

AU/ACSC/97-0607B/97-03

MENTORING WOMEN AND MINORITY OFFICERS IN THE
US MILITARY

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

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Preface

As a military officer, my most important job is to lead people. Leadership is the core of our great institution; without it, we are destined for failure. Ralph Nader wrote, “the function of leadership is to produce more leaders, not more followers.” General Howell Estes III, Commander of the North American Aerospace Defense Command and United States Space Command, stated, “leadership and mentoring are the same.” For example, many years ago, General Bill Creech, former commander of Tactical Air Command, mentored a number of young talented officers. Today, these officers constitute a large percentage of the Air Force’s corporate leadership. Senior military officials have long recognized mentoring as an essential process in producing future leaders. Unfortunately, mentors have not been available to everyone. Current research indicates this is changing.

I am privileged to have had a mentor relationship. My mentor was, as Webster defines it, “a wise and trusted teacher.” He taught me about organizational savvy and what it takes to be a member of the military Professional of Arms. A very important aspect of this relationship is that we are both African-Americans who graduated from historical black institutions. In their book, *All That We Can Be*, Professors Charles Moskos and John Butler, write that “historically black colleges and universities (HBCUs) have played a prominent role in Black America. Indeed, no other institution in this country—black or predominantly white, produces so many black leaders for American society.” Less well known is the value of these institutions as a major source of black

military officers. In 1995, almost half of the black officers who received Reserve Officer Training Corps commissions, graduated from HBCUs.

It is essential that our military mirror the rest of American society. Current trends indicate female representation will increase and women will assume more roles and greater responsibilities. In 1996, Brigadier General Susan Pamerleau, commander of the Air Force Personnel Center, was selected for promotion to Major General. During this same period, Vice Admiral Patricia Tracey, who is the Chief of Naval Education and Training, was nominated by President Clinton to become the first female three-star admiral. Coincidentally, Lieutenant General Carol Mutter, who is now in-charge of Manpower and Reserve Affairs for the Marine Corps, stands alone as the first female nominated to receive a third star. In March 1997, Major General Claudia Jean Kennedy, the Assistant Deputy Chief of Staff for Intelligence, United States Army, was nominated by President Clinton to receive her third star. If confirmed by the US Senate, General Kennedy will be the third woman promoted to three-star rank in less than a year.

The material in this research was obtained from many sources. I am indebted to the following organization and individuals for their support: the men and women at Air University's Fairchild Library; Captain Rick Harrington, Headquarters, Air Force Personnel Center; and Lieutenant Colonel Edith Sandoval, Air War College. I am especially grateful to Major Scott Morgan (Ph.D.) who, as a scholar and faculty research advisor, supported this project and provided invaluable guidance.

Abstract

Mentoring is a popular subject in discussions concerning leadership and professional development. However, like the rest of society, minorities and women in the military are disadvantaged in the socialization process. It appears they are not provided the proper guidance and hands-on experience, which is necessary to practice leadership and improve their skills in the workplace. The US military has followed the business sector and has begun to address these problems by instituting formal mentoring programs. These programs are based on the premise that a successful mentorship benefits not only the individual, but the organization as well. While this research found a number of barriers associated with mentoring, conversely it recognized that through proper implementation, mentoring can have a positive effect on individuals and organizations. This paper relied heavily on past studies within the private sector and the Department of Defense (DOD). It supports current DOD initiatives and offers additional alternatives which could be used to increase mentor and protégé relationships among women and minorities in the military.

Chapter 1

Introduction

The concept of mentoring has received considerable attention throughout the field of management. As the military approaches the 21st Century, its senior leaders recognize the explosion of technology and the sociocultural changes that accompany it. These changes require us to develop future leaders based on their capabilities, not on their sex, race, or religion. One way to identify these potential leaders is through mentoring. Mentoring is a unique and often misunderstood process in the development of leaders.

Mentoring, from the Greek word meaning enduring, is defined as a sustained relationship between a youth and an adult. The philosophy and practice of mentoring dates back to second century BC, with Chinese academic genealogy and the teachings of Confucius. Homer in the *Odyssey* concentrated on the task of grooming the prince for leadership with the assistance of Mentor, the King's wise old friend. Male mentoring was exemplified in the relationships of Socrates and Plato, Freud and Jung, and Haydn and Beethoven. Numerous studies have analyzed mentoring in terms of men and male employees relationships; but, mentoring also has application to women and minorities.¹

Diverse sources were used to attain relevant information on mentoring as a useful tool in the leadership and professional development of women and minority officers. As such, the roles and functions of the mentor will be discussed throughout, each varying in

degrees in an effort to determine the significance of mentoring. This paper begins by examining mentoring in the private sector and the roles and functions a mentor may assume. It looks at past and present studies as well as the benefits associated with successful mentorship. Second, it addresses barriers to mentoring and highlights how far the military has progressed in achieving diversity. Third, it summarizes how current DOD initiatives such as formal mentoring offers great hope, and why group and universal mentoring are two additional concepts worthy of exploration. Finally, a brief summation of the information presented is highlighted in the conclusion.

Notes

¹ Gaye Luna and Debra Cullen, "Mentoring Women and Minorities: Applications to Higher Education," *New Forums Press*, Stillwater, Oklahoma.

Chapter 2

The Mentoring Process

Mentoring in the Private Sector

Mentoring has gained considerable prominence in the civilian business sector. The experienced mentor acts as a role model to junior executives and through continued involvement, offers support, guidance, and assistance. Additionally, the mentor aids the junior executive in overcoming anxiety, stress, and inflated expectations. The civilian business sector has embraced mentoring because it reduces employee turnover rates, retains corporate knowledge, and increases employee morale.¹

Gerald R. Roche, in a 1979 Harvard Business Review article entitled, *Much Ado About Mentors*, surveyed 3,976 top executives and found that nearly two thirds had a mentor or sponsor, and one-third of them had two or more mentors. Most importantly, those executives who had a mentor earned more money at a younger age, were better educated, and more than likely to follow a career plan and serve as a sponsor to more protégés. In Roche's study, Donald S. Perkins, president of the Jewel Food Company stated, "I don't know that anyone has ever succeed in any business without having some unselfish sponsorship or mentoring; whatever it might have been called. Everyone who succeeds has had a mentor or mentors."²

Adrienne Dumond and Susan Boyle, consultants to Douglas Aircraft, believe that successful mentoring relationships don't just happen and offer these guidelines for

Mentors and Mentorees:

- Meet on a regular basis—at least once a month. You cannot develop a good relationship if you don't get to know each other. Take the time to meet.
- Know where you are going—be prepared to discuss this and other alternatives with the mentor.
- Be a good listener.
- Whether you are the mentor or mentoree, do not betray confidences. When another party tells you something, remember that it is for your ears only, and not for distribution.
- The Mentor should discuss strengths and developmental needs with mentorees and provide guidance in developing these areas. They should provide feedback on technical interpersonal competence, as perceived by customers and influential decision makers. Mentors should help mentorees set appropriate career goals.
- Mentors should help mentorees understand how to participate within the organization and provide information on opportunities in the organization.
- Mentorees should not be overly sensitive to criticism and remember that criticism is offered to help you grow.
- Mentorees should never brag about their relationship with their mentor because this could put the mentor on the spot.
- The relationship should remain on a business level and the mentorees should not get too personal about themselves.
- Both parties should be sensitive to the issues of sexual harassment or discrimination. Be aware of the risks and keep the behavior within appropriate bounds.
- If either party finds that the mentoring relationship is not developing successfully, they should discontinue the process and seek guidance.
- The most important element of a successful mentoring relationship is trust. Once trust is broken, so is the relationship.³

The message here is mentors and mentorees need guidance that will provide the foundation for establishing and maintaining a mentoring relationship.

Roles of the Mentor

In examining the roles and functions of mentoring, it was found that mentoring comes in many forms. For instance, the Office of Research, Office of Educational

Research and Improvement of the US Department of Education, offer the following as key roles in the mentoring process.

Facilitating. the process of helping things happen, can involve one individual providing guidance or advice, recognizing and alerting another to potential barriers, preparing a path for learning to occur. As the facilitator, the mentor helps the young person to learn, and to pursue his or her goals.

Networking. the process of leveraging or adding value through existing informal channels. We all have our own network of contacts which we utilize to get things done and which can be very valuable. Networking arises from an understanding and appreciation of the benefits of the informal organization.⁴

Kathy E. Kram, a noted Psychologist at Boston University, reports there are two basic types of roles/functions that a mentor performs: career functions and psychosocial functions. Career functions are those aspects of a relationship designed to enhance career advancement through sponsorship, exposure-and-visibility, coaching, protection, and challenging work assignments. Psychosocial functions are those functions that enhance the protégé's sense of professional competence, identity, and effectiveness. It includes role modeling, acceptance-and-confirmation, counseling, and friendship.⁵

Lea and Leibowitz believe that mentoring can best be understood by highlighting what mentors do. They focus on ten behaviors which translates into mentoring.

1. **Teaching**—instructing the protégé in a specific skill and providing knowledge necessary for successful job performance and assisting in the person's career development.
2. **Guiding**—orients the novice in learning some of the organization's "unwritten rules." Learning the company's informal rules lessens the risk of being ostracized.
3. **Advising**—is normally initiated by a request from the protégé. The type of advise is different from the advise given by others due to the mentors high degree of competence and extensive experience.
4. **Counseling**—provides emotional support in stressful times, listens to the protégé's concerns, helps to clarify career goals and assists in developing a plan of action to achieve those goals.
5. **Sponsoring**—provides growth opportunity and mere association with the mentor opens a window of opportunities for the protégé; however, it should not be

- confused with a “free ride.” Once the doors are open, it is the protégé’s responsibility to prove themselves.
6. **Role Modeling**—someone whom the protégé tries to emulate as a result of a relationship. Normally occurs subconsciously as the protégé tries to pattern the traits and behaviors of the mentor.
 7. **Validating**—occurs when the mentor evaluates, modifies, and endorses the protégé’s goals and aspirations. If the mentor does not accept these goals, it is doubtful the relationship will be maintained very long.
 8. **Motivating**—mentor provides encouragement and impetus for the protégé to act toward achieving specific goals. Mentor can assume one of two roles: drill sergeant or cheerleader— the end result is action.
 9. **Protecting**—mentor acts as a buffer to minimize risk taking and provides a safe environment where the protégé can make mistakes without losing self-confidence. This important aspect makes it easier for the protégé to make decisions when faced with uncertainty.
 10. **Communicating**—establishes open lines of communications where concerns can be addressed. The key to the successful implementation of the other nine mentoring behaviors. The mentor’s expertise is insignificant if it cannot be communicated.⁶

Benefits of Mentoring

Much of the interest in mentoring lies in the multiple benefits it provides. George Dreher and Taylor Cox, Jr., writing for the *Journal of Applied Psychology*, concluded that the formation of a mentoring relationship has a positive effect on the protégé, and mentorship is related to advancement, organizational influence, salary attainment, and satisfaction with salary and benefits. Hence, understanding the availability and quality of mentoring relationships is of considerable importance to those concerned with the career mobility of workers; particularly of women and non-White men who are currently under-represented among the ranks of the corporate elite.⁷

Belle Rose Ragins, a noted Psychologist whose interest include gender differences in mentoring, studied 131 female executives and 416 male executives. She observed that females in mentoring relationships were more likely than males to report benefits related to gains in self-confidence, useful career advice, counseling on company politics, and

feedback concerning weakness. In sum, females who develop mentoring relationships fare better in organizations than those who do not.⁸ Burke and McKenna observed the organization also benefits, as future leaders are prepared, employees who are mentored are more satisfied and committed than those who are not.⁹

Mentoring: Why Is It So Important In The Military?

General Ronald Fogleman, Air Force Chief of Staff, views mentoring as a fundamental responsibility of all. “No matter whether you’re at base level, in an operating agency, 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’s good for all of us. It can open up communications within our service, break down barriers and foster cultural change.”¹⁰ Dennis M. Drew, a retired Air Force colonel and former dean of the School of Advanced Studies at Air University, contends that mentoring at every level will be required to develop and prepare the next generation of military leaders. As the military faces a future of uncertainties, such as competing demands, societal dislike for the military and outright ignorance, the need for teaching, encouraging, and passing the flame will be great. Every leader, from the junior noncommissioned officer to senior general officers, is responsible for preparing the next generation of leaders and should serve as mentors for their subordinates.¹¹

Mentoring has historically been a successful ingredient in the careers of military professionals, minorities and women included. The close relationship between Dwight D. Eisenhower and Major General Fox Conner is a “classic case of military mentorship” as described by Lieutenant General Charles W. Bagnal. Bagnal defines it as a “style of

leadership characterized by open communication with subordinates, role modeling of appropriate values, the effective use of counseling for subordinate development, and sharing of the leader's frame of reference with subordinate leaders."¹² Eisenhower's career placed him in close association with some of our most successful military leaders including Generals John Pershing, George Marshall, and Douglas MacArthur. It was Conner's mentorship, however, that went into the making and preparation of General and Supreme Allied Commander of World War II.¹³ Other examples are the mentor relationships between Casper Weinberger, Frank Carlucci, and Colin Powell.

In 1971, while working as a Foreign Service officer, Carlucci "caught the eye of his chief," Casper Weinberger, who hired him to work on his staff. Weinberger was so impressed by his work ethic, he played a major role in Carlucci's appointment as President Reagan's national security advisor and, eventually replacing him as Secretary of Defense. Corresponding, in 1972, Colin Powell, a young bright Army officer, was interviewed and hired by Carlucci as a White House Fellow. As a result of that relationship, Powell became a rising star, serving as Carlucci's deputy on the National Security Council, and later, succeeding him as national security adviser to President Reagan. Upon his promotion to Four-Star general, Powell became the youngest member to serve as Chairman of the Joint Chiefs of Staff.¹⁴

More recently, Colonel Betty Mullis, the first woman to command an Air Force flying unit, credits her rise in part to mentors, including a chief master sergeant and Major General Jeanne Holm, the Air Force's first female two-star general. Although Colonel Mullis describes herself as a "reluctant role model," she considers General Holm a role model and acknowledges that both, she and General Holm, have had a significant impact

on the careers of other women.¹⁵ Regarding race and gender, the preceding examples illustrate that those who hold positions of power and authority are more likely to influence mentoring relationships.

Dreher and Cox believe that race and gender represent individual difference and are of considerable importance when attempting to understand opportunity structures in many organizations. The essence of their argument is that having a mentoring relationship with a white male provides increased access to influential decision makers. White men have the advantage over women and men of other races because they are more likely to form developmental relationships with individuals who are similar to themselves. These individuals are more fully integrated into the networks of influential decision makers and are better able to promote the interests of newcomers.¹⁶

Historical Surveys: What We Know About Mentoring Women

Ragins writes that unlike their male counterparts, women face a lack of upward mobility in many organizations, due in large part to their inability to establish a mentoring relationship. In many organizations where there is a predominantly all male environment, women are often stereotyped as lower status, and mis-identified as clerical workers. Such stereotypical behavior decreased their ability to assert themselves and their authority, resulting in difficulty finding a mentor.¹⁷

There are other circumstances that restrict the overall quality of a mentoring experience for women. For instance, there is the possibility for anxiety to develop regarding intimacy and physical attraction. Women fear that when they attempt to initiate a relationship it may be misconstrued as a sexual approach. Second, there may be a public

perception associated with cross-gender mentoring. “Relationships that do not involve romantic attachment may be perceived as such by others, thus leading to negative consequences for both mentor and protégé.”¹⁸

One way women may seek to avoid these difficulties is to find other female mentors. Gilbert concluded that aspiring female managers may have more opportunities, and may feel more comfortable in initiating mentoring relationships with female executives than with male executives. Unfortunately, due to the lack of females in mentoring positions, this may lead to an overload of requests from the larger group of women and may result in a shortage of available females to mentor.¹⁹

Females who develop mentoring relationships fare better in organizations than those who do not. “Mentors help women advance in organizations by building their self-confidence and providing career guidance and direction.”²⁰ A mentor may also train females about the “ins and outs” of the organizations, such as the unwritten rules of corporate politics. Additionally, a mentor can provide information on upcoming job openings and changes in the organization’s technology, structure, and strategy. Most importantly, a mentor is instrumental in helping women overcome gender related obstacles and plays a vital role in providing growth opportunities and visibility within the organization. Mentors can also promote their female protégé’s advancement by conferring legitimacy and altering co-worker’s stereotypic perceptions. Because female managers are frequently the sole females in an all-male environment, they face increased stereotyping, visibility, performance pressures, and isolation.²¹ Few studies exist which show the positive effects of mentoring a large population of military women.

Lieutenant Commander Maureen Sullivan piloted a survey to determine the effectiveness of mentoring among women in the military. The sample consisted primarily of 77 military enlisted personnel attending a 15-week course at the Defense Equal Opportunity Management Institute at Patrick Air Force Base, Florida. Students attending the course were screened and hand-picked for their assignment based on past career performances and their projected ability to advise senior military leaders. Respondents were 77 percent male and 21 percent female, compiling 48 percent from the Army; 35 percent from the Air Force; and 17 percent from the Navy/Coast Guard. The participants responded to a 51 -item survey with questions ranging from the benefits of a mentoring relationship, to the value of mentors as women assume more roles in combat related jobs. The results indicated a majority of the respondents had a mentoring relationship while in the military. Additionally, “there was a high consensus (98 percent) that a mentoring relationship helped the respondent perform his/her job better and it’s importance to promotion success (86 percent). Mentors were credited with enhancing the protégés’ competency and self-worth through counseling and pep talks (93 percent) and protecting them from organizational pressures (48 percent). Sixty percent of the respondents agreed that other males at their unit were being mentored compared to other females (29 percent) and 41 percent agreed that mentoring was essential as more women engage in combat roles.”²²

This study also revealed several other important results that are consistent with previous studies: the racial/ethnic identity of the mentors was directly proportional to the racial/ethnic identify of the participants; males had a higher proportion of mentors than females which is consistent with the male mentor and male protégé relationship in most

organizations; the mentor's experience enhanced the person's knowledge. Finally, the supervisor emerged as a mentor in the role of a teacher, improving the mentoree's job performance, and contributing to their promotion success.²³ While this study was small, the positive effects listed by women warrants further research as women assume greater responsibilities within the military.

Historical Surveys: What We Know About Mentoring Minorities

Few studies exist which address the effects of race on mentoring. A review of literature found two studies related to this topic. The first, conducted by Psychologist Elizabeth Alleman, entitled "*Impact of Race on Mentoring Relationships*," compared the mentoring relationships of black and white protégés, black protégés with black mentors, and black protégés with white mentors. The black sample consisted of 68 black professionals attending the 1985 National Urban League convention. "Of the 68 participants, 23 reported having a non-mentoring relationship and 26 reported having a mentor relationship with a black mentor; 17 reported having a relationship with a white mentor, and 2 were unusable. Alleman compared this study with a previous study of 50 white subjects and found that 21 participants were not involved in a relationship and 29 reported involvement in mentor relationships."²⁴

Alleman's results are consistent with previous studies in that the mentoring experiences of minority protégés were similar to those of white protégés. She concluded the nature of a mentoring relationship along with the perceived benefit did not vary overall with the race of the mentor or protégé. Those variations that existed did not consistently favor one race over the other. However, the behaviors that influence white protégés

tended to reflect off the job affiliations and societal associations, while black protégés reported greater career benefits from a mentoring relationship.

The second study, conducted by Army Major E. James Mason, entitled “*Mentoring: Its Effect on Black Officer’s Career Progression Within the US Army*,” surveyed 149 senior black and white Army officers. Key areas addressed included the nature of black senior officer’s mentoring experiences compared to white senior Army officers, the perceived effect of a mentoring experience on their career progression, and the role of mentors among black officers and white officers. The results of that survey are summarized below:

Black senior Army officers perceive that mentoring helps black officers’ career progression within the US Army, and that mentoring is an important factor in their present career success. Fifty-nine percent of the black senior officers surveyed reported having been involved in a mentoring relationship....Moreover, 58% of the senior Army officers reported having been involved in a mentoring relationship. Their attitudes towards mentoring were positive, and they reported that mentoring was an important career development tool that added to the junior officer’s job satisfaction and success within the organization. Senior officers perceive that mentors should definitely assume the roles of role model, counselor, and teacher.²⁵

Current Research: Women and Minorities

In 1996, Lieutenant Colonel Edith Sandoval, a student at the Air War College (AWC), piloted a survey to address the issue of mentoring among minorities and women in the military. This sample was sent to students at Air University’s AWC, Air Command and Staff College (ACSC), Squadron Officers School, and the Senior Non-Commissioned Officers’ Academy. This research examined the results of 324 ACSC officers and civilians who responded to the survey. The majority of the respondents were Air Force (80.5

percent). Other students were grouped by Army (8.3 percent), Navy (6.4 percent), Marines (1.5 percent), and Civilians (3.08 percent). The majority of students were White (88.7 percent), Black (7.5 percent), Hispanic (1.8 percent), Native American (0.93 percent) and Asian-American (0.93 percent). Gender representation included 85 percent male and 14 percent female. The majority (85.18 percent) were married. Forty-eight percent revealed their marital status did not affect their career and 37.85 percent believed their marital status enhanced their career. Sixty-eight percent said having children had no affect on their career.²⁶

The data collected was a 34 -item survey. Fourteen of the questions focused on whether or not students had a mentor and whether a mentor was needed to succeed. The survey defined a mentor as “a wise, loyal advisor” and “a teacher or coach.” The majority (43.7 percent) were unaware of a mentor program within their respective service. Seventy percent indicated they had more than one mentor; 92 percent being a male mentor and 2.9 percent a female. Fifty-three percent indicated their rank was captain when they initially began a mentoring relationship and 55 percent agreed their mentor has played a key role in the achievement of their career goals. Overall, the majority (37 percent) agreed mentors are needed in order to succeed. Similarly, 31 percent believed minorities need mentors to succeed and 43 percent agreed that senior military leaders have a responsibility to mentor future leaders.²⁷

This survey included many of the characteristics and benefits associated with mentoring in the private sector. Mentoring was seen as having a very positive means of enhancing one’s career. While this survey was small, it warrants additional research on the positive effects of mentoring among minorities and women in the military.

Notes

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²Gerald R. Roche, "Much Ado About Mentoring," *Supervisory Management*, Harvard Business, January-February 1979, 14-15.

³Adrienne Geiger-Dumond and Susan K. Boyle, "Mentoring: A Practitioner's Guide," *Training and Development*, March 1995, 53.

⁴Consumer Guide. Office of Research, Office of Educational Research and Improvement. (Department of Education, 1993) n.p. On-line. Internet, November 1996.

⁵Kathy E. Kram, "Phases of the Mentor Relationship," *Academy of Management Journal*, Columbia University: December 1983, 614.

⁶Daniel Lea, PhD, and Zandy B. Leibowitz, PhD., "A Mentor: Would you know one if you saw one?," *Supervisory Management*, AMACON Periodicals Division: April 1983, 33-35.

⁷George Dreher and Taylor H. Cox, Jr., "Race, Gender, and Opportunity: A Study of Compensation Attainment and Establishment of Mentoring Relationships," *American Psychological Association, Inc*, Vol 81, 1996, 297.

⁸Belle Rose Ragins, "Barriers to Mentoring: The Female Manager's Dilemma," *Plenum Press*, 1989, 1-3.

⁹Ronald Burke and C.A. McKeen. "Benefits of Mentoring in Organizations: The Mentor's Perspective," *University Press*, 1994, 1.

¹⁰Department of the Air Force, *AFRP 35-3, 12-95, Policy Digest Letter*, December 1995, 4.

¹¹Dennis M. Drew, "Here Are 3 Resolutions That Are Worth Keeping," *Air Force Times*, January 15, 1996.

¹²Lieutenant Colonel Cole C. Kingseed, "Mentoring General Ike," *Military Review*, October 1990, 26.

¹³*Ibid.*, 26.

¹⁴*The New York Times*, "Mentors Help To Shape General Powell's Career," September 16, 1988.

¹⁵Andrew Compart, "Reluctant Role Model Is Taking Command," *Air Force Times*, May 5, 1996.

¹⁶Dreher and Cox, 297-298.

¹⁷Ragins, 8.

¹⁸Dreher and Cox, 300.

¹⁹*Ibid.*, 19.

²⁰*Ibid.*, 20.

²¹*Ibid.*, 3.

²²Defense Equal Opportunity Management Institute, DEOMI Research Series Pamphlet 93-3, *Mentoring in the Military: A Preliminary Study of Gender Differences*, (DEOMI Research Directorate, Patrick AFB, FL., September 1993), 2-4.

²³*Ibid.*, 5-6.

²⁴*Ibid.*, 6.

Notes

²⁵Alleman, Elizabeth. "Impact of Race on Mentoring Relationships," "Mentoring: Aid to Excellence in Career Development." In *Mentoring: Its Effects on Black Officers' Career Progression Within the US Army*. Edited by Major E. James Mason, Fort Levenworth, KS, June 1994, iii.

²⁶Air University. *Questions For Mentoring Survey*, (Maxwell AFB, AL., Air University, AUSCN 96-31)

²⁷Ibid.

Chapter 3

Achieving Diversity

Every Air Force member deserves the opportunity to achieve his or her own potential, and to work and live in an environment that values human dignity and is free of discrimination. Each one of us, whether military or civilian, plays a key role in creating and maintaining this kind of working and living climate. The fundamental issue here is race relation.

—Sheila E. Widnall
Secretary of the Air Force
General Ronald R. Fogleman
Chief of Staff, USAF

Over the last 20 years, research has found that in many organizations, women and minorities can only succeed to a certain level in the corporate hierarchy beyond which a glass ceiling blocked further advancement.¹ Many studies have been conducted to determine where these limitations exist, what may be causing them, and how to eliminate these inequities in the public and private sectors. Conclusions have not been reached because most organizations have different cultures, management practices, and personnel needs. Researchers cite a number of barriers that may limit the opportunity for women and minorities.

Barriers To Mentoring

Professor Wayne F. Cascio, author of *Managing Human Resources: Productivity, Quality of Work Life, Profits*, states that:

Unfortunately, women and blacks often find themselves excluded from mentoring relationships. Part of the difficulty is that mentoring is frequently based on friendship, admiration, and nurturing which are developed outside the 9-to-5 schedule. Moreover, some men hesitate to take on female protégés because of the sexual innuendoes that often accompany such relationships.²

Ann Morrison in her book, *The New Leaders: Leadership Diversity in American*, writes that the most significant barriers today are the policies and practices that systematically restrict the opportunities and rewards available to women and people of color. Morrison refers to women and people of color as nontraditional managers and executives. In a study known as the Guidelines on Leadership Diversity (GOLD) Project, sixteen organizations were chosen to identify the most promising tool and techniques that are now being used to foster diversity at the managerial level in organizations. Additionally, the project sought to provide specific guidelines for planning and implementing diversity programs.³ Of the sixteen organizations chosen to participate in the GOLD study, twelve were businesses, including ten which were ranked in Fortune 500 Industrials, two educational institutions, and two governmental organizations. These organizations were chosen based on their record and service as role models in diversity management. Of the 196 executives interviewed, only one organization was headed by a nontraditional executive. They all agreed that advancement barriers exist across industries, sectors, levels and functions, sex and ethnic-backgrounds. The six most common barriers highlighted represent over half of the barriers mentioned by all of the participants in the project.

Prejudice was listed as the number one barrier. Some stereotypes include depicting Asian-Americans as research oriented and technically focused. Hispanics as being unassertive and too laid back; blacks as lazy,

uneducated, and incompetent; and women as often indecisive and unable to be analytical.

Poor Career Planning is largely associated with the lack of opportunities for nontraditional managers to get the needed experience in various jobs that will make them competitive for promotion to senior managerial positions.

Poor Working Environment is described as lonely, unfriendly, and pressure hatched. Nontraditional managers are excluded from office functions and there is a lack of family camaraderie that occurs in most offices. Women and minorities feel they have to be better. Another factor that contributes to a poor working environment is the lack of nontraditional managers to serve as role models and mentors for those rising beyond middle management.

Lack of Organizational Savvy. Comments mentioned in this area included people of color and white women often fail to advance because they don't know "how to play the game." Hispanics, Asian-Americans, Native Americans, and women should assert themselves and their views. Blacks on the other hand, are viewed sometimes as being too aggressive.

Greater Comfort in Dealing with One's Own Kind. People in general tend to associate with those who are like them. Although discomfort with nontraditional managers sometimes comes from prejudice, there is also a lack of familiarity. The tendency is to hire those who share the same values, the same looks, and the same perceptions.

Difficulty in Balancing Career and Family. This is considered largely a woman's problem. Competing demands such as bearing and rearing children, and maintaining the household conflict with full-time dedication to a career. Historically, many organizations have provided little support for women who confront the dilemma of meeting both their career and their family needs.⁴

Although these barriers differ from one organization to another, their effect is the same.

Morrison believes mentoring and networking will help eliminate these barriers and achieve diversity.

Mentoring and Networking

Morrison points out that nontraditional managers need guidance, encouragement, and advocacy. Seasoned managers can assist nontraditional managers in overcoming hurdles such as isolation, lack of credibility, and perhaps a naiveté about institutional politics. They can provide advice, support, and recognition in developing future leaders.⁵

Networking provides various forms of support to nontraditional groups and involves less personal commitment than mentoring. “Network groups introduce nontraditional managers to one another so they can serve as counselors, cheerleaders, sounding boards, content experts, and resources in other capacities.”⁶ One such group is the Women Military Aviators Inc.

Women Military Aviators (WMA) was formed “to educate the public about the roles of women aviators, and bond women together to let them know that there are other people experiencing the same things they are.”⁷ WMA is a nonprofit organization and holds no affiliation with DOD. Its membership includes over 650 former pilots, flight surgeons, aircrew members from all five Services, and former members of Women Air Force Service Pilots. By mentoring, WMA has established a network to help many women adjust to the demands of military life. According to WMA’s President “we’re breaking a lot of glass ceilings in the military and the Services have opened all doors to women, providing wider career opportunities.”⁸ Even though the military is held as a model for the rest of society, “it’s records of women and minorities is fraught with struggles and subject to intense scrutiny.”⁹

In 1994, the General Accounting Office reported that “significant disparities” exist by race and gender in accessions, assignments, and promotions in the US military.¹⁰ The

report revealed that blacks lagged behind whites in promotion to E-7. At the E-8 level, minorities in the Air Force and Marine Corps fared less while promotions in the Army and Navy improved. In a three year span, blacks in the Air Force and Marines were promoted less often than their white counterparts; the Army had a one-year disparity and the Navy had none. Regarding officers and women, blacks tended to lag behind whites in promotion to O-4; however, the disparity ended in promotions to O-5 and O-6. Surprisingly, during this same period, women were promoted more often than men in most categories.¹¹ Despite these problems, the military leadership is committed to advancing equal opportunity to all members of the Armed Services. By some accounts, the military began to achieve diversity in the 1970s.

Diversity in the US Military

In 1996, the Defense Equal Opportunity Management Institute, in a report entitled *Representation of Minorities and Women in the Armed Forces 1976 - 1995*, revealed that the number of minorities and women in the military have increased. From 1976 to 1993, black representation increased from 14.8 percent to 20.4 percent; however it decreased by 19.3 percent by 1995, primarily due to the drawdown. Although the overall percentage of blacks decreased from 1993 to 1995, the number of black officers remained stable in the Air Force and increased in the Navy. Black representation in the enlisted ranks decreased by 0.1 percent.¹² Contrary to decreases in black representation, the overall percentage of Hispanics with the exception of Air Force officers, increased. Similarly, the overall percentage of Asia-Americans in DOD increased. The percentage of Native Americans

remained at 0.1 percent with the Marine Corps reporting the highest percentage at 0.8 percent.¹³

From 1976 to 1995, the overall representation of women in DOD rose from 5.4 percent to 12.6 percent. In 1995, 13.0 percent of all military officers were women. Accompanying this increase in women representation is the increased percentage of minority women from 21.1 percent to 40.8 percent. Fifty-four percent of these minority women were assigned to the Army and they represented a larger proportion of women in the military than of women in society at large.¹⁴ The statistics show that the military recognizes the contributions of all its members, regardless of race, nationality, or gender. Current literature indicates the Marine Corps is leading the way.

The Marine Corps is embarking upon a campaign to fight prejudice. Described as a “cradle-to-grave approach,” it’s designed to institutionalize mentoring for all Marines. Additionally, it includes creating cultural diversity programs, reviewing, updating and revising affirmative action plans, and the use of “total quality leadership” to handle women and minority issues.¹⁵ The main areas being reviewed are:

Accession programs. Minorities are being encouraged to apply for all officer programs, and for those who are not qualified, programs are available to bring them up to speed.

Growing our own. Expanded enlisted commissioning programs have tripled the number of minority applicants.

Preparing prospects. Marines are studying their most successful programs in order to address the high minority drop-out rate among trainees and officer candidates.

Performance evaluation. Improve the performance evaluation system and assignment of minority officers.

Diversity in recruiting. More minorities including women, are getting assigned to recruiting, especially as officer selection officers. Establish an OCS advisory board to monitor recruiting and screening processes.

Advertising. More women and African-Americans are being used for advertising.

MOS assignment. Statistics show that fewer minorities are placed in combat arms assignment, a key job skill for promotion opportunity.

Recruiting standards. A contentious issue, such as giving waivers to minorities who fall below certain standards on the SAT and Armed Forces examinations.¹⁶

The goal behind these initiatives is to level the playing field for which the Marine Corps has been criticized for years and institutionalize these ideas so they may live beyond those who created them.¹⁷

Notes

¹Joyce P. Cunningham, “Fostering Advancement For Advancement For Women and Minorities,” *Public Management*, August 1992, 20.

²Captain Brian Buckles. “What is This Mentoring Stuff?,” *Marine Corps Gazette*, October 1994, 71.

³Ann M. Morrison, “*The New Leaders: Leadership Diversity In Amerca*,” (San Francisco: Jossey-Bass Publishers, 1996), xxiii.

⁴*Ibid.*, 34-51.

⁵*Ibid.*, 128.

⁶*Ibid.*, 133.

⁷Nick Adde, “Women Fliers Hope To Keep A Legacy Alive—They Also Want To Help Boost Women’s Careers,” *Air Force Times*, January 1, 1996.

⁸*Ibid.*

⁹*Ibid.*

¹⁰*Ibid.*

¹¹*Ibid.*

¹²Defense Equal Opportunity Management Institute, *DEOMI Statistical Series Pamphlet 96-1, Representation of Minorities and Women in the Armed Forces, 1976-1995* (DEOMI Research Directorate, Patrick AFB, FL, January 1996), 1.

¹³*Ibid.*, 1-2.

¹⁴*Ibid.*, 2-3.

¹⁵Gidget Fuentes, “Fighting Against The Enemy Within: Prejudice—Corps Focuses On Gaining Minority Officers,” *Navy Times*, February 2, 1995.

¹⁶*Ibid.*

¹⁷*Ibid.*

Chapter 4

Organizationally Sponsored Mentoring

The majority of articles reviewed suggest successful mentorship benefits the organization because it allows for the development of potential in talented individuals. Galbraith and Cohen write that organizational mentoring offers several advantages; gives the member a support system and a connection to other organizational resources and networks; provides peer awareness of others to reduce the protégés' sense of isolation; and provides realistic support and feedback. Furthermore, mentoring the underrepresented, culturally diverse populations would not only improve employment opportunities, it would also achieve affirmative action and Equal Employment Opportunity Commission standards in the workforce.¹

Service Initiatives

The military, recognizing that mentors may not be available to all of its members, has sanctioned mentoring programs. While most of these programs are available to all service members, others target specific groups. The Air Education and Training Command (AETC) Mentoring Program and the Air Force Cadet Officer Mentor Action Program (AFCOMAP) are two such programs.

AETC Mentoring

The AETC Mentoring Program is a policy directive conceived by the Commander of AETC, General Billy J. Boles. “The policy of this command is to help every commissioned officer, enlisted member, and civilian employee reach his or her maximum potential through professional development.”² Key elements of the AETC Mentoring Program include:

- Program is non-bureaucratic, minimum administrative requirements, and no reporting requirement above wing level.
- Program is supervisor-based. Guarantees that everyone has a mentor immediately available for career guidance and assistance.
- Program uses existing professional development tools, such as the Officer Professional Development Program, the Enlisted Career Field Education and Training Plan, the Civilian Career Development Program, Performance Feedback Forms, etc.
- Mentoring Feedback Worksheet to document performance feedback for military personnel and civilians.³

AETC’s policy is based on the principle that mentoring is an inherent responsibility of leadership. Supervisors must know their people, accept personal responsibility for them, and be held accountable for their subordinates’ professional development.⁴

AFCOMAP

AFCOMAP was formed in the early 1980s by senior minority officers as a way to mentor and transition predominantly minority cadets and junior officers into the mainstream of the Air Force officer corps. On November 19, 1994, the Secretary of the Air Force and Chief of Staff renewed the AFCOMAP Charter. Since that time, the scope of the program has expanded to include all cadets, junior officers, and mid-level officers, regardless of race and sex. Membership is voluntarily and it’s members visit mostly historically black colleges and universities (HBCU) with Air Force Reserve Officer

Training Corps (AFROTC) units. Many of these ROTC units actively seek AFCOMAP sponsorship where possible.

Marine Corps Initiatives

The *Marine Corps Gazette* reports the Marines have undertaken two initiatives to beef-up minority officer-accession rates. Specifically, their goal is to increase Black representation from 10-12 percent, Hispanic representation 10-12 percent, and 4-5 percent for other minorities. The goal is for the officer corps to reflect the racial diversity of the Nation by the year 2005. According to Navy Secretary John Dalton,..."this validates the need for a shift in our thinking and practice—a new form of liberal, unrestrained sharing of career management information: universal mentoring."⁵ The first initiative involves increasing representation from the Black and Hispanic communities. As the number of undergraduates and graduates from these communities remain at about 4 percent coupled with the continued shortage of minority officer candidates, increased competition from the private sector will make it difficult to attain. The Marine Corps' goal is to change its image as a racially troubled organization to one that highlights minority concerns, emphasizing minority officer achievements and opportunities. The second initiative involves educating minority officers on improving their skills and effectiveness, thereby increasing their value and advancing their careers. These two initiatives will require access to experienced officers and "one recognized means of meeting these needs is through mentoring."⁶

Army Initiatives

The Army Chief of Staff ordered the Professional Development of Officers Study (PDOS) to look at the entire Army and make recommendation for officer professional development through the year 2025. All aspects of officer professional development were examined including the subject of mentoring. Fourteen-thousand officers participated in the study. Most agreed that commanders should serve as mentors and role models and should be directly responsible for developing those under them. The study showed that only 59 percent of the officers perceive themselves as having a mentor. As a result, the Army redefined the terms mentoring and mentor to mean:

a style of leadership closely resembling coaching. It is characterized by open communication, role modeling values, effective use of counseling and sharing of the leaders frame of reference with his junior officers.

a leader involved in developing (through education, socializing and training) an individual by being a role model, teacher, coach, advisors and guide...”⁷

These redefinition’s of the terms mentoring and mentor represents a change in the Army’s strategy which now emphasize that commanders should serve as role models in developing its future leaders. Another successful Army program is Rocks.

Rocks

Developed in the early 70s as a result of senior black officers’ concern for junior black officers, the principle mission of Rocks is to mentor junior black officers. Rocks was named after Brigadier General Roscoe “Rock” Cartwright, who served as a mentor and role model for many black officers during the 1960s. Describing Rocks in its earlier years, General Colin Powell stated:

They wanted to help young black officers up the career ladder, give them the inside dope on assignments good and bad, tell them about commanders able or incompetent, and talk up promising candidates to the right people....The spirit of Rocks appealed to me. They looked out for me along the way, and, in turn, I have tried to spot young black military talent and help these officers realize their potential.⁸

Rocks' goal is to increase the representation of black officers in the Army. "It goes directly to the black community to increase the pool of Afro-American junior officers. Once these officers are in the Army, Rocks offers them support and guidance which enables them to work and advance within the military system."⁹ One of the many communities the Rocks visit are HBCUs. "The growth of the black officer corps since 1970 is due largely to the expansion of ROTC commissioning programs on black college campuses. Twenty-one HBCUs located in the South and its bordering states, today turn out about half of all black Army ROTC commissions. The significance of the HBCUs in training black leaders for American society must not be overlooked."¹⁰ The majority of all black officers who have achieved flag rank are products of HBCUs. Of the three black generals who have achieved four-star ranking in the Air Force, two have graduated from these institutions: General Daniel "Chappie" James from Tuskegee Institute in Alabama, and General Lloyd "Fig" Newton from Tennessee State University. Major General Marcelite Harris, the Air Force's first African-American female to attain the rank of general officer graduated from Spelman College in Georgia.¹¹

National Naval Officers Association (NNOA)

NNOA is a non profit organization endorsed by the Secretaries of Transportation and the Navy, Chief of Naval Operations, and the Commandants of the Coast Guard and Marine Corps. It's mission is to:

- Provide and assist in the recruitment of minority officer candidates in support of the Coast Guard, Navy and Marine Corps.
- Identify minority problems areas and bring them to the attention of cognizant authorities.
- Encourage maximum minority participation in all areas of the sea services and related military organizations.
- Promote camaraderie among members of the NNOA.
- Assist in the establishment and maintenance of a positive image of the sea services in the minority communities.¹²

NNOA's membership include over 1,200 active duty, reserve, and retired officers of all ranks, ethnic groups and interested civilians. For over 25 years, NNOA's Mentors Program has assisted junior officers and others who aspire for a successful career in the Sea Services. As the military approaches the 21st Century, NNOA's legacy of providing leadership, professionalism and excellence will contribute to a substantial and proficient pool of military officers.¹³

Notes

¹Michael W. Galbraith and Norman H. Cohen, *Mentoring: New Strategies and Challenges*, (San Francisco: Jossey-Bass Publishers, Summer 1995), 34.

²AETC Policy Directive 36-1, *AETC Mentoring Program*, AETC Instructions 36-101, *Guide to the Mentoring Program*, April 1996.

³Ibid.

⁴Ibid.

⁵Colonel Cecil J. Amparan, "Universal Mentoring: Expanding Opportunity Across the Officer Ranks," *Marine Corps Gazette*, January 1996, 38.

⁶Ibid., 38.

⁷Major E. James Mason, *Mentoring: Its Effects on Black Officers' Career Progression Within the US Army*, (Ft Levenworth, KS, June 1994), 25.

⁸Charles C. Moskos and John S. Butler, *All That We Can Be*, (New York, NY: BasicBooks, 1996), 9.

⁹Ibid., 51.

¹⁰Ibid., 52.

¹¹Historical Calendar Commission. *1994 Historical Military Calendar: Exceptional Americans—Exceptional Careers*. (Washington, DC).

¹²Captain (S) J.L. "Chuck" Ulmer, National Naval Officers Association. *Serving the Services: Navy, Marine Corps, Coast Guard*.

¹³Ibid.

Chapter 5

An Argument for Institutionalized Mentoring

We must continue our efforts to recruit and mentor minorities-not only to recruit them into the Air Force, but also to promote their professional development. It's absolutely essential that our Air Force mirror American society if we are to maintain our strength and vitality, as well as sustain the support of the American people.

—General Ronald R. Fogleman
Chief of Staff, USAF

The establishment of formal mentoring in the military is a frequently debated issue. Some argue that forced mentoring because of race, sex or any other criteria is wrong unless it is a commander-to-subordinate relationship.¹ Others view it as a selection process where gifted individuals are identified, which ultimately leads to a mentor-protégé relationship. Although this concept has merit, the concern is that it creates an “exclusive club” atmosphere, which normally leads to elitism and favoritism. It is especially significant if the supervisor is in the member’s rating chain. “Playing favorites among a group of rated or senior rated officers could foment a demoralizing or even destabilizing command climate—certainly something every good leader avoids.”² Every article reviewed supports mentoring as a leadership and development tool. Formal mentoring along with universal and group mentoring offers great promise and significant value.

Formal Mentoring

Like the civilian business sector, the military has also created mentor programs to assist junior officers, women and minorities. Those in favor of formal mentoring believe successful programs should be deliberate and operate under the same procedures as professional military education (PME) programs. It should include operational and tactical decision making, military occupational specialty, future billet preparation, along with other tasks relevant to mission accomplishment.³ The Marines Corps Basic School (TBS) Policy Letter #11, “The Mentor Program” and *OCS Order 1530.3, Implementation of the Mentor Program* are two such programs. These programs were designed to reduce female and minority recycle and attrition rates and increase their representation in the officer ranks. The TBS goal is to reduce student disenrollment and its associated costs, and improve the socialization process which leads to increased student morale. Similarly, Officer Candidates School provides candidates the opportunity to seek leadership guidance outside of the organization and it promotes an environment that allows candidates the opportunity to succeed. In short, “they felt it assisted their adaptation to the Marine Corps’ beliefs and values, and allowed them to establish contact with potential role models.”⁴

The Navy has instituted a mentor program designed to help both officers and enlisted personnel reach their full potential. Their rationale is that too many newcomers fail to understand the significance of their job early on and throughout their career. A mentor will help them understand what is important and provide career guidance if needed. According to the Chief of Naval Personnel, “the process will start as early as the day the person decides they want to enter the Navy. Officers and sailors will be mentored in four

stages: upon their initial entry into the Navy, during their initial period in the new command, while the sailor or officer earns warfare or watchstation qualifications, and through the rest of their career in the Navy.”⁵ Another rationale for this formal process is that a person will be more inclined to remain with an organization that will help them succeed. The program assigns experienced personnel from the officer and enlisted rank whose goal is to develop young ensign and seamen into future leaders and seafarers.⁶

The Air Force mentoring program is a Secretary of the Air Force and Chief of Staff directive that applies to all Air Force officers with special emphasis on company grade officers. The Air Force recognizes mentoring as a fundamental responsibility of supervisors to help all officers reach their potential, thereby enhancing the overall professionalism of the officer corps. “The intent of this directive is to infuse all levels of leadership with mentoring to effect a cultural change where senior officers can pass on the principles, traditions, shared values, and lessons of our profession.”⁷

Universal Mentoring

Besides formal mentoring programs, another approach which would transcend organizational and geographical boundaries is universal mentoring. The power of the computer and information technology enables many organizations within DOD to maintain a data base containing the names and qualifications of civilians and military service members who would be willing to serve as mentors. Within DOD, such organizations include the Personnel headquarters of each Service, and the Office of the Secretary of Defense. If a woman or minority needed help or advice, they could access the system and communicate directly with someone who could empathize with them, their beliefs,

experiences, goals, and ambitions. Conversely, mentors looking for someone to mentor would not have to look any further than the data base. “The power of technology has empowered those who wish to be mentors or protégés’ beyond our wildest imagination. All of this can be supported with today’s robust and far-reaching information systems.”⁸ The member would need a computer with access to communication networks such as Military City On-line or the military services bulletin boards. This process would allow participants the opportunity to establish and maintain a mentoring relationship.

Group Mentoring

One final approach is group mentoring. Group mentoring places an experienced veteran such as a commander or supervisor with four to six less experienced subordinates. It would involve exchanging ideas, feedback and guidance as a group. One advantage of this approach is the mentor/protégé relationship becomes a group bond, emphasizing interrelationships among all its members. “The emergence of cross-cultural organizations along with a lack of potential mentors brings new challenges to the identification and development of high-potential employees. The growing competition for technological and procedural innovation calls for the kinds of creativity and risk-taking skills that are best gained from interpersonal interaction.”⁹ Group mentoring multiplies the experience by the number of people in the group.

Notes

¹Lieutenant Colonel Anthony L. Jackson, “Minority Officers in the Marine Corps: A Perspective,” *Marine Corps Gazette*, September 1994, 89.

²Lieutenant Colonel (P) Victor M. Rosello, “Mentoring and Counseling: A Tag-Team Approach to Professional Development,” *Military Intelligence*, July-September 1996, 37.

Notes

³Colonel Cecil J. Amparan, "Universal Mentoring: Expanding Opportunity Across the Officer Ranks," *Marine Corps Gazette*, January 1996, 43.

⁴Captain Brian Buckles, "What is This Mentoring Stuff?," *Marine Corps Gazette*, October 1994, 71-73.

⁵John Burlage, "Career Path Helped By New Mentor Program," *Navy Times*, March 6, 1995.

⁶*Ibid.*

⁷Air Force Directive 36-34. *Air Force Mentoring*, November 1996.

⁸Amparan, 40.

⁹Beverly Kaye and Betsy Jacobson, "Mentoring a Group Guide," *Training & Development*, April 1995, 24.

Chapter 6

Conclusion

Research has shown that mentoring can be used as an effective strategy to strengthen career enhancement and organizational success. Described in a variety of terms, the most important roles played by the mentor from the protégé's perspectives, are those of role model, counselor, and teacher. Mentoring in the military and private sector works in much the same way. Perceived benefits includes higher pay, promotions, opportunities to occupy leadership positions, and job satisfaction. From Dwight D. Eisenhower to Colin Powell, the US military is replete with examples of successful mentorships.

There are a number of barriers associated with mentoring. The most significant disadvantage is prejudice. Others include poor career planning, difficulty in balancing career and family, sexual innuendoes, and lack of association with influential decision makers.

Although there have been many studies concerning the aforementioned topic, few addressed the mentoring experiences of women and minority officers. The small number of studies found indicated that members who were involved in a mentor relationship felt it enhanced their career and professional development. Overall, service members believed that military leaders have a responsibility to mentor future leaders.

The military, recognizing that mentors may not be available to all service members, have sanctioned a number of programs with the hope of expanding knowledge and experience to disadvantaged groups. The goal is to mirror American society and sustain the support of the American people.

Glossary

Mentor. is a close, trusted and experienced counselor or guide, a teacher, tutor, or coach. For the purpose of this research a mentor will be defined as higher ranking, influential, senior organizational members with advanced experience and knowledge who are committed to providing upward mobility and support to a protégé's professional career. Mentoring relationships are generally long term, and are characterized by substantial emotional commitment both parties.

Protégé. or mentoree will be defined as someone under the care and protection of an influential person, usually for furthering his or her career.

Minority. can be defined as less than half the population in a society. Therefore African Americans, American Indians, and Hispanic Americans can all be considered minorities in the United States. Although females in the United States make up more than half of the population, they are also considered minorities as laws were created to uphold women civil rights (Compton's Living Encyclopedia). This research will rely on the most common conception of a minority as that of a group of people who are distinct in race, religion, language, or nationality. For example, African-Americans, American Indians, and Hispanic Americans are often visible in contrast to other groups in our society.

Historically Black Colleges and Universities. (HBCUs) refers to those colleges and universities that were created specifically for African Americans during the period of segregated education.

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