



AIR WAR COLLEGE

RESEARCH REPORT

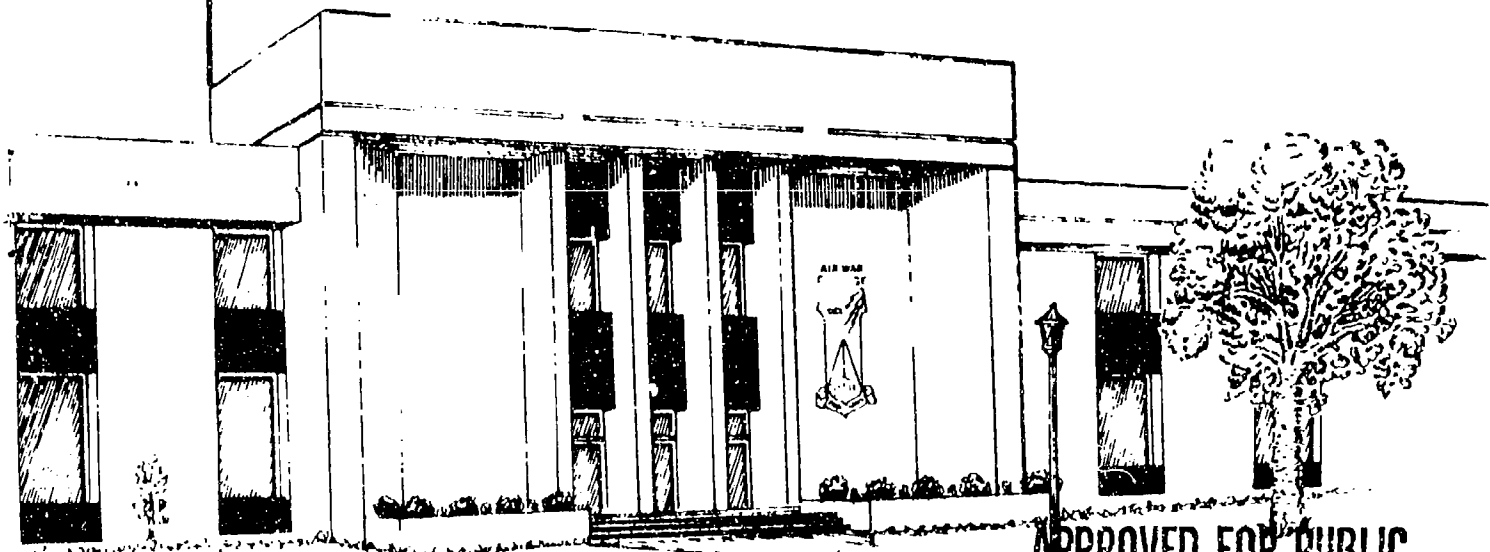
SHOULD THE AIR FORCE ESTABLISH A FORMALIZED
MENTORING PROGRAM?

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1990



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UNITED STATES AIR FORCE
MAXWELL AIR FORCE BASE, ALABAMA

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SHOULD THE AIR FORCE ESTABLISH A FORMALIZED MENTORING
PROGRAM?

by

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A DEFENSE ANALYTICAL STUDY SUBMITTED TO THE FACULTY

IN

FULFILLMENT OF THE CURRICULUM

REQUIREMENT

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MAXWELL AIR FORCE BASE, ALABAMA

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DISCLAIMER

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EXECUTIVE SUMMARY

Mentoring has proven itself a valuable tool in developing leadership skills down through the ages and therefore should not be ignored. To assess the current level of mentoring in the Air Force a survey was given to a cross section of junior and senior level Air Force officers. The primary goal was to determine the prevalence of mentoring and also pose the question whether a formal mentoring program should be established. The students of Squadron Officers School, Air Command and Staff College, and Air War College were surveyed, and were believed to be a valid representation of Air Force officer mentors and proteges. Of the officers surveyed approximately 40% stated they were mentored and 32% stated that they had mentored someone else. The vast majority concluded that they did not want a formal mentoring program, but felt that informal mentoring was acceptable and should continue. Over half of the junior officers concluded that there should be some level of education and training about mentoring. The view of the authors (based on their research and the survey data) concluded that mentoring is a valuable asset to any organization and will play an even more important role in the Air Force of the future. Thus, because of the potential benefits, the Air Force should seriously consider increased education about mentoring and the role it can play in developing future leaders.

BIOGRAPHICAL SKETCHES

Lieutenant Colonel Albert E. Lassiter's 25 years military service includes extended active duty and 16 years membership in the Air Force Reserve and Air National Guard. His specialties have been Weapons Controller, Supply, Aircraft Maintenance, Logistics Plans, and Personnel, with active duty assignments at Norton AFB, Camplon AFS (Alaska), and Boerfink (Federal Republic of Germany). Colonel Lassiter's undergraduate education was in science, while his graduate degrees are in Industrial Systems Management and Business Finance. Civilian responsibilities have included manufacturing supervisor, plant manager, corporate vice president, state comptroller general. He is currently on leave from his position as University Vice President (business and finance). Colonel Lassiter is a member of the Mississippi Air National Guard, and serves as Commander, Consolidated Aircraft Maintenance Squadron. One of his practical and academic interests is "executive leadership development".

Lieutenant Colonel Danny C. Rehm (M.S. Air Force Institute of Technology) is a Senior Navigator with over 2000 flying hours in the AC-130 Gunship and the C-141. He has been a Services Squadron Commander, Chief of Wing Training and Chief of Combat Operations with the Military Airlift Command and has served a rated supplement tour as a contracting officer with the Air Force Logistics Command. He is a graduate of Army Command and General Staff College and the Air Command and Staff College.

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CHAPTER I

INTRODUCTION

"SHOULD THE AIR FORCE ESTABLISH A FORMALIZED MENTORING PROGRAM?"

"Man for man one division is just as good as another—they vary only in the skill and leadership of their commanders."

- Gen. Omar Bradley (31:26)

Though some might contend that fighting units may not necessarily be on a par with each other, there is no disagreement that leadership is the single ingredient that overwhelmingly determines the success of any organization. Where do you gain the skill to be a leader? One of the great leaders from World War II stated it this way.

"Whatever ability I have shown or shall show as a soldier is a result of a studious endeavor to copy the greatest American soldier, namely yourself (Gen. John J. Pershing). I consider it a priceless privilege to have served with you in Mexico and France".

-Gen. Douglas MacArthur (16:5)

Progressing through his or her career the officer's skills develop by varying degrees in three (3) areas; technical, interpersonal, and conceptual. Technical skills relate to the academic, functional, and operational preparation relative to an individual's specialty. Interpersonal skills refer to the facility with which the officer supervises and works with others. Group Captain R. J. Cooper, Canadian Forces, capably characterized conceptual skills as follows: "Conceptual skills concern the intellectual capacity that enables an officer to think and act within a global frame of reference, effectively coordinating all facets and functions of the organization for the greater good of the whole."(6-41)

For the senior member, and especially the senior member at the executive level of the organization, conceptual skills are the most critical for success, with interpersonal skills remaining important. There is little argument that the quality of leadership determines the success of an organization. If this is so obvious, then it is perhaps even more obvious that the training and development of an organization's leaders should be a top priority.

Academic and formal approaches work well for technical training, and to a lesser extent for development of interpersonal skills. However, the teaching of conceptual skills is not easy and is usually gained via

experiences and contextual situations that develop strategic decision-making abilities. Mentoring is a means of imparting the necessary conceptual skills to the Air Force officer corps.

The Air Force does emphasize leadership, but primarily from an academic approach only. That is, leadership is a part of the professional military education (PME) curricula at each of the junior, intermediate, and senior officer levels. There are presently no structured experientially based leadership development programs for the Air Force officer corps. Officers develop leadership skills through developmental and nurturing experiences and these experiences are typically determined or created by the senior leaders of the organization.

Effective leadership development is a long-term process that begins early and continues throughout one's career. However, the practical leadership development of junior officers is at the mercy of those senior to them. This is true not only because the seniors determine the juniors' environment, but also because the senior officer cadre is the segment of the organization that understands the organization and its mission. Moreover, it is from these senior leaders that the junior learns the values and heritage of the organization.

So then, if leadership development is critical for organizational success, and senior leadership development is

acquired experientially, and if mentoring is a viable means for developing executive leadership, should the Air Force take a serious look at establishing a structured or formalized mentoring program?

Mentors are typically senior members of an organization who take an active interest in the development and career success of a Junior member, called a protege. Mentoring (sometimes termed mentorship) is by no means new; but mentoring as a leadership/career development tool is receiving increased emphasis in all sectors of society. The mentor-protege relationship is closer than that of superior-subordinate, in that there is a viable level of mutual trust and risk-taking for both members of the relationship.

The benefits of mentoring are far-reaching, including rewards for the organization and the mentor, as well as for the protege. Obviously, the potential benefits to the protege of a relationship with an influential senior can be career life-giving. Thus, the aspiring young officer that has a support system including such a person may potentially climb higher on the ladder of success.

Mentoring involves teaching, coaching, counseling, protecting, motivating, sponsoring, facilitating, assisting, advising, and serving as a role model for the Junior member. The range of mentoring functions is rather broad. These range from information giving, such as guiding through the

"unwritten" rules of the organization to the highest levels, such as sponsoring or buffering.

Mentoring is not cronyism or a buddy system, and not necessarily a relationship based on friendship, though a possible consequence of the mentoring process. Mentoring is a one-on-one informal relationship within or outside the organizational/supervisory chain wherein the seasoned member assists in ways that only a mentor could. Of course, the relationship is not only voluntary, but usually stimulated by some psychological "chemistry" between the mentor and the protege. That is, the mentor-protege relationship results basically from mentor initiation and sustainment by both partners.

To some extent, mentoring is a part of the culture of virtually every organization. Many leaders conclude that a mentor (or several mentors) contributed instrumentally to their career success. Additionally, it is suspected that many such leaders would say a mentor would have been valuable to them during the early stages of their career! Furthermore, it is reasonable to assume that mentored leaders are more likely to mentor those junior to them; and some would even argue, that mentoring is often crucial for survival, and vital for leadership success.

DEFINITION

Mentoring includes a variety of behaviors. They are (a) role modeling, (b) teaching, (c) guiding, (d) advising, (e) counseling, (f) communicating, (g) motivating/coaching, (h) validating (j) protecting, and (k) sponsoring. (19:33-35) It is apparent that the range of mentoring functions is expansive and may be situated along a mentoring intensity spectrum with role modeling being at the low end and sponsoring being at the high end.

The "teacher" assists the protege with functional skills necessary for job success. A "role model" is a person the protege desires to immitate or "copy" as Patton spoke of Pershing. The role model is an individual who possesses the traits or qualities most desired to duplicate. "Teaching" is imparting knowledge concerning the protege's functional responsibilities or the organizational mission that enables the protege to not only better understand his/her role, but also, to more clearly see the connection between his/her contribution and the mission. "Guiding" the newer or junior member through the "unwritten" rules and informal aspects of the organization is vital to success at any level, but is most definitely important upon entering the higher organization levels. "Advising" is that function in response to the protege's search for the senior member's extensive experience and competence. Seeking advice is

probably the stimulus for most mentor-protége relationships, if the "chemistry" is right between the two individuals concerned.

"Counseling" is the emotional support a mentor provides in times of stress or difficult decisions. The counselor listens to the protégé's concerns and also helps clarify goals. The "communication" is the element of mentoring, which opens significant lines of communication for exchange of ideas, concerns, plans, etc. with senior leaders. "Validating" or endorsing the protégé's goals or ambitions is important reassurance to the junior member. "Motivating/coaching" is viewed as personalized stimulation toward action, or encouragement along the way towards those goals or aspirations. This personalized stimulation could be a "kick in the pants," as well as a "pat on the back."

"Protecting" and "sponsoring" are the higher-spectrum mentoring functions that embody risk-taking by the mentor. "Protecting" is providing a buffer for the protégé to take risks, particularly in executing some plan or making decisions. The "protection envelope" permits the protégé to act without the fear of failure and even to fail without being defeated. Because the "sponsoring" function is more sensational, some use the terms sponsoring and mentoring interchangeably. The "sponsor's" influence is brought into play to facilitate a career opportunity for the protégé. This career opportunity could be an assignment,

promotion, training, Job, or other avenues that boost one's career. Many negative perceptions abound concerning this level of mentoring, from "free ride" to "brown-nosing." But, upon closer inspection, one will likely find that what happens after the "sponsor" opens the door, is left up to the protege. Of course, the mentor would likely be cautious and deliberate before sponsoring someone; and such risk-taking by the mentor would be based on a high level of confidence in the protege (called mentee by some researchers).

The mentoring functions do not necessarily work independent of each other, nor are they all present in a mentor-protege relationship. There is no common agreement as to how long the relationship exists before it qualifies as a mentor-protege relationship. Some estimate one-year, or two-year time frames. Kram, in her research found that the mentor-protege relationship averaged 2-5 years.(18:70) However, it is easy to see why each relationship will have its own minimum time for mentor-protege relationship development. The variables in each situation are many - from differences in organizational norms, to the personal idiosyncracles of each potential mentor and protege. The bottom line is at the point when the mentor takes an active, supportive interest, and when the protege acquires adequate trust in the mentor.

QUALIFICATIONS OF A MENTOR

A potential mentor must be competent, capable, experienced, and very secure psychologically. The mentor voluntarily assumes some responsibility for some aspect(s) of the protege's personal or professional development. That is, the mentor initiates the relationship, and is the source of its on-going momentum.

IN SEARCH OF A MENTOR

Finding a mentor is somewhat like finding a mate - the relationship "clicks" or it does not. Different individuals have different capabilities and different power bases, and therefore bring varying capabilities and interests to the relationship. Likewise, potential proteges have varying needs (at different times). There is rarely a perfect mentor who is able to mentor along the entire spectrum of mentoring functions. So, the suggestion is to look for several mentors - different mentors perform different functions at the higher levels of confidence.

WHO GETS MENTORED

Proteges attract mentors' attention or initiate the relationship. Several reasons are given as to why mentors select proteges(11:481):

1. good performance
2. right social background
3. know the officers socially
4. look good in a suit
5. socially similar
6. opportunity to demonstrate the extraordinary
7. high visibility

Potential proteges are well-advised to go slow. Advice-Seeking is the only mentoring function that the protege can initiate. When seeking advice, the well advised protege would take advantage of opportunities to communicate personal goals and aspirations - tempered with humility. Such a balance of enthusiasm and humility appeals to potential mentors.

BENEFITS OF MENTORING

"The most important aspect of mentoring is value transmittal. It is the mentor's task to instill in those he or she touches, the concepts of being a professional, with a commitment to standards of performance that are

self-enforced, self-restrained and self-sacrificial, loyalty down and duty first."(27:77)

It is also believed that mentoring is extremely critical to the psychosocial development of men, and greatly influences commitment and self-image.(11:475) It is during the early career stages, when the protege searches for a career or life goal, that the role model mentoring function will likely have the greatest impact on commitment to the organization. The sense of belonging is also magnified.

The organization, mentor, as well as the protege benefit from mentoring. The mentor benefits in a variety of ways. The intrinsic satisfaction of helping another reach his/her goals is an inherent benefit to the mentor. The mentor also gains in respect from the junior member, and increases his/her network within the organization. This network of grateful and faithful followers enhances the mentor's information and power base.

The organizational benefits of mentoring are significant. A pool of talent is developed. This contingent of capability expands and proliferates effectiveness at succeeding levels in the organization. Mentoring helps integrate career and family responsibilities. Mentoring makes use of the older segment of the organization and mentors have a holistic effect on proteges, and as a result the organization gains an enriched worker. Additionally,

morale is frequently improved because of the personal involvement and concern.(7:37)

When considering an individual for assignment of increased responsibility, mentors will be familiar with the proteges' strengths and weaknesses. Thus, they will have a better idea whether the individual will succeed in a particular position. It is also professionally rewarding in that the mentor is responsible for developing talent. General W.L. Creech, during his 1989 lecture to the Air War College, stated that, "the first job of a leader is to develop new leaders." Mentors enhance their esteem with peers and superiors alike, and accelerate their promotability by developing their replacements.

U.S. ARMY AND MENTORING

The human side of combat direction is obviously critical at all levels: small unit to theater combat. The U.S. Army has always emphasized this element of leadership. Of the services the Army may be the closest to institutionalizing mentoring. Army Field Manual(FM) 22-101, Leadership Counseling, affirms that effective leadership is the Army's key to success in training and combat.(30:2) A definition of leadership is superfluous here, but one can hardly pass over this "nugget" in FM-103, Leadership and Command at Senior Levels. "...But, above all it is the art of taking a vision of what must be done, communicating it in

a way that the intent is clearly understood, and then being tough enough to ensure its execution."(31:6) The center for Army leadership, a major instructional department of the Army Command and General Staff College at Fort Leavenworth, is the U.S.Army focal point for leadership doctrine and training.

Army Pamphlet 22-103, Officer Evaluation Report is probably the closest directive leading toward institutionalized mentoring. A subordinate item included on the support form as one of the objectives is to "mentor and teach young soldiers."(30:87) Whereas there is no real regulation that mandates mentoring, counseling is a requirement. The counseling requirement includes each Junior officer and his/her supervisor. This scheme begins with the lieutenant and continues upward to the lieutenant colonel rank.

By definition, this counseling regime may not be mentoring in the strict sense. However, this formal process does provide a forum for increased communication, feedback, advice, and vocalization of aspirations, concerns, and ambitions. Mentoring, as we've discussed earlier, is a close, supportive relationship between the senior and Junior members which operates along a fairly broad spectrum of mutual trust and risk-taking.

AIR FORCE INSTITUTE OF TECHNOLOGY (AFIT) RESEARCH STUDIES

Two AFIT theses have previously looked at mentoring in the Air Force officer corps. The authors were Capt Ueker and Capt Lewandowski.(29:24) These unpublished reports were completed in 1984 and 1985, respectively, and investigated (a) the prevalence of mentoring in the officer corps, (b) mentoring and career progress, and (c) career progress satisfaction, and mentoring functions.(21:25)

Lewandowski and Ueker were not permitted to survey officers outside of Air University, and thus resorted to sampling the Air Command and Staff College (ACSC), and Air War College (AWC) populations at Maxwell Air Force Base, Alabama. These were very useful sampling groups, and more will be said later about this in the "Methodology" and "Analysis" sections.

This research project will enable an update/comparison of the earlier AFIT research, and more importantly will survey attitudes and opinions about whether mentoring should be formalized.

U.S. AIR FORCE AND MENTORING

The new Officer Evaluation System (AFR 36-10) directs that company grade officers (captain and below) be counseled by their respective reporting officials (supervisors) at least semiannually. This informal counseling process includes a Performance Worksheet that

documents the discussion from each perspective, and is not part of the official file. So, counseling sessions for Junior officers are now mandated, rather than just suggested as in the previous edition of the regulation.

These counseling sessions are very close to the mentoring function, but the Air Force seems to be most reticent in talking about mentoring at any level. The Army completed a massive Professional Development of Officers Study (Bagnal et al), including a comprehensive survey of the entire officer structure. Regretfully, Air Force surveys concerning this subject are permitted only within academic circles.

The Air Force Cadet Officer Mentor Action Program (AFCOMAP) is a voluntary Reserve Officer Training Corp (ROTC) mentoring organization that spawned from a similar Army ROTC setup. AFCOMAP describes its mission and goal: "The mission of AFCOMAP is MENTORSHIP. The goal is to STRENGTHEN FUTURE AIR FORCE LEADERS THROUGH MENTORSHIP."
(34:1)

FORMALIZE MENTORING?

Earlier we spoke of some of the organizational benefits of mentoring. These included identification and development of a talent pool, enhanced morale, increased communication, and so on.

Some organizations have formalized the mentor role, and expect the mentor to suggest and advise "fast track" recruits on career success matters. Examples are the Jewell Company, Bell Labs, and some departments of the U.S. Government. Senior Executive Service candidates are assigned an incumbent as an advisor. Under the Presidential Management Intern Program (PMIP) each intern is assigned to a high-level career management official for supplementary counsel.

RESEARCH OBJECTIVE

The objective of this study is to determine the feasibility of establishing a formal mentoring program in the Air Force. This would be done by using a system, such as an officer career development program, which would identify a mentor for each junior officer. The mentor would provide stimulation as necessary for the junior officer to grow and become a more effective leader and professional officer.

RESEARCH QUESTIONS

1. What is the prevalence of mentoring in the Air Force?
2. What is the correlation between mentored officers and career progress/satisfaction?
3. Where was the mentor organizationally, and what were the roles played by the mentor?
4. Should mentoring be formalized?

CHAPTER II

METHODOLOGY

SCOPE OF THE STUDY

The scope of this study encompasses the investigation of the feasibility of a formal mentoring program in the Air Force. Under this concept, a system would be established (possibly included in the Officer Evaluation System) whereby each Junior officer would be identified with a mentor. This mentor would aid in the professional and leadership development of the protege, the Junior officer.

The motivation for this study stems from the desire of the researchers to evaluate a system which would aid in "improving" the quality and leadership ability of our future Air Force leaders.

Since it was impossible to survey the entire officer corps of the Air Force the decision was made to survey senior officers such as wing and base commanders, AWC students, ACSC students, and Junior officers from SOS. The senior officers were selected because of their demonstrated career success. The AWC and ACSC students come from the top 5% and 15% of the Air Force respectively, and many came from commander or senior leadership positions. The Junior officers of SOS were chosen because they are a cross section of the Air Force and would give a valid protege's perspective of mentoring.

Unfortunately, Air Force policy does not allow surveys of wing and base commanders, or general officers; therefore, we were unable to receive inputs from them. Permission was received for the surveying of Air University (AU) students and faculty. The faculty was included because they, for the most part, are all prior students and/or have held leadership positions before being selected as instructors at one of the AU institutions.

Dual surveys (appendix A, B) were designed to separately poll senior and Junior grade officers. Each confidential blind survey required about 15 minutes to complete and provided for the respondent's written comments as desired.

For the purposes of our survey the following definitions were used.

MENTORING: A supportive relationship between a senior and junior member of the organization wherein the senior member counsels, coaches, teaches, or provides feedback to the Junior member aimed at career and/or personal development.

MENTOR: The senior member of the relationship. A mentor may be inside or outside of the organization/supervisory chain.

PROTEGE: The Junior member of the relationship.

Survey Instruments

Demographic section captured basic data such as rank, sex, race, source of commission, and aeronautical rating. Additionally, assignment and promotion patterns for senior officers were collected.

The "Protege" section endeavored to examine the mentor relationship in more detail, including (a) prevalence of mentoring, (b) time period, (c) location of mentor, (d) career impact and (e) the roles played by the mentor. The final questions (#24, #25) were directed at those who did not report having a mentor.

The "Mentor Section" of the survey was designed to assess (a) the prevalence of mentoring among the target populations and (b) impact of the mentor-protege relationship on the protege's career and professional growth.

The final section "Formal or Informal" was aimed at assessing attitudes whether to (a) establish a formal mentoring program, or (b) remain informal.

A total of 200 surveys were given out to AWC students and faculty with 145 returned for a percentage of 72 1/2. 176 surveys were issued to ACSC students and faculty with 122 returned for a percentage of 69.3. 320 surveys were issued to SOS students and faculty with a return of 292 for a percentage of 91.2.

CHAPTER III

DATA ANALYSIS

The purpose of this chapter is to present a report of the research findings as a result of this study. This will be accomplished by examining each of the research questions, individually, based upon the results of the surveying of AWC, ACSC, and SOS students and faculty and the indepth review of literature concerning mentoring. Final conclusions and recommendations, based upon the analysis of the data, will be presented in Chapter IV.

Research Questions

Research Question Number One

"What is the prevalence of mentoring in the Air Force?"

The initial analysis of the data showed that 27.1% of Air War College, 33% of Air Command and Staff, and 45.3% of Squadron Officers School had mentors at some time during their careers. To determine if there were any particular demographic reasons for this finding, the senior officers results from AWC and ACSC, were cross tabulated. The following results were found:

	<u>Had Mentor</u>	<u>No Mentor</u>
General	1	0
Colonel	6	16
Lt Col	16	45
Major	<u>32</u>	<u>65</u>
Total	55	126

The fifty five senior officers having a mentor totaled less than one third or 30.4 percent of the senior officers surveyed.

Other demographic information analyzed was sex, race, source of commission, and previous assignments. These broke down in the following way. Of the fifty five officers having mentors 89.1% were male and 10.9% were female. Caucasians made up 90.9%, 3.6% were black and the rest were either Hispanic or other. The source of commission for these officers were as follows:

Air Force Academy	- 12 (22.7%)
Officer Training School	- 17 (32.1%)
ROTC	- 20 (37.7%)
Other	<u>- 4 (7.5%)</u>
Total	53 (100.0%)

The aeronautical rating of those having a mentor was 25.9% pilots, 13% navigators, and 61.1% non-rated.

Of the 265 junior officers surveyed 120 said that they had been mentored for a total of 45.3%. This was a significant rise in mentoring compared to the senior ranks.

All of the respondents were captain (except one) and there were 104 males and 16 females. Other demographic data was as follows:

Race

Cau - 107 (89.2%)	Black - 5 (4.2%)
His - 7 (5.8%)	Other - 1 (.8%)

Commissioning data

Air Force Academy - 13 (10.8%)
Officer Training School - 41 (34.2%)
Reserve Officer Training School - 53 (44.2%)
Other - 1 (.8%)

Aeronautical Rating

Pilot	25 (21.0%)
Navigator	9 (7.6%)
Non-rated	85 (71.4%)

Of the 171 senior officers who responded 57 said that they had also been mentors. This was again approximately one third of those being surveyed. In the Junior officer survey 81 out of 257 said that they also had been a mentor for a percentage of 31.5%.

Summary

The data states that almost a third of the senior officers and almost half of the Junior officers were mentored. Those stating they had been a mentor were 33% of the senior officers and 31.5% of the Junior officers.

Research Question Number Two

"What is the correlation between mentored officers and career progress/satisfaction?"

Of the 55 senior officers who had been mentored 27 percent stated that they were ahead, 70 percent felt that they were meeting, and 7.3 percent felt that they were behind their career expectations. This almost mirrors the data from those who did not have mentors, in that, 11.1% felt they were ahead, 70.6% meeting, and 17.5% behind in career progress expectations. Those same officers when asked if they had any below-the-zone promotions responded as follows:

Major	10	(18%)
LtCol	7	(13%)
Colonel	0	
None	<u>38</u>	<u>(69%)</u>
Total	55	(100.0%)

When asked about the impact of mentoring on their careers the vast majority (88%) said that mentoring had a moderate to significant impact.

On the opposite side of the question, of those senior officers who did not have a mentor, 31% said that this had negatively affected their career progress.

The previous assignments of the respondents had very little significance in the compilation of the data and will not be discussed.

Of the Junior officers surveyed, 89% felt that mentoring had had a moderate to significant impact on their careers. A significant statistic is that 60.7% of those not having a mentor, stated they would have desired a mentor. Of this same group only a small percentage (8%) said that this lack had negatively effected their careers.

Research Question Number Three

"Where was the mentor organizationally and what were the roles played by the mentor?"

The survey sought information regarding the mentor's location organizationally. The following data is from Junior and senior officers who were mentored themselves:

a. immediate supervisor	99	55%
b. squadron commander	36	20%
c. wing commander	15	8%
d. general officer	8	4%
e. outside supervisory chain	<u>23</u>	<u>13%</u>

The survey also analyzed the role each mentor played in helping his protege. The survey asked the participants (Junior and senior officers) to rate to what extent each role was played by their mentors. The following data combines the Junior and senior survey responses for each mentoring role perceived as having a moderate or significant impact upon the protege.

	number selecting	percent
teacher	146	82%
guide	128	73%
advisor/counselor	150	85%
sponsor	74	42%
supporter	130	73%
facilitator	96	54%
motivator	142	80%
protector	90	51%
role model	152	86%
communicator	112	63%

It is obvious from these responses that the role of a mentor took many forms in helping each officer with his/her career.

Research Question Number Four

"Should mentoring be formalized the the Air Force?"

The final section of the survey instrument provided the data to answer this question. Seventy four percent (74%) of the officers, both junior and senior, when combined concluded that a formal mentoring program was not necessary at this time. The data also concluded that junior officers should not be assigned a mentor.

Finally, the whole group was asked if mentoring should remain informal in the Air Force. Eighty percent said overwhelmingly, "yes"; but fifty seven percent

determined that the Air Force should implement a program of education and information about mentoring.

CHAPTER 1V

CONCLUSIONS/RECOMMENDATIONS

The conclusion of our study found that mentoring is going on in the Air Force and, although not widespread, is having some gratifying results. Approximately forty percent (40%) of all officers surveyed were mentored during their Air Force career. This mentoring prevalence in the Air Force closely parallels Uecker's AFIT research finding of 42.2%.(29:45) Thirty two percent had also mentored someone else. The prevalence of mentoring based on this cross-section of officers seems to be on going, but not necessarily overwhelming in its frequency.

Of the 449 officers whose results were compiled 150 or eighty nine percent of those mentored felt that mentoring had had a moderate to significant impact on their career. In the senior ranks 180 of those had received below-the-zone promotions, but only fifty five or thirty one percent (31%) were mentored. Over two hundred and fifty (approx. 60 percent) of the officers wished they had had a mentor to help with their career and professional development.

The feasibility of a formal Air Force mentoring program was felt unnecessary by seventy four percent (74%) of the respondents. On the other hand, over half of the

officers felt that a program of education and/or information should be implemented.

Even though the results of the research shows that the majority do not want a formal program, the researchers still believe that there is sufficient indication of the benefits of mentoring that some type and level of program should be implemented. This belief is based on discussions with senior officers and the literature review which clearly shows that there is much to be gained from senior leaders imparting their ideas, expertise, and guidance upon future leaders. Mentoring will be of even more significance when the Air Force becomes a smaller force (and it surely will) and more reliance on professional abilities and leadership skills is demanded.

At the beginning of this paper the question was asked whether the Air Force should seriously consider a formalized mentoring program aimed at effective leadership development. We've already looked at some curious data. For example, 89% of those mentored officers felt that mentoring had had a moderate to significant impact on their career. Of those not having had a mentor 60% responded with a desire for one. On the other hand, 74% of those surveyed disapproved of a formalized mentoring program. Then again, almost two-thirds of those surveyed agreed that the Air Force should educate and inform about mentoring.

Based on the written comments received in the survey, there are numerous misconceptions about mentoring, and there is clearly a need to inform and educate about what mentoring, is, is not, and its benefits. Incidentally, such misconceptions are not limited to junior officers.

Also uncanny is the formal Air Force position on mentoring contrasted with the personal viewpoints of senior officers surveyed. Invariably there is agreement, on a private level, that consistent mentoring can be useful in developing leaders. But, official channels seem to discourage discussions about mentoring. When the researchers sought to include wing commanders in their survey population the Military Personnel Center disapproved on the basis that "wing commanders are not typically surveyed, and mentoring is not an established program." Does the Air Force avoid the subject because its "too hard to do?"

This research points out several pertinent factors:

- a) Mentoring in the Air Force exists;
- b) There is substantial interest in mentoring at both junior and senior officer levels;
- c) Education and information about mentoring is warranted;
- d) There is official hesitancy to discuss mentoring.

Presently, there is no formal program or indication that the Air Force is considering the subject of mentoring. However, based on our research it does seem that the time has arrived for the Air Force to stop ignoring the subject and at least educate and inform its people of what should be a significant and positive influence on its future leaders.

APPENDICES

Appendix A: The Survey Questionnaire used
for Air War College and Air Command and Staff College

A CONFIDENTIAL SURVEY OF SENIOR OFFICERS TO DETERMINE THE POTENTIAL
OF DEVELOPING A MENTORING PROGRAM IN THE AIR FORCE

Air University Survey Control Number: 90-07 (expires 7 Dec 90)

- SURVEY PURPOSES:
- Determine extent of mentoring in the Air Force
 - Gain respondents' insights concerning mentoring
 - Determine feasibility of an AF mentoring program

DEFINITION OF KEY TERMS

1. MENTORING: A supportive relationship between a senior and junior member of the organization wherein the senior member counsels, coaches, teaches, or provides feedback to the junior member aimed at career and/or personal development.
2. MENTOR: The senior member of the relationship. A mentor may be inside or outside of the organization/supervisory chain.
3. PROTEGE: The junior member of the relationship.

INSTRUCTIONS: Thank you for participating in this research effort.

A. TIME REQUIRED: Approximately 15 minutes

B. ANSWER SHEET: Name and SSAN not required-mark responses only. Carefully transfer your responses to answer sheet using number 2 pencil and place answer sheet inside of survey. Some questions may have more than one answer.

C. APPLICABLE: To USAF officers only.

1. What is your current rank?
 - a. General officer
 - b. Colonel
 - c. Lieutenant Colonel
 - d. Major
2. Are you male or female?
 - a. male
 - b. female
3. Race/ethnicity?
 - a. Caucasian
 - b. Black
 - c. Hispanic
 - d. Other

4. Source of Commission?
 - a. AF Academy
 - b. OTS
 - c. ROTC
 - d. Other

5. Aeronautical rating?
 - a. pilot
 - b. navigator
 - c. non-rated

6. What is your current assignment?
 - a. Headquarters USAF or higher
 - b. MAJCOM
 - c. NAF/DIV
 - d. Wing or below

7. What was your previous assignment?
 - a. Headquarters USAF or higher
 - b. MAJCOM
 - c. NAF/DIV
 - d. Wing or below

8. Have you received any "Below-the-Zone" Promotions? (circle all applicable)
 - a. Yes, to major
 - b. Yes, to lieutenant colonel
 - c. Yes, to colonel
 - d. None

9. How would you rate your career progress?
 - a. Ahead of personal expectations
 - b. Meeting expectations
 - c. Behind expectations

YOU AS THE PROTEGE

10. Based on the above definition of mentoring, have you had a mentor during your military career?
 - a. yes
 - b. no

IF YOUR ANSWER TO QUESTION 10 IS "NO" SKIP TO QUESTION 24.

11. During what time period(s) in your career did you have a mentor?
 - a. first five years
 - b. fifth through tenth years
 - c. tenth through fifteenth years
 - d. fifteenth to present

12. Where was(were) your mentor(s), organizationally?
 - a. immediate supervisor
 - b. squadron commander
 - c. wing commander
 - d. general officer
 - e. outside supervisory chain
13. What was the impact of the mentor relationship on your career?
 - a. significant
 - b. moderate
 - c. slight
 - d. none

The following are some of the roles of a mentor. For each role indicate the extent played by your mentor(s).

- A. significant
 - B. moderate
 - C. slight
 - D. none
14. _____ Teacher
 15. _____ Guide to the "unwritten rules" of the organization
 16. _____ Advisor/counselor
 17. _____ Sponsor
 18. _____ Supporter of protege's plans/ideas
 19. _____ Facilitator of adjustment into organization
 20. _____ Motivator
 21. _____ Protector/buffer for protege
 22. _____ Role model
 23. _____ Communication link to/from senior management

24. Would you have desired a mentor?
 - a. yes
 - b. no
 - c. N/A
25. Has the lack of a mentor negatively affected your career?
 - a. yes
 - b. no
 - c. N/A

YOU AS A MENTOR

26. Have you been a mentor at some time during your career?
 - a. yes
 - b. no

IF YOUR ANSWER TO QUESTION 26 IS "NO" SKIP TO QUESTION 34.

27. How do you perceive the impact of the mentoring relationship(s) on the protege's career progress?

- a. significant impact
- b. moderate impact
- c. slight impact
- d. none

What was the impact of the relationship(s) on the protege in these specific areas?

- A. significant
- B. moderate
- C. slight
- D. none

- 28. _____ Performance improvement
- 29. _____ Leadership development
- 30. _____ Career progress
- 31. _____ Professional development
- 32. _____ Organizational effectiveness
- 33. _____ Retention

FORMAL OR INFORMAL MENTORING PROGRAM?

34. Should the mentoring of junior officers be formalized throughout the Air Force?

- a. yes
- b. no

Please explain: _____

35. If so, should junior officers be assigned a mentor?

- a. yes
- b. no

36. If a formalized mentoring program is developed should it be a part of the Officer Evaluation System, Officers Career Objective Statement (AF Form 90), etc.?

- a. yes
- b. no

Comments _____

37. Should mentoring within the Air Force continue to be informal?

- a. yes
- b. no

Comments: _____

38. If informal, should the Air Force implement a program of education and information about mentoring?

- a. yes
- b. no

Comments: _____

Additional recommendations/comments: _____

Appendix B: The Survey Questionnaire used for
Squadron Officers School

**A CONFIDENTIAL SURVEY OF JUNIOR OFFICERS TO DETERMINE THE POTENTIAL OF
DEVELOPING A MENTORING PROGRAM IN THE AIR FORCE**

Air University Survey Control Number:90-06 (expires 7 Dec 90)

- SURVEY PURPOSES**
- Determine extent of mentoring in the Air Force
 - Gain respondents' insights concerning mentoring
 - Determine feasibility of an AF mentoring program

DEFINITION OF KEY TERMS

1. **MENTORING:** A supportive relationship between a senior and junior member of the organization wherein the senior member counsels, coaches, teaches, or provides feedback to the junior member aimed at career and/or personal development.
2. **MENTOR:** The senior member of the relationship. A mentor may be inside or outside of the organization/supervisory chain.
3. **PROTEGE:** The junior member of the relationship.

INSTRUCTIONS: Thank you for participating in this research effort.

A. **TIME REQUIRED:** Approximately 15 minutes

B. **ANSWER SHEET:** Name and SSAN not required-mark responses only. Carefully transfer your responses to answer sheet using number 2 pencil and place answer sheet inside of survey. Some questions may have more than one answer.

C. **APPLICABLE:** To USAF officers only.

1. What is your current rank?
 - a. captain
 - b. first lieutenant
 - c. second lieutenant
2. Are you male or female?
 - a. male
 - b. female
3. Race/ethnicity?
 - a. Caucasian
 - b. Black
 - c. Hispanic
 - d. Other

4. Source of Commission?
 - a. AF Academy
 - b. OTS
 - c. ROTC
 - d. Other
5. Aeronautical rating?
 - a. pilot
 - b. navigator
 - c. non-rated
6. What is your current assignment?
 - a. Headquarters USAF or higher
 - b. MAJCOM
 - c. NAF/DIV
 - d. wing or below

YOU AS THE PROTEGE

7. Based on the above definition of mentoring, have you had a mentor during your military career?
 - a. yes
 - b. no

IF YOUR ANSWER TO QUESTION 7 IS "NO" SKIP TO QUESTION 20.

8. Where was(were) your mentor(s), organizationally?
 - a. immediate supervisor
 - b. squadron commander
 - c. wing commander
 - d. general officer
 - e. outside supervisory chain
9. What was the impact of the mentor relationship on your career?
 - a. significant
 - b. moderate
 - c. slight
 - d. none

The following are some of the roles of a mentor. For each role indicate the extent played by your mentor(s).

- A. significant
- B. moderate
- C. slight
- D. none

10. _____ Teacher
 11. _____ Guide to the "unwritten rules" of the organization
 12. _____ Advisor/counselor
 13. _____ Sponsor
 14. _____ Supporter of protege's plans/ideas
 15. _____ Facilitator of adjustment into organization
 16. _____ Motivator
 17. _____ Protector/buffer for protege
 18. _____ Role model
 19. _____ Communication link to/from senior management
20. Would you have desired a mentor?
 - a. yes
 - b. no
 - c. N/A
 21. Has the lack of a mentor negatively affected your career?
 - a. yes
 - b. no
 - c. N/A

YOU AS A MENTOR

22. Have you been a mentor at some time during your career?
 - a. yes
 - b. no

IF YOUR ANSWER TO QUESTION 22 IS "NO" SKIP TO QUESTION 30.

23. How do you perceive the impact of the mentoring relationship(s) on the protege's career progress?
 - a. significant impact
 - b. moderate impact
 - c. slight impact
 - d. none

What was the impact of the relationship(s) on the protege in these specific areas?

- A. significant
 - B. moderate
 - C. slight
 - D. none
24. _____ Performance improvement
 25. _____ Leadership development
 26. _____ Career progress
 27. _____ Professional development
 28. _____ Organizational effectiveness
 29. _____ Retention

FORMAL OR INFORMAL MENTORING PROGRAM?

30. Should the mentoring of Junior officers be formalized throughout the Air Force?

- a. yes
- b. no

Please explain: _____

31. If so, should Junior officers be assigned a mentor?

- a. yes
- b. no

32. If a formalized mentoring program is developed should it be a part of the Officer Evaluation System, Officers Career Objective Statement (AF Form 90), etc.?

- a. yes
- b. no

Comments _____

33. Should mentoring within the Air Force continue to be informal?

- a. yes
- b. no

Comments: _____

34. If informal, should the Air Force implement a program of education and information about mentoring?

- a. yes
- b. no

Comments: _____

Additional recommendations/comments: _____

Appendix C: Air War College Response Summary

Q1 Current Rank

	Freq	Pct	V Pct
1	1	1.2	1.2
2	22	25.9	25.9
3	61	71.8	71.8
4	1	1.2	1.2
Total	85	100.0	100.0

Q2 Male or Female

	Freq	Pct	V Pct
1	81	95.3	95.3
2	3	3.5	3.5
3	1	1.2	1.2
Total	85	100.0	100.0

Q3 Race/Ethnicity

	Freq	Pct	V Pct
1	81	95.3	95.3
2	3	3.5	3.5
3	1	1.2	1.2
Total	85	100.0	100.0

Q4 Source of Commission

	Freq	Pct	V Pct
1	14	16.5	16.5
2	27	31.8	31.8
3	41	48.2	48.2
4	3	3.5	3.5
Total	85	100.0	100.0

Q5

Rating

	Freq	Pct	V Pct
1	36	42.4	42.4
2	7	8.2	8.2
3	41	48.2	48.2
4	1	1.2	1.2
Total	85	100.0	100.0

Q6

Current Assignment

	Freq	Pct	V Pct
1	9	10.6	11.7
2	29	34.1	37.7
3	12	14.1	15.6
4	27	31.8	35.1
-	8	9.4	missing
Total	85	100.0	100.0

Q7

Previous Assignment

	Freq	Pct	V Pct
1	21	24.7	24.7
2	23	27.1	27.1
3	9	10.6	10.6
4	32	37.6	37.6
Total	85	100.0	100.0

Q8

BTZ Promotions

	Freq	Pct	V Pct
1	14	16.5	16.5
2	27	31.8	31.8
3	44	51.8	51.8
Total	85	100.0	100.0

Q9 Career Progress

	Freq	Pct	V Pct
1	18	21.2	21.2
2	51	60.0	60.0
3	15	17.6	17.6
4	1	1.2	1.2
Total	85	100.0	100.0

Q10 Have you had a Mentor?

	Freq	Pct	V Pct
1	23	27.1	27.1
2	62	72.9	72.9
Total	85	100.0	100.0

Q11 Time Periods of Mentor

	Freq	Pct	V Pct
1	3	3.5	12.0
2	10	11.8	40.0
3	7	8.2	28.0
4	5	5.9	20.0
-	60	70.6	missing
Total	85	100.0	100.0

Q12 Mentor Organizationally

	Freq	Pct	V Pct
1	10	11.8	45.5
2	2	2.4	9.1
3	4	4.7	18.2
4	5	5.9	22.7
5	1	1.2	4.5
-	63	74.1	missing
Total	85	100.0	100.0

Q13 Impact of Mentor on Career

	Freq	Pct	V Pct
1	14	16.5	58.3
2	7	8.2	29.2
3	1	1.2	4.2
4	2	2.4	8.3
-	61	71.8	missing
Total	85	100.0	100.0

Q14 Mentor as Teacher

	Freq	Pct	V Pct
1	13	15.3	54.2
2	6	7.1	25.0
3	4	4.7	16.7
4	1	1.2	4.2
-	61	71.8	missing
Total	85	100.0	100.0

Q15 Mentor as Guide

	Freq	Pct	V Pct
1	5	5.9	20.8
2	14	16.5	58.3
3	4	4.7	16.7
4	1	1.2	4.2
-	61	71.8	missing
Total	85	100.0	100.0

Q16 Mentor as Advisor/Counselor

	Freq	Pct	V Pct
1	13	15.3	54.2
2	9	10.6	37.5
3	2	2.4	8.3
-	61	71.8	missing
Total	85	100.0	100.0

Q17 Mentor as Sponsor

	Freq	Pct	V Pct
1	8	9.4	34.8
2	7	8.2	30.4
3	5	5.9	21.7
4	3	3.5	13.0
-	62	72.9	missing
Total	85	100.0	100.0

Q18 Mentor as Supporter

	Freq	Pct	V Pct
1	8	9.4	33.3
2	10	11.8	41.7
3	5	5.9	20.8
4	1	1.2	4.2
-	61	71.8	missing
Total	85	100.0	100.0

Q19 Mentor as Facilitator

	Freq	Pct	V Pct
1	4	4.7	17.4
2	9	10.6	39.1
3	3	3.5	13.0
4	7	8.2	30.4
-	62	72.9	missing
Total	85	100.0	100.0

Q20 Mentor as Motivator

	Freq	Pct	V Pct
1	11	12.9	47.8
2	6	7.1	26.1
3	4	4.7	17.4
4	2	2.4	8.7
-	62	72.9	missing
Total	85	100.0	100.0

Q21 Mentor as Protector/Buffer

	Freq	Pct	V Pct
1	5	5.9	21.7
2	6	7.1	26.1
3	8	9.4	34.8
4	4	4.7	17.4
-	62	72.9	missing
Total	85	100.0	100.0

Q22 Mentor as Role Model

	Freq	Pct	V Pct
1	12	14.1	52.5
2	8	9.4	34.8
3	3	3.5	13.0
-	62	72.9	missing
Total	85	100.0	100.0

Q23 Mentor as Communication Link

	Freq	Pct	V Pct
1	7	8.2	30.4
2	9	10.6	39.1
3	3	3.5	13.0
4	4	4.7	17.4
-	62	72.9	missing
Total	85	100.0	100.0

Q24 Desired a Mentor

	Freq	Pct	V Pct
1	50	58.8	60.2
2	29	34.1	34.9
3	4	4.7	4.8
-	2	2.4	missing
Total	85	100.0	100.0

Q25 Lack of Mentor Negative Career Effect

	Freq	Pct	V Pct
1	23	27.1	27.7
2	43	50.6	51.8
3	17	20.0	20.5
-	2	2.4	missing
Total	85	100.0	100.0

Q26 Have You Been a Mentor

	Freq	Pct	V Pct
1	27	31.8	33.7
2	53	62.4	66.2
-	5	5.9	missing
Total	85	100.0	100.0

Q27 Impact of Mentoring on Career

	Freq	Pct	V Pct
1	5	5.9	17.9
2	15	17.6	53.6
3	7	8.2	25.0
4	1	1.2	3.6
-	57	67.1	missing
Total	85	100.0	100.0

Q28 Impact on Proteges Performance Improvement

	Freq	Pct	V Pct
1	9	10.6	32.1
2	12	14.1	42.9
3	5	5.9	17.9
4	2	2.4	7.1
-	57	67.1	missing
Total	85	100.0	100.0

Q29 Impact on Proteges Leadership Development

	Freq	Pct	V Pct
1	8	9.4	28.6
2	15	17.6	53.6
3	3	3.5	10.7
4	2	2.4	7.1
-	57	67.1	missing
Total	85	100.0	100.0

Q30 Impact on Proteges Career Progress

	Freq	Pct	V Pct
1	6	7.1	21.4
2	13	15.3	46.4
3	7	8.2	25.0
4	2	2.4	7.1
-	57	67.1	missing
Total	85	100.0	100.0

Q31 Impact on Proteges Professional Development

	Freq	Pct	V Pct
1	5	5.9	18.5
2	17	20.0	63.0-
3	4	4.7	14.8
4	1	1.2	3.7
-	58	68.2	missing
Total	85	100.0	100.0

Q32 Impact on Proteges Organizational Development

	Freq	Pct	V Pct
1	11	12.9	39.3
2	11	12.9	39.3
3	5	5.9	17.9
4	1	1.2	3.6
-	57	67.1	missing
Total	85	100.0	100.0

Q33 Impact on Proteges Retention

	Freq	Pct	V Pct
1	6	7.1	22.2
2	13	15.3	48.1
3	5	5.9	18.5
4	3	3.5	11.1
-	58	68.2	missing
Total	85	100.0	100.0

Q34 Mentoring be Formalized

	Freq	Pct	V Pct
1	16	18.8	20.8
2	61	71.8	79.2
-	8	9.4	missing
Total	85	100.0	100.0

Q35 Junior Officers Assigned a Mentor

	Freq	Pct	V Pct
1	12	14.1	19.4
2	50	58.8	80.6
-	23	27.1	missing
Total	85	100.0	100.0

Q36 Formal Mentoring Part of OES

	Freq	Pct	V Pct
1	11	12.9	14.7
2	64	75.3	85.3
-	10	11.8	missing
Total	85	100.0	100.0

Q37 Mentoring Stay Informal

	Freq	Pct	V Pct
1	65	76.5	86.7
2	10	11.8	13.3
-	10	11.8	missing
Total	85	100.0	100.0

Q38 Education/Information about Mentoring

	Freq	Pct	V Pct
1	33	38.8	45.8
2	39	45.9	54.2
-	13	15.3	missing
Total	85	100.0	100.0

Appendix D: Air Command and Staff College Response Summary

Q1 Current Rank

	Freq	Pct	V Pct
4	96	97.0	100.0
-	3	3.0	missing
Total	99	100.0	100.0

Q2 Male or Female

	Freq	Pct	V Pct
1	85	85.9	87.6
2	12	12.1	12.4
-	2	2.0	missing
Total	99	100.0	100.0

Q3 Race/Ethnicity

	Freq	Pct	V Pct
1	87	87.9	90.6
2	6	6.1	6.3
4	3	3.0	3.1
-	3	3.0	missing
Total	99	100.0	100.0

Q4 Source of Commission

	Freq	Pct	V Pct
1	21	21.2	23.3
2	20	20.2	22.2
3	45	45.5	50.0
4	4	4.0	4.4
-	9	9.9	missing
Total	99	100.0	100.0

Q5

Rating

	Freq	Pct	V Pct
1	27	27.3	28.7
2	15	15.2	16.0
3	52	52.5	55.3
-	5	5.1	missing
Total	99	100.0	100.0

Q6

Current Assignment

	Freq	Pct	V Pct
1	7	7.1	8.0
2	17	17.2	19.5
3	11	11.1	12/6
4	52	52.5	59.8
-	12	12.1	missing
Total	99	100.0	100.0

Q7

Previous Assignment

	Freq	Pct	V Pct
1	13	13.1	14.0
2	21	21.2	22.6
3	10	10.1	10.8
4	49	49.5	52.7
-	6	6.1	missing
Total	99	100.0	100.0

Q8

BTZ Promotions

	Freq	Pct	V Pct
1	9	9.1	9.5
2	1	1.0	1.1
3	1	1.0	1.1
4	83	83.8	87.4
5	1	1.0	1.1
-	4	4.0	missing
Total	99	100.0	100.0

Q9 Career Progress

	Freq	Pct	V Pct
1	9	9.1	9.4
2	76	76.8	79.2
3	11	11.1	11.5
-	3	3.0	missing
Total	99	100.0	100.0

Q10 Have you had a Mentor?

	Freq	Pct	V Pct
1	32	32.3	33.0
2	65	65.7	67.0
-	2	2.0	missing
Total	99	100.0	100.0

Q11 Time Periods of Mentor

	Freq	Pct	V Pct
1	11	11.1	32.4
2	15	15.2	44.1
3	7	7.1	20.6
4	1	1.0	2.9
-	65	65.7	missing
Total	99	100.0	100.0

Q12 Mentor Organizationally

	Freq	Pct	V Pct
1	21	21.2	61.8
2	5	5.1	14.7
3	5	5.1	14.7
4	2	2.0	5.9
5	1	1.0	2.9
-	65	65.7	missing
Total	99	100.0	100.0

Q13 Impact of Mentor on Career

	Freq	Pct	V Pct
1	13	13.1	38.2
2	17	17.2	50.0
3	3	3.0	8.8
4	1	1.0	2.9
-	65	65.7	missing
Total	99	100.0	100.0

Q14 Mentor as Teacher

	Freq	Pct	V Pct
1	13	13.1	38.2
2	12	12.1	35.3
3	7	7.1	20.6
4	2	2.0	5.9
-	65	65.7	missing
Total	99	100.0	100.0

Q15 Mentor as Guide

	Freq	Pct	V Pct
1	12	12.1	36.4
2	10	10.1	30.3
3	9	9.1	27.3
4	2	2.0	6.1
-	66	66.7	missing
Total	99	100.0	100.0

Q16 Mentor as Advisor/Counselor

	Freq	Pct	V Pct
1	17	17.2	51.5
2	13	13.1	39.4
3	3	3.0	9.1
-	66	66.7	missing
Total	99	100.0	100.0

Q17 Mentor as Sponsor

	Freq	Pct	V Pct
1	6	6.1	18.2
2	9	9.1	27.3
3	5	5.1	15.2
4	13	13.1	39.4
-	66	66.7	missing
Total	99	100.0	100.0

Q18 Mentor as Supporter

	Freq	Pct	V Pct
1	10	10.1	30.3
2	15	15.2	45.5
3	6	6.1	18.2
4	2	2.0	6.1
-	66	67.6	missing
Total	99	100.0	100.0

Q19 Mentor as Facilitator

	Freq	Pct	V Pct
1	7	7.1	21.2
2	8	8.1	24.2
3	6	6.1	18.2
4	12	12.1	36.4
-	66	66.7	missing
Total	99	100.0	100.0

Q20 Mentor as Motivator

	Freq	Pct	V Pct
1	17	17.2	51.5
2	7	7.1	21.2
3	8	8.1	24.2
4	1	1.0	3.0
-	66	66.7	missing
Total	99	100.0	100.0

Q21		Mentor as Protector/Buffer		
	Freq	Pct	V Pct	
1	7	7.1	21.9	
2	6	6.1	18.8	
3	8	8.1	25.0	
4	11	11.1	34.4	
-	<u>67</u>	<u>67.7</u>	<u>missing</u>	
Total	99	100.0	100.0	

Q22		Mentor as Role Model		
	Freq	Pct	V Pct	
1	19	19.2	59.4	
2	9	9.1	28.1	
3	3	3.0	9.4	
4	1	1.0	3.1	
-	<u>67</u>	<u>67.7</u>	<u>missing</u>	
Total	99	100.0	100.0	

Q23		Mentor as Communication Link		
	Freq	Pct	V Pct	
1	8	8.1	24.2	
2	9	9.1	27.3	
3	12	12.1	36.4	
4	4	4.0	12.1	
-	<u>66</u>	<u>66.7</u>	<u>missing</u>	
Total	99	100.0	100.0	

Q24		Desired a Mentor		
	Freq	Pct	V Pct	
1	42	42.4	46.2	
2	32	32.3	35.2	
3	16	16.2	17.6	
4	1	1.0	1.1	
-	<u>8</u>	<u>8.1</u>	<u>missing</u>	
Total	99	100.0	100.0	

Q25 Lack of Mentor Negative Career Effect

	Freq	Pct	V Pct
1	17	17.2	18.9
2	48	48.5	53.3
3	24	24.2	26.7
4	1	1.0	1.1
-	9	9.1	missing
Total	99	100.0	100.0

Q26 Have You Been a Mentor

	Freq	Pct	V Pct
1	30	30.3	32.6
2	62	62.6	67.4
-	7	7.1	missing
Total	99	100.0	100.0

Q27 Impact of Mentoring on Career

	Freq	Pct	V Pct
1	12	12.1	35.3
2	16	16.2	47.1
3	5	5.1	14.7
4	1	1.0	2.9
-	65	65.7	missing
Total	99	100.0	100.0

Q28 Impact on Proteges Performance Improvement

	Freq	Pct	V Pct
1	11	11.1	35.5
2	14	14.1	45.2
3	5	5.1	16.1
4	1	1.0	3.2
-	68	68.7	missing
Total	99	100.0	100.0

Q29 Impact on Proteges Leadership Development

	Freq	Pct	V Pct
1	7	7.1	23.3
2	18	18.2	60.0
3	4	4.0	13.3
4	1	1.0	3.3
-	<u>69</u>	<u>69.7</u>	<u>missing</u>
Total	99	100.0	100.0

Q30 Impact on Proteges Career Progress

	Freq	Pct	V Pct
1	6	6.1	19.4
2	16	16.2	51.6
3	7	7.1	22.6
4	2	2.0	6.5
-	<u>68</u>	<u>68.7</u>	<u>missing</u>
Total	99	100.0	100.0

Q31 Impact on Proteges Professional Development

	Freq	Pct	V Pct
1	9	9.1	30.0
2	14	14.1	46.7
3	7	7.1	23.3
-	<u>69</u>	<u>69.7</u>	<u>missing</u>
Total	99	100.0	100.0

Q32 Impact on Proteges Organizational Development

	Freq	Pct	V Pct
1	11	11.1	37.9
2	11	11.1	37.9
3	7	7.1	24.1
-	<u>70</u>	<u>70.7</u>	<u>missing</u>
Total	99	100.0	100.0

Q33 Impact on Proteges Retention

	Freq	Pct	V Pct
1	9	9.1	27.3
2	10	10.1	30.3
3	8	8.1	24.2
4	6	6.1	18.2
-	66	66.7	missing
Total	99	100.0	100.0

Q34 Mentoring be Formalized

	Freq	Pct	V Pct
1	24	24.2	24.7
2	73	73.7	75.3
-	2	2.0	missing
Total	99	100.0	100.0

Q35 Junior Officers Assigned a Mentor

	Freq	Pct	V Pct
1	12	14.1	19.4
2	50	58.8	80.6
-	23	27.1	missing
Total	85	100.0	100.0

Q36 Formal Mentoring Part of OES

	Freq	Pct	V Pct
1	15	15.2	18.5
2	66	66.7	81.5
-	18	18.2	missing
Total	99	100.0	100.0

Q37 Mentoring Stay Informal

	Freq	Pct	V Pct
1	63	63.6	68.5
2	29	29.3	31.5
-	7	7.1	missing
Total	99	100.0	100.0

Q38 Education/Information about Mentoring

	Freq	Pct	V Pct
1	46	46.5	52.3
2	42	42.4	47.7
-	11	11.1	missing
Total	99	100.0	100.0

Appendix E: Squadron Officer School Response Summary

Q1 Current Rank

	Freq	Pct	V Pct
1	261	98.5	99.6
3	1	.4	.4
-	3	1.1	missing
Total	265	100.0	100.0

Q2 Male or Female

	Freq	Pct	V Pct
1	232	87.5	87.9
2	32	12.1	12.1
-	1	.4	missing
Total	265	100.0	100.0

Q3 Race/Ethnicity

	Freq	Pct	V Pct
1	237	89.4	89.8
2	12	4.5	4.5
3	11	4.2	4.2
4	4	1.5	1.5
-	1	.4	missing
Total	265	100.0	100.0

Q4 Source of Commission

	Freq	Pct	V Pct
1	35	13.2	13.4
2	92	34.7	35.1
3	113	42.6	43.1
4	22	8.3	8.4
-	3	1.1	missing
Total	265	100.0	100.0

Q5

Rating

	Freq	Pct	V Pct
1	61	23.0	23.3
2	28	10.6	10.7
3	172	64.9	65.6
4	1	.4	.4
-	3	1.1	missing
Total	265	100.0	100.0

Q6

Current Assignment

	Freq	Pct	V Pct
1	6	2.3	2.3
2	33	12.5	12.6
3	14	5.3	5.3
4	209	78.9	79.8
-	3	1.1	missing
Total	265	100.0	100.0

Q7

Had a Mentor

	Freq	Pct	V Pct
1	120	45.3	46.2
2	140	52.8	53.8
-	5	1.9	missing
Total	265	100.0	100.0

Q8

Where was Mentor

	Freq	Pct	V Pct
1	68	25.7	54.4
2	29	10.9	23.2
3	6	2.3	4.8
4	1	.4	.8
5	21	7.9	16.8
-	140	52.8	missing
Total	265	100.0	100.0

Q9 Impact of Mentor on Career

	Freq	Pct	V Pct
1	57	21.5	46.7
2	52	19.6	42.6
3	11	4.2	9.0
4	1	.4	.8
5	1	.4	.8
-	143	54.0	missing
Total	265	100.0	100.0

Q10 Mentor as a Teacher

	Freq	Pct	V Pct
1	54	20.4	44.6
2	48	18.1	39.7
3	17	6.4	14.0
4	2	.8	1.7
-	144	54.3	missing
Total	265	100.0	100.0

Q11 Mentor as a Guide

	Freq	Pct	V Pct
1	46	17.4	38.7
2	41	15.5	34.5
3	30	11.3	25.2
4	2	.8	1.7
-	146	55.1	missing
Total	265	100.0	100.0

Q12 Mentor as Advisor/Counselor

	Freq	Pct	V Pct
1	53	20.0	44.2
2	45	17.0	37.5
3	21	7.9	17.5
4	1	.4	.8
-	145	54.7	missing
Total	265	100.0	100.0

Q13 Mentor as Sponsor

	Freq	Pct	V Pct
1	12	4.5	9.8
2	32	12.1	26.2
3	35	13.2	28.7
4	43	16.2	35.2
-	143	54.0	missing
Total	265	100.0	100.0

Q14 Mentor as Supporter

	Freq	Pct	V Pct
1	30	11.3	24.6
2	57	21.5	46.7
3	26	9.8	21.3
4	9	3.4	7.4
-	143	54.0	missing
Total	265	100.0	100.0

Q15 Mentor as a Facilitator

	Freq	Pct	V Pct
1	29	10.9	24.0
2	39	14.7	32.2
3	38	14.3	31.4
4	15	5.7	12.4
-	144	54.3	missing
Total	265	100.0	100.0

Q16 Mentor as Motivator

	Freq	Pct	V Pct
1	52	19.6	42.6
2	49	18.5	40.2
3	17	6.4	13.9
4	4	1.5	3.3
-	143	54.0	missing
Total	265	100.0	100.0

Q17 Mentor as Protector/Buffer

	Freq	Pct	V Pct
1	29	10.9	24.0
2	37	14.0	30.6
3	32	12.1	26.4
4	23	8.7	19.0
-	<u>144</u>	<u>54.3</u>	<u>missing</u>
Total	265	100.0	100.0

Q18 Mentor as Role Model

	Freq	Pct	V Pct
1	56	21.1	45.9
2	48	18.1	39.3
3	12	4.5	9.8
4	6	2.3	4.9
-	<u>143</u>	<u>54.0</u>	<u>missing</u>
Total	265	100.0	100.0

Q19 Mentor as Communication Link

	Freq	Pct	V Pct
1	33	12.5	27.0
2	46	17.4	37.7
3	26	9.8	21.3
4	17	6.4	13.9
-	<u>143</u>	<u>54.0</u>	<u>missing</u>
Total	265	100.0	100.0

Q20 Desired a Mentor

	Freq	Pct	V Pct
1	159	60.0	60.7
2	63	23.8	24.0
3	40	15.1	15.3
-	<u>3</u>	<u>1.1</u>	<u>missing</u>
Total	265	100.0	100.0

Q21 Lack of Mentor Negatively Affected Career

	Freq	Pct	V Pct
1	21	7.9	8.1
2	139	52.5	53.5
3	100	37.7	38.5
-	5	1.9	missing
Total	265	100.0	100.0

Q22 Have You Been a Mentor

	Freq	Pct	V Pct
1	82	30.9	31.5
2	177	66.8	68.1
3	1	.4	.4
-	5	1.0	missing
Total	265	100.0	100.0

Q23 Impact of Mentor on Proteges Career

	Freq	Pct	V Pct
1	21	7.9	22.8
2	59	22.3	64.1
3	11	4.2	12.0
4	1	.4	1.1
-	173	65.3	missing
Total	265	100.0	100.0

Q24 Impact on Proteges Performance

	Freq	Pct	V Pct
1	28	10.6	32.9
2	44	16.6	51.8
3	6	3.0	9.4
4	5	1.9	5.9
-	180	67.9	missing
Total	265	100.0	100.0

Q25 Impact on Proteges Leadership Development

	Freq	Pct	V Pct
1	21	7.9	25.3
2	39	14.7	47.0
3	21	7.9	25.3
4	2	.8	2.4
-	182	68.7	missing
Total	265	100.0	100.0

Q26 Impact on Proteges Career Progress

	Freq	Pct	V Pct
1	20	7.5	24.4
2	36	13.6	43.9
3	19	7.2	23.2
4	7	2.6	8.5
-	183	69.1	missing
Total	265	100.0	100.0

Q27 Impact on Proteges Professional Development

	Freq	Pct	V Pct
1	21	7.9	25.3
2	43	16.2	51.8
3	18	6.8	21.7
4	1	.4	1.2
-	182	68.7	missing
Total	265	100.0	100.0

Q28 Impact on Proteges Organizational Effectiveness

	Freq	Pct	V Pct
1	28	10.6	33.7
2	36	13.6	43.4
3	17	6.4	20.5
4	2	.8	2.4
-	182	68.7	missing
Total	265	100.0	100.0

Q29 Impact on Proteges Retention

	Freq	Pct	V Pct
1	13	4.9	15.9
2	34	12.8	41.5
3	24	9.1	29.3
4	11	4.2	13.4
-	<u>183</u>	<u>69.1</u>	<u>missing</u>
Total	265	100.0	100.0

Q30 Should Mentoring Be Formalized

	Freq	Pct	V Pct
1	69	26.0	27.1
2	185	69.8	72.5
3	1	.4	.4
-	<u>10</u>	<u>3.8</u>	<u>missing</u>
Total	265	100.0	100.0

Q31 Should Junior Officers be Assigned a Mentor

	Freq	Pct	V Pct
1	63	23.8	29.3
2	152	57.4	70.7
-	<u>50</u>	<u>18.9</u>	<u>missing</u>
Total	265	100.0	100.0

Q32 Formalized Mentoring Part of OES

	Freq	Pct	V Pct
1	45	17.0	18.4
2	198	74.7	81.1
3	1	.4	.4
-	<u>21</u>	<u>7.9</u>	<u>missing</u>
Total	265	100.	100.0

Q33

Mentoring Continue Informally

	Freq	Pct	V Pct
1	204	77.0	83.6
2	40	15.1	16.4
-	21	7.9	missing
Total	265	100.0	100.0

Q34

Implement Program for Mentoring

	Freq	Pct	V Pct
1	143	54.0	61.4
2	89	33.6	38.2
3	1	.4	.4
-	32	12.1	missing
Total	265	100.0	100.0

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