attention and quite often takes the master's work to greater heights. The master differs from the teacher in that the master has a reputation and provides guidance in the environment where the work is being done (a laboratory) rather than in the classroom. Much of the instructing is done by example. The master gets satisfaction from turning out people who will further the state of the art in the chosen field. The apprentice might say that the master is "the authority on the subject. I learn from watching him and having him critique my work."

I knew the techniques of research. I knew a lot of physics... But... I had the words, I had the libretto but not quite the music. In other words, I had not been in contact ... with [men] who were deeply imbedded in the tradition of physics ... or men of high quality. This was my first real contact with first rate creative minds, at the high point of their power. In that sense, it gave me a certain expansion, a certain ... taste. It was much more a matter of

Master-2

taste and attitude and to a certain extent, real self-confidence. [I learned] ... it was just as difficult to do an unimportant experiment, often more difficult, than an important one.<sup>17</sup>

\* \* \* \* \*

He was an amazing person--really deep insight into things.... He gets to the hear of things. When you talk to him, he asks very penetrating questions. With him, you don't get by with anything superficial.<sup>18</sup>



TEACHER

The relationship here is between a purveyor of knowledge and skills and an acceptor of that knowledge and those skills as defined by need, custom, tradition or law. Generally there is no selection process involved because both parties are assigned to the relationship. The flow is information about a particular subject moving from teacher to student. Typically the teacher will explain how something should be done and then observe the student as the student carries out the teacher's instructions. The student rewards the teacher with good performance for which the teacher is generally given partial credit. A successful job by the student is also an indication that the teacher's skills are intact. The student may refer to the teacher as "that person who told me how to do things and his/her advice really worked".

When I first got promoted to supervisor I didn't know a damn thing about the mechanics of the supervisory function, e.g., what boxes to check on time cards, how to fill out attendance sheets, what to look for in employees' vouchers. F, the supervisor I had reported to before I was promoted, took me under his wing and showed me how to do these things. He kidded me about my ignorance so I felt comfortable that he did not consider me a threat. When I screwed up or didn't know something I would go to F and he would patiently show me "the ropes." I never would have been as successful as I was without F's guidance.

\* \* \* \* \*

I found myself in the oil investment field without knowing anything about the oil business itself. Fortunately for me S came along at the right time. He was a grizzled old ex-wildcatter who knew the

oil business inside out. He took a liking to me and spent many a day explaining rock formations, seismograph readings and dry holes to me. Through him I learned the terminology and processes of the field without ever having had to be out among the rigs.

COACH

In this relationship, between a coach and a player the coach usually observes the player in action and provides real-time advice on how the player can improve his/her performance. Anselm Strauss describes it this way, "A coaching relationship exists if someone seeks to move someone else along a series of steps., when those steps are not entirely institutionalized and invariant, and when the learner is not entirely clear about their sequences (although the coach is)."<sup>19</sup> The player benefits by increasing his/her skill level and rewards the coach by responding to the advice and helping to achieve a mutual goal. The player may refer to the coach as "that person who watched me in action and helped me adjust to the situation".

I knew the interview was the key. [They] both told me that I would have to come across well on the interview to get the job. So they took me into this room and made me rehearse over and over. Every time I said something dumb one of them would "rap my knuckles" until I got it straight. By the time the actual interview came I was more than ready.

GRIOT

In this relationship, between a much older and a much younger member of a group, the older member is a repository of information and wisdom gathered over a period of time which is to be preserved by being passed on to the younger member. Typically when the griot is ready to retire he/she selects a younger person to whom to pass the information. The younger member benefits from having the information and the griot derives satisfaction from knowing that the accumulated knowledge will remain functional even though he/she is no longer around. The younger person may refer to the griot as "the person who knows everything there is to know about the subject and keeps it all in his head".

I was a young squirt when I started working at the bank; as green as they come. Shortly after I got there I met this retired man who was old enough to be my grandfather but who quickly became my friend. He had close to fifty years' experience when he retired and he did not want it to be lost when he left for good. He would come in two or three times a week just to sit and share his wealth of knowledge with me. What I got from him has been invaluable to me through the years and it wasn't the kind of information you could get from a textbook.

SEMINAL SOURCE

The relationship here is between a creator or developer of ideas and reactor to those ideas. The seminal source is generally someone who generates original ideas and encourages others to comment on those ideas. The source's goal is accomplishment; not merely acceptance of his/her ideas by others. The reactor grows through the exposure to the ideas and the opportunity to explore them with the source. The reactor may refer to the seminal source as "the person who generates all the ideas".

X had the reputation for generating bad ideas. Occasionally, he would show up at the lunch table with an idea and a group of us would try to figure out how to improve it. Going through this process enabled us to test our individual knowledge about various theories and concepts.... we'd often hit upon something new which would prove to be beneficial to our research. Later in my life, I recognized the value of those discussions and the importance of X's bad ideas which served as a stimulus in advancing my thinking.

GURU

In this relationship between leader and follower, the leader is usually a learned spiritual leader. The "guru" as leader differs from the "master" in that the area of leadership is not academic or a skill or trade but is more a collection of insights or explanations of life's mysteries. The follower provides loyalty (sometimes blind), often acts as a disciple and serves as the basis of the guru's credibility. The follower may see the guru as "someone who was able to explain things to me and help me to see them in a different light".

C was the first person in my life who said it was okay for me to be me. He told me that just because my stomach would be in knots when my fellow employees were spouting their philosophy did not mean that I was "strange." He explained that there are people whose philosophy would be more consonant with mine. He called such people his "golden people." Well, let me tell you that associating with C's golden people did a world of good for my self-confidence. Just being able to articulate my feelings safely made a big difference. What I discovered was that differences in people is okay and one does not have to conform to survive. It was only after C helped me to gain that insight that I exhibited the self-confidence that would eventually lead me to a supervisory position.

SUCCESSFUL LEADER

In this relationship, between a senior and a junior member of an organization, when the senior member moves to a better position he/she brings the junior member along with him/her. Generally the movement occurs for the junior member shortly after the senior receives a promotion. In many cases the junior member will be promoted to the position just vacated by the senior member. The chances of this occurring are enhanced if the senior member is promoted in the same line of management that both are already in. The junior member obviously benefits from the promotion and rewards the senior member with support in the new situation.

D had just been offered the job of Executive Director with responsibility for the Affirmative Action Center which was the "hot box" at that time. One of the conditions he put on the acceptance of the job was that I be made the head of the department where all the action was. It was clear to me that he needed all the help he could get in this new situation. I agreed to take the job because of my respect for him and my belief in the need for the job to be done well. The fact that it was a promotion was only incidental.

DEVELOPER OF TALENT

In this relationship between superior and subordinate, the superior provides opportunities for the subordinate to stretch and discover what he/she is really capable of doing. Typically the subordinate reports directly to the superior who controls the assignments that the subordinate gets. By careful selection of projects the superior can significantly influence the subordinate's growth.

I wonder what it would have been like if M had given me the old course outlines to use as a guide when I asked him for them. He didn't, and I had to devise my own.

\* \* \* \* \*

He always told me the job was mine to do and I should do it as I thought it should be done. I can remember asking him once how he wanted me to approach a certain task. His response made it clear to me that he wanted me to make the decisions. I never asked him that question again.



OPENER-OF-DOORS

In this relationship between a senior and junior member of the same organization, the senior member provides exposures and job opportunities which will significantly aid the career development of the junior member. Typically the senior member is at least two levels up from the junior member and/or has influence at the levels of the organization that can significantly affect the junior member's growth but fall short of having as much influence or control as the "patron".

Once R was scheduled to give a presentation to the president. That morning he came up with a sore throat and I had to give the presentation. I will always be suspicious of that sore throat.

PATRON (OR SPONSOR)

In this relationship between a senior and junior member of an organization, the senior member makes sure that the junior member is consistently placed in a good assignment. The patron generally has considerable power in the organization and can control events. The junior member can become known as "[patron]'s boy". The patron is rewarded by having another loyal person in his/her organization.

I was known as the "Bob Haldeman of the production center." The vice chairman, a marketing type, plucked me out of my operating job and made me his chief assistant. He needed someone who knew enough about the oil business to keep him out of trouble. My job was to stay two or three steps ahead of him by examining proposals that he would have to pass on and give him advice on the soundness of them. Yes, I moved past my peers without taking all of the normal steps, but I like to think that it was because I was good.

\* \* \* \* \*

The company had just undergone a major reorganization. As a result, several middle management jobs were being transferred to headquarters, which was to be located in another city. My husband and I had talked about the possibility of having to move because of our work and when we were finally faced with the decision neither of us was prepared to deal with it. We both like our current lifestyle and he was doing exceptionally well at his job in one of the reputable firms in the city. Realizing how much I wanted to stay at my present location and the impact a move would have on my marriage, I went to the senior vice president and asked him for help. I had never gone to him for any kind of assistance before but I knew that he respected me and thought that I was competent in my job. Not long after our discussion, I was told that I was not going to be transferred and was offered a very respectable position. It is beyond me how he was able to pull this off but I am eternally grateful for his support.

GUARDIAN (OR PROTECTOR)

In this relationship between a senior and junior member of the same organization, the senior member protects the junior member from other senior members in the organization. The guardian can protect (1) the work the junior member is doing, (2) the reputation of the junior member if it is being attacked and (3) the junior member when he/she "blows one". The junior member rewards the guardian by delivering results after the protection has been provided.

G has supported me in the past when I did some things that did not set too well with the more conservative members of the firm. Since I was 15-20 years younger than they were, it was difficult for them to accede to my ideas, but they knew that G liked me. If any thing at all went wrong, they wanted to blame me for it, but G would always step in and defend the decision. It's not too surprising that I got the reputation of being "G's boy".

\* \* \* \* \*

O was also very skillful at protecting the people that worked for him from management. I can recall one incident in which he became involved that really made the difference for me and a few other people. A group of his staff were engaged in a research project which management didn't consider priority at the time. This particular project was extremely important to me and my work group; it would have destroyed us all if it had come to an end. One day we were all sitting around waiting for the bad news and in walked O wearing a subtle smile then shouting, "get to work you guys!" We never heard anything more from management and the project was one of the biggest successes in the organization.

CHEERLEADER

In this relationship between a verbal supporter and a rising star, the supporter sings the praises of the star in places where people who can foster the star's growth can hear the praise. The star benefits from having others recognize his/her ability, from having his/her name raised when opportunities arise and from knowing that there are others who think highly of him/her. The cheerleader, in turn, benefits from the association with the star, gets credit for recognizing talent and derives satisfaction from being in the right camp when the star "makes it". The rising star may say that the cheerleader "talks me up in the right places".

My uncle goes around telling everyone that I should be the next president of the organization. If it happens I can thank him for keeping the idea fresh in people's minds.

PIONEER

The relationship here is between one who has broken new ground and one who is coming along behind him/her. The pioneer provides hints, warnings, how-to's, etc. based on his/her experience as the "first" or "only" \_\_\_\_\_ to go through a particular experience. The objective for the pioneer is to provide the next \_\_\_\_\_ with an easier "road to hoe". The pioneer benefits directly by having an ally in the organization who can relieve some of the pressure of being the "only" \_\_\_\_\_. The follower may appreciate the pioneer for "having broken new ground and made it easier for me coming along behind".

About three weeks before I was scheduled to begin the program I had dinner with B, who had been through the program two years earlier. He shared many of his experiences with me which gave me insights that I could not have gotten anywhere else. As a result, I was able to avoid some of the pitfalls that I would have surely fallen into had it not been for B.

ROLE-MODELPositive

The relationship here is between one who has attained a high level of performance in an area and one who wishes to emulate that behavior. The role model provides a positive image which the neophyte can keep in mind as he/she forms his/her behavior patterns. The role model, in turn, receives that sincerest form of flattery, i.e., imitation.

In a sense, I guess I imitate his behavior. Through him, I began to realize that it was okay to be human and a scientist, too. I was particularly impressed with his ability to work so well with people. He used to encourage interaction among his staff by having us get involved in round table discussions over lunch.... A lot of learning and growing took place at these sessions which otherwise would have never taken place in a research organization . . . Now as a manager, I encourage this same kind of interaction among my own staff.

ROLE-MODELNegative

The relationship here is between an observer and someone whose behavior is non-productive. The observer then forms his/her behavior to be different from that of the observed. Generally the observed one is unaware of what is happening. The observer may say that the negative role-model is "a person that I watched and saw how not to do things".

Is it possible to have an inverse role model? Well there was this guy in my group that I thought was a 24-carat ass. It didn't take me very long to decide that I didn't want to be like him. So I watched him in his interactions with people and did pretty much the opposite of what I saw him doing. This behavior seemed to fit my personality and I got along well with the others in the group.

INSPIRATION

This relationship is between an older and a younger person in which the younger person is given incentive to persevere by the older person, directly or indirectly. The older person may be known in the field and a word of encouragement may be all that is needed by the younger person. In many cases, the story of how the older person "made it" can be inspirational to the younger person. This role differs from role-model in that the young person does not pattern his/her behavior after the older person. The younger person gets incentive while the older person gets satisfaction from having helped someone along the way and/or benefits from having someone else in the field with whom they have something in common. The younger person may say that the inspiration was "the person without who I couldn't have made it through".

I probably wouldn't have had the will not to become a prostitute or be in jail or dead or something had it not been for her. She ran a restaurant down the street. She was my first strong woman. She could throw dudes out if they got out of line, and give them free food the next day. She's a compassionate and strong, fair woman.<sup>20</sup>

\* \* \* \* \*

Both were men of intellectual and personal stature. Each one was so tremendous and individual that you could not help but be impressed by him. You worked much harder because you felt it was the only thing that was fair to them.<sup>21</sup>



CONFIDANT

This relationship between two people is built on the mutual trust that what is shared between them will remain between them alone. The relationship takes on a mentoring aspect when the confidant has had some experience in the area that the other person is concerned about and feels as if there is no one else with whom to talk. The benefit is that the direction of the sharing is reversible. The confidant is that person "I can tell anything to without worrying that it will go any further".

He was a lawyer and we met each other at a community activity that we both attended regularly. Despite the fact that he was about 15 years older than I was, I related to him very well. We were in different fields but I found he had a fair amount of insight into problems I was facing on the job and could not discuss with my boss. As time went on our discussion got even more intimate. I even found myself telling him that I was having an affair and asking his advice on how to handle it.

COUNSELLOR

This relationship is between two people, one of which has more experience and/or expertise in some area and is trusted by the other. The more experienced one provides guidance in the area to assist the other in the making of decisions which will affect the latter's progress. The counsellor receives satisfaction for having helped someone over a difficult hurdle. The counsellor is the person who "tells me what I really needed to be told".

I never had a mentor in the classic sense. I had to do like the little pig in the phrase: "Root lil' pig or die a po' hog". I developed a few close relationships with people I trusted and respected for their integrity and I would talk things over with them. Through the discussions the solution to my problem would eventually emerge.

FUNCTIONAL RELATIONSHIP	ROLE OF THE MENTOR	MILIEU	REQUIREMENT
Purveyor/Acceptor	Master Teacher Coach Griot Seminal Source Guru	Training Arenas	Talent
Parent/Offspring	Successful Leader Developer-of-Talent Opener-of-Doors Patron (or Sponsor) Guardian (or Protector) Cheerleader (or Advocate)	Hierarchical Organizations	
Leader/Follower	Pioneer Role-Model Inspiration	Areas which Traditionally Excluded Certain Groups	Trust
Advisor/Advisee	Confidant Counsellor	Peers	

Figure V-2 THE TAXONOMY

## CHAPTER VI. AN APPLICATION OF THE DEFINITIONS

Is not a Patron, my lord, one who looks with unconcern on a man struggling for life in the water, and when he has reached ground, encumbers him with help? [Samuel Johnson: Letter to the Earl of Chesterfield, Feb. 7, 1755]<sup>22</sup>

We have demonstrated in Chapters III, IV and V of this study that distinctive patterns do develop in mentor-protege relationships and similarities and differences can be defined which distinguish one relationship from the others. In this chapter, we offer an example of the way in which the definitions of the mentoring roles developed in this study can be applied. A collection of quotes describing mentoring relationships is provided and the reader is encouraged to test his/her understanding of the definitions by examining the quotes and identifying the mentoring role so described. The quotes are grouped by functional relationships and answers with explanations are given at the end of the collection of quotes.

PURVEYOR/ACCEPTOR RELATIONSHIPS

Select the mentoring role which is best described by each of the following quotes.

MASTER      TEACHER      COACH      GRIOT      SEMINAL SOURCE      GURU

1. I knew that I could go to him with almost any issue related to labor relations and he'd give me more than the policy. He could recite chapter and verse going back some twenty-five years. He used to always say history repeats itself so let history be a learning experience and never forget it.
  
2. T was the manager of a large size organization in which one major function was accounting. The first day I showed up on the job I thought he was going to turn me loose and say "go for yourself" but, he didn't. Instead, he called in X who was obviously one of his superior employees and asked him to work with me for the next couple of months. "Show her how its done and then she's on her own".....If it hadn't been for X's tidbits here and there, and his overall concern in seeing me do well on the job, I might not have moved as quickly through the organization as I have.

3. If you worked with [him] it was as if you were a mediocre tennis player and you were playing with a champion. You would do shots that you had never dreamt of. Well, that would happen... He got quite a few suggestions of important things from his collaborators but these people were just--I don't know, the solution developed in ten minutes with him, you see.<sup>23</sup>
4. X had the incredible ability of bringing out all your intuitive thoughts by forcing you to explore ideas which advanced your development; a person that always said something worth listening to!
5. ....Twice a year I would prepare for a meeting with members of the senior board. It was always interesting to observe how C would take me through the list of people who would be present and predict what their responses would be to my list of recommendations. He was rarely wrong and we were usually successful in getting our ideas accepted as a consequence of his advice.
6. ....It was something about his quiet manner that was magnetic. He would never raise his voice above a whisper but when he spoke in meetings he had everyone's attention. One day I started talking with him

about some atmosphere problems in my organization and he made several analogies (none of which were organizationally related) to help me understand why things happen as they do. I enjoyed these discussions with him and I grew to be a much more sensitive person because of him.

PARENT/OFFSPRING RELATIONSHIPS

Select the mentoring role which is best described by each of the following quotes.

SUCCESSFUL LEADER	DEVELOPER-OF-TALENT
OPENER-OF-DOORS	PATRON (or SPONSOR)
GUARDIAN (OR PROTECTOR)	CHEERLEADER (OR ADVOCATE)

7. D was not a mentor to me in a classical sense. By that I mean that he didn't really teach me anything. He shared information with me and I would probably still be an employment representative if he hadn't got H to take me as a supervisor.
  
8. When I first came to W's organization I used to wonder why he never gave me any direction. I soon realized that he was developing me by providing me the opportunity to be creative in my work and by giving me constructive feedback. W would give me an assignment which I would work on alone and then we'd talk about it. He was good at critiquing my work without destroying my motivation.
  
9. I was the Director of Finance; the first woman to hold that position in the company. When I introduced the concept of modern portfolio management to the finance committee they expressed disdain, which I interpreted as lack of confidence in me as a financier. K, the



vice president of finance, backed me up even though he knew that they would hold him accountable if it didn't work. I broke my back to make it work because I really appreciated K's support.

10. C was in a different operating company and almost some ten years older than I. We met at a conference and immediately hit it off. A year later C brought me into his organization. We had similar managerial styles and our views on company goals were also very much the same; I believe that's why he eventually became my mentor... I know that he was instrumental in getting me promoted when he did. I have immense respect for C because he let me grow right along with him and now we are peers.
11. I had been in my current position for only a couple of years having transferred from another division within the agency. I put in a request for a one year leave of absence to participate in an experimental project in an institution of higher education. C realized that it was going to be tough to convince the guys at the top to let me go, but he was interested in seeing me grow, and he knew this opportunity would not only help the agency but it would also enhance my career.

12. When I came to this company T was a secretary in one of the departments down the hall. She approached me one day to tell me that I was going to do great in this company, in spite of me being a woman. I used to hear of her running about the company telling some of the executive staff (all of whom she had worked with) what an asset I was to the company. I am told that she did this at least twice a week.

LEADER/FOLLOWER RELATIONSHIPS

Select the mentoring role which is best described by each of the following quotes.

PIONEER                      POSITIVE ROLE-MODEL                      NEGATIVE ROLE-MODEL  
INSPIRATION

13. ....G is the person whom I imitated in our organization. Her work kept her extremely busy and I never seemed to get the chance to get to know her. But, it was enough just to be in a position to observe her behavior and style of managing her organization.
14. He had a knack for giving you encouragement just when you need it most, although he's pursuing his own work and I don't think he spends a lot of time talking to colleagues and students. As much as anyone, he's encouraged me in my work.<sup>24</sup>
15. B knew exactly what I needed to know as the second highest ranking black coming into his department. He had been where I was going and he wanted to make damn sure that I'd make the transition with as few hassles as possible.

16. When I first went to work for E, I just couldn't understand how anyone could stay in the same job for 25 years. After just one week, I had the answer. It was not a matter of her staying on one job. It was a matter of her not being able to move to any other job. She knew the work inside out, but she was abrupt, non-yielding and often downright rude. I took one look at her interactions with people and decided that I was not going to be like that. When I left the department, E was still there, being E.

ADVISOR/ADVISEE RELATIONSHIPS

Select the mentoring role which is best described by each of the following quotes.

CONFIDANT

COUNSELLOR

17. I was an executive officer who believed in working inside the organization. We were a small company and I knew everything that was going on. As we began to grow it became increasingly more difficult to keep my fingers in everything but it was hard to change. T came along and tried to convince me to get more involved in activities outside the company. He kept at me until I finally realized he might have a point. He told me to begin by going to conferences to just mingle with the right people and my contacts would grow. Today, I am glad I listened to him because these contacts have been the key in the success of my company.

18. The two of us worked in the same department. We rarely found the opportunity to talk during the day but we would often find time after work because we realized the value of talking things over that were bugging us. We both were completely confident that our conversation would go no farther. These sessions were my salvation; it was such a relief to pour everything out to someone whom you trusted.

PURVEYOR/ACCEPTOR RELATIONSHIPS

## 1. ANSWER: GRIOT

The fact that B was thought of as a person that could "recite chapter and verse going back some twenty-five years" coincides with the griot definition of an older member who is a repository of information and wisdom gathered over a period of time. The preservation of this information is demonstrated in B's willingness to pass this information on to a younger member of the organization.

## 2. ANSWER: TEACHER

X was asked to work with this individual; therefore, the condition in this relationship that both parties are assigned to the other is met. The teacher explaining how something should be done is reflected in the words "show her how its done". The indication of a successful job by the student being important to the teacher is described in the words: "his overall concern in seeing me do well". The payoff for the student came in her "moving through the organization as quickly as I have".

## 3. ANSWER: MASTER

The status of the mentor is established by likening him to a "champion" tennis player while the protege refers to himself as "mediocre". The fact that the

apprentice is learning the same skills as the master is shown by the protege referring to them both as tennis players. When the protege mentions "shots that you had never dreamt of" he is alluding to doing work that furthers the state of the art. The phrase "the solution developed in ten minutes with him, you see" sets the master apart from others in the field.

4. ANSWER: SEMINAL SOURCE

"X had the incredible ability of bringing out all your intuitive thoughts" explains the way in which the creator of ideas encourages others to comment on those ideas. The source's goal is accomplishment not acceptance which is reflected in the phrase "forcing you to explore" and "ideas which advanced your development" describes how the protege grows from this type of relationship.

5. ANSWER: COACH

The coaching in this relationship can be observed in the mentor's role as he provides real-time advice on how the protege can improve her performance. For example, "C would take me through the list of people who would be present and predict what their responses would be to my recommendations." The protege rewards

the coach by responding to the advice and helping to achieve a mutual goal; "we were usually successful in getting our ideas accepted as a consequence of his advice."

6. ANSWER: GURU

The protege captures the definition of this relationship in a single sentence: "he drew several analogies (most of which were not organizationally related) to help me understand why things happen as they do". This emphasizes the fact the leadership is not academic or skill but provides "insights and explanations of life's mysteries".



PARENT/OFFSPRING RELATIONSHIPS

## 7. ANSWER: SPONSOR (PATRON)

The important role which D played in this relationship was exercised through his power to influence the placement of the protege in a new position. "I would probably still be an employment representative if he hadn't got H to take me as a supervisor" illustrates the above factor.

## 8. ANSWER: DEVELOPER OF TALENT

In this relationship, the mentor encourages the protege to "stretch and discover what he/she is made of "by not providing too much structure. The fact that the superior controls the assignments given to the protege is another important element; "W would give me an assignment which I would work on alone". Growth and development of the protege was aided by the mentor's feedback, "he was good at critiquing my work without destroying my motivation".

## 9. ANSWER: GUARDIAN

The fact that the mentor had to protect the work of the protege is an important element; "K backed me up even though he knew they (the finance committee) would hold him accountable if it didn't work." The protege

rewards the guardian by "pulling off" the issue under question; " I broke my back to make it work because I really appreciated K's support".

10. ANSWER: SUCCESSFUL LEADER

"He let me grow right along with him" is the key phrase in his quote. The mentor was "instrumental in getting me (the protege) promoted when he did" also emphasizes the career mobility aspects of this relationship. The leader, in attaining success for himself, made things happen for the protege as well.

11. ANSWER: OPENER OF DOORS

The key phrase in this statement was captured when the protege commented, "C realized that it was going to be tough to convince the guys at the top to let me go but he was interested in seeing me grow and he knew this opportunity would not only help the agency but it would also enhance my career". By going to bat for the protege, the mentor opened up opportunities for her.

12. ANSWER: CHEERLEADER

In this relationship, the supporter talks up the star in places where it counts. This point is demonstrated in the following comment; "I used to hear of her running about the company telling some of the executive staff what an asset I was to the company".

## LEADER/FOLLOWER RELATIONSHIPS

## 13. ANSWER: ROLE MODEL

Imitation is the word which captures the definition in this relationship. The interviewee patterns herself after G even though this is unknown to the role model; "I never seemed to get the chance to know her...it was enough just being in a position to observe her behavior and style of managing her organization".

## 14. ANSWER: INSPIRATION

Indirect incentive is an important component of this relationship; "I don't think he spends a lot of time talking to colleagues and students" addresses this point. Also a word of encouragement in this type of relationship may be all that is necessary to help the younger person along. "He had a knack for giving you encouragement just when you need it most" was the way in which the protege described this point.

## 15. ANSWER: PIONEER

"B knew exactly what I needed to know" indicates the role of the mentor in this relationship. B, having had some of the experiences which he predicts the protege will undoubtedly experience, provides hints

on how to cope in the new environment. B, as the first black in the organization, legitimizes his role as the pioneer.

16. ANSWER: NEGATIVE ROLE MODEL

E's behavior was non-productive, in that it is most likely the reason that she has been "in the same job for 25 years". The protege formed her behavior to be different from E's as indicated by the phrase "I took one look at her interactions with people and decided that I was not going to be like that". It is likely that the protege was successful because she managed to "leave the department while E is still there".

## ADVISOR/ADVISEE RELATIONSHIPS

## 17. ANSWER: COUNSELLOR

The protege refers to the mentor providing guidance when he says "T came along and tried to convince me to get more involved in activities outside the company". The decision affected the protege's progress as supported by the statement "these contacts have been the key in the success of my company".

## 18. ANSWER: CONFIDANT

There is mutual trust between the two people as indicated by "we both were completely confident that it would go no further" and "it was such a relief to pour everything out to someone whom you trusted". The former quote also shows that the direction was reversible. The fact that both people were in the same department indicates that the confidant has some experience in the area of concern.

## CHAPTER VII. POTENTIAL APPLICATIONS AND RESEARCH RECOMMENDATIONS

He who walks with wise men become wise, but the  
companion of fools will suffer harm.

PROVERBS 13:20

We began our series of interviews looking for occurrences of Schein's seven varieties of mentoring roles. During the interviews we were able to recognize examples of all his roles and identify 11 additional roles as well. From these descriptions, we created definitions for the roles and then grouped the definitions in a taxonomy. In Chapter VI we urged the reader to apply the definitions to a collection of quotes which described various mentoring roles. This chapter will suggest some ways in which our work may be used by others who have an interest in the subject.

### Potential Applications

1. As stated in Chapter I, the literature contends that one needs a mentor in order to make it in an organization. While it is likely that a mentoring relationship will enhance one's career, it is not advisable that he/she predicate his/her growth on the acquisition of a mentor. What may be useful, however, is for the young person to identify the roles that he/she would benefit from at a given point in time

and then examine the possibilities of entering a relationship that would provide that role. This is particularly true if the role falls in the purveyor/acceptor category and if, as Schein suggests, there are people in the organization who have leveled off and are willing to fill the role(s).<sup>25</sup>

2. We would encourage authors on the subject to adopt our set of definitions of mentoring roles as an aid to communications. As we researched the literature during this study, we encountered the term "mentoring" being used to describe many different functions. We also came across situations where the same term (sponsor) was used to describe two different functions. In one case the author was referring to the mentor assisting the protege by having the protege associated with him. In the other case the author described the mentor as furthering the protege's work. We believe that the use of a single set of definitions would significantly aid the reader as he/she moved from one author's work to another's. This consistent application would go a long way toward fostering an understanding of what is meant when one is using the term "mentoring".

3. The whole question of mentors for Blacks and women was discussed by a number of the people we interviewed. Their concern seems to stem from the fact that many of the Blacks and women who are in positions to perform some of the parent/offspring functions are still on up vectors in their own careers.<sup>26,27</sup> They simply are not able (or in some cases, willing) to take the time necessary to do the things that proteges require. It is our hope that with the breakdown of the roles that more potential mentors will see that some of the roles can be performed without great hardship and, in fact, can be quite rewarding.
  
4. With knowledge of the existence of a variety of roles, perhaps more people with the potential would be willing to take on a mentoring role. Schein suggests that becoming a mentor can be a source of stress for some.<sup>28</sup> Perhaps this condition is aided by the feeling that the task is overwhelming because one equates being a mentor with having the wherewithal to perform any, or all, of the roles. This aspect should be of particular interest to Blacks and women. In our research we found female mentors serving primarily in the advisor/advisee function. We also found but one black male mentor and he was mentor to a number of



Blacks in the study.<sup>29</sup> He was very interested in our research because he felt a great need for help in the form of other Blacks becoming mentors.

5. The feasibility of having a formal policy supporting mentor-protege relationships is of interest to many people. Since we still have mixed feelings about the subject we will simply present some of our thoughts.
  - a. The purpose for establishing the program should be clearly stated. Included in the statement should be an indication of the particular functions the mentor will be expected to perform. This is suggested because it is important that both parties in the relationship understand what is expected. For example, if the purpose of the program is to provide training only, and the protege expects to be promoted as a result of participating in the program, confusion could result. The protege should be made to understand and accept the fact that training is the only purpose of the program. If promotion occurs later, it should be made clear to everyone that it was made on the basis of performance, not on the basis of participation.

- b. The taxonomy could be used to clarify the possible functions on which such a program could be based. One might want to be careful about suggesting relationships unless the milieu and basic requirements exist or can be created easily. For example, we see mentoring more as a way of refining or improving skills or talents that already exist, rather than a way of developing basic skills.

We prefer the more classical approach to basic skills training because of the large resource requirements. Time and equipment are usually essential and the costs can better be borne by having specific training areas and full time trainers. Once the basics have been inculcated, the mentor can come in for the polishing. The time requirements are not nearly as severe and most mentors will be able to handle both his/her regular job as well as the mentoring functions.

- c. The matching of mentor and protege should be done on the basis of interest and abilities. We did not detect social compatibility as a requirement for a successful relationship. More frequently the basis appeared to be mutual respect for each other's abilities and enthusiasm for the particular role each was to play.

d. Organizations which wish to experiment with the concept might consider being explicit about encouraging the formation of mentoring relationships. Further encouragement might be given to developing such relationships with minorities and women. This approach does not require official, written policy and, hence, will allow the practice to evolve naturally according to the culture, norms, and structure of the specific organization.

#### Topics for Further Research

1. While some of the people we interviewed talked about their experiences as a mentor, we did not specifically address the subject from the perspective of the mentor. It would be quite useful to have some feeling for the mentors' view of the taxonomy.
2. We make no claim that our compilation of relationships is exhaustive. Further research might uncover additional roles.
3. A quantitative study of the incidence of each type of relationship would be useful if it were somehow associated with a measure of the relative importance of the function.

4. A number of the proteges we interviewed indicated that they had proteges of their own. Further research might probe the influence that one's mentor had on the likelihood of one taking on proteges and on the mentoring style that one adopts.
  
5. We discussed our work with two dual career couples. They suggested that some mentoring occurred within their marriage. Further research might explore the roles that each member of a dual career couple plays for the other.

## CHAPTER VIII. CONCLUSION

While we teach, we learn.

Seneca: Epistolae, VII. viii<sup>30</sup>

We began this project believing that there was a contribution to be made in the study of mentoring. We end the project realizing that mentoring has made an important contribution to the lives of many people. Our hope is that through our work, more people will be able to find a place in the sun.

## FOOTNOTES

- <sup>1</sup>Collins, E. G. C. and Scott, P. , "Everyone Who Makes It Has a Mentor," Harvard Business Review, July-August, 1978, Pg. 92.
- <sup>2</sup>Levinson, Harry, "Being Good Isn't Good Enough," Bell Telephone Magazine, Vol. 57, No. 1, Pg. 26.
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- <sup>11</sup>Evans, Bergen, Pg. 615
- <sup>12</sup>Schein, Edgar H., Pg. 124
- <sup>13</sup>Levinson, Daniel J., Pg. 99

## FOOTNOTES - 2

<sup>14</sup>Ibid, Pg. 98

<sup>15</sup>Ibid, Pg. 98

<sup>16</sup>Shapiro, et. al., Pg. 55

<sup>17</sup>Zuckerman, H. A., Pg. 404

<sup>18</sup>Ibid, Pg. 403

<sup>19</sup>Strauss, Anselm, "Regularized Status-Passage," in W. G. Bennis, D. E. Berku, E. H. Schein, and F. L. Steele, eds., Interpersonal Dynamics, 3rd ed., Homewood, Ill.: Dorsey, 1973, Pg. 268.

<sup>20</sup>Davis, Curt, "Rhetta Hughes - Singing at Her Mother's Knee," Encore, August 21, 1978, Pg. 31.

<sup>21</sup>Zuckerman, H. A., Pg. 403

<sup>22</sup>Evans, Bergen, Pg. 513

<sup>23</sup>Zuckerman, H. A., Pg. 402

<sup>24</sup>Litwak, George, "Understanding Sociobiology," Boston Globe, New England Magazine, April 8, 1979, pg. 57.

<sup>25</sup>Schein, E. H., Pg. 179

<sup>26</sup>Shapiro, E. C., Pg. 51

<sup>27</sup>Levinson, Daniel J., Pg. 98

<sup>28</sup>Schein, E. H., Pg. 177

<sup>29</sup>Tillman, Samaria A., Black Executives in White Corporations, Masters Thesis, Faculty of Industrial Psychology, Fairleigh Dickinson University, 1977, Pg. 24.

<sup>30</sup>Evans, Bergen, Pg. 681

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APPENDIX I  
INVITATION LETTER

Dear           :

By way of introduction, we are in the 1978-79 Sloan Fellows Program at the Massachusetts Institute of Technology and are doing a joint thesis on the subject of mentoring. Our objective is to construct a taxonomy which will allow others to clarify the elements involved in mentoring relationships.

We have chosen to interview twenty-five successful people as our means of data gathering. Your name has come to our attention as someone whose background would be most useful to us in our research. We would ask that you permit us to conduct a joint interview with you during the week of January 8-12, 1979. The interview should not last more than an hour and we could be available at your convenience during that week.

We will contact you by phone on January 4th or 5th to discuss possible appointments. We hope that you will agree to assist us.

Sincerely,

APPENDIX II

## THOMAS A. BATES

My mentor was the seminal source of personnel ideas in the company for many years. No one has come along since to take his place.

These are the words of Thomas A. Bates, Vice President for Administration, Hybrid Corp., as he describes his mentor, Stanley F. Capers. At the time of their relationship, Capers, then about 50, was Director of Management Development at Hybrid, a job not high in the managerial hierarchy, but one with a sort of roving commission to explore management development schemes, and with the special privilege of reporting directly to the chief executive officer. Bates, then 37 or so, reported to Capers as a supervisor of management development programs. Bates had been selected for the position by Capers himself as a result of Bates' participation on a Hybrid task force which Capers chaired. At the time Bates was a research division employee, having gone there as a graduate of a Hoford Business School at the age of 35. Capers selected Bates because he recognized Bates' conceptual abilities.

Clearly, Capers felt that he and Bates would work well together and, in fact, it turned out that way.

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Capers never had to explain things in detail to me. He would just give me the idea and I would take it from there.

One of the outstanding aspects of the relationship centered around the way Capers ran his group. He would bring in thought leaders of the day to sit around and discuss various aspects of management with the group. The opportunity to comment on the ideas of such people, coupled with their feedback on his ideas, was a tremendous learning experience for Bates. He definitely benefitted from the experience, and credits it with stimulating many of the programs he was to implement later.

Capers provided opportunities for Bates to get good exposure by giving him interactions with members of top management.

Once Capers was scheduled to give a presentation to the president. That morning he came up with a sore throat and I had to give the presentation. I will always be suspicious of that sore throat.

After a few fruitful years together Capers called Bates aside, put his arm around his shoulder and said "Son, do you want to be known as an expert in personnel all your life or do you want to learn the business and move up in the company?" After a weekend of agonizing

over the decision, Bates elected to leave Capers and pursue a career as a line manager. Capers arranged for him to get a line job in a branch office of the company which had a great reputation as a training ground for corporate leaders. Bates had to take a downgrade to get the job, but he did it willingly because he knew that kind of experience was essential for upward mobility.

Bates and Capers still communicate even though Capers has long since retired from the company. Bates values Capers' thoughts on things even though Capers never really offered him much direction.

He always told me the job was mine to do and I should do it as I thought it should be done. I can remember asking him once how he wanted me to approach a certain task. His response made it clear to me that he wanted me to make the decisions. I never asked him that question again.

Capers helped to develop Bates' talent by exposing him to people who stretched his mind. Capers also provided opportunities for Bates by giving him the interactions with top managers. Finally, Capers saw that Bates got a good development assignment upon leaving the nest.