AU/ACSC/0020/97–03

MENTORING OF WOMEN IN THE

UNITED STATES AIR FORCE

A Research Paper

Presented To

The Research Department

Air Command and Staff College

In Partial Fulfillment of the Graduation Requirements of ACSC

by

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March 1997

Disclaimer

The views expressed in this academic research paper are those of the author and do not reflect the official policy or position of the US government or the Department of Defense.

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Preface

Women first entered the Armed Forces almost 50 years ago. Since that time, there has been a steady increase in the number in women in the United States Air Force (USAF). However, as I got promoted I noticed there were fewer and fewer female officers at the executive–level meetings I attended. This stimulated my interest. I began to wonder how women fared at the USAF's executive levels and how those results compared to women in the civilian sector. This paper documents my findings. It further proposes that the most significant advantage USAF females have over their civilian counterparts is a direct result of senior–level mentoring initiatives. Mentoring is a critical element in the professional growth and development of USAF professionals.

In today's resource–constrained environment, mentoring is becoming more and more important. Personnel reductions have stressed senior and intermediate–level USAF leaders, giving them less time and exposure to new airmen. Young leaders that are responsible for airmen, frequently lack the skills needed to fully develop their new personnel. In this difficult environment one constant remains, the mission must continue to get done. Competing priorities and scarce resources put additional pressure on USAF leadership, causing them to require more and more from their personnel. In this ever–changing environment, mentoring can be an effective tool to meet the needs of today's USAF and airmen. Used correctly, mentoring can orient, indoctrinate, and educate airmen about the military environment and their roles in it.

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Abstract

Women became a permanent part of the Armed Forces in 1948. Over the last ten years, the percentage of women in the United States Air Force (USAF) has increased over 38 percent. This steady increase in female USAF professionals has been accompanied by significant increases in the percentages of women in the senior officer and enlisted ranks. USAF women are progressing well professionally, even when compared to their civilian counterparts.

This paper uses independent research and survey inputs from the 1997 Air Command and Staff College (ACSC) class to discuss mentoring in the USAF. The survey indicates that mentoring plays a key role in the development of successful USAF professionals. This paper examines mentoring from a developmental perspective. First, it explores the background and history of mentoring in order to establish a common foundation for understanding. Next, this paper examines the positive affects of mentoring on the mentee, the mentor, and the organization. Third, this paper discusses the dynamics of mentoring relationships—the nuts and bolts of how mentoring relationships work. Finally, this paper takes a look at different types of mentoring initiatives in today's USAF.

Chapter 1

Introduction

"First, I see mentoring as a fundamental responsibility of all...No matter whether you're at base level, in an operating location, or on a headquarters staff, we all bear the responsibility to develop our subordinates and to help groom the next generation of Air Force leaders. Mentoring is a process that is good for all of us. ...mentoring holds great promise for our service. ... It can open up communications within our service, break down barriers and foster cultural change."[1]

—General Fogleman, Air Force Chief of Staff

Congress established women as a permanent part of the Armed Forces in 1948[2] and women have been serving in the United States Air Force (USAF) ever since. According to the 1996 Air Force Almanac (Appendix A), women currently make up 16 percent of the USAF, a significant increase from 11.6 percent in 1985. Figure 1 graphically depicts the gradual increase in the percentage of women in the USAF over the past 10 years. The figure also shows the gradual increase in the percentage of female officer and enlisted personnel in the USAF during this same ten year period. Please note that this paper uses percentages over time when depicting trend data. This minimizes the impact force reduction or expansion programs on the data. The bottom line is that although USAF forces were drawing down during the early–1990s, the trend data shows a steady increase in the percentage of women in the USAF over the 10 past years. In fact, closer observation reveals that in 6 of the 10 years examined, the percentage increase of females

in the USAF also increased. Specifically, in 1987 there was a 3.8 percent increase in the percentage of women in the USAF; in 1988 there was a 4.2 percent increase; and in 1988 there was a 5.4 percent increase. The end result is an overall 38 percent increase in the percentage of women in the USAF over the past 10 years.

Percentage of Women in the USAF
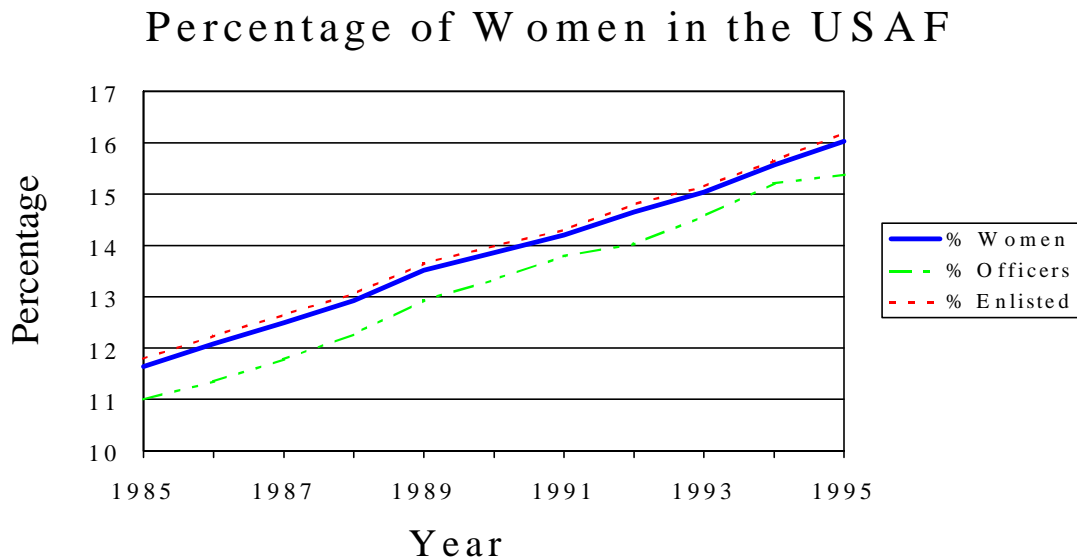
Figure 1. Percentage of Women in the USAF

There are at least two possible explanations for this increase. First, there are simply more women in the work force today then there were ten years ago. In 1985, women made up 11.6 percent of the USAF and over 44.2 percent of the civilian work force. In 1995, women made up 16 percent of the USAF and over 46 percent of the civilian work force[3]. Thus while the percentage of women in the USAF increased, so did the percentage of women in the civilian work force. Figure 2 shows a comparison between the percentage of women in the USAF and the percentage of women in the civilian work force. By looking at the slopes, or the rate of change, of these graphs we note that the percentage of women in the USAF increased at a rate more than twice that of the civilian

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work force, over this ten year period. In–other–words, although there are significantly less women in the USAF than in the civilian work force, the USAF is increasing its percentage of women faster than the civilian sector, by a rate of 2.4 to 1[4].

Percentage of Women in the Work Force
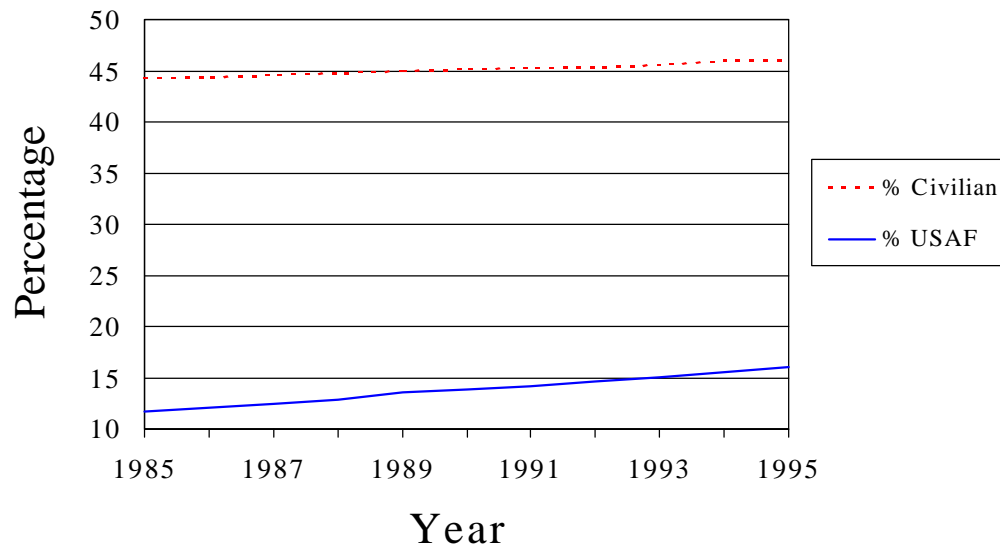
Figure 2. Percentage of Women in the Civilian Work Force and the USAF

A second factor contributing to the increase in the percentage of women in the USAF may be the USAF's open personnel development climate. This open climate makes it easier for USAF women to receive the guidance, training, and mentoring needed to develop and excel in key leadership positions. For purposes of this discussion, we define USAF key leadership positions as field grade officers, flag officers, and the enlisted top three noncommissioned officers (NCOs). Figure 3 summaries the composition of the senior USAF officer corps. It graphically depicts the percentage of USAF females in the field grade and flag officer ranks, from 1985 to 1995. Once again, it is important to note the steady increase in the percentage of women in the senior officer ranks. The

percentage of Majors increased 152 percent[5], the percentage of Lieutenant Colonels increased 227 percent[6], the percentage of Colonels increased 198 percent[7], and the percentage of flag officers increased 271 percent[8] over this ten year period. As figure 3 indicates, more and more female officers are making it into the USAF's senior officer ranks.

Percentage of Women in Senior Officer Ranks
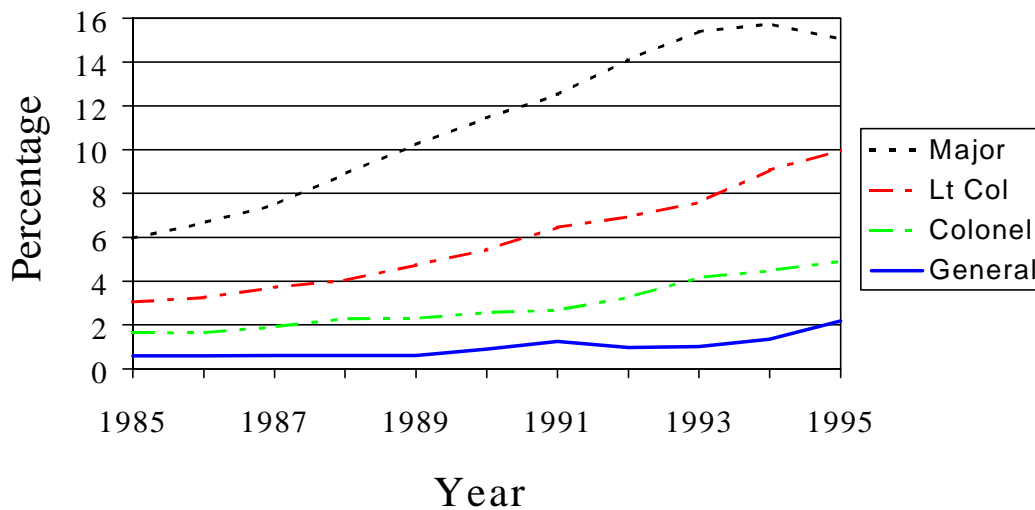
Figure 3. Percentage of Women in the Field Grade and Flag Officer Ranks

Figure 4 depicts a more dramatic increase in the percentage of women in the enlisted top three NCO ranks. The percentage of Master Sergeant increased 549 percent, the percentage of Senior Master Sergeant increased 1365 percent, and the percentage of Chief Master Sergeant increased 1376 percent over this ten year period.[9]

Percentage of Women in Top 3
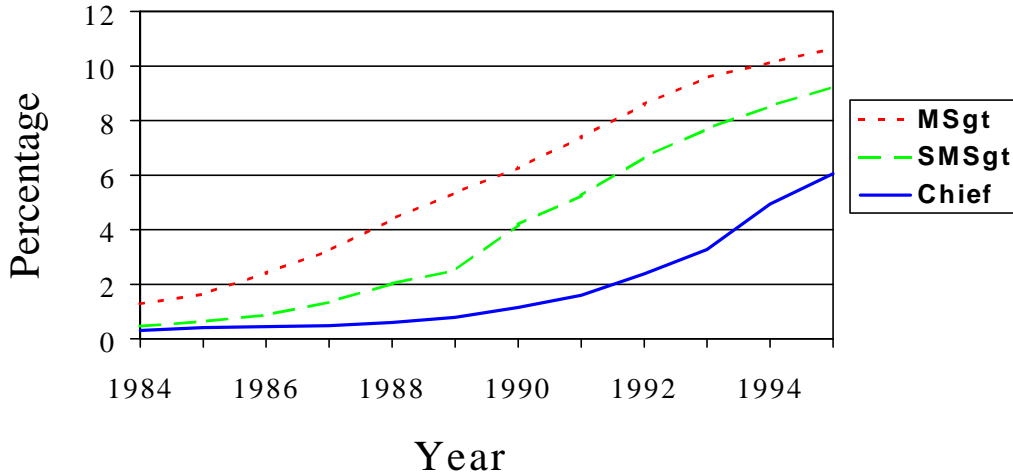
Figure 4. Percentage of Women in the Enlisted Top Three NCO Ranks

The discussion becomes even more interesting when we compare the civilian and military sectors. We have already seen that there are significantly more women in the civilian work force than in the USAF, by a 2.9 to 1 ratio. For the purposes of this next comparison, we equate top executives (corporate CEOs and vice presidents of Fortune 500 companies) to general or flag officers. Today, women make up just under 2.2 percent of the USAF's flag officer ranks.[10] It is interesting to note that "...less than 2 percent of top executives at Fortune 500 companies are women."[11] Therefore, although there is a smaller percentage of women in the USAF, the USAF does have a greater percentage of women in its senior leadership ranks. From this limited comparison, we conclude that USAF females are getting promoted to the senior leadership ranks faster than their civilian counterparts.

Figures 3 and 4 illustrate that more and more women are making it into the USAF's top officer and enlisted ranks. This shows that women are successfully assimilating into the military culture, growing as USAF professionals, and building successful careers. Based on a 1996 Air War College (AWC) survey of Air Command and Staff College (ACSC) students, mentoring plays a critical role in this developmental process. Over 41 percent of the female ACSC students surveyed indicated they currently have a mentor, while just under 27 percent of the male ACSC students indicated they had mentors.[12] Furthermore, over 92 percent of the female students who responded that they did have mentors, had male mentors.[13] When senior male officers mentor female officers this is called cross–gender mentoring. It appears from this narrow sampling that the lack of senior ranking female officers has little or no impact on the mentoring of female officers at ACSC. In fact percentage–wise, more females students at ACSC have mentors then male students. Cross–gender mentoring appears to be a live and well in today's USAF. Of course this begs the question, "What percentage of ACSC students are female?" Of the 387 USAF officers attending ACSC, 55 or 14.2 percent are women. This falls just shy of what we might expect, for 15.04 percent of USAF Majors are female.[14]

At this point it is relevant to take a look at how important mentoring is to today's ACSC students. Statistics from the AWC survey show that 100 percent of the female students and 86 percent of the male students thought that having a mentor was extremely importance or important "...to obtaining their career goals in the USAF."[15] In addition, more than 67 percent of the female students and 55 percent of the male students strongly agreed or agree "...that officers need mentors to succeed in the USAF."[16] These statistics

are significant for they show that ACSC officers, seasoned officers who have successfully assimilated and are excelling in their profession as USAF officers, felt that they needed mentoring for their professional growth and development. If the USAF's "best and brightest" benefit from positive mentoring relationships, just imagine what mentoring could do for the rest of the USAF. As General Boles, then–Commander of Air Education and Training Command said, "The development of our people is second in importance only to mission ... a mentoring program can help us achieve this goal."

Thesis

Mentoring is a powerful tool which can be used to assimilate, develop, and grow tomorrow's USAF leaders. This paper looks at mentoring from a developmental perspective. First, we explore the background and history of mentoring, giving us a common foundation to work from. Next, we examine the positive affects of mentoring on the mentee, the mentor, and the organization. This section focuses on why mentoring is so important to the individual and the organization. Third, we discuss the dynamics of mentoring relationships, the nuts and bolts of how mentoring relationships work. Finally, this paper takes a look some at different types of mentoring initiatives in today's USAF.

Notes

[1] AFRP 35–3. Department of the Air Force, Policy Digest Letter, Dec 1995, pg 4.
[2] USAF Aerospace Speech Series. *Women in the Air Force—Continuing a Tradition of Service,* Oct 75.
[3] Statistical Abstract of the United States 1996. U.S. Department of Commerce, 116th Edition.

Notes

[4] (16–11.6)/10 years: (46.06–44.21)/10 years = .44 to .185 = approximately 2.4 to 1 ratio.

[5] Calculations based on USAF Almanac Data, ((15.04 – 5.96) / 5.96) * 100.

[6] Calculations based on USAF Almanac Data, ((9.96 – 3.05) / 3.05) * 100.

[7] Calculations based on USAF Almanac Data, ((4.91 – 1.65) / 1.65) * 100.

[8] Calculations based on USAF Almanac Data, ((2.19 – .59) / .59) * 100.

[9] Calculations based on USAF Almanac Data, see appendix A for data.

[10] Calculations based on USAF Almanac Data, see appendix A for data.

[11] Wallis, Claudia. "Onward, Women". *Time Magazine,* 4 Dec 1989, pg 85.

[12] Sandoval, Edith S., Lt Col. Air War College Mentoring Survey given to 1997 Air Command and Staff College students. AU SCN 96–31. Fall 1996.

[13] Ibid.

[14] Air Command and Staff College, Personnel Concept III Data Retrieval.

[15] Ibid.

[16] Ibid.

Chapter 2

Background on Mentoring

Next we examine the background of mentoring, in order to establish a common foundation for the discussion and understanding of mentoring relationships. This chapter briefly reviews the origins of mentoring, defines key terms, outlines the purposes and applications of mentoring in the early to mid–1980s, and discusses significant changes in mentoring relationships from the 1980s to the 1990s.

Origins of Mentoring

Mentoring is one of the oldest forms of human development. Archaeologists and anthropologists trace its origins back to the Stone Age, when especially talented trappers, healers, and cave artists instructed younger people in the arts and knowledge needed to perpetuate these skills. Thus mentoring is the sharing and the ultimate transferring of information, knowledge, skills, and/or know–how from one generation to another. Mentoring laid the basic foundations for early civilizations.

The word *mentor* itself originated in Homer's book *The Odyssey.* In Homer's story, Mentor was a close friend of Odysseus. Because of this friendship, Odysseus asked

Mentor to care for his son Telemachus while he traveled. Mentor cared for and educated Telemachus for over ten years during Odysseus' absence. Mentor, disguised as the goddess Athena, embodied both the male and female personas. He was nurturing, supportive, protective, aggressive, assertive, and risk–taking. Today's mentors play many of these same roles in the lives of their mentees. They are teachers, guides, advisers, allies, advocates, catalysts, and/or even gurus to their mentees. Over the years, from the description of Mentor in Homer's book, the name mentor has come to stand for and is used to identify a wise and trusted counselor.

Gordon Shea, in his book *Mentoring: Helping Employees Reach Their Full Potential,* defines mentoring as: "A developmental, caring, sharing, and helping relationship where one person invests time, know–how, and effort in enhancing another person's growth, knowledge, and skills, and responds to critical needs in the life of that person in ways that prepare the individual for greater productivity or achievement in the future."[1] Gordon states that a mentor is "...anyone who has a beneficial life– or style–altering effect on another person, generally as a result of personal one–on–one contact; one who offers knowledge, insight, perspective, or wisdom that is helpful to another person in a relationship which goes beyond duty or obligation."[2] This definition is very interesting in that it adds another dimension to the mentoring concept. According to Gordon and many other authors, mentoring is a voluntary action that "goes beyond duty or obligation". It is above and beyond what is expected of normal working relationships.

Mentoring in the 1980s

Mentoring gained great popularity in the US in the early to mid–1980s. During that period, mentoring was used primarily to develop high–potential personnel and to assist in succession planning. This type of elitist mentoring was characterized by a single–minded focus on career advancement. The sponsor's primary role was to act an advocate and a protector. Powerful sponsors would place their high–potential protégés in visible positions throughout the organization. Through periodic one–on–one guidance and coaching sessions, sponsors helped their protégés succeed. As for the organization, this elitist mentoring relationship allowed organizations to train and test their high–potential protégés. Unfortunately this type of mentoring usually produced "...cloned look–alike, think–alike, and act–alike managers"[3] who were incapable of handling the problems of the 1990s. Mentoring program of the 1980s had other problems as well. Hard–working employees not identified as protégés quickly identified the "golden boys"—those chosen few who were preordained for the executive suite. Knowing that their chances for further growth, development, and progression in the organization were slim, these hard–working employees frequently decided to cut their losses and looked for employment opportunities elsewhere. The 1980's version of mentoring perpetuated the "job–swapping" mentality characteristic of that decade.

1980s Verses 1990s Mentoring: Compare and Contrast

From the 1980s to the mid–1990s, the scope, focus, and roles of mentoring relationships changed significantly. For the most part, changes in mentoring were the

direct result of changes in the business world. During the late 1980s and early 1990s, corporations experienced a time of nation–wide downsizing characterized by organizational delayering, restructuring, and reengineering. New technologies and business practices left scores of seasoned employees displaced and in critical need of retraining and/or new employment. During this period, corporations were challenged with retaining seasoned employees while attempting to locate, hire, and train new employees. In this environment of widespread organizational upheaval and rapid technological change, mentoring took on a new flavor.

During this period, the scope of mentoring—the target group it supported—increased tremendously. As stated earlier, organizations in the 1980s focused most of their mentoring energies on a few, select protégés destine for the executive suite. By the 1990s, nation–wide corporate restructuring and the associated personnel draw downs made organizations significantly smaller. Every employee now needed to be a major contributor to the organization. Every employee needed to pull their weight if the organization was going to continue to be profitable. The phrase "do more with less" was an accurate description of the corporate climate in most organizations. In an effort to make their employees more productive, organizations took a fresh look at their mentoring programs. Mentoring could be used to orient new employees while continuing to develop and update the skills of long–time, loyal employees. In–other–words, all their employees could benefit from positive mentoring relationships. Thus, the scope of mentoring programs was broadened to include instruction for the entire staff on everything from organizational culture to the rapid transfer of technical know–how, creative problem solving, and interpersonal skills.

Second, the fundamental focus of mentoring changed significantly in the 1990s. As you will recall, mentoring in the 1980s focused on developing a few select, high–potential performers in order to ensure succession planning. The end result of this type of mentoring was a younger generation of managers with the skills, methodologies, and mind set of the old regime. These managers were totally unprepared to face the challenges of a rapidly changing business environment. Mentoring of the 1990s was not only more broadly focused—encompassing the entire work force—it also incorporated training on new and innovative management techniques and philosophies. Corporation leaders begin to realize they could no longer afford to selected and train only one "golden boy" in the old ways of doing business. They needed to focus their energies on training all their managers on new ways of doing business, in order for their corporations to survive.

Finally, the roles in mentoring relationships have changed significantly since the 1980s. The most obvious manifestation of this change may be seen in the very vocabulary used during each time frame. In the 1980s, we used terms like protégés (referring to the select, gifted few) who had sponsors (implying a rigid, authoritarian relationship). In the 1990s, we talk of mentees and mentors (we already discussed the meanings of these terms). The name changes are accompanied by drastic changes in the roles of the players. For example, in the 1980s sponsors had a lot of control over their protégés. Sponsors molded and shaped their protégés often into their own image. They promoted and managed their careers. Today, "...mentoring relationships call for greater mentee involvement, responsibility, and investment."[4] Mentees mold their own careers with the help and guidance of numerous mentors along the way. Mentors encourage

mentees to test the waters, to try out new ideas, to test their limits, and to think "outside the box" when working to resolve organizational challenges. In the 1990s, the mentor is a counselor, a sage guide, who is available to the mentee whenever the mentee needs guidance and feedback.

This section summarized key changes in the scope, focus, and roles of mentoring relationships in corporate America from the 1980s to the mid–1990s. The factors that caused significant changes in corporate America were also at work in the USAF. Military restructuring (farewell Military Airlift Command, Strategic Airlift Command, and Tactical Air Command), downsizing (from almost 595,000 in 1984 to 396,000 in 1995—a 33.4 percent draw down), delayering, reengineering, and new technologies and business practices were all factors in reshaping our military during this period.

Next, this paper will take a look at the impacts of positive mentoring relationships on the mentee, the mentor, and the organization.

Notes

[1] Shea, Gordon. Mentoring: Helping Employees Reach Their Full Potential. Menlo Park, CA, Crisp, 1992, pg 13.
[2] Ibid, pg 14.
[3] Shea, Gordon. Mentoring: Helping Employees Reach Their Full Potential. Menlo Park, CA, Crisp, 1992, pg 13.
[4] Ibid, pg 18.

Chapter 3

Positive Mentoring Relationships

This chapter highlights the impacts of positive mentoring relationships on the mentee, the mentor, and the organization. It is important to remember that all mentoring relationships are unique and therefore have varying degrees of success. They take time, effort, and skill to develop. The more the mentor and mentee are willing to put into their mentoring relationship, the more each of them is likely to get out of it. In today's mentoring relationships, mentees usually have more than one mentor and mentors, more than one mentee. This section takes a closer look at mentoring relationships focusing on the way mentors help mentees grow and develop professionally.

Positive Affects on the Mentee

Mentoring relationships have many positive affects on the mentee. It can be very important to the professional growth and development of all employees. Mentors help mentees better understand the organization's "big picture". In the military, as in corporate America, this means more than just understanding the chain of command or corporate structure.

> "Every corporation...has within its structure two parallel organizations: one visible and one invisible. The visible organization is described in flow charts, newspaper articles, and reports to stockholders. It is definable with projects, statistics, and reports, and it is quantifiable. The invisible organization is the shadow organization. ... (it is the part of the organization that) makes things happen. This is the political arena where the drama of power is enacted: the secret networks, the old boys' club, the insiders and sponsors, the mentors and protégés."[1]

Mentors help mentees understand both the visible and the invisible organizational. They show the mentee who the key decision makers are and what their effect is on the overall direction of the organization.

In addition to understanding the big picture, mentors teach mentees about the subtleties of the corporate culture—the corporate rules.

> "Each corporation has its own unique culture, based on shared values and basic beliefs. Some of these informal rules are fairly clear–cut; they tell people how to behave. Is it all right to swear in public? What is the dress code? Are there clear rules about socialization? ... Other things are more subtle: they define success, establish standards of achievement, and clarify how much deviance will be tolerated."[2]

Seasoned mentors help mentees become politically aware of the organization around them. They educate their mentees on the corporation's culture and expectations, pointing out what is and is not organizationally acceptable. Occasionally a mentee may not "buy into" the corporate culture. If the mentee cannot or will not adapt to what is expected, the mentoring relationship usually ends and both parties move on to different mentoring relationships. If the mentee "buys into" the corporate culture and begins to assimilate into the organization, the mentoring relationship continues to grow and develop.

After the mentee has demonstrated a sufficient level of professional savvy, the mentor may introduce the mentee to the power holders in the organization. Power holders are the decision makers in the organization. They are the leaders influence the

way the organization operates. This is an exciting time for the mentee for there are many advantages to being exposed to the organization's inner circle—its power holders. Periodic exposure to high level decision makers enables the mentee to learn faster, to develop a support network, to acquire powerful mentors, and to exert additional power and influence on the organization.

Some mentors are acknowledged experts in their profession. "Technical mentors" provide a visible role model and a defined career path for their mentees to follow. In many organizations, mentees must acquire a certain level of technical competence before advancing in the organization. Technical mentors help the mentee understand and accomplish the level of technical proficiency required.

Mentoring relationships frequently go beyond the nuts and bolts of the organization. Mentors provide a stabilizing and emotionally supportive influence on their mentees. They provide opportunities for their mentees to acquire valuable experience and encourage their mentees to broaden their skill set by tackling and mastering new challenges. Mentors provide advice, counsel, and guidance to their mentees, usually at the mentee's request. Mentors provide positive reinforcement to the mentee at critical points in their career to help build self–confidence and develop a sense of personal accomplishment.

Probably the most important function of mentoring relationships is the increased sense of belonging the mentee develops towards the organization. The mentee's loyalty towards the organization increases as they grow and succeed with the help, support, and guidance of their mentors. Positive mentoring relationships show the mentee that the

organization cares about their growth and development. It increases their understanding, loyalty, and commitment to the organization's values and goals.

This section discussed the affects positive mentoring relationships have on the mentee. In today's mentoring, mentees work hand–in–hand with their mentors to define the scope, breath, and depth of their mentoring relationship. The next section discusses the positive affects of mentoring relationships, on the mentor.

Positive Affects on the Mentor

Mentoring relationships are mutually beneficial and have many positive affects. This section addresses the positive affects of mentoring relationships on mentors.

Mentors are usually powerful people in the organization. Some authors contend mentors are powerful people because they mentor. In many cases, the more mentees a mentor has, the more powerful the mentor becomes. As mentees move into key positions throughout the organization, they take with them the mentor's paradigms, ideas, and influence. Thus the mentor's influence spreads throughout the organization.

> "...mentoring (relationships) help a mentor politically. For with each successful mentee, the mentor's power base within the organization increases.... Men, for instance, who are renowned in their careers have disciples who write about them, quote them, and invite them to speak."[3]

Mentees increase a mentor's clout.

Secondly, mentors who consistently select successful mentees earn a reputation for being a good judge of executive potential. They have demonstrated they have the ability to recognize and to develop talent that the organization needs. As their mentees' successes mount, the mentor receives peer recognition and respect for being a good

people picker and a talented educator and trainer. Good people choices reflect the mentor's good judgment and enhances his status in the organization.[4] Other managers in the organization may begin to recognize the mentor's success at identifying and developing talented mentees. Wanting the same success, these managers may seek out the mentor's advice and guidance on their employees. Thus mentoring is an effective way to increase a mentor's status within an organization.[5]

Mentors affect the future and direction of the organization. Mentees are what mentors leave behind when they retire—their legacy. During the course of the mentoring relationship, mentees assimilate many of their mentor's organizational goals, ideas, and convictions. When mentors leave the organization, mentees are left behind to continue their work. Thus positive mentoring relationships give the mentor an opportunity to influence the future of the organization by educating and training its future leaders.

Finally, mentors have a tremendous influence on the organization's environment through the values, attitudes, and ideas they instill in their mentees. In many cases, like the USAF, a shared corporate culture is critical in keeping the institution alive and healthy. Share values, mores, and core competencies help create the "Air Force experience". This shared corporate culture instills a solid commitment to the USAF's goals, mission, and vision. Thus mentors have a significant influence over the organization's future climate or corporate culture. The next section discusses the affects of positive mentoring relationships on the organization.

Positive Affects on the Organization

As we have already discussed, constructive mentoring relationships have positive affects on the mentee and the mentor. It is also important to note that mentoring relationships have positive affects on the organization. The more an organization encourages, supports, and works to build positive mentoring relationships, the more likely they are to benefit from such relationships. Mentoring accomplishes many vital organizational functions. This section addresses the positive affects constructive mentoring relationships have on an organization.

Mentoring relationships may be used to integrate employees into the corporation, teaching them how the organization works and what is expected of them.[6] This type of mentoring can cause a win–win situation. Mentored employees are more likely to feel that the organization cares about them. They more quickly identify with, and develop a commitment to, organizational values and goals.

Mentoring may be used to build strong effective work teams composed of employees loyal to the organization and to their fellow workers. Mentoring is the glue that "...brings people together. It helps individuals get to know one another. It creates goodwill and even produces friendships between ...individuals. It is an effective way for organizations to encourage people to derive good feelings about their work, their workmates, and their workplaces."[7]

Probably the biggest payoffs for organizations, is that positive mentoring relationships reduce the organization's retention problems by forging a strong bond between the organization and its employees. Mentoring builds congruency between

organizational and individual goals and can help reduce the isolationism new employees feel.[8]   All these aspects add up to reduced attrition of new and seasoned employees. Michael Zeh summed it up best by saying, "When a woman feels a part of the company, her productivity increases, she is less likely to leave and more likely to make important contributions to the corporation."[9]

This chapter discussed the positive affects of constructive mentoring relationships on the mentee, the mentor, and the organization. The next chapter discusses the dynamics of how mentoring relationships work.

Notes

[1] Zey, Michael. *The Mentor Connection.* Homewood, Ill., Dow Jones Irwin, 1984, pg 164.
[2] Deal, Terrence E. and Kennedy, Allan A. *Corporate Cultures: The Rites and Rituals of Corporate Life.* Reading, Mass., Addiso–Wesley, 1982, pg 79.
[3] Halcomb, Ruth. *Mentors and Successful Women. Across the Board 17,* Feb 1980, pg 18.
[4] Jeruchim, Joan and Shapiro, Pat. *Women, Mentors, and Success.* New York, Fawcett Columbine, 1992, pg 40–41.
[5] Ibid, pg 130.
[6] Ibid, pg 139–140.
[7] Shea, Gordon. *Mentoring: Helping Employees Reach Their Full Potential.* Menlo Park, CA, Crisp, 1992, pg 18–19.
[8] Jeruchim, Joan and Shapiro, Pat. *Women, Mentors, and Success.* New York, Fawcett Columbine, 1992, pg 195.
[9] Zeh, Michael. *A Mentor for All Reasons.   Personnel Journal,* Jan 1988, pg 47.

Chapter 4

Dynamics of Mentoring Relationships

Gordon Shea in *Mentoring: Helping Employees Reach Their Full Potential* described five types of learning relationships which demonstrate increasing degrees of scope and commitment: teacher, tutor, coach, counselor, and mentor.

> "... A teacher competently teaches the curriculum their contract calls for. ... A tutor provides special and often intense help as a teacher of a standard curriculum. ... A coach works on performance, focusing on skills and a systems approach to training. ... A counselor advises and assists in the personal decision–making process. ... A mentor provides a caring, sharing, and helping relationship while focusing on meeting the mentee's needs."[1]

This chapter looks at the dynamics positive mentoring relationships. It explores the types and stages of mentoring relationships, the functions of mentoring relationships, and the barriers to effective mentoring relationships.

Types of Mentoring Relationships

Although there are many types of mentoring relationships such as informal life mentoring, planned project mentoring, organizational–wide mentoring, and external/community mentoring, the scope of this paper only covers formal and informal career mentoring relationships.

There are three fundamental differences between formal and informal mentoring. First, formal mentoring programs are typically focus on satisfying organizational rather than mentor/mentee goals. Second, in formal mentoring relationships, mentee/mentor pairing is a structured rather than a spontaneous selective process. And finally, in formal mentoring relationships there is usually a specified time frame for the attainment of organizational mentoring goals.[2]

Elements/Phases of Mentoring Relationships

Formal and informal mentoring relationships have unique elements or stages of development. Formal mentoring relationships are established to accomplish organizationally–defined goals and are usually monitored by a mentoring program staff. Per Dr. Hunt, author of *Mentoring: The Right Tool for the Right Job,* there are six critical elements critical to formal mentoring programs. First, the program must have clear strategic goals which are established and understood by all organizational members. Second, the program must have a method to carefully select mentors. Third, since supportive mentoring relationships are built on trust, formal mentoring programs should provide for confidentiality between the mentor and mentee. Fourth, participants must be trained with the skills needed to be successful mentors or mentees. Fifth, both the mentor and the mentee must understand the importance of being politically savvy. Finally, there must be someone responsible for monitoring and assessing the status of the organization's planned mentoring efforts.[3]

Informal mentoring relationships, on–the–other–hand, begin spontaneously and are normally less structured than formal mentoring relationships. Informal mentoring

relationships progress though five basic phases. First is the attention getting phase where some performance–related factor draws the mentor's attention to the mentee. In this phase the mentee is observed. Second is the investigation phase where the mentor becomes interested and seeks out more information about or more exposure to the mentee. Third is the initiation phase or the getting–to–know–you phase. During this phase, the mentor and mentee define their roles, goals, and parameters for the mentoring relationship. Fourth is the mature phase. This is usually the longest phase, time–wise, of the mentoring relationship. During this phase, both the mentor and mentee are comfortably involved in their roles in the mentoring relationship. The final phase is the termination phase. Mentoring relationships end for several reasons. In some cases, the mentor and mentee become colleagues, one member gets transferred to another location or company, the mentee outgrows the mentoring relationship, or the mentor retires. The mentoring relationship ends during the termination phase.

This section listed the types mentoring relationships and discussed the various elements and phases of formal and informal mentoring relationships. The next section looks at functions of mentoring relationships.

Functions of Mentoring

This section summarizes the common functions of mentoring relationships. In positive mentoring relationships, mentors support their mentees through various roles and functions. Mentors may act as a guide, an ally, a catalyst, a savvy insider, or an advocate. A guide shows the way, highlighting opportunities, pitfalls, and helping mentees learn from their experiences. They are available to help mentees work through difficult

decision making and problem solving situations. The mentor acts as an ally when they provide the mentee with feedback on their behavior or demonstrate how the mentee may be perceived by others. This honest and timely feedback enables mentees to gain a clear view of their strengths and weaknesses, as seen by others. Allies are a sounding board for ideas, frustrations, and difficulties. The mentor acts as a catalyst when they are a creative motivator, the outside force that inspires the mentee into taking a specific course of action. The savvy insider is someone who has been around long enough to have "intuitive" knowledge of how things really get accomplished in the organization. They know which avenues are most readily available to help the mentee achieve their individual goals. Finally, the advocate creates opportunities for specific learning experiences. They champion the ideas and interests of their mentee and work to get the mentee increased visibility and positive exposure.[4]

In this section we explored some of the roles and functions of positive mentoring relationships. The next section highlights common barriers to building positive mentoring relationships.

Barriers to Effective Mentoring

There are several factors that present barriers to effective mentoring. The purpose of this section is to make the reader aware of these barriers. Common barriers to effective mentoring relationships fall into four basic categories: Personal, organizational, environmental, and process barriers.

Personal barriers are stumbling blocks that one or more people bring to the mentoring relationship. Personal barriers include having a previously negative mentoring

experience, being resistant to change, having a fear of the unknown, and various blocks to effective communication. Probably the two most prevalent personal barriers to effective mentoring relationships are attitude barriers and the unwillingness to participate in mentoring relationships.[5] Many of you have probably witnessed attitude barriers in action at one time or another. Some common examples include: "It is too time–consuming/costly/risky"; "I already do that"; "I cannot do that because it needs an expert"; "I already get results"; "My staff is lazy"; or "The training department should handle that." Attitude barriers such as these get in the way of developing positive mentoring relationships.[6] The second most prevalent personal barrier is the unwillingness to participate in mentoring relationships. There may be several reasons why an employee is unwilling to participate in mentoring relationships. Some of the most common examples include an unwillingness to share knowledge, skills and know–how; a single–minded focus on their own careers and goals; an intensely competitive nature with other employees and an unwillingness to give up their competitive edge; and finally the attitude that "I paid my dues, you need to play yours".[7] Whatever the source, attitude barriers are the most prevalent barriers to effective mentoring relationships.

In addition to attitude barriers, there may be organizational barriers to contend with. Organizational barriers include limited time and budget pressures; the view that mentoring threatens management's control; petty organizational rules; , organizational secrecy, a negative corporate culture; a managerial attitude that the staff is not worth training, employees may already be over–burdened with organizational bureaucracy and do not have time for mentoring; the precept since the positive effects of mentoring are difficult to measure, they do not exist; the argument that there are no previous mentoring

examples to follow;   employees may be resistant to a self–managed development program; and the training staff could feel their jobs are threatened.[8]

Although organizations may have some effect over attitude and organizational barriers, they have little control over most environmental barriers to positive mentoring relationships.   Environmental barriers include legal constraints, liability implications, and/or union restrictions.[9]

The final category of barriers to positive mentoring relationships is process barriers. Process barriers are a direct result of the way mentoring is accomplished. In several mentoring relationships, the mentoring process itself may cause conflict or frustration. Conflict arise from several sources. For example, pairing a smoker with a nonsmoker may result in conflict due to habitual disposition. Pairing a fastidious person with an easy–going person may result in conflict due to basic personality clashes. Different expectations for the mentoring relationship frequent result in conflict. If one person expects a "me teacher, you student" relationship while the other expects a "me worker, you helper" relationship, conflict results. Conflict frequently results when there are incongruencies between personal and organizational goals, objectives and perspectives. Probably the most common source of conflict in mentoring relationships is just plain miscommunications. Not understanding what the other person is trying to communicate. Just as mentoring relationships have many potential sources of conflict, they also have many potential sources of frustration. Frustration frequently occurs when a mentee is trying unsuccessfully to master a new skill. They understand the mechanics of what needs to be done, and practice as they will, they just can not to master the skill. Whether the skill is learning to ski or learning to manage people effectively, the frustration

associated with repeated failures is real and intense. New activities frequently require a

unique set of skills, a good coach, and a lot of practice to be fully successful.[10]

This chapter summarized the dynamics of positive mentoring relationships by

examining their types, stages, and functions. It also discussed many barriers to effective

mentoring relationships. The next chapter focuses on mentoring initiatives in the USAF.

Notes

[1] Shea, Gordon. *Mentoring: Helping Employees Reach Their Full Potential.* Menlo Park, CA, Crisp, 1992, pg 26–28.

[2] Hunt, David Marshall, PhD. *Mentoring: The Right Tool for the Right Job.* The University of Southern Mississippi Publications and Printing Services, 1994, pg 45.

[3] Ibid, chpts 2–6.

[4] Kaye, Beverly and Jacobson, Betsy. *Mentoring: A Group Guide*. *Training and Development*, 49:23–27, April 1995, pg 25–26.

[5] MacLennan, Nigel. *Coaching and Mentoring*. Brookfield, Vermont, Gower Publishing Limited, 1995, pgs 210–212.

[6] Ibid,, pgs 213–218.

[7] Jeruchim, Joan and Shapiro, Pat. *Women, Mentors, and Success.* New York, Fawcett Columbine, 1992, pg 50, 57, 61–2, and 125.

[8] MacLennan, Nigel. *Coaching and Mentoring*. Brookfield, Vermont, Gower Publishing Limited, 1995, pgs 218–225.

[9] Ibid, pg 226.

[10] Ibid, pgs 227–233.

Chapter 5

Mentoring in the USAF

The USAF has been a strong advocate of group and individual formal mentoring programs. General Fogleman, the Air Force Chief of Staff, said,

> "...we're going to develop a comprehensive game plan to institutionalize mentoring across the USAF. With the help of all interested parties, we can capitalize on mentoring to help ensure that the AF remains a ready team....".[1]

Several USAF commands have taken the lead in developing formal group and individual mentoring programs. The ACSC/AWC mentoring program is a good example of a formal group mentoring program. This one–to–many relationship pairs seminars of ACSC students with one or two preselected AWC mentors. The sessions usually begin with a mass presentation by one of the services' senior officers. Following the presentation, ACSC students and their AWC mentors return to the seminar rooms to discuss the merits and applicability of the concepts presented. Students are encouraged to question various aspects of the presentations and share examples from their own experiences. The AWC mentors facilitate and focus the discussion.

Another example of a one–to–many formal mentoring program is the Air Force Reserve's (AFRES) Junior Officer Leadership Development Seminar (JOLDS). This seminar focuses on providing airmen with the tools required to develop and maintain positive mentoring relationships. The block entitled "Investing in Tomorrow:

Mentoring, Teaming, Leading with Officers and NCOs", lays a solid foundation for future successes in mentoring relationships.[2]

In addition to formal group mentoring and training, various sections of the USAF are working to institutionalize formal individual mentoring programs. In mid–1995, General Billy J. Boles, then Commander, Air Education and Training Command (AETC), implemented a command–wide mentoring program "...as a way to provide professional development to every person assigned to AETC. The purpose of this initiative was to help everyone in the command reach his or her maximum potential through a supervisor–based mentoring program."[3] AETC's officer program focuses on providing career long mentoring to officers and USAF cadets in the areas of professional development, officership, leadership, and personal development. The AETC program also has specifically designed curriculum for enlisted and civilian members.

So far this chapter has presented examples of formal group and individual mentoring programs. Our last category is informal individual mentoring programs. This category includes the spontaneous, one–on–one mentoring relationships that occur at all levels in the USAF. Other examples include the biannual local Company Grade Officers Association's (CGOAs) shadow program. Under the shadow program, company grade officers (CGOs) volunteer to spend a few days with senior officer volunteers. Their goal is to experience USAF life at the senior leadership levels. After the shadowing is over, the CGOs usually get together to discuss and share their experiences. The CGO at Robins Air Force Base talk about their shadow program in their CGOA meeting minutes, published on the internet.[4]

In addition, many commands have mentoring program information available on their internet home page.[5] One command endorsed "The Mentor Connection" as a means of providing career–minded military spouses with opportunities for positive mentoring relationships. "The purpose of the Mentor Connection is to facilitate the establishment of mentor/protégé relationships among career–minded military spouses."[6]

It is difficult to quantify the positive effects of mentoring relationships on individuals and their organizations. The task becomes even more difficult as members move from position–to–position, mentor–to–mentor, and organization–to–organization. The AWC survey told us that positive mentoring relationships have a significant affect on the development of USAF professionals. The survey indicated that just under 29 percent of all ACSC students indicated they currently have a mentor.[7] When these members were asked if their service had an established mentoring program, 18 percent indicated they were aware of one.[8] Mentoring programs are becoming more prevalent and are a key means of growing and developing USAF professionals. This section looked at examples of mentoring initiatives in the USAF.

Notes

[1] AFRP 35–3. Department of the Air Force, Policy Digest Letter, Dec 1995, pg 4.
[2] Air Force Reserve (AFRES), *Junior Officer Leadership Development Seminar Information Page*. On–line. Internet. Available on AFRES Home Page http://www. afres.af.mil:80/~qi/j–enroll.htm.
[3] Air Education and Training Command (AETC), *AETC Mentoring Initiatives*. On–line. Internet. Available on the AETC Home Page, subtopic mentoring, http://www.aetc.af. mil/mentoring.
[4] Robins Air Force Base, *Company Grade Officer Association Meeting Minutes*, 16 Oct 96. On–line. Internet. Available on the Robins AFB Home Page http://www.robins.af.mil:80 /~cgoa/16Oct96.htm.
[5] Air Combat Command (ACC), *Mentoring Program,* 1996. On–line. Internet. Available on the ACC Home Page, subtopic mentoring, http://www.acc.af.mil/mentoring.

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[6] Military Spouse Mentoring Web Site, *The Mentoring Connection*. On–line. Internet. Available from http://w3.na1. net:80/~military/ mentor.html.

[7] . Sandoval, Edith S., Lt Col. Air War College Mentoring Survey given to 1997 Air Command and Staff College students. AU SCN 96–31. Fall 1996.

[8] Ibid.

Chapter 6

Conclusion

In today's fast paced, resource–constrained environment, the USAF needs to find more effective ways to assimilate, develop, and train future leaders. Positive mentoring relationships are an outstanding tool and are fundamental to the growth and development of USAF professionals.

This paper looked at mentoring from a developmental perspective. First, we established a common foundation for discussion by exploring the background and history of mentoring. We discussed at length, the differences between mentoring relationships of the 1980s and mentoring relationships of the 1990s. Next, we summarized the affects of positive mentoring relationships on the mentee, the mentor, and the organization—noting that mentoring builds a win–win–win situation. Third, we discussed the dynamics of positive mentoring relationships. Finally, we tied it all together by looking at examples of different types of mentoring relationships in today's USAF.

While conducting research on mentoring, there were several related research topics that were beyond the scope of this paper. First, in the survey, 50 percent of the female and only 7 percent of the male ACSC students surveyed indicated they were divorced an/or single.[1] (Why such a difference?) Of this sample group, 26 percent of the female and 12 percent of the male ACSC students indicated their marital status had a negative

affect on their career.[2] How do intermediate–level leaders feel marital status impacts their military career? And why? Second, the USAF reports promotion statistics by various demographics such as gender and race. Does the USAF set demographic–based quotas for promotion and selection to intermediate service schools? Is there any way to quantify the quality of officer records using key indicators such as number of commander positions, etc.? If so, it would be interesting to see how male and female ACSC student records compare statistically. Finally, 30 percent of the female and less than 20 percent of the male ACSC students surveyed indicated they were currently mentoring a junior military member.[3] What type of mentoring are they doing and why are these percentages so low?

Positive mentoring relationships will continue to be a politically "hot" topic in today's USAF. This paper discussed various aspects of these relationships and suggested that mentoring is a key factor in building, training, and retaining USAF professionals.

Notes

1 Sandoval, Edith S., Lt Col. Air War College Mentoring Survey given to 1997 Air Command and Staff College students. AU SCN 96–31. Fall 1996.
2 Ibid.
3 Ibid.

Appendix A

AF Almanac Data

Year	Grade	Total	Women	% Women
1995	**General**	274	6	2.19
	Colonel	4,158	204	4.91
	Lt Col	10,659	1,062	9.96
	Major	15,516	2,333	15.04
	Captain	32,817	5,414	16.50
	1Lt	7,551	1,516	20.08
	2Lt	7,469	1,533	20.52
1995	**Ofc Total**	**78,444**	**12,068**	**15.38**
	CMSgt	3,175	192	6.05
	SMSgt	6,307	582	9.23
	MSgt	32,997	3,510	10.64
	TSgt	40,994	4,890	11.93
	SSgt	77,002	10,087	13.10
	Sgt/SrA	84,223	15,993	18.99
	A1C	43,461	9,628	22.15
	Amn	18,603	4,090	21.99
	AB	11,176	2,506	22.42
1995	**Enl Total**	**317,938**	**51,478**	**16.19**
1995	**Overall**	**396,382**	**63,546**	**16.03**
1994	**General**	295	4	1.36
	Colonel	4,322	193	4.47
	Lt Col	10,988	995	9.06
	Major	16,054	2,526	15.73
	Captain	34,677	5,693	16.42
	1Lt	7,592	1,450	19.10
	2Lt	7,075	1,461	20.65
1994	**Ofc Total**	**81,003**	**12,322**	**15.21**
	CMSgt	3,398	168	4.94
	SMSgt	6,816	581	8.52
	MSgt	35,922	3,637	10.12
	TSgt	47,555	5,867	12.34
	SSgt	81,597	10,470	12.83
	Sgt/SrA	89,002	16,479	18.52
	A1C	46,958	9,772	20.81
	Amn	18,646	4,012	21.52

Year	Grade	Total	Women	% Women
	AB	11,423	2,447	21.42
1994	**Enl Total**	**341,317**	**53,433**	**15.65**
1994	**Overall**	**422,320**	**65,755**	**15.57**
1993	**General**	297	3	1.01
	Colonel	4,351	181	4.16
	Lt Col	11,181	849	7.59
	Major	16,758	2,577	15.38
	Captain	37,181	5,924	15.93
	1Lt	7,270	1,409	19.38
	2Lt	7,035	1,308	18.59
1993	**Ofc Total**	**84,073**	**12,251**	**14.57**
	CMSgt	3,613	118	3.27
	SMSgt	7,284	561	7.70
	MSgt	36,753	3,520	9.58
	TSgt	52,322	6,429	12.29
	SSgt	81,592	10,216	12.52
	Sgt/SrA	96,597	17,416	18.03
	A1C	45,958	9,199	20.02
	Amn	20,652	4,238	20.52
	AB	11,355	2,243	19.75
1993	**Enl Total**	**356,126**	**53,940**	**15.15**
1993	**Overall**	**440,199**	**66,191**	**15.04**
1992	**General**	308	3	0.97
	Colonel	4,588	150	3.27
	Lt Col	11,699	812	6.94
	Major	17,600	2,484	14.11
	Captain	40,417	6,286	15.55
	1Lt	8,965	1,686	18.81
	2Lt	6,799	1,262	18.56
1992	**Ofc Total**	**90,376**	**12,683**	**14.03**
	CMSgt	3,943	94	2.38
	SMSgt	7,879	524	6.65
	MSgt	37,649	3,234	8.59
	TSgt	55,638	6,727	12.09
	SSgt	86,582	10,919	12.61
	Sgt/SrA	103,549	18,189	17.57

Year				
	A1C	47,894	9,531	19.90
	Amn	18,684	3,671	19.65
	AB	13,866	2,709	19.54
1992	Enl Total	375,684	55,598	14.80
1992	Overall	466,060	68,281	14.65
1991	General	321	4	1.25
	Colonel	4,875	130	2.67
	Lt Col	12,089	781	6.46
	Major	18,431	2,306	12.51
	Captain	43,311	6,701	15.47
	1Lt	10,743	2,125	19.78
	2Lt	6,829	1,276	18.69
1991	Ofc Total	96,599	13,323	13.79
	CMSgt	4,183	67	1.60
	SMSgt	8,165	429	5.25
	MSgt	38,810	2,865	7.38
	TSgt	56,582	6,415	11.34
	SSgt	105,839	13,498	12.75
	Sgt/SrA	108,366	18,347	16.93
	A1C	57,657	11,231	19.48
	Amn	18,956	3,610	19.04
	AB	10,867	2,078	19.12
1991	Enl Total	409,425	58,540	14.30
1991	Overall	506,024	71,863	14.20
1990	General	333	3	0.90
	Colonel	5,061	130	2.57
	Lt Col	12,502	680	5.44
	Major	19,159	2,191	11.44
	Captain	43,528	6,465	14.85
	1Lt	10,898	2,283	20.95
	2Lt	8,564	1,579	18.44
1990	Ofc Total	100,045	13,331	13.33
	CMSgt	4,598	53	1.15
	SMSgt	9,189	385	4.19
	MSgt	38,654	2,422	6.27
	TSgt	57,693	5,979	10.36
	SSgt	109,921	14,247	12.96
	Sgt/SrA	117,712	19,262	16.36
	A1C	56,396	10,885	19.30
	Amn	23,931	4,645	19.41
	AB	12,724	2,372	18.64
1990	Enl Total	430,818	60,250	13.99
1990	Overall	530,863	73,581	13.86
1989	General	333	2	0.60
	Colonel	5,304	122	2.30
	Lt Col	12,415	587	4.73
	Major	19,712	2,016	10.23
	Captain	43,254	6,106	14.12
	1Lt	12,755	2,665	20.89
	2Lt	9,924	1,905	19.20
1989	Ofc Total	103,697	13,403	12.93
	CMSgt	4,626	36	0.78
	SMSgt	9,231	232	2.51
	MSgt	39,218	2,098	5.35
	TSgt	57,617	5,570	9.67
	SSgt	111,395	14,434	12.96
	Sgt/SrA	130,893	20,336	15.54
	A1C	67,480	12,224	18.11
	Amn	26,242	5,021	19.13
	AB	16,129	3,224	19.99
1989	Enl Total	462,831	63,175	13.65
1989	Overall	566,528	76,578	13.52
1988	General	334	2	0.60
	Colonel	5,509	126	2.29
	Lt Col	12,426	502	4.04
	Major	19,615	1,725	8.79
	Captain	43,046	5,923	13.76
	1Lt	14,601	2,708	18.55
	2Lt	9,595	1,913	19.94
1988	Ofc Total	105,126	12,899	12.27
	CMSgt	4,858	29	0.60
	SMSgt	9,677	195	2.02
	MSgt	38,853	1,702	4.38
	TSgt	58,942	5,129	8.70
	SSgt	111,799	14,543	13.01
	Sgt/SrA	116,935	17,321	14.81
	A1C	84,749	14,462	17.06
	Amn	27,987	5,282	18.87
	AB	13,056	2,318	17.75
1988	Enl Total	466,856	60,981	13.06
1988	Overall	571,982	73,880	12.92
1987	General	332	2	0.60
	Colonel	5,617	108	1.92
	Lt Col	12,519	466	3.72
	Major	19,925	1,490	7.48
	Captain	42,689	5,847	13.70
	1Lt	15,099	2,546	16.86
	2Lt	11,157	2,183	19.57
1987	Ofc Total	107,338	12,642	11.78
	CMSgt	4,935	23	0.47
	SMSgt	9,884	132	1.34
	MSgt	39,180	1,267	3.23
	TSgt	59,451	4,680	7.87
	SSgt	114,451	15,155	13.24
	Sgt/SrA	119,996	16,400	13.67
	A1C	97,028	16,136	16.63
	Amn	31,803	5,399	16.98
	AB	18,516	3,474	18.76

1987	Enl Total	495,244	62,666	12.65		1985	General	338	2	0.59
1987	Overall	602,582	75,308	12.50			Colonel	5,569	92	1.65
1986	General	339	2	0.59			Lt Col	12,547	383	3.05
	Colonel	5,622	92	1.64			Major	19,955	1,189	5.96
	Lt Col	12,544	408	3.25			Captain	40,879	5,553	13.58
	Major	20,033	1,334	6.66			1Lt	14,548	2,208	15.18
	Captain	42,070	5,702	13.55			2Lt	14,564	2,500	17.17
	1Lt	15,002	2,386	15.90		1985	Ofc Total	108,400	11,927	11.00
	2Lt	13,438	2,453	18.25			CMSgt	4,891	20	0.41
1986	Ofc Total	109,048	12,377	11.35			SMSgt	9,764	62	0.63
	CMSgt	4,946	22	0.44			MSgt	37,590	618	1.64
	SMSgt	9,854	86	0.87			TSgt	57,369	3,142	5.48
	MSgt	39,210	945	2.41			SSgt	111,060	14,709	13.24
	TSgt	59,197	3,992	6.74			Sgt/SrA	116,197	16,740	14.41
	SSgt	114,046	15,509	13.60			A1C	97,356	13,695	14.07
	Sgt/SrA	114,954	15,742	13.69			Amn	30,158	4,460	14.79
	A1C	92,604	13,730	14.83			AB	24,218	4,140	17.09
	Amn	38,265	6,719	17.56		1985	Enl Total	488,603	57,586	11.79
	AB	22,590	3,949	17.48		1985	Overall	597,003	69,513	11.64
1986	Enl Total	495,666	60,694	12.24						
1986	Overall	604,714	73,071	12.08						

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Glossary

ACSC   Air Command and Staff College
AETC   Air Education and Training Command
AFRES   Air Force Reserve
AWC   Air War College
CGOA   Company Grade Officers Association
CSAF   Chief of Staff of the Air Force
NCO   Noncommissioned officer
USAF   United States Air Force

airmen. Broad term referring to both officers and enlisted USAF personnel.

company grade officers. Officers in the ranks of Second Lieutenant, First Lieutenant, and Captain.

field grade officers. Officers in the ranks of Major, Lieutenant Colonel, and Colonel.

flag officers. General officers. Officers in the ranks of Brigadier General, Major General, Lieutenant General, and General.

mentee. Anyone who receives knowledge, insight, perspective, or wisdom or is helped by another person in a relationship which goes beyond duty or obligation.

mentor. Anyone who has a beneficial life– or style–altering effect on another person, generally as a result of personal one–on–one contact; one who offers knowledge, insight, perspective, or wisdom that is helpful to another person in a relationship which goes beyond duty or obligation.

mentoring or mentoring relationship. A voluntary developmental, caring, sharing, and helping relationship where one person invests time, know–how, and effort in enhancing another person's growth, knowledge, and skills, and responds to critical needs in the life of that person in ways that prepare the individual for greater productivity or achievement in the future.

power holders. The organizational decision makers—the leaders that have a significant influence in running the organization.

protégé. For purposes of this paper, protégé is a 1980's term referring to a high–potential person under the patronage or care of someone influential in the organization who could further their career.

sponsor. For purposes of this paper, sponsor is a 1980's term referring to a powerful and influential executive was an advocate and a protector to a protégé. Sponsors placed their protégés in visible positions throughout the organization and helped them succeed through one–on–one guidance and coaching sessions.

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