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The effect of race and gender on the formation of mentoring relationships for black professional women

Wilson, Shirley Ann, Ph.D.

Case Western Reserve University, 1992
THE EFFECT OF RACE AND GENDER ON THE FORMATION
OF MENTORING RELATIONSHIPS FOR BLACK PROFESSIONAL WOMEN

by

SHIRLEY A. WILSON

Submitted in partial fulfillment of the requirements
for the Degree of Doctor of Philosophy

Thesis Advisor: Donald M. Wolfe

Department of Organizational Behavior

CASE WESTERN RESERVE UNIVERSITY

January 1992
CASE WESTERN RESERVE UNIVERSITY

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THE EFFECT OF RACE AND GENDER ON THE FORMATION OF MENTORING RELATIONSHIPS FOR BLACK PROFESSIONAL WOMEN

Abstract

by

SHIRLEY A. WILSON

Mentoring has been described in the management literature as an important career development tool. Although a great deal has been written about mentoring, theory and research about mentoring remains very limited where black professionals are concerned. This study addresses two specific questions regarding mentoring relationships for black professional women: Are race or gender factors in the development of mentor and/or support relationships for black women? Is there a difference in the quality of the mentor or support relationship when the mentor or support person is of a different race or gender?

The Mentor and Support Relationships Questionnaire was developed for this research. In an extended factorial design, 107 black women working in the fields of business and industry or educational administration were surveyed. A subsample of the respondents were interviewed to provide a more holistic look at the mentor
and support relationships of this sample of black women.

The results suggested that race did affect the quality of mentoring relationships for this sample of black women. Black females in this study formed relationships with mentors of both races and both genders. However, there appears to be some difference in the outcome of these relationships. Mentor relationships with other blacks appeared to be easier to form. Race, therefore, seems to be a positive in relationships between two blacks. These relationships tended to be closer and more intense than mixed race relationships. Mentor relationships between two blacks involved a higher degree of growth promoting functions such as commitment, coaching, sponsoring and promoting self confidence.

Black women also developed mentor relationships with white mentors, although these relationships tended to focus more on career enhancing functions and less on the personal aspects of the relationship.

Most rare were relationships between black and white women. The data suggested that these relationships were harder to form, and occurred less frequently than other race/gender combinations. There were also indicators that once formed, these relationships tended to be less personal and contained fewer growth promoting items.

The data also suggested that support relationships
contained many of the same functions associated with mentors. These relationships tended to occur more frequently between two black women and tended to be very personal and intense.
Acknowledgments

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CHAPTER I
Context of the Study

Prior to the passage of the Civil Rights Act of 1964, job discrimination was a fact of life for most Black American workers. Gunnar Myrdal (1944) described the economic status of Black Americans in the following dismal terms:

Except for a small minority enjoying upper or middle class status, the masses of American Negroes, in the rural South and in the segregated slum quarters in Southern and Northern cities are destitute. They own little property: even their household goods are mostly inadequate and dilapidated. Their incomes are not only low but irregular. They, thus, live from day to day and have scant security for the future.

The decades following Myrdal's (1944) study brought little change in the economic status of Black Americans. During the 1940's eighty-seven percent of black families are estimated to have been below federal poverty thresholds (Smith, 1988). During this period, eight out of ten Blacks lived in the south where their economic and social status had improved only slightly since the end of the Reconstruction era. Segregation was pervasive in almost every aspect of life: blacks and whites were barred from intermingling in schools, on buses, in hospitals or public restrooms. Blacks were largely
barred from voting and most black organizational activity was considered suspect (Sigelman and Welch, 1991).

With the passage of civil rights legislation and affirmative action laws, Black Americans began to realize some improvement in their economic and social conditions. Black men moved from unemployment and farm laborers to positions as machine operators, factory laborers, and blue-collar craftsmen. Black women moved from domestic service and farm laborers into factories, retail outlets, clerical and managerial positions (National Research Council, 1989). Thus, it appeared that black workers had begun to gain some degree of parity with their white counterparts in the workplace.

Today, more black workers are seeking management positions as a result of their greater participation in the work force, expanded access to educational opportunities and affirmative action programs. Although blacks rarely achieve executive positions, they are well represented in entry- and middle-level management. Now, the central question becomes, why do black workers remain at lower level management positions throughout their careers?

According to Anderson and America (1978) blacks tend to come into organizations believing in the Protestant work ethic—work hard, stay out of trouble, and you will
be rewarded accordingly. However, highly successful people become successful because they do more than adhere to the work ethic. Successful people know that since there are limited positions at the top, other factors come into play when they are competing for these positions.

Since the Protestant work ethic alone does not determine who gets ahead, it is important to ask what does? Organizations have developed a method by which certain people are moved ahead. This is accomplished by people higher up in the organizational hierarchy sponsoring or mentoring people for managerial positions. Without a mentor or sponsor, blacks in general, and black women, in particular, are often unable to understand the reality of the white male-dominated business culture. In addition, they often fail to get the exposure needed to identify them as highly talented and to direct them in their career advancement. White sponsorship of whites is a normal process for pushing bright young whites up the corporate ladder. Yet, this process seems to break down with blacks in general, and black women in particular. Therefore, when examining how the mentoring process affects black women, the following questions remain unanswered:

- what is the impact of race and gender on the
mentoring process in organizations?
- do mentors choose proteges who are socially similar and with whom they can identify?
- can this breakdown be attributed to the fact that black women tend not to know how to develop or affect a relationship with a potential white mentor?
- is the reverse also true: whites do not know how to develop or affect a relationship with a potential black protege?

This dissertation explores the impact of race and gender on the development of career enhancing relationships for black females. Specifically, it examines both mentoring and support relationships for black women. It is necessary to examine all career-enhancing relationships in the context of this study because there is no universal agreement as to whom or what a mentor is. Some authors define a mentor as an experienced, productive manager who relates well to a less experienced person and is willing to help that person develop within and for the benefit of the organization. Others define mentoring as a one-to-one relationship between a more experienced person and an inexperienced person.

The support relationship, on the other hand, provides many of the same functions as the mentoring relationship. The support person may serve as a teacher, role model, coach, and friend. However, the support
person is generally unable to provide the sponsoring functions that the mentor provides.

This study explores the impact of race and gender on the development of all career enhancing relationships for black women, both mentors and non-mentors. It grew out of a personal interest in how black women grow and develop in their professional lives. As a black woman with substantial organizational experience, I felt stuck, stymied, and stagnant in my own career growth. I thought I was doing everything right - working hard and producing high quality products. Yet, I did not seem to advance as rapidly as others. As I looked around at my black female colleagues, I discovered that this situation was not unique to me. Other bright, talented, hard working black women appeared stuck in low level management positions.

At the same time, males of both races and white females appeared to move up the organizational hierarchy much faster than black females. Thus, I began to wonder if hard work alone would be enough to move Black females up the corporate hierarchy. These experiences and observations sparked an interest in the role of mentor relationships during critical phases of development for black women. Given that black women have long been confined to domestic service and other "typically female" jobs, a mentor may be essential in helping them adapt to
the relatively new role of corporate professional.

How does one initiate a mentor relationship? Whom does one turn to for career advice and support? It is hoped that the answers to these and the other questions posed earlier would prove insights into mentor and support relationships for black women. Answers to these questions may be helpful to other black women seeking to maximize their career potential through career enhancing relationships.

While much has been written about career development and the role of mentor relationships, this research largely deals with white men. The major research on women in management gives scant attention to the experiences of minority women managers (Larwood and Wood, 1977; Nieva and Gutek, 1981). This research, therefore, largely pertains to white women. When research does deal with minority issues it is usually focused on the experiences of black men (Fernandez, 1981; Dickens and Dickens, 1982; Davis and Watson, 1982). There appears to be a shortage of career development information which deals specifically with black women.

As members of two oppressed classes of people, blacks and women, black females experience feelings, challenges and perception that have some commonalities with other groups, and yet are not completely the same.
Because of the dual effects of their race and gender, black women experience a range of feelings from marginality and invisibility to inadequacy and incompetence and organizational settings. Therefore, a strong mentor can provide much needed advice, counseling and support. Still, there appears to be little research which examines the way race and gender combine to impact the development of mentoring and support relationships for black women. Thus, Black women remain largely invisible in the literature on management. Research about minorities in management usually deals with white women or black men.

According to Hooks (1981):

No other group in America so had their identity socialized out of existence as have the black women. We are rarely recognized as a group separate and distinct from black men, or has a present part of the larger group "women" in this culture. When black people are talked about, sexism mitigates against the acknowledgment of the interests of black women; when women are talked about racism mitigates against a recognition of black female interests. When black people are talked about the focus tends to be on black men; and when women are talked about the focus tends to be on white women (p.7).

The current study was placed in this context. In order to understand fully the impact of race and gender on the mentor and support process for black women, race and sex must be viewed as parallel processes. As Nkomo
(1988) points out, neither Blacks nor women can hide their race and sex. Both groups have historically been relegated to an inferior job status due to stereotyping and discrimination. Both groups are viewed as intellectually inferior, emotional, immature, and dependent. Both groups have been the victims of institutional racism and sexism. Therefore, this dissertation examines the parallel process of race and gender on the development of career enhancing relationships for black women.

**Importance of the Study**

As a result of the Women's Movement and Civil Rights legislation, the subject of women in management has emerged as a major research field (Nieva and Gutek, 1981). However, little has been written about the black woman who experiences many of the same labor market problems as do white women, yet tends to be far more disadvantaged in terms of occupational status, pay, advancement opportunities and unemployment (Malveaux, 1983).

According to Malveaux (1983), both black and white women experience occupational segregation. That is, most women work in fields that tend to employ large numbers of
women. Thirty percent of all women work in jobs that are more than 90% female. Sixty percent work in jobs that are 70% female.

"Typically female" jobs, or those with high female concentrations include health professionals, non-college teachers, retail sales workers, clerical workers, non-durable goods operatives, private household workers, and service workers. While three-quarters of all black women worked in these jobs in 1981, seventy percent of all white women also worked in these same fields. Yet, there was a difference in the types of jobs black and white women held. White women were generally employed in the "white collar" jobs which included health professionals, non-college teachers, retail sales workers and clerical workers. Almost half of the black women worked in the "white collar" typically female jobs with proportionately more of them working in the "blue collar" jobs which included non-durable goods and operatives, private household workers, and service workers (Malveaux, 1983).

Given this pattern of occupational segregation and "blue collar," employment, mentoring and support relationships may be absolutely essential for those black women aspiring to move beyond "typically female" jobs into the more lucrative managerial and professional
fields.

The purpose of this study is to explore the differential effects of race and gender on the development of the mentor and support relationships of black female professionals in the fields of secondary education administration and business and industry.

These fields were chosen for specific reasons. In the field of business and industry, black women have gained entry to lower level management positions. However, the higher management positions are generally attained by whites or men. Thus, the assistance of an influential mentor may be essential if they are to obtain high level positions. Additionally, as black women seek high level positions they may face unfamiliar pressures and stresses when dealing with the demands of the business world, since corporate culture is shaped from a white male perspective. Therefore, a support system may be useful in helping black women deal with these demands.

Education is a field that has traditionally been more open to black women. However, much of this openness was due to the black woman being confined to servicing clients in segregated markets. Therefore, as black women aspire to obtain higher level positions within the mainstream, the issue of mentor and support relationships again becomes a central point.
This study is designed to investigate the mentoring and support processes for black women in business and industry, and education administration. More specifically, the study seeks to discover the impact of race and gender on the development of these relationships, how these relationships develop, the barriers to mentoring, and support for black women.

Operational Definitions of Key Concepts

For the purposes of this study, a number of terms need to be defined. The definitions offered here are not meant to represent "the" definition. Rather, they are offered to give the reader an understanding of the different ways thinkers have described the complexity of these terms.

Race: the term race has many levels of meaning, ranging from scientific, to the administrative, to the popular. Many of the meanings are diverse, almost to the point of being contradictory. The definition which best fits this study is provided by the 1980 Bureau of the Census:

The category "White" includes persons who indicated their race as White, as well as persons who did not classify themselves in one of the specific race
categories listed on the questionnaire but entered a response such as Canadian, German, Italian, Lebanese, or Polish. In the 1980 census, persons who did not classify themselves in one of the specific race categories but marked "Other" and reported entries such as Cuban, Puerto Rican, Mexican, or Dominican, were included in the "Other" category; in the 1970 census, most of these persons were included in the "White" category.

The category "Black" includes persons who indicated their race as Black or Negro, as well as persons who did not classify themselves in one of the specific race categories listed on the questionnaire but reported entries such as Jamaican, Black Puerto Rican, West Indian, Haitian, or Nigerian. (1980 Census of Population: Supplementary Reports, July 1981, p. 3).

Other races or classifications such as Hispanic, native American and/or Indian are beyond the scope of this study and are not defined here.

**Gender:** this term refers to the sex of an individual, either male or female.

**Racial/Ethnic Prejudice:** this is a negative attitude toward a particular group or its individual members, on the basis of the racial/ethnic origin of that group. This negative attitude (ideas, feelings, opinions, etc.) is based upon unfounded generalizations
and an incorrect image of the group. Prejudices involve more than just wrong information. Prejudiced people generally tend not to be open to balanced information. Thus, they want to hold onto their negative attitudes and often tend to react emotionally when contradicted (Essed, 1990).

**Discrimination:** according to The American Heritage Dictionary, discrimination involves making a clear distinction, distinguishing, or differentiating. While making choices is an essential part of life for individuals and organizations, the problem of discrimination arises when these choices limit the opportunities available to people because of their race, sex, or national origin.

**Racism:** the phenomena of racism is a complex aggregate of prejudice and discrimination based on an ideology of racial domination and prejudice. Defining racism tends to be a large task due to its systemic, complex, subtle nature. Therefore, defining racism could be the goal of this entire study rather than a small part of this project. Nevertheless, this study requires at least a working definition of the term racism.

Racism denotes an attribution of inferiority to a particular racial or ethnic group and the use of this principle to justify the unequal treatment of this group.
Thus, it requires more than just anger, hatred or prejudice. At the very least, racism requires prejudice plus power (Rothenberg, 1988). Racism involves a dominant group of people holding and using power over an oppressed group of people to maintain the dominant group's power and privilege.

Sexism: this phenomena involves the subordination of women by men. Basically, the process of sexism parallels racism. It occurs when men use their power to subordinate women in order to maintain their own privilege.

Mentor: The term mentor refers to a person who functions as a teacher, sponsor, guide, confidant and supporter to a younger, less experienced person. In describing the mentor relationship, Levenson (1978) states:

"The mentoring relationship is often situated in a working setting, and the functions are taken by a teacher, boss, editor or senior colleague. It may also involve informally, when the mentor is a friend, neighbor, or relative. Mentoring is defined not in terms of formal roles, but in terms of the character of the relationship and the functions it serves (p. 98).

Protege: Refers to the younger, less experienced person who enters the relationship for the purpose of being supported, guided, counseled and developed. The
term "mentee" is also used to refer to the protege.

**Support Relationship:** Refers to a relationship that functions to assist the person in meeting his/her personal goals or in dealing with the demands of any particular situation. LaGaipa (1981) states that support comes in several forms; it may be tangible in the form of assistance, or it may be intangible in the form of personal warmth, love, or emotional support. Therefore, support consists of emotional, social and/or instrumental services which are defined by the giver or receiver as helpful or necessary in maintaining one's lifestyle.

**Developmental Relationships:** Refers to a relationship which aids an individual in learning, growing and differentiating so he/she may advance in personal and professional endeavors. Developmental relationships increase one's sense of social and personal identity.

**Role Model:** A role model is a person who provides an example of how to behave or what to do in one's profession or organization. This type of relationship is considered a parallel to the mentor relationship. Simply put, not all role models serve as mentors, but all mentors serve as role models.
Summary and Overview

In addition to the chapter presented here, this study consists of six additional chapters. Chapter II discusses black women in the work place. In addition, the history of black women is addressed with respect to the evolution of relationships with each other, black men, white men and white women. The implications of these historic relationships on the black women's present day ability to form bonds and relationships is also discussed.

Chapter III examines the theory regarding mentoring and social support in the literature. Here, the theories of interpersonal attraction and the influence of race and gender are also presented. Presented here is a set of overarching research questions which will guide the analysis.

Chapter IV describes the procedures used to conduct the study. It includes a description of the data collection procedures, the means of analyzing the results of the questionnaire, and the hypotheses to be answered. Limitations in the design of this study are also discussed in this chapter.

Chapter V presents the demographic profiles of the sample population and the data obtained from the
questionnaire, along with relevant analysis of both quantitative and qualitative data.

Chapter VI will present dominant themes, issues, and comments of the women who consented to the in-depth interview.

Chapter VII will present a summary of this study and recommendations for future research.
CHAPTER II

The Black Woman's Experience

Introduction

ain't I a woman? Look at my arm... I have plowed, and planted, and gathered into barns, and no man could head me - and ain't I a woman? I could work as much as any man, and bear de lash as well - and ain't I a woman? I have borne five children and seen 'em mos all sold off into slavery, and when I cried out with a mother's grief, non but Jesus hear - and ain't I a woman?

Sojourner Truth, 1852

This dissertation is a study of the impact of race and gender on the development of mentor and support relationships of black professional women. Many earlier studies have treated racism and sexism as totally separate and unrelated processes. Thus, when studying blacks or other minorities, racism becomes the focus. When studying women, sexism becomes the focus. Black women, however, present a special case. As members of two oppressed classes of people, it is necessary to examine racism and sexism as parallel processes in order to gain a more complete understanding of how these forces combine to impact black women and their relationships with each other and with members of different race and gender groups.

This chapter is written out of a visceral need to examine the experiences of black women in slavery and
beyond, to learn about their past experiences, and how these experiences impact their present day relationships. This chapter cannot possibly provide the reader with a complete review of the black woman's experience. It is an attempt to provide a context for understanding the attitudes, beliefs, and experiences which influence their ability and desire to develop relationships with white men and women, black men, and other black women.

By and large, black history is extremely patriarchal. Scholars, both black and white, have reconstructed the black American's past in a manner that largely excludes the experiences of black women. There are, of course, references made to some black women for their notable contributions which furthered the cause of the black population. Still, little has been written which provides an in-depth examination of the dual impact of racism and sexism on the black woman. Black women, throughout history, have been assaulted simultaneously on three fronts, as workers, as black Americans, and as women. This triple oppression has escaped black males entirely (Marable, 1983). Therefore, a need exists to study the struggles, attitudes, and ideals of black women apart from those black men and white women. To do less would provide an incomplete picture of how and why black women form relationships and bonds. This chapter
chronicles the black woman's experiences throughout slavery, reconstruction, the club movement of the 1900's and the feminist movement, and the pre-civil rights era. Throughout, attention is given, not only to the relationships, but to the impact of these experiences on her relationships with other.

The Black Female and the Slave Legacy

In a retrospective examination of the slave experience in the United States, one must acknowledge that brutality was thrust upon both sexes with equal force. In the case of the black woman, however, sexism loomed as large as racism. Sexism was an integral part of the political and social order of the day, and it had a grave impact on the fate of the enslaved black woman.

The slave system defined black people as chattel. As a result, in its earliest stages, the emphasis was on the black male because the slave trade focused primarily on the importation of laborers. The black female slave was not priced as highly as the male, and therefore, not valued as greatly. As time passed, the need for additional slave workers, coupled with the relatively small number of black women in American colonies caused some white male planters to look at other methods of obtaining slaves. One method was to persuade or coerce
immigrant white women to engage in sexual relations with black male slaves as a means of producing new workers (Hooks, 1981).

This practice quickly met with opposition and in Maryland, in 1664, the first anti-amalgamation law was passed. This law was aimed at curtailing sexual relationships between white women and enslaved black men. Subsequent efforts to curtail inter-racial relationships between black men and white women proved successful. Soon the black female acquired a new status. Black females quickly made up as much as one-third of the human cargo aboard most slave ships, compared to the early ships which carried only a few females.

Generally speaking, the black female slaves were not regarded as much of a threat by the white male slavers. Aboard ship black women were often stored without being shackled, while black men were chained to one another. Black men were feared as sources of possible uprisings, while black females were not regarded as dangerous. The black woman was allowed to move about freely on the slave ship. This freedom of movement, however, made the black woman an easy target for any white male who chose to physically abuse or torment her. Black women on board ship were often stripped of their clothing, branded with a hot iron, and beaten on all parts of their bodies. The
penalty for crying was to endure another severe beating. The black woman's nakedness served as a constant reminder of her sexual vulnerability. Rape was a common method of torture which slavers used to subdue black women. This resulted in many women becoming impregnated during the trip to America (Hooks, 1981).

Pregnant black women were forced to endure pregnancy without regard to diet, exercise, or medical assistance during labor. The numbers of black women who died during labor and the numbers of stillborn children will never be known. Black women with children were treated contemptuously by the slaver crew and often the crew brutalized the children by forcing them to watch the anguish of the mother.

Once on dry land the pain and horror of slavery continued for both men and women. In the slavery system, black men and women shared equal status as workers. Thus, the slave woman was "first a full-time worker for her owner, and only incidentally a wife, mother, and homemaker" (Stampp, 1956 cited in Davis, 1983). Just as the boys were sent to the plantation fields when they became of age, the girls were also assigned to work the soil and pick the crops. Black females were expected to labor twelve or more hours a day just like their sons, husbands, and fathers. Davis (1983) further states that
when it was profitable to exploit them as if they were men, black women were regarded as genderless. However, when they could by punished and repressed in ways suited only for women they were locked into exclusively female roles. Black women, therefore, were often abused sexually under the system of slavery. Often rape was used as a method of keeping them in line. When it was needed, black women were used as breeders to replenish the stock workers. This type of abuse, both physical and sexual, continued well into the post slavery era.

Black Womanhood and the Post Slavery Years

The Emancipation Proclamation was designed to end slavery. However, during the Reconstruction, black men and women were far from free. In the South, numerous laws were passed to restrict the rights and freedoms of black Americans. According to W.E.B. DuBois (1935) the Black Codes were an affront to emancipation by the Southern legislatures. The codes dealt with vagrancy, apprenticeship, labor contracts, and legal and civil rights. These codes were an attempt to make blacks slaves in everything but name. Thus, these laws were designed to take advantage of every misfortune of the black person. Blacks were subject to slave trade under the guise of vagrancy and apprenticeship laws. Under
this system, blacks could negotiate labor contracts. However, to do so, they were forced to leave old plantations and seek better terms; but if caught wandering in search of work and with a home, they could be whipped and sold into slavery.

Giddings (1984) stated that the postbellum apprenticeship laws also allowed former slave owners to seize Black children if the courts found that it would be "better" for the habits and comfort of the child that it should be bound as an apprentice for some white person (p.57). Thus tens of thousands of children were apprenticed and held in slavery.

Thus, DuBois (1935) noted that the Black person's access to the land was hindered and limited; his right to work curtailed; his right of self-defense was eliminated; and his employment was reduced to contract labor with penal servitude as a punishment for leaving his job. Sharecropping, therefore, became a compromise solution to the conflicts between the white landowners and the emancipated slaves.

Mann (1989) points out that in relative terms, sharecropping was an important advance over slavery. The legal and institutional rights to human property were abolished so human beings could no longer be bought, sold, tortured, or murdered. The diet, education,
leisure time, and standard of living of the former slaves improved. And, freed men and women were able to make their own consumption decisions.

However, under the sharecropping system, black women were again victims of this oppressive way of organizing agricultural labor. Mann (1989) further states that this system combined classism, racism, and patriarchy, giving wealthy white males control as landowners and giving Black males control as family patriarchs.

Many Black women considered their situations under reconstruction preferable to that of slavery. Freed women were able to divide their time between fieldwork and housework in a way that more often reflected the needs of their families than the needs of the landowners. However, if domestic labor was taken into account, sharecropping women actually worked longer hours than men everyday. Therefore, Black women might have gained some release from field labor, and control and supervision by white males, but their gains were relative to Black men in terms of total labor time expended.

During this period, sharecropping women were more likely than men to switch roles and do traditionally male tasks. Their mates seldom did household tasks. Although field labor was more strenuous than household labor, the conditions under which sharecropping women performed
household chores was very primitive since they lacked running water, adequate sanitary facilities, and owned few pieces of household equipment (Mann, 1989). In terms of family relations, both in slavery and sharecropping, males and females depended on each other and their families to work together in solidarity and resistance. However, the black male was largely regarded as the domestic authority. Giddings (1984) states that many black men of the post Civil War period felt that for a woman to work outside of the home, when it was not a question of dire necessity, undermined their manhood and race, as well. Giddings (1984) also contends that Black men attempted to vindicate their manhood by asserting their control and authority over Black women. For their part, women sometimes welcomed that assertion, were sometimes forced to acquiesce to it, and sometimes resisted it.

Other aspects of this new male determination and control were beneficial to Black women. For example, the freedmen's desire to keep their women from working the fields fulfilled a mutual desire and need. According the Giddings (1984) the Black woman's obligation to perform field and domestic duties dissipated her role as wife and mother and symbolized the low esteem in which she was held in this society. While men welcomed their escape
from domestic tyranny, women welcomed their escape from the fields.

Black men's desire for dominance during this period was graphically illustrated by the alarmingly high increase in wife beating cases reported by the *Mobile Daily Register*. When the guilty men were arrested, the women usually pleaded with officials to let their husbands off. Thus, the *Register* concluded that black women felt that their husbands were perfectly justified in beating them whenever they desired. Community institutions also sought to keep the Black woman "in her place." The Black Church attempted to affirm the man's interest and authority in the family by putting a new emphasis on the biblical "sanction for male ascendancy" (Giddings, 1984).

The issue of violence from society in general is an important point to consider here. As discussed earlier, violence was an ever present danger to slaves. Slave owners made no distinctions in passing out punishments. Neither pregnancy, illness, or motherhood were factors. While the sharecropping system provided greater protection for Blacks than had slavery, racially motivated terror remained rampant during the Reconstruction Era. For example, from Reconstruction through more than two-thirds of the twentieth century, no
Southern white male was convicted of rape or attempting to rape a Black woman despite the fact that knowledge of this crime was widespread. Lynching of black males and females was commonplace. Therefore, racism became a much more pressing issue to Black women than sexism.

The Club Movement and Women's Suffrage

This section examines the Black woman's experiences during two important times in American history, the Club Movement of the late nineteenth century and the Women's Suffrage Movement. It is important to examine both of these movements together because they overlap and intertwine. This discussion is an attempt to provide the reader with some information about the relations of Black and white women during this period of history. These historic relations may, in turn, provide some background for an understanding of Black and white women's current relationships and their abilities to bond, develop friendships, and provide mentor and support relationships with each other.

The analysis of Hooks (1981) provides the framework for this discussion. According to Hooks:

In America, the social status of black and white women has never been the same. In 19th and early 20th century America, few if any similarities could be found between the life experiences of the two female groups. Although they were both subject to
sexist victimization, as victims of racism black women were subjected to oppressions no white woman was ever forced to endure. In fact, white racial imperialism granted all white women, however victimized by sexist oppression they might be, the right to assume the role of oppressor in relation to black women and black men. From the onset of the contemporary move toward feminist revolution, white female organizers attempted to minimize their position in the racial caste hierarchy of American society. In their efforts to disassociate themselves from white men (to deny connections based on shared racial caste), white women involved the move toward feminism have charged that racism is endemic to white male patriarchy have argued that they cannot be held responsible for racist oppression (p. 122-123).

Hooks (1981) further states that every women's movement in the history of this country, from the earliest to the present day, has been built on a racist foundation. Thus, the racial apartheid social structure that existed in the 19th and 20th century was mirrored in the women's rights movement. The first white women's rights advocates were not seeking social equality for all women. Rather, they were seeking social equality for white women.

During the last decade of the 19th century, racism in the United States was clearly increasing. In 1988, Mississippi passed a series of laws legalizing racial segregation, and several years later had ratified a new constitution which denied Black people the right to vote. Several other Southern states including South Carolina, North Carolina, Alabama, Virginia, Georgia, and Oklahoma
soon followed this lead. Thus, racism had become institutionalized through laws and the disenfranchisement of Black men was assured.

It is a common belief that because many 19th century white women's rights advocates were also in the abolitionist movement, they were also anti-racist. Therefore, white women of that era were thought to be champions of oppressed black people. In reality, most white abolitionists were totally against granting social equality to black people. White abolitionists strongly advocated an end to slavery, but they never advocated a change in the racial hierarchy which allowed their status to be higher than that of black men and women. White women, in fact, wanted the hierarchy maintained and wanted to see no change in the social status of blacks until they were assured that their demands for more rights were met (Hooks, 1981).

The majority of white female reformers did not feel any political solidarity with black people and this was evidenced by their conflict over the vote. When it appeared that white men might grant black men the right to vote over white women, white women did not insist on the right to vote for everyone. Rather, they responded angrily because white men were more committed to maintaining a sexual hierarchy than a racial hierarchy in
the political arena.

Sisterly solidarity could not be detected in the controversy over the vote and it was equally absent in the white women's club movement. Both southern and northern white women were strongly opposed to black women joining their ranks. Therefore, black women were forced to organize their own club movement.

According to Giddings (1984), there were some commonalities between the black club movement and the white club movement. For example, both groups were mainly comprised of middle class educated women who were steeped in the Protestant Ethic. Both groups placed value on education and material progress. Both groups also believed in the importance of the home and the woman's moral influence within it. They also saw the family as a microcosm of society.

In spite of the similarities, there were many clear differences between black and white women's groups which were influenced by the perspectives of the women in the groups. As one student of feminist history stated in describing the attraction these groups held for white women:

Subjectively, clubs met the need of middle class, middle aged women for leisure activities, outside of, but related to their traditional sphere. There were, it soon became clear, literally millions of women whose lives were not filled up by domestic
and religious pursuits. Poorly educated, for the most part, unwilling or unable to secure employment, they found in club life a solution to their personal dilemma (cited in Davis, 1983, p.129).

Because so many more black women worked outside of the home than white women, not nearly as many black women were confronted with the domestic void that troubled white women. Thus, the needs of black women, combined with their experiences and beliefs, made the missions of the black and white groups very different. For example, both groups held a mutual concern for the recognition of women as a distinct social and political force. However, this was more difficult for black women. The club movement provided black women with a vehicle for this recognition. Black women saw this movement as a powerful enough force to elevate their social importance to the point that they would be studied as a separate and apart from the general race problem.

Another clear difference in the two movements was evident in the people each group chose to serve. One of the leading black club women of the day described the difference in the following way, "As colored women, the club is the effort of the few competent on behalf of the many incompetent. Among white women the club is the onward movement of the already uplifted" (Giddings, 1984).
A major difference between the black and white movement could be found in the reasons for their organization in the first place. Giddings (1984) states that one of the earliest white woman's clubs was founded in response to the exclusion of women journalists from the New York Press Club. After helping to organize the dinner honoring Charles Dickens, they were not permitted to attend. The founding of the Sorosis Women's Club set the general pattern for these clubs. They were largely created by middle class women who were frustrated by their exclusion from occupations and activities for which their background and education had prepared them. They showed very little concern for poor, working class women.

Davis (1983) states that the first organization of black women could be traced to the pre-Civil War era. Like their white counterparts, they participated in literary societies and benevolent organizations. Their main efforts during that time, however, centered on the anti-slavery cause. Unlike white abolitionists, they were less motivated by charity or general moral principals than by the demands of their people's survival. With the abolition of slavery, many black women felt an obligation to join in their people's struggle for equal rights. Thus, the first black women's club was organized in response to the epidemic of
 Lynchings and the widespread sexual abuse of black women.

The racism white women felt toward black women was as obvious in the labor movement as it was in the women's club movement. During the period between 1880 and World War I, white female activists devoted their attention to obtaining increased opportunity for and improving the situations of working women. These efforts were focused exclusively on white working women, since they did not identify with the needs of black working women. In fact, black working women were regarded as a threat to white female job security because she represented more competition. Relationships between black and white women in the work place were characterized by conflict.

Because many white women refused to work with black women, black women usually had to perform the worst jobs, under segregated conditions. In the federal government, white women insisted that they be segregated from black women. Therefore, in many work situations there were separate work rooms, washrooms, and showers, so that white women did not have to work and wash alongside black women. In segregated work situations, black women workers were usually paid less than white women workers.

Black women were more successful in the skilled professions that required college training, for several reasons. First, the competition was less and second,
because they could obtain employment in segregated institutions. This explains the disproportionate number of black women in professions such as nursing, education, and social services. However, few black women had the resources to enter these professions, and with the discrimination in the semi-professional and blue-collar occupations, a large number of black women had little choice but to do domestic work.

As the above discussion shows, relationships between black and white women in the early part of the 20th century were characterized by tension and conflict. The women's movement did not draw black and white women together. Instead, it showed that white women were not willing to give up their support of white supremacy in the interest of all women.

**The Pre-Civil Rights Movement**

In examining the relationships of black women it is necessary to look at black women's relations with both white women and black men during that era to gain a fuller understanding of the factors which may impact the black woman's present-day ability and desire to form bonds. The women's movement of the 1960's was similarly charged with racial tension. This movement was dominated by white women who felt it was "their" movement. The
feminist movement became the medium through which white women could present their grievances to society.

Giddings (1984) contends that the emergence of this women's movement couldn't have been more untimely or irrelevant to black women. It came at a time when black students were being locked in southern jails, and when black women workers were earning fifty-seven percent of what their white peers were earning. However, attention was centered on those white women who were forced to enter the labor market in low-skill, low-paid jobs. Thus, many black women denounced the movement from the beginning, stating that it had little to do with the interests and concerns of black women. Others felt the feminist movement attached itself to the black movement with only marginal concern for black people and a major concern for the rights of white women. On the other hand, the leaders of the feminist movement acted as if the movement existed to serve only their interests. They were unwilling to acknowledge that non-white women were part of the collective group of women in American society. Therefore, any solidarity between black and white women was unlikely, since each group saw each other as the enemy.

Male and female relations between black people also warrant discussion here. Well before the Civil Rights
Movement, there was evidence that patriarchal relations between black men and women had been reinforced. Marable, (1983) asserts that during the Depression and war years the popular character Sapphire emerged. Sapphire was an evil, treacherous, stubborn, hateful black woman. Marable (1983) further asserts that the Sapphire stereotype was used by white men to justify their dehumanization and sexual exploitation of black women, by black men who could claim that they could not get along with black women because they were so evil, and by society at large to explain away any black woman who showed tendencies of strength that were designed for men only. Therefore, unemployed black men, having difficulty finding work, used this stereotype to justify their wife's ability to secure employment as an assault on their manhood. Black women who bought into this patriarchal perspective saw the black man who did or could not assume the role of breadwinner as selfish, lazy, and irresponsible. Since the dominant society measured manhood by the ability to be the sole economic provider of the family, many black females considered black men as failures if they were not able to live up to that expectation. Black men, on the other hand, retaliated by openly asserting that black women were less feminine than white women. Black men and women were
striving to meet standards set by the dominant society. When they failed to do so, they became uncertain about their womanhood and manhood. Therefore, when black women failed to assume a meek, passive role in their relationship to black men, men became angry. When the black men failed to assume the role of sole economic provider in the home, the women became angry.

Marable (1983) shows that the historical legacy of racial and sexual oppression led some black women to defend patriarchal definitions of manhood. Black writer, Gail Stokes, in a 1968 essay wrote of black men:

> Of course you will say, "How can I love you and want to be with you when I come home and you're looking like a slob? Why, white women never open the door for their husbands the way you black bitches do." I guess not, you ignorant man. Why should they be in such a state when they've got maids like me to do everything for them? There is no screaming at the kids for her, no standing over the hot stove; everything is done for her, and whether her man loves her or not, he provides...provides... do you hear that, nigger? PROVIDES! (cited in Marable, 1983, p.94-95).

As shown above, there was a great deal of anger and tension in male/female relations among black Americans during that period. Therefore, the socialization of black women taught them to assume a more subordinate role in relation to black men. When it was economically necessary for them to work outside of the home, many were directed into fields like teaching and nursing where they
did not compete directly with men.

Hocks (1981) further asserts that while black women were actively involved in the civil rights movement, they did not strive to overshadow black male leaders. Instead, many of the young, educated, middle-class women of that era chose to adopt the concept popularized during the Victorian Age. They felt that the woman's role was that of helpmate to her man. Black women, therefore, chose not to struggle equally with black men.

This discussion of black women's historical relationships raises some very relevant questions to the current study. Since black women have a history of racial and sexual oppression with members of the dominant culture, one question is are they able to forget this legacy of oppression and turn to them for career guidance and support? Black men and women also have a history of anger and strained relations. Black men, throughout history, have bought into the legacy of sexual dominance over black women. Therefore, are black men able to provide mentoring and support functions for black women? Can and do black women trust people of these groups enough to have such a relationship, as mentor and support, with them or do they seek out other black women with whom to have such relationships?
Summary

This chapter provided a context for the current study by examining the historical relationships of black women from the slavery era through the feminist movement. It illustrated the racial and sexual oppression black women have experienced throughout history and concluded by posing several questions related to the current study. The next chapter examines the dynamics of the mentor and support relationships.
CHAPTER III
Mentor and Support Relationships

Introduction

This chapter deals with developmental relationships in adulthood. Adulthood is the most lengthy period in the life span, extending over a forty year period. For the purposes of this study the adult years are said to begin in the twenties with the development of career and marital responsibilities continuing through maturity (30-40) to middle age (40-65) and to old age (65 and beyond). Because adulthood covers such a vast time period, it is reasonable to expect to have changes in friendships related to the changes associated with adult development.

Friendships or interpersonal relationships serve an important role in the lives of adults. For many people, friendship is a major source of assistance, comfort, emotional support and fun (Caldwell and Peplau, 1982). Friendship provides the opportunity for people to be themselves with fewer constraints from role expectations and obligations. Thus, personal relationships are a normal part of adult development.

Because friendships are considered to be a normal part of adult development, many people do not question how or why these relationships begin, what are the
features of adult friendships, what is the basis for the
development of such relationships, and what factors, if
any, serve to inhibit or promote the development of such
relationships?

A great deal has been written about developmental
relationships, particularly mentor and support
relationships and their importance to advancement in a
number of fields. The concept of mentoring is not new.
Mentors have been used by white men in business for many
years. Because there have been fewer women in business,
they have not experienced as many mentor relationships as
men.

Black women, on the other hand, have always been an
active part of the labor market. Until quite recently,
however, they have been confined to unskilled, menial,
low paying jobs. With the passage of Civil Rights
legislation and increased educational opportunities,
black women have begun to make professional gains.
Still, many black women complain of feeling like
outsiders in the corporate culture and experiencing
limited advancement opportunities. Because mentor and
support relationships can help ease these tensions, a
decision was made to study the mentor and support
relationships of black professional women. Specifically,
this study examines the impact of race and gender on the
development of these relationships.

Because the black woman has been a victim of racism and sexism, developing mentor and support relationships may prove difficult and uncomfortable. Black women may be hesitant about developing open, trusting relationships as a result of their history of oppression and victimization. They may tend to use coping techniques such as cultural paranoia and protective hesitation (Dickens and Dickens, 1982), in their dealings with others in the workplace. Used in the context of this study, cultural paranoia is a sociological and anthropological concept which refers to a person's expectations of mistreatment. It is a cultural phenomenon that has evolved as a group coping technique to deal with the consequences of racism. It does not refer to the psychological concept that implies mental disorders. Protective hesitation is the behavior associated with cultural paranoia in which a black individual hesitates in order to protect himself or herself from possible psychological assault before interacting or preparing to interact with whites. Both techniques are common coping techniques of black individuals to the very real dangers of racism.

These protective devices may have an impact on the development of mentor and support relationships.
Although the concepts of cultural paranoia and protective hesitation are described as coping techniques for dealing with racism, the same behaviors can be applied to dealing with sexism. Therefore, black women may be hesitant to develop mentor and support relationships with black men, as well as whites of both genders because of their past experience in dealing with racism and sexism.

Conversely, there may be some difficulty for men of both races, as well as white women, to initiate mentor and support relationships with black women.

The aim of this chapter is to review the theory which contributes to an understanding of how black women develop supportive, growthful relationships in organizations. This theory comes from the fields of psychology, sociology, and business. Thus, it is multidisciplinary. The merging of insights from various disciplines is a necessary part of the process of having a conceptualization of the black woman's development and socialization.

The sections of this chapter discuss, in order, stages of adult development, characteristics of friendship, the support relationship, mentors and mentoring, women and mentors, minorities and mentors, alternatives to traditional mentor relationships, theories of attraction and summary.
Stages of Adult Development

In order to explore the mentor and support relationships for women, one must first examine the stages of adult development to provide a contest for the importance of having a mentor in a young adult's development.

Many career benefits are attributed to proteges involved in mentoring relationships: higher pay, more rapid promotions, and occupying more leadership positions in the organization (Gleiser, 1986; Queralt, 1981; Roche, 1979); more knowledge of the business, organization, and customers (Clawson, 1979); development of organizational leaders (Zalenik, 1977); and higher productivity and performance levels (Dalton, Thompson, and Price, 1977; Queralt, 1981).

Adult development theory suggests that there are some benefits of mentoring for the mentor as well. Thus, mentoring is part of a developmental process for both the mentor and protege. It meets the needs of the mentor's life-stage called "generativity" (Erikson, 1968), in which there is a desire to contribute something special and meaningful to society as a mature adult. This relationships helps the middle-aged adult by allowing him or her to make greater use of his knowledge or skill
(Levinson, 1978). Other benefits include respect from peers through the development of potential in protégés (Kram, 1980), a sense of professional identity and personal satisfaction from aiding the career development of a young professional (Blackburn, Chapman and Cameron, 1981).

The mentoring relationship is dynamic, changing over time, with "stages or phases" through which the relationship moves. The timing of the relationship itself, as well as the stages, must be appropriate to the career stages of both the mentor and protege.

McClelland's (1965, 1975) work on individual power provides much of the theory base for the first three stages in the mentoring framework. McClelland (1975) has suggested that there are four stages in the individual's need for power. Stage I provides the setting in which young career hopefuls (potential protégés) may seek more powerful individuals within the organization (potential mentors) or develop alternative support relations such as peer networks. Stage I involves the incorporation of power from others - parents in early life, and friends, spouses, or mentors in later life. Stage 2 involves the development of independent power as one learns self control and develops individual power. Mentors may progress to stages 3 or 4 in mid-life. Stage 3 involves
the experience of power as an impact on others, and behavior displayed may be competitive and/or helping behavior toward others. At stage 4, the individual derives power from a higher authority. Here, personal goals and power needs are subordinated to social or institutional objectives.

Super and Hall (1978) describe the stages of adult development, as a four-stage model consisting of identity, intimacy, generativity, and integrity. These stages tend to overlap and intermingle. Therefore, the late teens and the early twenties tend to correspond to the identity stage of development. This is a period of trial jobs and getting established. The intimacy stage occurs at ages 25 to 35. Here, the adult settles down and forms commitments. The forties correspond with the generativity stage of development. In this stage, the person cuts remaining ties with mentors to become his or her own person, and enters mid-career. This stage can be a period of growth, decline, or plateau, depending upon personal and organizational factors. In this stage of development the person is concerned with what he or she is producing that is of lasting value to generations. Integrity, or late career, is the period when the individual begins to withdraw from the work organization and starts planning for retirement. In this stage, the
person comes to terms with his/her one and only one life cycle.

Dalton, Thompson, and Price (1977) examine adult development through a four stage model that focuses on roles during the work life of an individual. The stages are apprentice, colleague, mentor and sponsor. The four stages and the differences within each are summarized below.

The role of apprentice describes the primary relationship during stage 1. In this stage, the employee is usually very young and works under the close supervision of a more experienced person. It is a very dependent relationship since the central activities involve helping, learning, and following directions. A good mentor relationship during this stage is especially important because it provides a model to the stage 1 person that he/she can follow whenever he/she is unsure how to approach a problem. Finding a good mentor should be a key agenda item for any professional entering an organization. Providing him/her with the opportunity to find such a mentor is an equally important responsibility of high-ups in the organization (Dalton, et.al., 1977).

Stage II is characterized by independence which is achieved by becoming a specialist in one's profession. The emphasis here is on colleague relationships which
replace those of the apprentice. Although the employee is still subordinate to higher management in this stage, there is much less reliance on the mentor for direction and guidance.

Stage III is the mentor stage because it is at this point during an individual's career for gaining a supervisory position and being in a position to provide the guidance to stage I apprentice level employees. In this stage, the emphasis shifts from taking care of oneself to taking care of others. Success in stage III requires developing a sense of personal confidence and ability to instill confidence in junior level employees. The person in stage III must be willing to take responsibility for someone else's output and actions. As a mentor, he or she assumes an obligation to the apprentice, the customer, and the company.

The stage IV relationship is that of a sponsor. The activities that characterize this stage fall into the roles of manager, entrepreneur, and idea innovator. These roles imply the task of shaping the direction of the organization through policy decisions and the development and direction of key people. Thus, the emphasis in stage IV is on opening up opportunities, assessing progress, and providing feedback.

Schein (1977) presents an eight stage career cycle.
Stage I is the growth, fantasy, exploration stage. The person in this stage is typically 0-21 years old and assumes the roles of student, aspirant, and applicant. The person in stage 1 must confront the following issues: developing a basis for making realistic vocational choices, turning early occupational fantasies into workable realities, assessing the constraints, based on socioeconomic level and other family circumstances, obtaining the appropriate education or training and developing the basic habits and skills needed in the world of work.

Stage 2 is the entry into the world of work. This usually occurs between 16 to 25 years of age and the major roles are "recruit" and "entrant." Here, the person confronts such issues as entering the labor market and getting a first job, negotiating a viable formal and psychological contract to ensure that both the individual's and employer's needs will be met, and becoming a member of an organization and passage through the first inclusion boundary.

Basic training is the major task to be accomplished in Stage 3. The individual, 16-25 years old, assumes the role of trainee or novice. The individual confronts issues such as dealing with the reality shock of what work and membership are really like, becoming an
effective member as quickly as possible, adjusting to
daily routines of work and achieving acceptance as a
regular contributing member of the organization.

In Stage 4 the individual achieves full membership
in the early career. This occurs between ages 17-30 and
the role is new, but full member. The individual in this
stage accepts the responsibility and successfully
discharges the duties associated with the first formal
assignment. He or she also develops and displays special
skills and expertise to lay the ground work for a
promotion or later career move, balances his or her own
needs of independence with organizational restrictions
and requirements for a period of subordination and
dependence, and decides whether to remain in the
organization or to seek a better match between his/her
own needs and organizational constraints and
opportunities.

Stage 5 is the full membership, mid-career stage.
This occurs at age 25 and above and the individual
assumes the role of supervisor, manager, tenured or life
member. The person confronts issues such as choosing a
specialty and deciding how committed to become to it,
remaining technically competent and continuing to learn
in his or her chosen area of specialization, establishing
a clear identity in the organization, becoming visible,
accepting higher levels of responsibility including that for the work of others as well as one's own, becoming a productive person in the organization, and developing one's long-range career plan in terms of ambitions and types of progress sought.

Midcareer crisis, stage 6, occurs between ages 35-45. In this stage the individual reassesses his or her progress relative to ambitions forcing decisions to level off, change careers or forge ahead to new and higher challenges. It assesses one's career ambitions against more general aspects of midlife transition - one's dreams and hopes versus realities. The individual in this stage also decides how important work and career are to be in one's total life.

Stage 7 can be thought of in two parts. First, late career in non-leadership role (age 40 to retirement). Second, late career in a leadership role. In the non-leadership role, the person confronts issues such as becoming a mentor, learning to influence, guide, direct, and be responsible for others, broadening of interests and skills based on experience, taking on more areas of responsibility if one decides to pursue a general management role, and accepting reduced influence and challenge if the decision is to level off and seek growth outside of career or work.
In the leadership role, which may be achieved at an early age, the individual uses his or her skills and talents for the long-range welfare of the organization, learning to integrate the efforts of others and to influence broadly rather than day-to-day decisions, selecting and developing key subordinates, and developing a broad perspective, long-range time horizons and realistic appraisal of the role of the organization in society.

Decline and disengagement takes place in stage 8. Here, individuals learn to accept reduced levels of power, responsibility, and centrality. The individual also learns to accept and develop new roles based on declining competence and motivation, and learns to manage a life that is less dominated by work.

The final career stage, Stage 8, involves passage out of the organization or occupation. The individual must adjust to more drastic changes in lifestyle, role, and standard of living. The individual also uses one's accumulated experience and wisdom on behalf of others in various senior roles.

Ard (1973) also provides a continuum of career roles which changes from the standpoint of supervisor and the supervisee. Ard contends that when the worker reaches the apprenticeship stage the supervisor functions as a mentor
by helping the worker to learn and identify problems by asking penetrating, thoughtful, and perceptive questions; selecting useful theories from a repertoire of relevant ones; and handling difficult situations that do not lead themselves to immediate answers. In performing these functions the mentor helps in the formation and development of a professional identity.

**Characteristics of Friendship**

Before embarking upon a study of the factors which serve to promote or inhibit the developmental relationships of black women, it is first necessary to examine adult friendships. The term "friendship" has different meanings for different people. Bell (1981), for example, describes friendship as "a voluntary, close and enduring social relationship." Huston and Levinger (1978) define adult friendships as voluntary relationships which are sustained because the partners find the interaction pleasurable. Reisman (1979) describes a friend as "someone who likes and wishes to do well by someone else who believes those feelings and good intentions are reciprocated (p. 108). Thus, friendship is a major source of assistance, comfort, emotional sharing and fun.

Friendship has a primary nature. In this context,
primary refers to a predisposition to enter into a wide range of activities. Therefore, friendship is broad and involves large parts of a person's life. Friendship is also primary because of the positive effect produced by the mutual expression of concern, the development and repeating of private tradition, and the feeling of right on each person's part to make demands of the other (Bell, 1981).

Friendship requires a quality of exchange between the partners. While who gives what and how much to the other may vary from relationship to relationship, or even in a given relationship, it cannot be one-sided. A one-sided relationship implies an iniquity in the friendship. Because friendship is voluntary, and free of coercion, it implies a feeling of binding together, or a sense that the parties involved have something special and private (Bell, 1981).


Associative friendships are superficial, casual friendships. These friendships are characterized by an absence of loyalty or sense of commitment to seeing that the relationship lasts beyond the circumstances that bring the parties together. For example, an associative
friendship would last as long as both people worked together. However, should one of the friends move, there is little or no effort to keep in touch.

Reciprocal friendship is a term used to describe close, ideal friendly relationships. Reciprocal friendships are characterized by loyalty and commitment between friends who regard each other as equals.

Receptive friendship is a third type of friendship in which one of the members is primarily a giver to the other. Thus, it is distinguished by the difference in statuses recognized by the members. Examples of receptive friendships include mentor-protege relationships, employer-employee, teacher-pupil, and master-apprentice relationships. Reisman (1979) further states that other social scientists have provided the following restrictions upon the meaning of friend:

1) that friends refer to a relationship between equals. In a friendship, one friend is not regarded as superior to the other. Thus, the ideas and wishes of each are treated with equal respect. Although this may appear to be a reasonable stipulation, there are some situations when it is not applicable. Such is the case with most receptive friendships such as teacher and student, employer and employee, and mentor and protege.

2) That friends not be related, or at least not
closely related. Reisman (1979) contends that the intent here is to confine friendship to nonsanguineous cordial relationships, precluding parent-offspring, sibling, and husband-wife relationships from friendship. Nevertheless, most people do not seem to accept this distinction, and do not see friendship and family membership as mutually exclusive.

3) That friends be peers or members of the same age group. Again, this stipulation excludes a number of friendships, including mentor-protege teacher-student, and, in some cases, employer-employee relationships.

4) That friends be those who spontaneously or voluntarily seek out other's company. This stipulation highlights the fact that friendship is voluntary and that many friends deliberately choose to spend their free time together. However, it does not consider associative friendships which tend to be determined by compulsory interactions in the performance of certain tasks.

5) That friends not be those who engage in sexual relations with each other. Here, it is argued that lovers have feelings of jealousy, suspiciousness, and possessiveness that are unlike the feelings of true friends.

Given the breadth of friendships throughout the lifespan, from childhood through adulthood, from
associative to reciprocal, it may appear unreasonable to impose restrictions of this sort upon friendship. However, what does appear definitive about friendship is a feeling of mutual fondness or affection. Therefore, it would be difficult to conceive of a friendship where a mutual fondness was absent. However, there is more to friendship than mutual fondness or affection. The parties involved must first recognize one another's existence. That is, they must know each other, feel fondness toward each other, think of themselves as friends and openly acknowledge to the public that they are friends.

Interpersonal attachments in adulthood tend to be characterized by the time period in which they occur and the need to meet the responsibilities and obligations associated with these periods. Therefore, an unmarried adult with no children is likely to have a very different friendship pattern from a married adult with children.

In young adulthood the major developmental tasks center around completing one's education, beginning one's career, growth of an intimate relationship, courtship, marriage and beginning one's family. Obtaining an education, marriage, and home and being separated from family, friends, neighbors with subsequent losses of relationships throughout the early and adult years are
primary tasks to accomplish during this stage of development.

With young adulthood being a time of opportunities, hopes for advancement, and similar problems, relationships developed during this period could generate a certain degree of homogeneity. Therefore, during this time period, there may be some interest in making friends with people who are similar in ages and stages of development. For example, young, childless couples may choose to develop friendships with newly married couples with no children or pre-school aged children (Bischof, 1969 in Reisman, 1979). Thus, in young adulthood the determinant of whether or not an associative friendship evolves into a reciprocal friendship seems to be dependent on personality characteristics such as similar attitudes, values, and beliefs.

According to Reisman (1979) friendships in middle age are more heterogeneous with respect to age than they are in childhood and adolescence. Therefore, when restricted to the adult range, age does not appear to be a significant variable. Middle age can be a very good time or a time of change and reflection. For some, it is in the "prime of life," when career success has been achieved, and physical health remains good. Thus, middle aged professionals have attained the positions of
responsibility and power that they have been striving to reach through adolescence and young adulthood. By and large, they are a confident, secure group which wields the most influence and power in Western societies. They are, therefore, in command of themselves, their destinies, and lives of others.

On the other hand, middle age is often a time when people assess their lives and careers and discover that they have fallen short of their goals and their prospects for achieving them are rather dim. Others may feel separated from youth and begin experiencing declines in physical functioning which causes uneasiness. During this period there may be losses in human relationships due to divorce and death. Therefore, some may experience a sense of urgency resulting in the feeling that if one is ever going to do something, one had better do it now. Thus, people in this stage of life may strike out in new directions with new careers and new spouses. Middle age, therefore, is a time to cherish and savor old friendships, as well as develop new relationships (Reisman, 1979).

In later adulthood there are a number of situational variables that enter into friendly relationships. The middle class, significantly more than the lower or working class, is likely to draw their friendships from a
wider range, both physically and psychologically. They are less tied to a single neighborhood and maintain friendships with people who live a significant distance from their homes than the lower or working class. These individuals are also more likely to develop friendships with people who may be considerably younger than they are. Friendships are made more on the basis of similarities in sex, marital status, and social class, and less on the basis of age (Reisman, 1979).

**Support Relationships**

As the earlier discussion shows, friendships serve many purposes from fun and pleasure, to career guidance and development, to social and emotional support. This section looks at support relationships and the functions they serve.

LaGaipa (1981) states that support consists of "any action or behavior that functions to assist the person in meeting his personal goals or in dealing with the demands of any particular situation" (p.81). Support may be tangible in the form of assistance, or intangible in the form of personal warmth, love or emotional support. Essentially, a support system is the delivery system for giving and receiving the different kinds of supports. Therefore, it appears that the services provided by the
relationship are more important than who provides the services. Thus, support systems can consist of friends, relatives, or spouses.

Support relationships do tend to differ in a number of ways depending upon the nature of the relationship. A support relationship among family members suggests a permanence which may be lacking in a support relationship between friends. On the other hand, a support relationship between friends may contain a spontaneity that is often missing in support relationships between family. Some people find it difficult to be authentic and "themselves" with family members. LaCaipa (1979) asserts that authenticity is more likely to be evident when there is a full exchange if information relating to one's identity, but this exchange also increases one's vulnerability. Because of the permanent nature of kinship, information regarding one's identity needs to be handled with discretion, otherwise it may interfere with kin sociability.

**Mentors and Mentoring**

Now that a general description of the stages of adult development have been provided, this section reviews the theory regarding one of the most important relationships a young adult can experience early in his
or her career - the **mentor relationship**. Because a large quantity of the early research about mentoring was conducted from the male perspective, these articles and studies will be reviewed first. The next section explores the mentor relationship from the point of view of female proteges, and a discussion of mentor relationships for minorities follow.

Mentoring is not a new concept. This concept dates back to Greek mythology, with Mentor having been the wise counselor and friend to whom Ulysses entrusted his own son while he set off on a ten year journey. Mentor played several roles including that of a father figure, advisor, teacher and protector to an inexperienced young man. Their relationship was one which involved a great deal of trust and affection (Klauss, 1981). In modern day organizations the term describes a relationship in which a person of greater rank or expertise teaches, counsels, guides, develops a novice in an organization. The term mentor has been used to describe the informal, intense personal relationships where senior people have had important career molding influence on younger people in the early phases of their careers.

Other words such as "sponsor," "coach," and "senior advisor" have been used to describe this type of relationship. Thus, mentors increase the competence of
proteges by teaching them the technical aspects of the organization's product or service, and the technical aspects of the organization's political workings. Mentors bolster the protege's sense of competence by actively demonstrating trust and confidence. Mentors sponsor proteges by showcasing the protege's ability and accomplishments, protecting them and helping proteges make advantageous career moves (Kram, 1980; Philips, 1977; Phillips-Jones, 1982). Levinson (1978) describes the mentor relationship as one of the most complex and developmentally important a young man can have in early adulthood. He further notes that the mentoring relationship is often situated in a work setting and mentoring functions are taken by a teacher, boss, or senior colleague. It may evolve informally when the mentor is a friend, neighbor, or relative.

This model of male mentorship profiles young men as choosing a career while in their early twenties and thirties, searching for their identity in life and for an important patron and friend. It is during this youthful period that young men become proteges of older and more experienced professionals. When these men reach their forties or mid-life stage they become mentors of young proteges.

Levinson's (1978) model of mentoring also states
that most mentors are 8 to 15 years older than their proteges. The degree of intensity within the relationship varies. The relationship usually lasts from 2 to 10 years and often ends with conflict and bad feelings on both sides.

1. The mentor as a teacher, coach, or trainer. In this role the mentor would teach the younger person how to function in a particular situation.

2. The mentor as a positive role model. Here, the younger person would learn from watching the mentor in operation. The mentor would set an example of how to get things done.

3. The mentor as a developer of talent. In this role the mentor would give the younger person challenging work from which he can learn a great deal. In this kind of relationship the younger person is pushed and forced to stretch himself.

4. The mentor as opener of doors. In this relationship the mentor makes sure the younger person is given opportunities for challenging and growth promoting assignments. The mentor fights "upstairs" for the protege, whether or not the protege is aware of it.

5. The mentor as a protector. The mentor would
watch over and protect the younger person while he or she learned. The protege would be allowed to make mistakes and learn without risking his or her job.

6. The mentor as a sponsor. The mentor, in this role, is a person who gives visibility to his proteges. A person who makes sure they get good "press" and are given exposure to higher level people so that they will be remembered when new opportunities come along.

7. The mentor as a successful leader. When functioning in this role, the mentor is a person whose own success ensures that his or her supporters will ride along on his coattails and benefit as a result of his success.

Schein (1978) also notes that some of these roles require the mentor to be in a position of power while others do not. For example, the teacher role, role model, and developer roles do not require high formal position or power, yet are powerful mentoring roles. The person who has not attained a position of power, or who has level off can fulfill these roles very well.

Kanter (1977) describes three important functions of mentors. First, the mentor is often in a position to fight for the protege, to stand up for him or her in
meetings if controversy is raised, to promote that person for promising opportunities. Second, mentors often provide a means for lower level organization members to circumvent the chain of command, to get inside information or cut red tape. Finally, powerful mentors provide a kind of "reflected power" or a signal to other people that the protege has the backing of an influential person. Messirian (1982) describes a mentor as:

A resource person, a trusted friend and counselor with whom you might clear your thinking, sound out the validity of an important decision. He is a person whom you trust to have your best interests at heart, someone who would risk telling you what you need to know even though it might be painful to you. He is someone whose perspective and judgment you value and trust implicitly (p.).

Kram (1985) states that mentoring relationships provide young adults with two specific kinds of developmental functions. First, mentors provide career-enhancing functions such as sponsorship, coaching, facilitating exposure and visibility, and offering challenging work or protection. These functions help the younger person establish a role in the organization, learn the ropes, and prepare for advancement. The second function of the mentoring relationship falls into the psychosocial sphere. Here, the mentor offers role modeling, counseling, confirmation, and friendship, which
help the young person to develop a sense of professional identity and competence. The psychosocial functions of the mentor relationship correspond closely with the functions provided in the support relationship.

What kind of people make the best mentors? How do mentor/protege relationships begin? The answers to these questions shed some very important light on the mentoring relationships of black professional women. In an article in *Industry Week* (Price, 1981) states that seasoned managers who volunteer for the role are the best mentors. The author feels that the better mentors have both a grandfatherly instinct, a desire to leave something of themselves behind, and a keen understanding of their protege. A mentor should be someone who is professionally ahead of the protege - in a higher role in the organization. A mentor should be someone who can assess the protege's strengths and talents and give appropriate advice and direction.

In an issue of *Black Issues in Higher Education*, Dr. Roscoe Brown, Jr. states: "I don't think anybody can make it without mentors. Some are informal, some are formal, but everybody has them. Sometimes you meet young professionals in your various activities and you find that there's something about them that interests you. Maybe they are extraordinarily bright, or sometimes just
nice people. And because of that, when it's your opportunity to recommend someone to be on a committee or chair a committee, you think of them. The mentoring process is an interactive one, and does not involve sitting down and talking to someone on a regular basis. Sometimes you do it without even knowing" (Mercer, 1990).

Levinson (1978) compares the mentoring relationship to that of a level relationship. In a "good enough" relationship, the protege feels admiration, respect, and appreciation, gratitude and love for the mentor. These positive feelings outweigh, but cannot prevent, the opposite feelings of resentment, inferiority, envy, and intimidation.

Hurley (1988) describes the mentoring relationship in a similar way. He states that it is not easy to find a mentor. Mutual respect and liking are the key elements in the relationship. Reciprocity is required of any true mentor-protege relationship - mutual choosing, mutual respect and liking, and mutual give and take.

Lea and Leibowitz (1983) offer advice to young people seeking mentors. First, they state that asking someone directly to serve as a mentor may actually evoke a negative reaction. The mentor relationship is highly personal and cannot be made to happen. The authors also contend that the harder one tries to find a mentor, the
more one is likely to fail. Therefore, they suggest that young adults in search of a mentor should:

-- Remember that few people can perform all of the mentoring behaviors with a high level of competence.

-- Look for different mentors. Different people can perform different mentor behaviors.

-- Rely on experienced, capable colleagues with whom the potential protege has open lines of communication.

-- Move slowly. The only aspect of mentoring in which the protege can take the initiative is advice seeking. Being consulted for advice is flattering and generally nonthreatening.

-- In the beginning, do not openly seek teaching, guidance, counsel, sponsorship, validation, motivation, or protection. These mentor behaviors must be voluntarily initiated by the mentor as the relationship develops.

Mertz, Welch, and Henderson (1990) note that these are myths associated with the selection of proteges. The first myth is that you don't have to look for proteges. There is a belief that if there is talent in organizations it will be discovered without looking for
it. While it is true that many talented people will emerge naturally, the mentor may miss a large number of talented people because they do not draw attention to themselves or because they cannot be observed easily since they lie outside of the mentor's immediate circle in the organization.

The second myth is that any executive can and should be a mentor. There is a belief that mentoring comes naturally to anyone in an executive position. However, the authors state that some executives are uncomfortable with this kind of intimate relationship or are not interested in mentoring. Additionally, while they may be excellent at their own job, they may not be adept at developing the skills of others.

The last myth is that the mentor must select the "right" person. There is a tendency to believe that one cannot afford to make a mistake in the selection of a protege and that selecting a protege is the same as choosing the right person for a job. However, that is not the case. Distinguishing between promotion and mentoring affords the mentor the luxury of measuring the skills and abilities of the protege in a variety of situations, and then determining where, or if, those skill and abilities match the needs of the organization.

On the other hand, proteges or professionals on the
way up, need to have certain characteristics to attract the attention of a potential mentor (Roche, 1979). Kanter (1977) contends that proteges are selected by mentors for the following reasons: good performance, the right social background, knowing the officers of the company socially, looking good in a suit, being socially similar, having the opportunity to demonstrate their extraordinary performance, having high visibility.

Hunt and Michael (1983) offer several factors which appear to be important in the protege selection process. First, the age of the potential protege appears to be important. Mentors are more likely to select individuals in their twenties or early thirties as proteges than people initiating careers at later points in life. Special problems may arise in the relationship when the mentor and protege are the same age or close in age.

The gender of the potential protege also appears to have an influence on his or her selection. Female proteges are likely to experience over protectiveness, greater social distance, and more discomfort than male proteges. Additionally, female proteges are more likely to make emotional ties with their male mentors than all male mentor-protege relationships.

Finally, the power needs of the potential protege also appears to influence selection. Individuals who are
new in an organization, are very young, or hold low level positions generally have little power. Unless they develop power with the organization, they are unlikely to experience much success in the business world. Therefore, a formal alliance with a powerful executive in a mentoring relationship will provide the protege with reflected power, enabling him/her to benefit from special opportunities and privileged treatment otherwise unavailable to a young professional.

The above information and characteristics illustrate "best" mentor relationships evolve naturally. While some evolve through genuine liking and mutual respect, others are characterized by more practical and common sense motives. Some potential mentors recognize the need to groom new talent. Others recognize that a serious shortage of qualified personnel exists in a given area. The potential mentor, therefore, wants to make sure that there is a person able and qualified to succeed him (Mercer, 1990). In any case, the potential mentor is impressed by the potential protege, and wants to help develop his talent.

Because the most effective mentor/protege relationships evolve naturally, there is some discussion about the success of formal mentor programs. While formal programs may work with some success Klauss (1981)
identified three important themes which should be considered in establishing such programs.

First, potential mentors should be identified very carefully. Clearly, not all executives are natural candidates to become mentors. The potential mentor must demonstrate a personal commitment to the protege's development. In addition, the mentor must possess the interpersonal skills which promote openness, candor, and mutual trust. Also, extensive experience in key positions at the executive level is also important in providing a basis for exposing proteges to the range of activities that occur at that level.

Second, there should be protege involvement in the selection of mentors. Because of the intense personal commitment required in this type of relationship, the protege should have the primary responsibility for selecting his mentor. This involvement may build the personal commitment needed to make the relationship work.

Third, orientation and training are important factors that should be considered. Training early in the relationship will help clarify roles in expectations. This training will help reduce ambiguity as the relationship progresses.

In a study of two planned mentoring programs, Alleman (1988) shows that formal programs can help
achieve organization goals and objectives. In one case, the formal program helped reduce the employee turnover of new employees hired by a manufacturing company.

The second formal program was conducted in a school district. The goal of this program was to help classroom teachers become as effective and successful as quickly as possible and ease the entry into the teaching profession. In this case, the mentoring activity was more successful when the mentors were trained in mentoring practices.

The mentoring relationship itself has been divided into "phases" or "stages" by a number of authors (Levinson, 1978; Kram, 1985; Hunt and Michael, 1983). The stages of the relationship, and the timing of the relationship itself must correspond with the career stages of both mentor and protege. They must be complimentary and fit appropriately into the general context of adult development.

Kram (1983) contends that the mentoring relationship proceeds through four predictable, yet not entirely distinct phases: an initiation phase where the relationship is started; a cultivation phase where the range of functions provided expands to a maximum; a separation phase during which time the established nature of the relationship is altered by structural changes in the organizational contest and/or psychological changes
within one or both of the individuals involved; a redefinition phase where the relationship evolves into a new form that is significantly different from the past, or ends entirely.

Hunt and Michael (1983) define the stages as the initiation stage, the protege stage, the breakup stage and the lasting friendship stage. The authors define the selection process, regardless of which party initiates the relationship as the initiation stage. This stage is a period of six months to one year, during which time the relationship gets started and begins to have importance for both the mentor and the protege.

The protege stage of the relationship is the period when the protege's work is not yet recognized for its own merit, but as a by-product of the mentor's instruction, encouragement, support, and advice. This two to five year period is when the protege advances his or her skills beyond those of a mere apprentice. During this phase, the protege gathers from the mentor the status to enhance his or her feelings of power. The mentor serves as a suffix to shield the protege from the criticism of others. Yet, the mentor can remain attached by saying that the protege is to blame if a decision is a poor one. As the protege develops a need for individuality and desires to have his or her work recognized on its own
merits, the relationship enters the breakup phase.

The breakup phase marks the separation stage of the mentor/protege relationship. This stage must be timed very carefully if the relationship is to be successful for both mentor and protege. The breakup often occurs when the protege takes a job in a different department or leaves the company altogether, resulting in the physical separation of the pair. In some cases, this position change is necessary if the protege is to advance in his/her career. If the separation is premature, however, it may result in feelings of anger, frustration and bitterness on the part of the mentor and/or protege.

Relationships may also end when they are dysfunctional to one or both individuals. Thus, if the mentor refuses to accept the protege as a peer or cannot cope with the protege's independence and success, an unpleasant breakup may result.

The breakup phases is a necessary phase of the relationship, but need not mark the end of the relationship if handled properly. In successful relationships, both parties recognize when the protege has advanced to peer status. The mentor does not become threatened or jealous and will support the career advancement of the protege. In successful relationships, the breakup usually evolves into the lasting friendship
stage.

The final phase of the complete mentor-protege relationship is one of redefinition. After the separation, mentors and proteges who remain in contact go through a period in which their relationship is significantly changed. Lasting friendships usually result in full-term mentor/protege relationships. Here the protege has progressed to peer or higher status, but has not severed ties with his or her own mentor, who may still provide some career counseling as well as support. Now a mutual or equal status relationship exists between mentor and protege. The protege takes on some of the best qualities of the mentor, and a friendship continues (Hunt and Michael, 1983).

The research cited above notes the importance of a mentor type relationship in the development of a person's career. Each author suggests the necessity of such a relationship in the beginning stages of a career. However, a number of authors (Wright and Wright, 1987; Auster, 1987; Klauss, 1987) also note negative situations which may come about as a result of this relationship. Klauss (1987) contends that the problems tend to center around four broad areas: role responsibilities, the matching process, hierarchial tensions, and quality of relationships.
The ambiguity of both the mentor's and protege's role within the relationship may be the potential source of problems and confusion. The mentor-protege relationship is unique because of its dyadic character. It is a primary relationship for both mentor and protege which is characterized by its emotional tone and intense bond. According to Auster (1987) most role set interactions are unlikely to be dyads. Thus, the majority of teacher-student or novice-expert relationships are transferable and replaceable, other people can readily occupy either status. This, however, is not the case in the mentor-protege relationship. The singular and possessive quality of this dyad may result in the problems or negative situations. Auster (1987) describes three kinds of role strain which may result from the mentor-protege relationship.

Internal role-strain may result because of the power imbalance of the mentor-protege relationship. Despite its affective quality, the mentor-protege relationship is imbalanced in the direction of the mentor. Auster (1987) further states that in power imbalanced relationships, the pressures are toward balance. Therefore, at some point in time, the mentor-protege relationship should evolve into a peer relationship where both parties have equal power. If this does not happen, discomfort may
result, and the dyad will part with negative feelings toward each other.

Structural strain in the mentor-protege relationship may come about as a result of the other roles the proteges must play. Graduate students, for example, operate in several different groups. They operate in the informal student-peer group, the apprentice relationship with professors, and as students in the formal academic structure. When the student becomes a protege, imbalances in other role relationships are likely. When a member of the student-peer group is elevated to the protege status, the equilibrium of that system becomes imbalanced and the student's peers may feel that their own access and opportunities for interaction with the mentor-professor are lessened and the protege now has an advantage over them.

While the above example focuses on students as proteges and professors as mentors the same type of structural strain can result in the workplace. Other members of the protege's work group may have feelings of jealousy or hostility toward the protege. They may feel that the protege is the recipient of privileged treatment and accusations of favoritism may result.

On the other hand, if the mentor is a person several levels about the protege, this relationship may create a
situation where the protege is able to circumvent the formal chain of command within the organization.

Finally, Auster (1987) identifies role-strain and gender as the third kind of role-strain which may result from the mentor-protege relationship. Although a great deal of research supports the value of a mentor in a person's occupational mobility and career success, these relationships may actually disadvantage the protege if the mentor is male and the protege is female. Epstein (1970) warns that male sponsors usually prefer a male candidate because of skepticism about the woman's career commitment.

Wright and Wright (1987) describe conditions under which the mentoring relationship can be detrimental to either party. Some of the possible dangers to proteges include: the mentor may lose power or influence within the organization, the protege may be limited to only one person's perspective, the mentor may leave the organization, the male mentor may want sexual favors from a female protege, and the protege may become attached to a poor mentor.

While the majority of literature concentrates on the dysfunctional role of the mentor, the mentor also takes some risks in the relationship.

The mentor might misjudge the protege's potential,
and the protege's poor performance could reflect negatively on him or her. The protege could become dependent on the mentor and unable to perform without his or her guidance. The mentor also risks the possibility of rejection.

Thus, poor relationships can be a potential danger to either mentor or protege in terms of opportunity costs. Just as mentors and proteges can facilitate each other's career, difficulties in the relationship can cause it to become destructive.

**Women and Mentors**

Several studies have focused exclusively on women in mentoring relationships. Riley and Wrench (1985) found that women who had one or more mentors reported greater job success and job satisfaction than women who did not have mentors. Kanter (1977) states that if sponsors are important for the success of men in organizations, they seem absolutely essential for women.

To understand fully the importance of a sponsor or mentor in a woman's career development, one must first understand organizational functioning and how situational factors can inhibit or promote a person's development. This section examines the individual's need for effective socialization into the organization, the need for access
to the informal networks within the organization, the need for visibility and the acquisition of power, women's need for organization "helpers" in the form of sponsors or mentors, and finally the factors which create barriers to the development of such relationships.

During the early stages of a person's career or entry into the organization, there is a "reality shock" (Hughes, 1958). This term describes the individual's reaction when he or she is forced to confront the difference between his or her dreams and expectations on one hand, and what it is really like to work and be in an organization on the other hand.

Schein (1978) describes this period as the socialization stage of one's career. While the process of socialization and learning to work occurs within the organization, it is necessary to review them here to illustrate how human resources can be used optimally. Thus, if individuals understand the process or organizational socialization and the dynamics of the early career, they are better able to protect themselves from socializing experiences which may prove destructive and costly.

According to Schein (1978), a clear understanding of the socialization stage can help reduce problems and negative outcomes from both the organization's and the
individual's perspective. From the organization's point of view, it is important to avoid the negative outcomes of: turnover of the high potential new employees; demotivation and the learning of complacency; failure to discover the incompetence early in the career; and the learning of values and attitudes which are out of line with what will be needed later in the career. Therefore, it is important to select carefully and train the bosses to provide employees with optimal learning experiences, challenging work, and good feedback. The major negative outcome for the individual is not having a chance to test oneself and determine what one can do. The employee must seek out opportunities for self tests if they are not provided by the organization.

There are five major developmental tasks in the socialization stage of an individual's career development (Schein, 1978). These tasks derive from various aspects of the gap between expectations and realities.

The first task is to accept the reality of the human organization. New employees often face a reality shock with the discovery that other people in the organization are a roadblock to what they want to accomplish, are not as smart as they should be, are illogical, irrational, lazy, unproductive, or unmotivated.

The second task of the socialization stage is to
learn to deal with resistance to change. New employees are often shocked to learn that good ideas or solutions to problems are not automatically accepted. A number of ideas or solutions to problems are not automatically accepted. A number of factors including illogical people, formal or informal procedures, organization politics, and disorganization all conspire to keep the new employee from implementing his or her solution to things. The employee begins to feel that his or her ideas were undermined, sidetracked, sabotaged, or ignored.

The third developmental task in the socialization stage is learning how to work. The employee must learn to cope with too much or too little organization and too much or too little job definition. Thus, a major frustration for the new employee is not knowing what to do and how to contribute. Although many new employees are prepared to live with ambiguity, they are often shocked at the degree to which the organization appears to dictate its responsibility of defining the job. Schein (1978) states that many new employees feel satisfied with the amount of autonomy they have on their jobs, but have problems obtaining adequate feedback. What fed this dissatisfaction was the underlying
expectation that they should learn something on their first job and their supervisor should feel responsible for teaching them. The important learning here is how to obtain valued feedback in a situation where feedback is not automatically forthcoming from others. New employees must, therefore, learn how to work - how to define problems, look for relevant information, overcome resistance to change, and be able to judge one's own performance validly.

The fourth task described by Schein (1978) is learning how to get ahead, dealing with the boss, and deciphering the reward system. Here, the most immediate problem is how to get along with the boss. The supervisor may exhibit qualities such as being too controlling or undercontrolling, or incompetent or too competent. Because the new employee may have many questions, he or she is likely to experience conflict between needs for independence and dependence. The early career, new employee, is still learning, hence, a certain amount of dependence is desirable and appropriate. However, in order to succeed, new employees must display an ability to function on their own and take the initiative. They must be able to define problems accurately by themselves and, to some degree, display the ability to evaluate their own performance. The ability
to handle the conflict between dependence and independence is one of the major accomplishments of early career.

In addition, the early career person must also learn what is really expected, what is really rewarded, and how much one can trust the official statements. The reason for this ambiguity is that managerial careers themselves are highly variable and it is possible to succeed in organizations in different ways. Additionally, new employees must evaluate the accuracy and relevance of much of the information offered by older employees because the situation may have changed.

Thus, the early career period is a time of mutual testing on both the part of the organization and the individual employee. It may not be clear at this point what mix of talent, personality, motivation, and values will lead to high, long-range performance.

The fifth and final task of the socialization stage is locating one's place in the organization and developing an identity. Entering a new organization involves a process of gaining acceptance from both the hierarchy and the peer group. Therefore, many new employees face the problem of locating an appropriate peer group and deciding with which one of several groups to align oneself. The new employee must determine which
groups hold greater status and whether or not alignment with a high status group will result in other conflicts within the organization. An important part of the learning process during this stage, then, is to decipher the status system and to build one's own membership and sense of identity accordingly.

Schein's (1978) work on organization socialization illustrates the essential role social contacts as sources of guidance and information during the early stages of organization membership can play. Thus, the formal organization chart and official procedures are only one system by which tasks are achieved and people receive information in organizations.

To understand organizations fully one must also recognize the part played by the informal network. The informal organization is a powerful and largely voluntary network of relationships and expectations which can supplement, undermine, or completely contradict the official structure. Failure to achieve membership in this informal structure can cut an individual off from significant aspects of organizational life and can have severe job and personal consequences.

Female managers have long been excluded from informal networks in organizations (Richbell, 1976). The informal system has been called names such as "the men's
club," "the old boy's network," and "the men's room." It has also been referred to as "the locker room syndrome," (Marshall, 1984) to illustrate the fact that many of the informal network's transactions are carried out on exclusively male territory, and there, men achieve a closeness that female employees cannot emulate.

Therefore, many facets of the informal system are closed to women. Yet, the informal system, which may be critical to one's success at work, are not codified into formal rules and regulations. The importance of these interactions transcends the official work setting. In most organizations, informal work groups heavily influence what and how things are done. They are important for transmitting information and arriving at decisions. Exclusion from these channels may mean poorer job performance and a failure to understand how organization norms are translated into practice.

The informal system also provides a major mechanism for helping individuals cope with uncertainty. It helps individuals evaluate each other and establish viable relationships through which official work can be achieved. Within the informal system are signs of suitability which supplement official criteria of performance and trustworthiness. Whether one plays the approved sport, displays the right style, or engages in
the proper amount of drinking are examples of such signals (Marshall, 1984). When women remain outside informal networks they are less likely to be noticed, even if they perform well in formal terms. This lack of visibility or attention translates into less help with their career development.

In many cases, inclusion in informal networks is necessary to career success. The informal system provides the individual with important feedback about his/her performance, acceptability and prospects. Individuals who aspire to mobility within their work organizations must be able to use their peer network for exchange of information and other favors. Inclusion in informal networks becomes increasingly important at higher levels in the organization where information sharing and decision making are entwined with the social networks. Individuals who cannot or do not develop the capacity to build connections through the informal system may not form the alliances necessary for success at higher-level jobs. Thus, this may result in their becoming stagnated at a prematurely low career plateau (Nieva and Gutek, 1981).

The central question in this discussion of women's participation in the informal network is, do women wish to become members. The research literature indicates
that women do not value the informal network as highly as do men, or place such a high priority on membership. Epstein (1970), for example, found that the female attorneys she studied avoided joining male colleagues at lunch. She quotes one: "Sometimes the natural thing to do would be to join an associate and client at lunch if you were a man, but you feel, well, I'd better not. It might be awkward for them. They might want to talk about something and feel constrained" (p. 176).

Women tend to assign greater importance to the formal system than the informal system. This may explain why women tend to comply more strictly with the official terms and conditions of employment than with its informal demands. Women's lifestyles may also affect these priorities. Women typically want other activities in their lives besides work, and take on domestic responsibilities. As a result, they tend to keep more strictly to official working hours than do male colleagues. Women, by their own choosing, are less likely to mix socially at lunchtime or meet in the evening for a drink or sports activity. However, these are the times and activities which create and maintain the informal system.

On the other hand, even when women do not exclude themselves, men may exclude them. Many activities are
moved away from public settings to which everyone has access, to more private ones from which people can be excluded - the bar, the men's room, or the golf course. When this happens, peer interaction is limited to meetings held at work where only formally acceptable news and views are expressed for the public record (Nieva and Gutek, 1981).

Women professionals stand to benefit greatly if other organization members help them with the necessary learning about the organization's expectations, and culture. The mentor-protege relationship is an example of the way social networks help individuals get assimilated into the system. The mentor provides the protege with guidance and crucial information on how to behave in a variety of situations, what attitudes are important, and what aspirations to form. The "sponsor" sees to it that the protege or "new recruit" is properly groomed and advised. The mentor-protege relationship has special value in cases where learning the appropriate values at work is as important as learning the tasks (Caplow, 1964).

Clearly, the mentor-protege relationship can provide many advantages to the young person just entering the organization, however, a major question now becomes are mentor-protege relationships available to women? If so,
are women mentored with the same frequency and intensity as men? The research literature suggests that women are rarely sponsored in the same manner, with the same frequency as men (Epstein, 1970; Sheehy, 1976; Noe, 1988; Ragins, 1989).

Nieva and Gutek (1981) contend that while many potential mentors would be happy to have a woman as an assistant, the mentor (usually male) often finds it difficult to accept her as his protege – someone who would become a peer, and perhaps his potential successor. Potential mentors also make assumptions about her relative lack of career commitment and drive. Therefore, they are reluctant to invest in a long-term professional relationship. To attract a sponsor, a protege must give a sense of continuity and assurance that she will build on the foundation laid by the mentor. However, a woman presumed unreliable in her career commitment cannot be depended upon for this.

Noe (1988) cites a number of barriers for establishing cross-gender mentorships including a lack of access to information networks, tokenism, stereotypes and attributions, and female socialization practices. Likewise, Ragins (1989) cites two barriers to mentoring relationships among women in organizations. First, women may not seek mentors because they fail to recognize the
importance of gaining a sponsor, and may naively assume that competence is the only requisite for advancement in the organization.

The second explanation for the underrepresentation of women in mentoring relationships is that mentors may be unwilling to select female proteges. Thus, even if female employees actively seek mentors, the relationship will probably not develop unless the mentors are willing to sponsor them.

Bowen (1985) states that because mentoring is such an intense interpersonal relationship some observers question whether women should have male mentors. The complication with cross-gender mentoring goes beyond sexual attraction. Thus, intimate relationships between men and women can develop without sexual feeling occurring. Still, the fact that as attraction develops between men and women who work together, there is an increased probability that one of the ways the two people may be attracted is sexual.

Even if sexual attraction does not enter into the mentor-protege relationship there is the possibility that the participants would be suspected of improper behavior by jealous spouses and colleagues. Thus, some feel that when a man mentors a woman, the potential for stress and disaster far outweigh any prospective benefits of the
relationship (Bowen, 1985).

Conversely, Lean (1983) states that the opportunities created by cross-gender mentoring, both for the individuals involved and for the organization, can outweigh the problems. For example, men are likely to have more years of experience than women and would therefore make more valuable mentors. Men and women bring different strengths and perspectives to a project. Also, by working together, men and women become team players which benefits the entire organization.

Spelman, Crary, Kram and Clawson (1986) caution that there are potential consequences, both positive and negative, when attraction occurs in the workplace. On the positive side, people are more likely to experience greater career development when they interact on a less formal basis. Friendships result in less constrained communications which provide resources such as ideas, expertise, time, money and information. Finally, greater productivity and creativity are experienced by people whose relationships permit them to interact as total human beings rather than only in their work roles. The negative consequences include a decline in professional judgment, reduced attention to work, and a loss of professional reputation and position.

Finally, women, themselves may unconsciously create
barriers to the development of mentor-protege relationships. Many women are not as sensitive to their male counterparts to the need to link themselves with someone in the organization who could teach and protect them and further their progress in the workplace. They may assume that their technical competence, education, ambition, and superior performance are enough to get them noticed and rewarded by superiors. They often wait to be chosen, relying on beliefs about the effectiveness of the formal structure and the way things ought to be.

There are expectations, however. On occasion women are able to fit into organization cultures and gain the support of an influential sponsor. According to Laws (1975) this is more likely to happen when women possess characteristics associated with the dominant male group. It is these characteristics that bring her to the attention of the male sponsor. Then, to some extent, she is brought into the male network where she is provided attention, rewards, and credentials that are not available to other women. She, then, assumes the role of the token and becomes very different from the other women in the organization.

Becoming a token in an organization can have both positive and negative consequences. Kanter (1977) provides an indepth analysis on what it means to be the
"token woman." Tokens are awarded incongruent statuses in organizations. They are considered symbols of their category - yet exceptions to it. They are different and often find themselves isolated and alone. Yet, they are treated in terms of stereotypes and generalities.

Because of their rarity, tokens are highly visible. They are rewarded for being visible when it suits the establishment to have a public symbol, yet, they are expected to blend in and become invisible among dominant group members. Their visibility causes their performance to be more closely monitored than that of their male peers. They are expected to perform, but not to outdo their male colleagues for fear of backlash. Tokens are often noticed, but the attention may be selective. They often feel vulnerable to having mistakes overvalued, and seem more often to be remembered for secondary factors, such as dress, than for competence and achievements. Thus, they are always 'on stage,' but they are excluded for the 'backstage' interactions where important information is shared. The token position is characterized by another double bind. Tokens cause disruption of interactions because they are few, yet it is their scarcity that causes the disruption (Nieva and Gutek, 1981).

The pressures that effect females occur around
people of any category who find few of their kind among others of a different type. Mentors and sponsors can help token women achieve acceptance into the dominant culture as individuals rather than as stereotypes, by bridging the gap between the two social types. One of the most important functions they can perform is encouraging others to evaluate tokens in terms of competence and achievements rather than auxiliary traits. However, given the problems tokens face in organizations, a major questions is, does race and gender impact the development of mentor-protege relationships?

**Minorities and Mentoring**

A number of researchers have addressed the minority worker's need for a mentor. Cammeron (1989) contends that since the corporate culture is something that is not learned through formal training programs, having a mentor can facilitate this process. Minority workers are often at a disadvantage in this learning process because they are less likely than their white counterparts to have a mentor in the company. They also lack the resources of a strong network.

Dickens and Dickens (1982) state that blacks must identify and develop relationships with white sponsors in organizations. They further state that since waiting to
be adopted by a white sponsor is "chancy," blacks must take the initiative to access individuals into the hierarchy and select a sponsor. Blacks must make certain that their sponsors have an understanding of their value and potential in the company. Blacks may choose to encourage a reciprocal relationship so the white sponsor can learn more about blacks. This puts the black worker in a position of giving and sharing.

According to Dickens and Dickens (1982) even in the later stages of organizational socialization, blacks tend to seek out other blacks for information. The authors also note that Black workers may make a distinction in the kinds of information they seek from whites, using white managers as sources of technical, and job information but may hesitate on questions of strategy, particularly pertaining to interpersonal relationships. Blacks tend to seek out other blacks for help in interpersonal strategic planning. They do so because they have common experiences. The perception is that another black will provide more honest feedback, more straightforward interactions, and be more trustworthy than a white coworker.

Thomas and Alderfer (1989) discovered that black workers do indeed have mentors and sponsors. In fact, these authors contend that blacks do have broader support
networks than do whites. The general tendency for the blacks studied by these researchers was to not only have relationships inside of one's own department and with one's own boss, but to have more extra departmental and organizational relationships and more relationships with other blacks and white females. They further state that black employees' black mentors were frequently located outside of their own departments, suggesting that blacks may find it organizationally necessary to have white sponsorship but also respond to a psychosocial need to have developmental relationships with individuals of their own race.

Similarly, in a study of the impact of race on mentoring relationships, Alleman, Newman, Hoggins, and Carr (1988) found that the amount of mentoring activity, the nature of the relationship, and the level of career satisfaction did not vary with the race of either mentor or protege.

Mertz, Welch, and Henderson (1990) agree that women and minorities have tended to be underrepresented in higher levels or organizations and overlooked when identifying individuals with competence and potential to advance. They identify the following four issues which should be confronted and resolved to follow when initiating cross-race and cross-gender relationships.
First, it is difficult for some people to accept a cross-race or cross-gender mentoring relationship. The motives of the mentor and protege are suspect, and therefore, the relationship is perceived to be other than professional in nature.

Second, it is considered more risky to mentor a woman or a minority. The mentor's judgment is always "on the line" when a decision is made to mentor anyone. When a nontraditional protege is selected, the mentor's judgment is subject to even greater scrutiny.

Third, giving critical feedback is often an uncomfortable situation. Giving such feedback to women and minorities may bring added discomfort to the white mentor.

Fourth, women and minorities tend to be dealt with as representatives of their race or gender rather than as individuals.

The authors suggest that when mentoring a woman or a minority, one should follow the same practices one would with any other protege. They suggest some additional strategies that should be used to address the issues related to mentoring nontraditional proteges.

1. Develop an organizational attitude that all people need to be considered.

2. Use the same criteria for judging the talents
of women and minorities as one would do with any other protege.

3. Develop clear parameters for the relationship.

4. Establish a definite plan for legitimizing the protege.

5. Do not assume women and minorities know the rules as would a white male.

6. Provide critical feedback about the protege's performance and behavior.

7. Include women and minorities in the "business" of socializing.

8. Be sensitive to, and deal firmly with, slurs, offensive comments and jokes make at the expense of women and minorities.

9. Do not allow others to "exceptionalize" the female or minority protege.

Some individuals feel that good mentoring relationships can transcend the potential barriers of race and gender (Mercer, 1990). As one college president who serves as a mentor himself, stated:

"It would clearly be better from a role-modeling perspective if there was some race-identification. On the other hand, mentoring does not depend on that. It really depends on respecting a person as an individual and helping to develop their potential. But the mentor must be sensitive to the issues the other person might face" (Mercer, 1990).
Alternatives to Traditional Mentor Relationships

Mentor-protege relationships are difficult to establish and may be considered the exception to the rule. Therefore, it is necessary to examine other relationships which may provide career growth and development. Kram and Isabella (1985) state that relationships with peers appear to have the potential to serve some of the same functions as mentoring and also appear to be more available to individuals.

There are several important differences between peer relationships and mentoring relationships. First, in conventional mentoring relationships there are significant differences in age and hierarchical levels, while in peer relationships one of these attributes is usually the same for both individuals. Second, mentoring and peer relationships provide different functions and a different quality of exchange. Mentoring relationships involve a one-way helping dynamic while peer relationships involve a two-way exchange.

Kram and Isabella (1985) further state that the unique development opportunities offered by peer relationships should not be overlooked or underestimated. A study of peer relationships revealed that they provide a forum for mutual exchange in which an individual can
achieve a sense of expertise, equality, and empathy that is frequently absent from traditional mentoring relationships. Peer relationships appear to have a longevity that exceeds most mentoring relationships. Therefore, these relationships can provide a continuity over the course of a career. Peer relationships can also coach and counsel, provide critical information, and provide support in handling personal problems and attaining professional growth.

Shapiro, Haseltine and Rowe (1978) make a further distinction in mentoring relationships. They propose a continuum with mentors and peer pals as the end-points. Sponsors and guides are the internal points on the continuum. Mentors are defined as the most intense and paternalistic types of patron on this continuum. Sponsors are strong patrons but less powerful than mentors in promoting and shaping the careers of proteges.

Guides are individuals less capable than mentors and proteges to fulfill the roles of benefactor, protector, or champion. Their primary functions are to point out pitfalls to be avoided and shortcuts to be pursued. They provide their proteges with valuable information about the organization. Although secretaries and administrative assistants are often overlooked as actual and potential patrons for professionals, they can fulfill
the role of guide very well. Finally the term peer pals was coined to describe the relationship between peers helping each other to succeed and progress. While peer pals cannot be godfathers to each other, they can provide a powerful boost toward success for each of the participants. Through sharing information and strategies, acting as sounding boards, and providing advice to each other, peer pals help each other while helping themselves (Shapiro et al., 1978).

Keel (1986) argues that social networks may be more useful in career development than mentoring relationships. Social networks are relationships with superiors, subordinates of peers, peers, and anyone else who can provide the person with needed resources. The differences in social networks and mentoring relationships are summarized below.

Mentoring relationships are inherently time-limited. On the average, they last two to five years. Within a social network there may be relationships of varying durations depending on the strength of the ties and the needs of the central person.

The intensity of the mentor relationship may affect the availability of the relationship to women and minorities. Most people in a position to be mentors are white men. In less intense relationships, racial and
sexual differences become less important because the two people are not strongly linked.

In mentoring relationships, the mentor has more power in establishing the relationship than does the protege. The mentor controls whether or not the relationship is ever established. In social networks, the central person controls the membership because he/she is not asking for the same kind of intense support.

**Theories of Attraction**

As with all personal relationships, mentor and support relationships require some degree of attraction or liking on the part of at least one of the persons involved if they are to develop. This section, therefore, reviews the theories of attraction. It is not meant to be an exhaustive review, but rather an overview of some of the theories which are relevant to the problem under study.

Duck (1973), discusses several attraction theories including reciprocity-of-liking, matching, and the similarity hypothesis, which may be useful in understanding how mentor and support relationships develop for black women.

**Reciprocity-of-liking theory.** This theory is mainly concerned with overlap. The basic premise behind this
theory is that we like those individuals who like us, or who like the same things we do.

Matching. The matching theory is another kind of overlap. The assumption of this view is that the aspiration to achieve realistic goals depends not only on the desirability of the goal, but also on the perceived likelihood of its being achieved. The applications of this theory cited by Duck (1973), pertain to selection of dating partners or romantic partners. He states that the matching hypothesis seems to apply only in a limited area of concern in the acquaintance process. This theory may be incorporated into the broader similarity hypothesis described below.

The similarity hypothesis. This theory suggests that individuals look for similarity of some type between themselves and others. Duck (1973) notes that while a great deal of research in the area of similarity has been done, the two main trends underlying much of the work which has been done depends on similarity of attitudes and similarity of personality. He explains that perceived similarity of these two measures of cognitive structure has been explained as a factor leading to friendship because it increases understanding and, therefore, aids communication.

The effect of race on perceived similarity has
caused quite a debate in the literature. Rokeach, Smith and Evans (1960) proposed that prejudice is determined largely by perceived dissimilarity of belief systems rather than by ethnic or racial membership. The researchers tested their proposition by asking subjects to rate, on 9-point scales, descriptions of abstract persons differing from themselves in race, religion, or belief. At each end of the scale was a statement like "I can't see myself being friends with such a person" to "I can very easily see myself being friends with such a person." The researchers found that friendship preferences were determined primarily by similarity of beliefs, rather than by race and religion.

Trandis (1961) objected to these findings and argued that prejudice involved more than nonacceptance as a friend; it also involved negative behaviors. In cases where large degrees of social distance are concerned, like excluding a person from one's neighborhood, Trandis concluded that race, as opposed to belief congruence was the critical determinant.

Byrne and Wong (1962) tested the effects of race, prejudice, and assumed dissimilarity of attitudes. Using Heider's (1958) balance theory and Newcomb's (1953) strain toward symmetry formulations, Byrne and Wong hypothesized that individuals high in prejudice would
assume a greater degree of attitude dissimilarity between themselves and a black stranger than between themselves and a white stranger, whereas, individuals low in prejudice do not assume differential dissimilarity on the basis of race. They found that the variable of race did affect assumed dissimilarity for prejudiced subjects. High prejudice subjects assumed greater dissimilarity between themselves and a black stranger than between themselves and a white stranger. They also assumed greater dissimilarity between themselves and a black than did the low prejudice subjects. For low prejudice subjects, the assumed dissimilarity scores for whites and blacks did not differ significantly.

In a subsequent study, Byrne and Wong (1962) examined race, prejudice, and the effects of attitude similarity-dissimilarity. This study was designed to build upon what was learned in the earlier study. Thus, the researchers designed a study to answer the following questions. What would happen if a highly prejudiced subject was confronted with information indicating a high degree of similarity of attitudes between himself and a black? And, what would happen if a subject low in prejudice was confronted by a black with attitudes dissimilar from his own? The most significant finding from this study was that regardless of the prejudice of
the subject or the race of the stranger, similarity of attitudes resulted in positive responses whereas dissimilarity of attitudes resulted in negative responses.

**Research Questions**

Unanswered, then, are the questions raised about the impact of race and gender on the development of mentor and support relationships of black professional women. Therefore, the purpose of this study was to answer the research questions posed below.

1a. What are the demographics of the mentor relationship for black women in business and industry, or education administration - the percentage of women who had mentors, the sex of these mentors, the race of the mentors, the age of the women at the time of the relationship, the place of occurrence, etc.

b. What are the demographics of the support relationship of black women in business and industry, or education administration - the percentage of women who had support relationships, the sex of these supporters, the race of these supporters, the age of the women at the time of the relationship, the place of occurrence, etc.

2a. What are the differences in frequency and type (such
as gender and race) of mentor relationships for black women in the two identified fields? Is there a correlation between the protege's field and other demographic variables?

b. What are the differences in frequency and type (such as gender and race) of support relationships for black women in the two identified fields? Is there a correlation between the protege's field and other demographic variables?

3a. How did the mentor relationship develop? What were the dominant characteristics of the relationship and why was it unique or highly significant?

b. How did the support relationship develop? What were the dominant characteristics of the relationship and why was it unique or highly significant?

4a. Is the basis for the selection of the mentor in the pair perceived similarity to self?

b. Is the basis for the selection of the support person in the pair perceived similarity to self?

5a. What were the major issues and areas dealt with in the mentor relationship? What dimensions of personal and professional growth were most often influenced?

b. What were the major issues and areas dealt with in the support relationship? What dimensions of
personal and professional growth were most often influenced?

6a. How important have these mentors been to the growth and subsequent degree of professional success of the women who responded?

b. How important have these support people been to the growth and subsequent degree of professional success of women who responded?

**Summary**

This chapter examined the relevant theory about mentor and support relationships. Specifically, the sections of this chapter discussed stages of adult development, characteristics of friendship, the support relationship, mentors and mentoring, women and mentors, minorities and mentors, alternatives to traditional mentor relationships and theories of attraction. This chapter concluded with a set of overarching research questions which guided the analysis of the data.
CHAPTER IV

Procedures

Overview

The purpose of this study was to examine the differential effects of race and gender on the mentor and support relationships of black female professionals. It examines the relationship from the perspective of the black female protege. This researcher chose to present the study from this perspective because Black women's opinions of and insights into this issue have seldom before been heard. Thus, this study examines the common phenomenon of mentoring and support from a different perspective.

When one considers any aspect of mentor and support relationships, a great deal is known about how these issues affect whites, but little is known about how they affect blacks. For example, a great deal is known about the benefits attributed to mentoring relationships (Gleiser, 1986; Queralt, 1981; Roche, 1979). However, remarkably little is known about the benefits of mentoring relationships for black Americans. The same can be said for the development of the mentor-protege relationship, the benefits of the relationship to mentors, and the stages and phases of the relationship.
and virtually every other aspect that bears on the impact of the relationship on blacks. Even less is known about the mentor and support relationships for black women.

Compared to what is known about the development and benefits of mentor and support relationships for whites, what is known about the relationships for black women remains rudimentary. There are several reasons why so little is known. However, a major reason deals with the difficulty of conducting such research.

Blacks comprise only about 12 percent of the population of the United States. Thus, they pose a difficult target for survey research precisely because they are a minority. A random sample of 1,500 people, which is roughly the size of samples drawn for many national surveys, will include only 180 blacks, without controlling for the other factors that have to be taken into account when analyzing the mentor and support relationships of black women.

Thus, understanding the impact of race and gender on the mentor and support relationships of black women may be regarded as a highly difficult task by some researchers. However, a decision was made to investigate this topic as an attempt to fill a void in the research literature about black females. This research is based on a questionnaire survey, followed by interviews of a
sub-sample of those who completed the questionnaire. This chapter describes the methodology used in gathering data to test the hypotheses of this study.

**Sample Recruitment and Selection**

This study was designed to obtain and analyze data obtained from black professional women working in the fields of business and industry and education administration who had mentors and/or support relationships. Because there is no central listing of black women working in these fields, women were solicited to participate in this study in several ways. First, a publication called *SuccessGuide 1990: A Guide to Black Resources in Greater Cleveland* served as the basic resource in recruiting participants for this study. Black women working in the fields of business and industry and education administration were mailed questionnaires. Second, questionnaires were distributed at professional, civic, and social meetings of black women. Data collected from women not employed in either business and industry or education administration were not included in this study.

Because of the difficulty inherent in conducting research of this type on minorities, two types of sampling techniques were used to collect the data. This
study used purposeful sampling and snowball sampling. Purposeful sampling is a strategy employed "when one wants to learn something and come to understand something about certain cases without needing to generalize to all such cases" (Patton, 1980, p. 100). Stone (1978) further states that "with sound judgment and an appropriate sampling strategy, purposive sampling enables a researcher to hand pick the elements for inclusion in a study's sample such a way as to develop a sample that satisfies a study's needs."

In snowball sampling, the researcher starts with a few cases of the type needed for the study, then subjects are asked to identify more cases, who, in turn, identify still more cases, and so on. As cases are identified and included, the sample becomes larger and larger. This sampling strategy is especially useful for sampling subcultures such as professional black women with mentors.

Five hundred questionnaires were mailed or distributed to black women living and working in the Greater Cleveland area between March 1990 and May 1991. The questionnaire, which was composed of factors noted in the literature review as related to mentoring relationships, focused on those factors of mentoring and support relationships which dealt with attraction and
perceived similarity. The final part of the questionnaire ascertained the participant's willingness to be contacted for an interview. From the participants 37 agreed to individual interviews. The interviews were one hour long and recorded on audio tape. These participants described in depth their career history, the development of the mentor and/or support relationship, and the role played by the mentor and/or support person in their career development. The interview was designed to present a holistic picture of the respondent's work lives and the mentor and support relationship. An interview guide was developed to allow the respondents to express their accounts in their own terms. Thus, three versions of the interview guide were used, one for women with mentors, a second for women with support relationships, and a third for women with both relationships.

**Research Design and Procedures**

The purpose of this study was to explore the differential effects of race and gender on the development of the mentor and support relationships of black female professionals in two identified fields. The proteges in this study worked in the fields of business and industry and education administration.
These fields were chosen for very specific reasons. Black women have a long history in the work force. In fact black women have traditionally been active workers to support their families and supplement the family income. However, their participation was largely confined to the most menial, low paying, and most unrewarding occupations in the labor market. With affirmative action and increased educational opportunities, black women have made some advances and are now well represented in entry- and low-level management positions. Yet until quite recently, black women were all but excluded from the higher management positions. Therefore, organizational culture is derived from a white male perspective. The assistance of an influential mentor may be essential if black women are to obtain high level positions. Additionally, as black women seek high level positions they may face unfamiliar pressure and stresses when dealing with the demands of the business world. A support system may be useful in helping women deal with these demands.

Education is a field that has traditionally been more open to black women. Historically, black women were able to serve minority clients in segregated markets as teachers. However, recent figures indicate that the number of minority teachers is decreasing at an alarming
rate. The 1987-1988 National Center for Educational Statistics report shows that blacks comprise only 8 percent of the teachers nationwide. Since many educational administrators begin their careers as teachers, a good mentor may be useful in helping them with their career development.

This study is designed to investigate the mentoring and support processes for black women in business and industry and education administration. More specifically, the study seeks to discover the impact of race and gender on the development of these relationships, how these relationships develop, and the barriers to mentoring for black women.

This study falls under the general heading of correlational research; the variables under study are not experimentally manipulated by the researcher. Instead, variations in the variables of interest are achieved by some sort of selection procedure. The question asked in this type of research is: are variables A and B related, and if so, how? In order to answer these questions there must be ways of measuring A and B including variation in both A and B. According to Isaac and Michael (1981), this type of research has several characteristics. First, it is appropriate where the variables are very complex and do not lend themselves to experimental method
and controlled manipulation. Second, it permits the measurement of the interrelationships of several variables simultaneously. And, finally, it determines degrees of relationship rather than an all or nothing proposition.

Correlational research does suffer certain limitations, such as the ability to control relevant variables and to arrive at conclusions concerning cause and effect relationships. However, in the study of certain complex phenomena, its use is beneficial. Cronbach writes:

"The correlational method, for its part, can study what man has not learned to control and never hope to control. Nature has been experimenting since the beginning of time, with a boldness and complexity far beyond the resources of science. The correlator's mission is to improve and organize the data from nature's experiments. As a minimum outcome, such correlations improve immediate decisions and guide experimentation."

(The cited in D'Amato, 1970, p. 7).

The design of this study falls into the general category of an "Extended Factorial Design," described by Isaac and Michael. The authors state that the simplest factorial design, the 2x2 design, permits the study of the effects of two treatments, each of which is varied in two ways. Extended factorial designs allow for the study of more variables in one experiment.
In this, and any study, there is a need to define the independent and dependent variables involved. An independent variable is defined as any variable that is manipulated by the researchers, either directly or through selection, in order to determine its effects on behavioral measure (dependent variable). In the current study there are three independent variables - the mentor's race, the mentor's gender, and the protege's occupation. Likewise, these same independent variables exist in the research pertaining to support relationships. These variables are manipulated through the selection procedure. The dependent variables, those behavioral measures of interest that are affected by the independent variables are the hypotheses about the mentor and support relationships, frequency of occurrence, basis for selection, issues dealt with, etc. The design of this study is shown in Table 4-1.

The research sample consisted of 107 black women who live and work in the Greater Cleveland area. In order to participate each woman had to work in business and industry or education administration. This study dealt with women who had mentor relationships, support relationships, or both.

Part III of the questionnaire consisted primarily of demographic and factual information. The survey
population consisted of 67 participants employed in business and 40 participants employed in education administration. The percentages are 57.2 percent and 38.8 percent respectively.

Other information about the respondents is included in Table 4-2. As the reader can see (Table 4-2), approximately 44 percent of the sample is less than 40 years old, the age group that would benefit most from a mentor according to the literature. The survey had a high percentage of college educated respondents (Table 4-3) with approximately 84 percent holding baccalaureate degrees and 52 percent holding graduate or post graduate degrees. The income distribution for the sample population is presented in Table 4-4. The range is fairly high with 57 percent having incomes in the range of $30,000 to $50,000 for 1989.

The respondents also rated their perception of how successful they were when compared to other black female peers, white male peers, black male peers and white female peers. Not surprisingly, over 92 percent of the sample saw themselves either successful or more successful than other black females in their organization. When compared with black males, the percentage drops to approximately 72 percent who saw themselves either as successful or more successful. The
### Table 4-1 Breakdown of Study Participants

<table>
<thead>
<tr>
<th></th>
<th>Business/Industry</th>
<th>Education Administration</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mentor</td>
<td>Support</td>
</tr>
<tr>
<td>White Male</td>
<td>16</td>
<td>10</td>
</tr>
<tr>
<td>Black Male</td>
<td>14</td>
<td>16</td>
</tr>
<tr>
<td>White Female</td>
<td>4</td>
<td>7</td>
</tr>
<tr>
<td>Black Female</td>
<td>6</td>
<td>26</td>
</tr>
</tbody>
</table>
Table 4-2 Age of Respondents

<table>
<thead>
<tr>
<th>Age</th>
<th>Percentage of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Under 25</td>
<td>9.6</td>
</tr>
<tr>
<td>26 – 30</td>
<td>10.6</td>
</tr>
<tr>
<td>31 – 34</td>
<td>24.0</td>
</tr>
<tr>
<td>35 – 39</td>
<td>32.7</td>
</tr>
<tr>
<td>40 – 44</td>
<td>8.7</td>
</tr>
<tr>
<td>45 – 49</td>
<td>7.7</td>
</tr>
<tr>
<td>50 – 54</td>
<td>3.8</td>
</tr>
<tr>
<td>55 – 60</td>
<td></td>
</tr>
<tr>
<td>61 and over</td>
<td></td>
</tr>
<tr>
<td>Level of Education</td>
<td>Percentage</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>------------</td>
</tr>
<tr>
<td>High School</td>
<td>1.9</td>
</tr>
<tr>
<td>Some College</td>
<td>14.4</td>
</tr>
<tr>
<td>BA or BS degree</td>
<td>29.8</td>
</tr>
<tr>
<td>MA or MS degree</td>
<td>39.4</td>
</tr>
<tr>
<td>MBA</td>
<td>5.8</td>
</tr>
<tr>
<td>Ph.D. or Ed.D</td>
<td>3.8</td>
</tr>
<tr>
<td>J.D. or equivalent</td>
<td>2.9</td>
</tr>
<tr>
<td>Income Range</td>
<td>Percentage</td>
</tr>
<tr>
<td>----------------------</td>
<td>------------</td>
</tr>
<tr>
<td>Under $30,000</td>
<td>16.3</td>
</tr>
<tr>
<td>$30,000 to $40,000</td>
<td>27.9</td>
</tr>
<tr>
<td>$40,000 to $50,000</td>
<td>29.8</td>
</tr>
<tr>
<td>$50,000 to $60,000</td>
<td>16.3</td>
</tr>
<tr>
<td>$60,000 to $75,000</td>
<td>3.8</td>
</tr>
<tr>
<td>over $75,000</td>
<td>3.8</td>
</tr>
<tr>
<td></td>
<td>Percentage</td>
</tr>
<tr>
<td>--------------------------------</td>
<td>------------</td>
</tr>
<tr>
<td><strong>Black Female Peers</strong></td>
<td></td>
</tr>
<tr>
<td>Less Successful</td>
<td>4.8</td>
</tr>
<tr>
<td>As Successful</td>
<td>49.0</td>
</tr>
<tr>
<td>More Successful</td>
<td>43.3</td>
</tr>
<tr>
<td>Not Sure</td>
<td>1.0</td>
</tr>
<tr>
<td><strong>Black Male Peers</strong></td>
<td></td>
</tr>
<tr>
<td>Less Successful</td>
<td>17.0</td>
</tr>
<tr>
<td>As Successful</td>
<td>39.6</td>
</tr>
<tr>
<td>More Successful</td>
<td>33.0</td>
</tr>
<tr>
<td>Not Sure</td>
<td>5.7</td>
</tr>
<tr>
<td><strong>White Female Peers</strong></td>
<td></td>
</tr>
<tr>
<td>Less Successful</td>
<td>27.4</td>
</tr>
<tr>
<td>As Successful</td>
<td>47.2</td>
</tr>
<tr>
<td>More Successful</td>
<td>16.0</td>
</tr>
<tr>
<td>Not Sure</td>
<td>3.8</td>
</tr>
<tr>
<td><strong>White Male Peers</strong></td>
<td></td>
</tr>
<tr>
<td>Less Successful</td>
<td>66.0</td>
</tr>
<tr>
<td>As Successful</td>
<td>22.6</td>
</tr>
<tr>
<td>More Successful</td>
<td>4.7</td>
</tr>
<tr>
<td>Not Sure</td>
<td>2.8</td>
</tr>
</tbody>
</table>
percentage drops even farther when black women compare their success to that of white women. Only 53 percent saw themselves as equally successful or more successful than their white female counterparts. Predictably, 66 percent of the respondents saw themselves as less successful than their white male peers. Table 4-5 summarizes these findings.

This study was a two-phased study employing both a questionnaire and interview. It was essentially a quantitative study due to the design and data analytic procedures to be employed. It also used a large number of qualitative features as well. Thus, the overall design had both quantitative and qualitative elements termed triangulation. Denzin (1978) defines triangulation as "the combination of methodologies in a study of the same phenomenon."

The kind of triangulation used in this study is labeled by Denzin (1978) as "between (across) methods." It is largely used as a method for cross-validation. According to Denzin, when two or more methods are congruent and yield comparable data, a more certain portrayal of the phenomenon under study is provided.

Jick (1979) states that the basic assumption of triangulation is that the weaknesses in each single method will be compensated by the counter-balancing
strengths of another.

Denzin (1984) also agrees:

No single method will ever permit an investigator to develop causal propositions free of rival interpretations. Because each method reveals different aspects of empirical reality, multiple methods of observation must be employed. This method is termed triangulation. I now offer as a final methodological rule the principle that multiple methods should be used in every investigation, since no method is ever free of rival causal factors can ever lead to completely sound causal propositions, can ever completely satisfy the demands of interaction theory, or can ever completely reveal all of the relevant features of empirical reality necessary for testing or developing a theory. (p. 25-26).

In this study, triangulation was achieved through multiple methods. The first method was a questionnaire mailed or distributed to the study subjects. The second method consisted of an interview with a selected number of the respondents.

As stated earlier, this study contains both quantitative and qualitative components. The qualitative aspects of this study are for several reasons. First, they present a holistic view of the mentoring and support relationships. In principle, qualitative data offer a more precise way to assess causality (Miles, 1978). Qualitative data also lend themselves to the production of serendipitous findings and require minimal front end instrumentation.
This raises the question: how much shape should a qualitative research design have? Miles and Huberman (1984) contend that a case can be made for both tight, prestructured qualitative designs and for loose, emergent ones. Most qualitative research lies somewhere between the two extremes. That is, the researcher knows something about the phenomenon but not enough to generate a theory. The researcher has an idea of the parts of the phenomenon that are not well understood, and knows where to look for the phenomenon. The researcher usually has some ideas about how to gather the information either through interviews, observations, or an instrument that will allow for some comparison between the proposed study and earlier ones.

Therefore, the amount of structure in a qualitative study depends on the amount of time available to conduct the study, how much is already known about the phenomena under study, the instruments already available, and the type of analysis to be made. Bounding an inquiry would consist of defining the parameters of the study and gathering and analyzing information strictly along those rules.

**Description of the Instrument**

A questionnaire was developed to examine the
relationship of the independent variables to the dependent variables (see Appendix A). The work of Alleman (1982) and Brefach (1986) provides the framework for the development of the questionnaire. The questionnaire elicited information about the subjects of the study and the impact of race and gender on the development of mentoring and support relationships. The questionnaire was self-reported and respondents were asked to return completed questionnaires through the mail. A multiple-choice format using a Likert scale (from 1 to 5, with extremes at either end and an additional category of 0 "indicating does not apply") was chosen for use in this instrument.

This format was chosen for several reasons. First, this format allows the use of parametric statistics to analyze the data. Second, this format also allows the respondent to provide more detailed information rather than simplistic "yes" or "no", "true" or "false" answers.

The questionnaire was structured so that there was an initial set of questions (Part I) to elicit information about the mentor relationship. The questions contained in both parts were virtually the same so as to allow the researcher to make comparisons about the two relationships. Respondents were asked to skip over Part I if they could not identify a mentor. The Growth
Promotion Relationship Index, developed by Wolfe and Crary, (19--) was incorporated into Parts I and II of the questionnaire. Part III of the questionnaire dealt with demographic information about the respondent - age, type of company, years of service, income, level of education, and perception of success compared with professionals of different race and gender. The final section was designed to ascertain the respondent's willingness to be contacted for an interview.

A number of open-ended questions were included in Parts I and II of the questionnaire. Dominant themes were identified to guide the analysis of the interview data.

An interview guide (see Appendix B) was developed to provide the researcher with a holistic look at the respondent's career history, career progress, types of pressures faced on the job, and the identification of people who served as helpers for this sample of women. There were 37 women interviewed. Guba and Lincoln (1981) provide the rationale for stopping at this number. "In responsive evaluation, sampling is almost never representative, or random, but purposive, intended to exploit competing views and fresh perspectives as fully as possible. Sampling stops when information becomes redundant rather than when subjects are representatively
sampled."

**Treatment of the Data**

This study aimed to answer two major research hypotheses. Treatment of the data involves describing the methodology used to answer the research questions and to analyze the demographic data.

Two major hypotheses were put forth to answer the questions that formed the basis of this study. They were:

H1 - is race and/or gender a factor in the development of mentor and/or support relationships for this sample of black women?

H2 - is there a difference in the quality of the mentor or support relationships for black women when the mentor or supporter is of a different race or gender?

Two Null Hypotheses were then formulated to guide the study:

N1. The Null Hypothesis predicts that race and/or gender is not a factor in the development of the mentor and/or support relationships for black women, as measured by questions.

N2. The Null Hypothesis predicts that there will be no difference in the quality of mentor or
support relationships when the mentor or supporter is of a different race or gender as measured by the following "subsidiary" hypotheses.

The following "subsidiary" hypotheses arose out of the focus of the study, and formed a "set" which enabled the researcher to accept or reject the second Null Hypothesis. The "subsidiary" hypotheses and their corresponding item numbers are listed below.

1. Black proteges will tend to maintain and/or support relationships with other blacks longer than with white men or women (as measured by questions I-15, I-18, II-12, II-15).

2. Mentor and support relationships between two women will include discussions about personal items more often than mixed gender relationships (as measured by questions I-21, I-22a, I-22b, I-28d, I-28k, II-18, II-19a, II-19b, II-25c, II-25d, II-25k).

3. Women will tend to rate male mentors and supporters higher in attractiveness (as measured by questions I-25, II-22).

4. Women will tend to rate male mentors and supporters as higher in power (as measured by questions I-26, II-23).
5. Black women will tend to rate black mentors and supporters as higher in similarity to self than white mentors and supporters (as measured by questions I-23, I-24, II-20, II-21). Analysis of variance and the correlation matrix were used to test the hypotheses. The rationale for choosing ANOVA was that two or more categorical variables could be jointly analyzed with ANOVA, enabling the researcher to make inferences about the effects of individual variables. The correlation matrix enables the researcher to determine the nature and degree of relationship between variables.

Limitations of the Study

The design of this study resulted in a number of limitations which may affect the generalizability of the results. This study was conceived as an exploratory study of the impact of race and gender on the mentor and support relationships of black professional women. It is hoped that this research will shed some light on how these relationships develop and the impact of race and gender on the development of these relationships. This study also attempted to determine if the mentor/protege and support relationships were formed on the basis of how similar the protege saw the mentor or supporter to
herself. Thus, the focus of this study was to draw some preliminary conclusions about the impact of race and gender on the mentoring and support process in organizations. From this study, one cannot make definitive statements about mentor and support relationships for black women; however, it is hoped that this study will lay the groundwork for additional research in this area.

Limiting the sample to black women working in the fields of business and industry and education administration may have eliminated some relevant information from black women working in other fields. There is also no way of knowing why women who refused to participate in the study did so, and if this prevented some important data from being included in the study.

This study also surveyed subjects from one geographical region of the country. Thus, the possibility of regional bias exists in using a sample drawn solely from Cleveland, Ohio, a Midwestern city with demographics and racial dynamics that may not be typical of the nation as a whole.

The use of a questionnaire as a primary source of data may also be a limitation. Although the questionnaire was based on past research about mentoring, it is difficult to ensure that all relevant areas were
included in the questionnaire. There was also no way of knowing how many women misunderstood the purpose of some of the questions. Since a questionnaire is a subjective instrument, one must rely on the memory and openness of the respondents. While interviewing was used as a method of data collection, the interviews were to be limited to a subsample of the candidates.

In spite of the limitations, this data set offers a great deal of information on which future researchers can expand and build.

Summary

This chapter presented the purpose of the study, the statistical hypotheses and the data analysis methods. Also presented was the interview procedure. The research instrument and the inherent problems associated with mail questionnaire surveys were discussed. Lastly, the limitations of the study were described. In the next three chapters, the research findings are reported and interpreted. Chapter V presents four case studies which provide the reader with a complete look at the impact of race and gender on the mentor and support relationships of black women.
CHAPTER V

Case Histories

In this chapter, four African American women describe their mentor and support relationships. They carefully observe how these relationships developed and the influence of race and gender have had on these relationships.

This group of interviews took place in Cleveland, Ohio in the Spring of 1991. The experiences of these women should not be considered fully representative of the broader African American situation. Race relations differ in different regions of the country. Therefore, race relations in a midwestern city may differ considerably from race relations in cities on the east or west coasts.

All of the women shared their career history and told of the way their race and gender impacted their overall career development. Then they speak of their specific relationships and the impact race and gender have had. The stories these women share illustrate what it is like to be female, black, and working in America.

The interviews that follow have been edited. The same interview format was used in all of the interviews to avoid repetition, one interview per race and gender
combination is presented here. Each woman has a unique story to tell and reading the complete story provides a clear picture of the impact of race and gender on her career development and relationships in the workplace. The interviews are presented without commentary until the end of the series. Then, the major similarities and differences are discussed. For the most part, however, the women speak for themselves.

**Stephanie B.**

All of my jobs have supported building experience. I started at a community agency where I was hired as a housing director. It paid no money, but it gave me a nice title, which opened the door to many places. I stayed there two years. My next job was with a suburban city government. I was there for one year as a housing relocation coordinator. I worked with housing developers who were developing apartment buildings. I was the liaison person between the government, Housing and Urban Development Department, the developers themselves, and the community in order to develop the neighborhood. Then I worked for another city government for four years before joining the bank in my present position.

The bank recruited me away from the city. I am in
my fourth position since I've been at the bank. I came in as a Commercial Banking Officer, level 2, which is rare without going through their training sessions. I did make sure I put myself through their training so that I would know the same thing as everyone else. Last year, I was promoted to a Vice President position. Now, I work with everyone in the bank to make sure we are delivering services to all segments of our community.

I think being black and a woman can slow one's progress at the bank. I think that some of the white women have probably gotten ahead because they were closer to some of the white men at the upper levels.

At the same time, I'm not unimpressed with my movement at the bank. Let me back up, in this area of the bank it is more difficult to be mentored. Because I am an easy going person and got along with almost everybody, I was able to learn a lot from my peers and superiors. I learned to work with the people who had to support my endeavors, for example, the support personnel. Instead of being high and mighty and turning them off because I'm an officer of the bank, I learned to work with them so they would support me in getting my job done for the customer.

On my first day here, it took me until one o'clock to realize that I was the only black person on the floor.
It took that long for it to hit me, but believe me there were conversations between the young men, the trainees. They couldn't stand it because here I was from the outside and I basically took one of their positions away. I used to hear those conversations because I would go up to the training floor to learn some of the systems up there and I would here the conversations between the young men and some of the white women. They were talking with a black woman about affirmative action. I thought it was kind of interesting. So, I made sure that whatever I did, I was the best at it and I knew exactly what I was talking about.

One of the things that has been most helpful is the fact that I am willing to work hard and learn a lot of things. I don't alienate people no matter where they come from. In other words, I take them for what they are and I don't try to make them anything else. If they are bigots, they're bigots and that's all there is to it. You're not going to be able to change them and sometimes I can get along with bigots as well as anyone else.

Being a black woman has probably helped me move ahead in some cases. There's not doubt that some of the jobs I've gotten was because I'm black and a woman. It was just up to me to be sure that once I got there I was able to maintain it. I have to let them know that there
is more here than just a black and a woman.

While I was at the community agency, I developed a mentor-protege relationships with the executive director. He was one of the people who was very instrumental in helping me recognize certain skill levels I have. He recognized some of the fears I had in trying to move on with my work. So he put me in a position which would help me. He was very protective of me too. He wanted to make sure that I learned the responsibility of the organization and I got out into the community and that I knew what to do once I was out there.

He basically took a liking to me and gave me advice such as never become cynical, always be a lady, always wear make-up. He is very good at knowing how to work with people, whether they are black or white. He took away the fear of working with white people.

It was very helpful to have someone who was very worldly and didn't mind passing on the knowledge to help you understand what you had to do to get along.

He and I are different because I am more diplomatic than he is. He would blow up at people and just storm out and do whatever, say whatever. We were different in that way.

We are similar in terms of goal attainment, trying to make life easier for yourself and those around you.
We both had those kind of goals. We are from the same state so there is a bond there. We also believe in family. He is a family man and even though I had not started a family, family is still very important to me. He made sure I lead a clean life. He was also like a father figure to me.

Race really doesn't impact this relationship. But since we are the same race it made for a better understanding of values within our race. But also, he had many relationships with whites and other minorities. It was important to build a coalition in order to do your job. You can't alienate different races just because you work for a particular organization. Although he was black, it was like going to a black school, but you still are getting enough confidence to deal with other situations.

I think he probably found it easier to communicate with me than with some of the young black guys on the staff, although he had a father relationship with some of them too. I think he liked bringing in young people so he could mold them.

This relationship provides a friendship which still exists. I know if I ever needed anything he would do it for me. This relationship also provided personal growth and development, being able to move to the next job with
the confidence to do it, being able to direct my own goals.

I also have a support relationship with my husband. The mentor relationship was very different from the support relationship. My mentor definitely couldn't be a husband. You have to watch those fine lines and make sure no one crosses them. My husband and I are able to talk privately about what goes on in our jobs. We make recommendations to each other. We met while in graduate school for our MBA's. It is nice because he is a logical thinker and I am an abstract thinker. The two sometimes do not get along. He can show me some of his work and I can say these are some of the things you need to consider. He can do the same with me.

He is an attractive person. He is very opinionated and definitely a leader. He has a quick temper and is very goal oriented. He likes working with his hands as well as with his mind. I am more easy going than he is. We are both leaders. He has a quick temper and I do not. He is a rational thinker. In a lot of ways we're very much alike. We see issues the same way, whether it's current events or situations we get into on the jobs, in dealing with other workers. We share the same points of view on things from child rearing to government to politics. There are some things we have strong
differences about and we certainly share those as well.

I think the similarities influenced the development of this relationship because we were both in school trying to get ahead. We realized that we had to stop playing and settle down and make some money in order to survive. We became each other's best friend.

I think race impacts this relationship because we share the same values. We both work heavily with other races, so we can share comments or actions just to keep things in check. We can ask, what does this mean, or why would he do that? I also think gender impacts this relationship. We both have a lot of friends of the opposite sex. Although I have a lot of female friends, you don't want to get too close to women for a variety of reasons. There are some women I trust completely, then there are others I wonder about. You don't know what their goals and objectives are and you wonder what they are really after. You don't want to deal with backstabbers. Men will do it also, that's why we found more friends in the opposite sex.

My husband is very supportive of whatever I want to do. Even educationally, if I decide to pursue a law degree, he would not have any problems. The same with him, he's thinking of law down the line. We both would be supportive of more education. If we wanted to start
our own businesses, we would be supportive of that also. There is a lot of support for further career. Now that we have to be concerned about furthering family goals, sometimes the career goals get set aside. We both have a commitment to children. We both come from a strong family background and will make a commitment to any children we have.

Tracy Y.

My career probably started when I was working at a corporation in this area. I had left the company and the came back on the basis that I would be able to move up in the organization. They moved me into one of the major groups as the administrative assistant to the head of the group. I was responsible for interviewing and hiring the clerical staff that made up that group. One day I was walking down the hall and I saw the head of Human Resources and he happened to ask me what I would like to do next. I said that his job looked easy and I would like to have his job. Shortly after that I was moved to the Personnel Department.

I was working with non-exempt and hourly workers. So, there were two things I needed to learn. One was the union contract and the second was counseling employees.
I had done a little of that as administrative assistant to the head of the department. From there, it was a matter of sink or swim because the manager I worked for spent the majority of his time in Chicago at another facility. Often times, things would happen and I would have to rely on my experiences and good common sense to handle them.

From there, I was working with a gentleman who came over from a manufacturing company who was my peer in the department. He decided to leave his current position and move to a position in the banking industry. When a position opened up in the bank for an employment manager, he apparently told his boss I would be a good candidate. During the time he was with me at the other company, I had applied to another firm for a position as Branch Manager. The other firm offered me the position and I accepted that position.

When I gave my notice, the President of the company called me in and gave me an offer I couldn't refuse, a substantial increase, an opportunity to decide what I wanted to do and to develop a job description to match that. However, the reason I was so open to hearing about the position at the bank, was because everything we had discussed had not happened except for the increase, and it served a negative because if I was worth that much
money today, why am I not capable of more tomorrow. So, I interviewed and it was about six months before they made a determination because the person they were replacing was on the last step of disciplinary action and they wanted to give him a fair chance. I came in and interviewed and they said they had other candidates they wanted to interview so I left. They called me the next day and offered me the position. With that, I was the first black fame officer of the bank, which I did not realize.

My first day on the job I interviewed with the retired chairman, the chairman, and the president of the bank. I just assumed that was what all officers of the bank did. Which I later found out was not true. In the managers I've had, up until presently, they have served as mentors to me; teaching me about politics; protocol; encouraging me to be more visible within the bank, corporation, and community; making sure that I got exposed to the right groups at the right time; all the things you don't learn until you make mistakes. They were protective of me, almost to the point of being too paternalistic.

In terms of my career progress, I think I have made very good progress. If there were a barrier, I would say it is my candidness, my temper, and my willingness to say
what is on my mind whether you want to hear it or not. Also, the fact that being a black female, there are certain positions they would never consider you for because it wouldn't be acceptable. They never come out and say that but you just know that it is there. Maybe that is part of the paternalism or protectiveness that goes on in business.

There are a number of factors that have helped me, my sense of humor, my candidness which has been both good and bad, and my willingness to be flexible, to get along with people, and be a team player. Also, the networks I have developed inside of the band and outside in the community have been a help.

The major pressure I face in the job now, and it has been different pressures at different times, is having a full plate of things to accomplish in a short time span. The other pressure is moving into a new area professionally, needing new skills, and trying to develop those skills as quickly as possible while meeting objectives and time tables. The satisfaction is in getting everything completed, implemented, and seeing people taking advantage of it. It gives me satisfaction to be able to say that it is a good plan or a good tool.

Being a black female in the corporate world has been both positive and negative. The negative is that people
say that here are certain things that you can't do because we don't want to put her in that position. The positive is that I'm looked at as different. I don't fit into a mod, my accomplishments stand out, and from the stand point that they can say if I can do it then there are others out there who can do it too. I've been a role model for both black women and men. They listen to me when I say that they are wrong. I can tell them that they are making a bad decision and this is what you should do in hiring minorities and females. This is the help they need and the support mechanisms. I've become kind of an expert in that field, but also on the other hand, I make them understand that I don't speak for the entire black race. I wasn't anointed by God to be the spokesperson for all black people.

There is one person who stands out in my mind as a mentor. He was a friend who helped me through some personal problems. He is a strong individual, very opinionated, but also very flexible because we could sit there and disagree, but still remain friends. His attitude was have it your way, but if you fall it is your problem, and if you succeed both of us will look good. We also had a lot of fun. He was a leader, he lead the group and others in the corporation listened to him and valued his insight. He was my immediate supervisor.
He came to the corporation after I was here. The best thing he could have done was to bring each person in who was going to be reporting to him and tell them about himself and then you felt comfortable sharing your background with him. He told us about his family and invited us to his home to meet his family, and we did the same. I went on a business trip to Washington with him. We just felt very comfortable with each other. And I know he always promoted my career too. He made sure that I got stock options and all of the same things anybody else got. He gave me tips on the stock market. He gave me all of the things that we as blacks don't have access to. I felt that barrier wasn't there because he taught me so many little things that we as black people on our own would never even know about.

We are very similar in a lot of respects. We are both very strong willed people, both leaders. But, there were times when I resented his paternalistic attitude. When I got angry with him, I would walk around the block a couple of times. He wouldn't always listen, and he would make quick opinions. Then, that was set in his mind and it was difficult to persuade him differently. We didn't often disagree on things. We pretty much figured out things the same way.

Another similarity I should bring out is that he is
a first generation Lebanese, and had grown up in a mixed environment. He was different than bankers. He came out of manufacturing and his mentality was playing poker, going to clubs, and a lot of his good friends were black. So maybe, there are similarities there that I just never thought about. Some of the discrimination he faced because he was a dark Arab made him more empathetic and sympathetic. But I think he was just a unique person. I wish I could say all white males were that way.

We always talked about race, so race did have an impact on this relationships. But there was one difference and it wasn't race, it was sex. According to him, if I disagreed with another woman it was because women can't get along. He couldn't see beyond the merits that women are allowed to have disagreements even though he had the same disagreement with the same woman. He would say it was because we, as women, just don't get along. So in a sense, he was sexist. And that used to make me angry. Gender was where he had a blind side and he tended to make assumptions that were not valid, or else they were just as valid with men.

I derived many things from this relationship. I learned to value individual differences more, because I really learned a lot about the Arab culture through him. I guess I would not have had that exposure anywhere else.
I think it taught me to extend myself to other races and ethnic groups, to take the time to learn about what makes them what they are today. I don't know if I would have done that before then. I think it helped me eliminate some of the prejudices I had against middle easterners, as well as, other people from different cultures. I'm more open to listening to what they are all about and not lumping them together.

There are some major differences between my mentor relationship and the support relationships. The support relationships was really more colleague/peer. We would support each other in the sense that we would say this is where the boss is coming from, or this is what he really meant. So we worked off that really well and then we could plan our actions.

My support person is a white male. He is the person who brought me to the bank in the first place. There was me, him, and another guy who came in at the same time and for some reason we all became friends. We would go to lunch together. Sometimes, we would go out on Friday nights after work and stop for a drink or whatever. We still get together and have drinks or dinner together. I see my support person every day. I stop by his office or he stops by mine. We talk about what is going on in the company. We can share things and know that they won't go
any farther.

My support person is moody, sensitive, and chauvinistic. I like to think we have helped each other. I think I have helped him look at things differently, and have fun.

The differences between us are that he is a white male who has always lived in an all white neighborhood who probably was not exposed to blacks until he was an adult, especially a black female. Culturally, he was brought up differently than I. He comes from a wealthy family. There is a building at a university here named after his grandfather. Of course, I came from a divorced mother raising four kids. Economically, there was a lot of difference. The other difference is I was one of four and he was an only child. I think that is where some of the moodiness and selfishness comes from. You know, you respect each other's good points as well as the bad points.

The things in common, we worked for the same corporation, we are peers, we have some of the same interests. I guess we just built a confidence in each other so we can share both personal and career concerns.

The differences probably influenced the way the relationship developed more than anything else. I think he was curious about me and wanted to know what made me
tack. I wasn't so curious about him. He and I always talk about race and race relations, but it has not impact on our relationship. Gender has a slight impact on the relationship because he is over protective of me. He can be very cut throat.

This relationship provides me with a lot of things. I find out what is going on in the corporation. He is a lot of fun to be with, we have a lot of laughs. We have seen each other through a lot of crises. He has always supported me and vice versa. He is good at clarifying situations when I didn't know what was going on. He keeps an eye open for me. We've had our ups and downs, there was one time in particular, when I was promoted to an assistant vice president before him. I had nothing to do with that situation, but he wouldn't speak to me for a while. Eventually we were able to get past that. I extended myself to him and eventually he was promoted to the same level, but it caused quite a bit of tension for a while.

Monica D.

I guess I took the typical route of many professional women. I went to college in Texas, where I lived with my family. I majored in business
administration. While in college, I met my husband and after graduation we married. He worked in television news, so his job was very demanding. I found myself with a lot of time by myself, even though I was working full-time. As a result, I decided to take a few graduate courses on a part-time basis. After a few courses I was hooked and decided to work toward a Master's degree in Management. I worked and went to school part-time for several years, and I finally completed my degree. About the same time my husband was transferred from Texas to Atlanta. After a few months I got a job at an advertising agency. I worked there for about eighteen months and it was time to move again. In the next six years we moved three times, so it was really difficult to maintain any kind of stable career and build relationships. We finally moved here in 1982 and I decided that this is where I wanted to put down roots. I got a job in the personnel department of a local company. I stayed in that job for two years when I was promoted to Public Relations Representative. Also during this time my marriage ended and so I had to make a transition in my personal life. I decided that I was going to stay here, put my life back together, and advance in my career.

All of that moving around in my earlier years certainly didn't help my career. In those years, I was
the dutiful wife and I sacrificed my career to further my husband's. I really don't have any regrets about that. At the time we were building a life together, so it seemed like the right thing to do. Also, from a practical point of view, he was in broadcasting, in a major market, so he had more opportunities for growth and advancement than I did.

At the same time my husband's career was a hindrance, it was also a help. By that, I think I was offered jobs because of my husband's standing in the business. Once I was hired I had to perform to keep the job, but I do think he helped me get in the door. The only problem was that I was never there long enough to advance and put down roots.

I shouldn't be so modest. I also think I had something to do with the success I have experienced. I am competent. That is first, you have to have the skill to do the job. Second, I am a very hard worker. Whatever I do, I want to do well, so I have worked very hard at every job I have had. Even if I knew I wasn't going to be there very long, I still gave the job my best. Finally, I think there is a certain image that must be projected if one is to succeed in the corporate world, and I think I present that image. It is very important for minorities in general, because I think the
business world is less tolerant of blacks who don't fit the image than of whites who don't fit the image.

The biggest problem I face in my job right now is just dealing with some very difficult people in a positive, professional way. There are some people in my office who have difficulty remembering that we are all adults, all educated, and all competent. As a result, it makes some interactions very difficult. Sometimes I feel pressure in these interactions. I try to keep my temper and respond professionally, blacks must be conscious of their behavior in the workplace.

It is really difficult to assess the impact being a black female has had on my career. I'm sure that being a minority has had a negative impact. I just don't know if it is the racism or the sexism that has been the problem. I do know that black women are largely excluded from the "inner circle" of things. I often see white women moving ahead, and I think black men can move, simply because they are men, but black women have the worst of both worlds.

The mentor relationship I have developed is not the usual mentor-protege relationship. I sat out to develop a relationship with this person because I knew that she was well connected and would probably go up the ladder quickly. So, at first I would have conversations with
her about very superficial things like weight, exercise, hobbies, and other safe subjects. Over a period of many months, close to a year, we began to talk about more personal subjects. At that time, I shared some of my ambitions and goals. She never really shared much of herself, but I really didn't expect her to, since the rumor was that she was brought into the company to be the first woman executive. Anyway, our friendship continued on the same level for another year. Then she went through a series of promotions in very rapid succession. Later, when she was given her own element to manage, I was promoted to supervisor of one of the units.

I don't think our relationship is close and personal. And, I certainly would not consider her a good friend. We do have a pleasant working relationship and that is really all I want. I initiated this relationship because I had heard that she was committed to advancing women in the company.

My mentor is very business-like in her appearance and manner. She is the typical female executive with the tailored suits, oxford blouses, and bow ties. She is nice on a superficial level, but can be very rigid in her thinking and attitudes. When that happens there is no reasoning with her. I also think she has a difficult time admitting mistakes and will shift the blame onto
There are many differences between us, from the style of dress to her inability to admit when she is wrong. I can look past her faults because there is something other than friendship that I want from this relationship. We are similar in that we are both committed to doing the best job we can for the company.

These similarities and differences keep the relationship at its present level of intimacy. I am perfectly content to have a professional relationship with her which is cordial and pleasant, but I don't want or expect any close personal friendship to develop.

Race does impact this relationship. I know that I am dealing with a white woman who happens to be very wealthy. As a result, I am sure she does not understand many of the problems and situations a black person has to deal with. I look at it as a major gap in our experiences. I really don't think she has any desire to understand, or be sensitive to discrimination or poverty. Those are things that simply don't happen in her life, so she doesn't have to deal with them. She is a woman, but her wealth and family connections protect her from the sexism that other white women have to deal with.

Gender helps the relationships. We are very different in our backgrounds and experiences. Gender
gives us that common ground on which to build some experiences which will result in a relationship.

This relation provides me with a supportive boss. She does look after women's interests and that is good to have. She is also a good role model. I use her a kind of a yardstick for proper behavior and dress. I don't plan to emulate her dress or anything like that, but it is good to see what men regard as appropriate business attire.

The mentor relationship is different from the support relationship because the mentor relationship is strictly a work relationship. We do not see each other outside the office. We do not attend social events together or discuss highly personal things. My support relationship is with my ex-husband, so it is a lot more personal. This relationship provides a lot of support and encouragement. I get a lot more than just career advice.

We met at a party when I was living in Dallas. We started dating and after about a year and a half, we decided to marry. During the early years of our marriage we traveled and relocated quite a bit because of his job. Because of that, I was never able to stay with one company long enough to advance and progress. This bothered me, but at the same time I was learning from him
and his connections were quite powerful. Whenever we moved to a new city, I had no trouble getting a job because of his connections.

I did get tired of all of the relocating and when we moved here I decided that I would stay here. A couple of years ago he was transferred to another city and I stayed here. We ultimately divorced because of the distance. We are still good friends and I call him for advice and support.

He is a very intelligent person. He is hardworking, to the point of being driven. He has strong loyalties to his company and that may be what ended our marriage. He is very good at his work. He is very responsible and he is a good provider.

We are different in that he is very aggressive and career oriented. I care a great deal about my career and I want to advance also, but I do not want to sacrifice my personal life to do so. I wanted to begin a family, but he felt a family would create too many restrictions on our movement, so we never had children. I guess that would be the biggest difference. I wanted some degree of balance in my life.

The similarities are many. We are both hard working people. We are both good at our jobs and want to advance and grow. We enjoy being around other people and like to
entertain.

The similarities and differences did impact how the relationship developed. The similarities brought us together and the differences tore us apart.

Race had a great impact on this relationship. We are the same race, so we could relate on an intimate level without all of the problems, considerations, and issues of an interracial marriage. Also, I had planned to have a family and I never wanted to have a child deal with problems associated with being biracial. I have seen a number of biracial children and I think they are the most confused children around, in terms of their identity. They often feel that they don't belong anywhere. Gender has had a great impact on this relationship as man and wife.

This relationship provides me with many things. Even though we are divorced, we are still good friends. I can call him up and talk to him about a problem. He gives me advice and he is a very caring person. He provided a good source of role modeling about how to be a successful black person in a high profile position. Yet, he never forgot that he is a black man. He never became so important that he felt that he was above his own people. He always wanted to give something back to the community.
Lauren J.

I started out as a full-time homemaker. At the time, I was living on the west coast. I married right out of high school and had a child a year later. I got bored at home so I took some journalism classes at a nearby college. I discovered that I really liked journalism, and so I continued my studies full-time and completed a degree. About that same time, I got divorced and so I decided to make a clean break and I moved here to stay with relatives.

When I got here, my child and I stayed with my family until I got settled. I had a pretty easy time getting a job here and was hired by a television station as a reporter. Although getting the job was easy, keeping it was a different story. The environment was very hostile for black women. It was both racist and sexist, so for my own sanity I decided to make a job change. In the late seventies I started in the Public Relations Department of a company here in the city. I have remained with that company ever since.

I started as a junior writer and stayed in that position for about four years. I was then promoted to an associate writer and that is pretty much where my career dead ended for a long time. A big part of this plateau was due to my relationship with my department manager.
We really didn't get along that well. We were polite, but he had a very big ego and since I refused to feed it, my career suffered.

About eighteen months ago, the company went through a reorganization and as a result, I was promoted to a supervisor position. It was thought that my job would fit better in a different department, so that is how I got promoted. I had to get out of my other department before I could grow and move on the job.

I guess my race and gender have been factors in my slow job advancement. This company does favor the white male, so being a black female is seen as a negative. I also think some of the egos in this company have held me back. As I said, I had a department manager who prevented any career movement as long as I reported to him. I was stuck during those years and it was miserable. It was a bad feeling to know that there was nothing I could do to get a promotion because he would not let that happen.

One of the things that helped was the fact that I can be very stubborn. When someone tries to discourage me, that stubborn attitude comes in and I refuse to let them. In the case with my department manager, I decided that I would outlast him. I knew that if I could wait it out, the situation would eventually change. I've been
around here long enough to know that either he would get
promoted or transferred and that would create a change,
or maybe he would get an attractive offer outside of the
company or something else would happen to change the
situation. It was very hard to think positively during
this time but I did and I think my positive attitude also
helped. Even though I was miserable no one else knew it,
so all of my dealings with others in the company were
pleasant and positive. That was definitely a factor
because when they consider people for promotions that is
one of the things they look at. In fact, attitude is
often used against people. If they want to keep someone
down, they say that they can do the job, but they have a
bad attitude. No one could say that about me.

I really don't have any pressure in this job. This
situation is so much better than my previous one until I
can't think of any pressures.

As far as being a black woman goes, I think being
black in the work force makes one vulnerable. Because we
are powerless, for the most part, we really can't do a
lot to help each other. When someone with a great deal
of power and connections has it in for you there really
isn't much you can do. You can change jobs if you are
lucky enough to have some place else to go or you can
stay and take it and hope that they get tired of messing
with you.

The mentor relationship I described is with a black female. It is about eighteen months old. I have known her for a much longer period than that, but I did not report to her and we really weren't that close. Anyway, there was a reorganization and my responsibilities were assigned to her element. That was a complete turn around when I started reporting to her. She gives me latitude in my work and lets me have a share of the decision making. It is nice to be treated like a professional and like an adult. She also advocates for me. I don't worry about her going to a vice president and backstabbing me. That may sound strange, but believe me, it can happen. I trust her.

We are not close friends, I mean we don't do things together after work or have lunch together on a regular basis, but that is the way I prefer it. I also think she wants it that way also because she has never invited me to her home or asked me to go someplace with her. I like having some distance in my professional interactions. I think becoming to personally involved with people at work makes you vulnerable. I guess I have a thing about vulnerability, but that is what being black does to you. You tend not to trust easily and have to be careful in your relationships.
My mentor is a married woman with several children. She is in her early forties. She is a very strong person and sometimes comes across as overbearing. Many people don't like her because she appears so overbearing, but if you get to know her well you know that she is really a nice person.

She is also a very ambitious person, and sometimes I wonder if she doesn't sacrifice her family and personal life to satisfy her ambitions. She does understand limitations in others and does not expect everyone to make the same sacrifices. She does expect everyone to do their best and if you don't there is hell to pay.

The biggest difference between us is that she is more willing to sacrifice her family and personal life to get where she wants to be. I was never willing to make those sacrifices. It is more important for me to have some balance in my life. I also think that I am less abrasive in my dealings with other people. I always try to be conscious of how I come across. If I am in a bad mood I don't take it out on other people. She sometimes does that. Many people don't understand that something is bothering her and that is why she is so harsh. Many people don't like her.

We are very similar in that we are both determined to be successful. We both work hard and are ethical in
our dealings. We also prepare ourselves to be successful. We don't expect something for nothing and then complain when we don't get it. I think we both know that we are responsible for making change happen.

The similarities definitely influenced the way the relationship developed. I don't think I would be friends with someone who didn't take responsibility for making change happen in their lives. Many black people are into the perpetual victim mentality. And, while it is true that we can be victims in this society, we cannot let that immobilize us. We must still get out and prepare ourselves to do better and make things happen in our lives. She does that and I admire her for it.

The differences really don't have an impact on the relationship. I understand that her bark is worse then her bite so when she comes across with a nasty attitude I ignore it and just let her alone. I know that later on she will be okay and then we can deal with whatever we need to deal with.

I feel closer to her as a fellow black person. I know that she has experienced some of the same pair that I have felt simply because we are both black. That is something I don't think a white person can really understand. I think they can sympathize and empathize, but since they cannot experience it firsthand, they
cannot understand how devastating racism can be. One has only to look at the black male to see its ugly effects. I also think that women relate to each other differently than do men and women. Therefore, gender is definitely a factor in this relationship.

This relationship provides friendship, of course. I also think that she really cares about the people who work for her and has their best interest at heart. I don't think she is out to get anyone and therefore, I trust her. I also get an opportunity to deal with another woman in the workplace and this is very important to me because I'm not dealing with her as a peer or a subordinate, but as a superior, so I also get role modeling as a benefit from this relationship.

The mentor relationship differs from my support relationship because the support relationship is with a peer in a different department. He is the person I can go to lunch with or stop and have a drink with after work. He understands some of the frustrations of being black in corporate America and we can share those feelings. This relationship is more personal than my mentor relationship, even though it is just a friendship and not intimate.

The support relationship is special because it is a friendship between a man and a woman. He is married and
is a family man so it is not anything more than that. He is someone to talk to and confide in. He is someone I can trust to give me a male perspective without having information held against me. He is a gentleman and is sensitive to black women, their needs and concerns.

He is a very attractive, early forties man. He is very intelligent and articulate. He is friendly, sensitive, and caring. He is a family man and a Christian. He is also very respectful. In that, I mean that he never forgets that he is married. I can have lunch or a drink with him and never worry that he will make an advance toward me. He is also very responsible. He takes care of his wife and family and does what he needs to do to assure that they are provided for.

The difference between us would be that he has a broader perspective about the corporate world than I do. He is in an executive position and he has more of an understanding about the reasons why things are done. The similarities would include the way we approach things and our attitudes about life as a black person in America.

I count on his perspective to help me make sense of events and situations. I know that he can give me the missing piece when I don't understand something. He is able to do that and still not break any confidences. His
attitudes toward being a minority are definite pluses for the development of this friendship.

Race does impact this relationship because we share similar attitudes which is important. We have common experiences that we both bring and we can relate to each others experiences.

Gender also impact the relationship because I depend on him to give me the male perspective. Also, I have a great deal of respect for him because he treats women well. He is a good father and husband.

This relationship is a source of friendship. I get good advice and a different perspective. I also get a sympathetic ear when I need one, a shoulder to cry on when I need that. He is also a fun person and I can have some laughs and a good time when we are together.

**Commentary**

The accounts of these women are significant because they help to clarify the impact of race and gender on mentor and support relationships. These comments are also helpful in clarifying the subtle effects on the black woman's overall career opportunities.

Affirmative action programs have increased the black woman's access to mainstream institutions. However, once
inside, black women often develop coping strategies to survive in a climate felt to be unfamiliar or hostile. The women in this study appear to appreciate the black mentor or support person because they share similar backgrounds and experiences, and can serve as role models and examples of success.

A central point in many of the interviews was the desire for quality in social contact with colleagues and superiors. Many women share the feeling that once they have been hired into the organization, little is done to help them with the socialization that must take place. Many women feel that information relevant to their jobs is unavailable and they encounter other barriers to promotion within the institution. They also feel that a black mentor or support person is, in many cases, preferable to a white mentor or supporter because only another black can understand the feelings of frustration and powerlessness they experience.

Summary

In this chapter, four case studies were presented. These cases were presented here to provide the reader with a complete look at the mentor and support relationships for four black women. In the next chapter, the research findings are reported and interpreted.
CHAPTER VI

Analysis of Data and Presentation of Survey Findings

In this chapter the results of the survey are reported, each hypothesis is listed, and corresponding statistical analysis and results are reported.

Factor Analysis of Scales

The questionnaire contained four scales, mentoring behaviors, characteristics of the mentor relationship, support behaviors, and characteristics of the support relationship. Factor analysis was performed on the scales to discover the common dimensions measured by these instruments, and to reduce these instruments to a smaller number of variables. The mentoring behaviors scale was reduced from twenty-six items to seven factors as shown in Table 5-1. The factors and their corresponding questionnaire items are shown here.
Table 5-1 Mentoring Factors

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<tr>
<th>Factor 1: Caring, Empathy, Commitment</th>
<th>EV=9.38</th>
</tr>
</thead>
<tbody>
<tr>
<td>Item U: He/she cares about my welfare.</td>
<td>.84</td>
</tr>
<tr>
<td>Item W: He/she would go out of his/her way to do me a favor.</td>
<td>.71</td>
</tr>
<tr>
<td>Item Q: He/she demonstrates a great deal of empathy and sensitivity toward me.</td>
<td>.67</td>
</tr>
<tr>
<td>Item C: He/she helps me work within the existing power structure.</td>
<td>.44</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Factor 2: Organizational Linkage</th>
<th>EV=2.51</th>
</tr>
</thead>
<tbody>
<tr>
<td>Item E: He/she encourages me to seek information and ask questions.</td>
<td>.80</td>
</tr>
<tr>
<td>Item D: He/she considers me needs as well as the needs of the organization.</td>
<td>.64</td>
</tr>
<tr>
<td>Item B: He/she helps me work within the existing power structure.</td>
<td>.61</td>
</tr>
<tr>
<td>Item G: He/she makes me feel like a valued member of the organization.</td>
<td>.58</td>
</tr>
<tr>
<td>Item L: He/she explains upper level strategies, tactics, and philosophies.</td>
<td>.57</td>
</tr>
<tr>
<td>Item F: He/she is available for consultation about problems.</td>
<td>.46</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Factor 3: Coaching</th>
<th>EV=1.88</th>
</tr>
</thead>
<tbody>
<tr>
<td>Item Y: He/she helps me anticipate and allow for reactions and responses of others.</td>
<td>.75</td>
</tr>
<tr>
<td>Item T: He/she coaches me on sidestepping entanglements and avoiding trouble.</td>
<td>.57</td>
</tr>
<tr>
<td>Item V: He/she teaches me ways around obstacles.</td>
<td>.57</td>
</tr>
<tr>
<td>Item Z: He/she discusses &quot;what if&quot; situations with me.</td>
<td>.46</td>
</tr>
<tr>
<td>Item X: He/she serves as a role model to me.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Factor 4: Personal Help</th>
<th>EV=1.37</th>
</tr>
</thead>
<tbody>
<tr>
<td>Item S: He/she helps me turn failures into learning experiences.</td>
<td>.83</td>
</tr>
<tr>
<td>Item M: He/she discusses openly his/her expectations of me.</td>
<td>.76</td>
</tr>
<tr>
<td>Item R: He/she helps me integrate my work and personal life.</td>
<td>.70</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Factor 5: Promotes Visibility</th>
<th>EV=1.37</th>
</tr>
</thead>
<tbody>
<tr>
<td>Item P: He/she includes my name in important memos or mentions my name in text.</td>
<td>.88</td>
</tr>
<tr>
<td>Item O: He/she allows me to make presentations to important clients/customers</td>
<td>.85</td>
</tr>
<tr>
<td>Item A: He/she includes me in important planning</td>
<td>.67</td>
</tr>
</tbody>
</table>
sessions.

Factor 6: Promotes Self Confidence and Understanding  
Item I: He/she understands my areas of strength and weakness.  
Item H: He/she helps me develop self confidence.

Factor 7: Sponsorship  
Item J: He/she makes me aware of career opportunities in different departments within the company or outside the company.  
Item K: He/she would recommend me for a job.

The factor analysis reduced the characteristics of the Mentor Relationship scale from fifteen items to three factors as shown in Table 5-2.

Table 5-2 Characteristics of the Mentor Relationship

<table>
<thead>
<tr>
<th>Factor 1: Personal Closeness</th>
<th>EV=1.75</th>
</tr>
</thead>
<tbody>
<tr>
<td>Item C: My mentor and I discuss personal, non-job related things.</td>
<td>.81</td>
</tr>
<tr>
<td>Item E: My mentor and I are close friends.</td>
<td>.77</td>
</tr>
<tr>
<td>Item K: My mentor helps me with non-job related personal concerns.</td>
<td>.74</td>
</tr>
<tr>
<td>Item D: My mentor and I discuss controversial subjects.</td>
<td>.73</td>
</tr>
<tr>
<td>Item A: My mentor and I express the same attitudes and values.</td>
<td>.72</td>
</tr>
<tr>
<td>Item M: My mentor treats me as a peer.</td>
<td>.66</td>
</tr>
<tr>
<td>Item J: We can be relaxed and informal together.</td>
<td>.62</td>
</tr>
<tr>
<td>Item B: My mentor and I enjoy similar kinds of social activities.</td>
<td>.55</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Factor 2: Social Activities</th>
<th>EV=1.75</th>
</tr>
</thead>
<tbody>
<tr>
<td>Item L: My mentor invites me to parties and other social events.</td>
<td>.89</td>
</tr>
<tr>
<td>Item I: We go places together socially.</td>
<td>.83</td>
</tr>
<tr>
<td>Item F: We visit each other in our homes.</td>
<td>.81</td>
</tr>
<tr>
<td>Item G: We travel together on business trips.</td>
<td>.76</td>
</tr>
<tr>
<td>Item H: We have occasional lunches, dinners, or drinks together.</td>
<td>.66</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Factor 3: Tension</th>
<th>EV=1.49</th>
</tr>
</thead>
<tbody>
<tr>
<td>Item O: I feel some tension about our interactions in this relationship.</td>
<td>.88</td>
</tr>
</tbody>
</table>
Item N: We argue about how to do things/policy issues.

The Support Behavior Scale was reduced to six factors as shown in Table 5-3.

Table 5-3 Support Behaviors

<table>
<thead>
<tr>
<th>Factor 1: Problem Solving</th>
<th>EV=8.15</th>
</tr>
</thead>
<tbody>
<tr>
<td>Item V: He/she teaches me ways around obstacles.</td>
<td>.78</td>
</tr>
<tr>
<td>Item Y: He/she helps me anticipate and allow for the reaction and responses of others.</td>
<td>.78</td>
</tr>
<tr>
<td>Item X: He/she serves as a role model to me.</td>
<td>.74</td>
</tr>
<tr>
<td>Item T: He/she coaches me on sidestepping entanglements.</td>
<td>.70</td>
</tr>
</tbody>
</table>

| Item H: He/she helps me develop self confidence. | .69 |
| Item C: He/she helps me gain a sense of my power and influence. | .62 |
| Item E: He/she encourages me to seek information and ask questions. | .62 |
| Item M: He/she discusses openly his/her expectations of me. | .54 |

<table>
<thead>
<tr>
<th>Factor 2: Visibility</th>
<th>EV=3.39</th>
</tr>
</thead>
<tbody>
<tr>
<td>Item O: He/she allows me to make presentations to important clients/customers.</td>
<td>.84</td>
</tr>
<tr>
<td>Item P: He/she includes my name in important memos or mentions my name in the text.</td>
<td>.82</td>
</tr>
<tr>
<td>Item A: He/she includes me in important planning sessions.</td>
<td>.60</td>
</tr>
<tr>
<td>Item L: He/she explains upper level strategies, tactics, and philosophies.</td>
<td>.55</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Factor 3: Caring</th>
<th>EV=1.56</th>
</tr>
</thead>
<tbody>
<tr>
<td>Item U: He/she cares about my welfare.</td>
<td>.72</td>
</tr>
<tr>
<td>Item W: He/she would go out of his/her way to do me a favor.</td>
<td>.71</td>
</tr>
<tr>
<td>Item I: He/she understands my areas of strength and weakness.</td>
<td>.64</td>
</tr>
<tr>
<td>Item P: He/she is available for consultation about problems.</td>
<td>.51</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Factor 4: Personal Help</th>
<th>EV=1.31</th>
</tr>
</thead>
<tbody>
<tr>
<td>Item R: He/she helps me integrate work and personal life.</td>
<td>.64</td>
</tr>
<tr>
<td>Item S: He/she helps me turn failures into learning experiences.</td>
<td>.58</td>
</tr>
</tbody>
</table>
Item Q: He/she demonstrates a great deal of empathy and sensitivity toward me.

Factor 5: Organizational Linkage  EV=1.27
Item D: He/she considers my needs as well as those of the organization.  .84
Item G: He/she makes me feel like a valued member of the organization.  .69
Item B: He/she helps me work within the existing power structure.  .47

Factor 6: Sponsorship  EV=1.20
Item K: He/she would recommend me for a job.  .80
Item J: He/she makes me aware of career opportunities in different departments within the company or outside the company.  .77

The Characteristics of the Support Relationship

Scale was reduced to three factors (Table 5-4).

Table 5-4 Characteristics of Support Relationship

Factor 1: Friendship  EV=6.64
Item B: My support person and I enjoy similar kinds of social activities.  .80
Item I: We go places together socially.  .79
Item C: My support person and I discuss personal, non-job related things.  .78
Item D: My support person and I discuss controversial subjects.  .74
Item F: My support person and I are close friends.  .71
Item A: My support person and I express the same attitudes and values.  .71
Item G: We travel together on business or personal trips.  .70
Item K: My support person helps me with non-job related personal concerns.  .64
Item H: We have occasional lunches, drinks or dinners together.  .64
Item L: My support person invites me to parties and other social events.  .60

Factor 2: Relaxed  EV=1.41
Item M: My support person treats me as a peer.  .84
Item J: We can be relaxed and informal together.  .67

Factor 3: Tension
Item N: We argue about how to do things/policy issues.
Item O: I feel some tension about our interactions in this relationship.
Correlation Analysis

A correlation matrix was performed on the factors which resulted from the factor analysis of the scale questionnaire item and the Growth Promotion Relationship index. From this analysis, several major insights about mentor and support relationships emerged.

In looking at the data for mentored women, the correlation matrix (Table 5-5) revealed that personal closeness is strongly related to commitment, coaching, personal help, and self confidence. In close relationships, where both parties are strongly committed to each other, a great deal of coaching and personal help takes place. When the protege receives this kind of attention and support, she is naturally inclined to experience personal growth and increased self confidence.

Similarly, high levels of personal growth and self confidence promote other person-centered variables within the relationship. These factors also enhance organizational linkage and sponsorship within the organization, but do little to increase visibility. One possible explanation for this may be related to the mentor's position within the organization. As discussed earlier, mentors do not necessarily have to be in high positions within organizations to function effectively in
their roles as mentors. Therefore, a close, personal relationship with a mentor can do a great deal to help the protege feel more connected to the organization. A mentor at mid-organizational levels can also sponsor the protege, in terms of providing raining opportunities and challenging job assignments. However, visibility requires more than a close relationship. Often, this requires that the mentor have power and influence within the organization.

Close relationships with the mentor do not tend to provide more career assistance to the protege. One explanation for this may be that all mentor relationships assist in career development in one form or another. Thus, close relationships do not provide more career assistance than any other mentor relationships.

The correlations for social activities and similar views show a similar pattern. Strong correlations are shown between social activities and growth promoting relationship index, commitment, coaching, personal help, sponsorship, and self confidence. Again, in relationships where the two parties socialize together and spend more time together there is likely to be stronger commitment to each other which enhances the person-centered factors listed above.

Likewise, strong correlations were shown between
similar views and growth promoting relationships index, commitment, organizational linkage, coaching, self confidence, and sponsorship. Similar views, therefore, may provide the common background needed to have strong commitment, increased personal growth and high levels of self confidence.

Table 5-6 shows the correlations between personal closeness and social activities and similar views. Again, a strong correlation is shown here.

Although the thrust of this research was about mentor and relationships, support relationships were included because they provide many of the same functions. By examining both, a fuller picture of the people who provide assistance to black women is provided.

The correlation matrix for the support relationship (Table 5-7) provided three major insights about support relationships. First, support relationships tended to be close, personal, and growth promoting. This finding is not surprising since many of the support people identified were childhood friends, family members, husbands, or lovers. Thus, the support person filled such roles as friend, role model, confidant, and sounding board.

Second, while these relationships tended to be close and personal, they also served some career enhancing
### Table 6-5 Mentor Relationship Correlations

<table>
<thead>
<tr>
<th>Consequences of Mentor</th>
<th>Relationship</th>
<th>Personal Closeness</th>
<th>Social Activities</th>
<th>Similar Views</th>
<th>Power</th>
<th>Tension</th>
</tr>
</thead>
<tbody>
<tr>
<td>GPRI</td>
<td>.59***</td>
<td>.31**</td>
<td>.40***</td>
<td>.18</td>
<td>-.17</td>
<td></td>
</tr>
<tr>
<td>Factors Commitment</td>
<td>.75***</td>
<td>.41***</td>
<td>.38***</td>
<td>.05</td>
<td>.02</td>
<td></td>
</tr>
<tr>
<td>Org. Link</td>
<td>.46***</td>
<td>.20*</td>
<td>.47***</td>
<td>.38***</td>
<td>-.27*</td>
<td></td>
</tr>
<tr>
<td>Coaching</td>
<td>.56***</td>
<td>.35**</td>
<td>.39***</td>
<td>.17</td>
<td>.00</td>
<td></td>
</tr>
<tr>
<td>Pers. Help</td>
<td>.44***</td>
<td>.30**</td>
<td>.22*</td>
<td>.17</td>
<td>-.07</td>
<td></td>
</tr>
<tr>
<td>Visibility</td>
<td>.08</td>
<td>.11</td>
<td>.21*</td>
<td>.31**</td>
<td>-.13</td>
<td></td>
</tr>
<tr>
<td>Self Conf.</td>
<td>.49***</td>
<td>.29**</td>
<td>.43***</td>
<td>.24*</td>
<td>-.30**</td>
<td></td>
</tr>
<tr>
<td>Sponsor Assists Career</td>
<td>.32**</td>
<td>.37***</td>
<td>.37***</td>
<td>.18</td>
<td>-.19</td>
<td></td>
</tr>
</tbody>
</table>

### Table 6-6 Mentor Relationship Correlations for Social Activities, Tension, Similar Views and Power

<table>
<thead>
<tr>
<th>Consequences</th>
<th>Personal Closeness</th>
<th>Social Activities</th>
<th>Similar Views</th>
<th>Power</th>
<th>Tension</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Act</td>
<td>.65***</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sim. Views</td>
<td>.49***</td>
<td>.33***</td>
<td></td>
<td></td>
<td>-.09</td>
</tr>
<tr>
<td>Power</td>
<td>.14</td>
<td>.10</td>
<td>.23*</td>
<td></td>
<td>.00</td>
</tr>
<tr>
<td>Tension</td>
<td>.23*</td>
<td>.23*</td>
<td>.00</td>
<td></td>
<td>.09</td>
</tr>
</tbody>
</table>

* = p < .05  
** = p < .01  
*** = p < .001
functions. The support person was often a source of career advice, provided recommendations for different jobs, and provided sponsorship. These findings are consistent with the management literature (Schein, 1978; Kram 1985) which states that some mentoring functions can be performed by friends, peers, and people outside of the organization. While support people were not able to provide such career help as promotions and high visibility job assignments, they were able to help with problem solving, personal help and advice, and releasing tensions through social activities. Thus, the outcomes of the support relationships are closely related to the functions of mentoring.

Third, in contrast to the mentoring relationship, disagreeing in the support relationship tended to undermine many of the personal and career enhancing functions of the relationship. As Table 5-7 shows, the more the protege and support person disagree, the more personal growth, organizational linkage, and career assistance are reduced.

This analysis points out several important outcomes of mentor and support relationships. Close, personal relationships typify mentor relationships. Thus, the protege receives the benefits associated with mentoring and a close personal friendship, as well. This type of
Table 5-7 Support Relationship Correlations
Characteristics and Activities in the Relationship

<table>
<thead>
<tr>
<th>Disagrees</th>
<th>Social</th>
<th>Problem</th>
<th>Personal</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Friendship</td>
<td>Solving</td>
<td>Help</td>
</tr>
<tr>
<td>GPRI</td>
<td>.26***</td>
<td>.64***</td>
<td>.51***</td>
</tr>
<tr>
<td>Visibility</td>
<td>.55***</td>
<td>.24***</td>
<td>.44***</td>
</tr>
<tr>
<td>Org. Link</td>
<td>-.15</td>
<td>.28***</td>
<td>.16</td>
</tr>
<tr>
<td>Sponsor</td>
<td>.24*</td>
<td>.34***</td>
<td>.37***</td>
</tr>
<tr>
<td>Assists</td>
<td>.05</td>
<td>.31***</td>
<td>.16</td>
</tr>
</tbody>
</table>

* = p < .05
** = p < .01
*** = p < .001
relationship is characterized by the personal nature of the friendship. Here, the mentor and protege are more than just superior-subordinate, master-apprentice, teacher-student. They are friends who care deeply about each other. In many instances, the mentor and protege are closer than family members. At the same time, these relationships still provide career functions. The protege is able to seek advice from the mentor, the mentor serves and a role model and example of how to act, dress, and advance in a professional environment. In other instances, the close, personal relationships did not provide support such as pay increases or promotions, still, these relationships were certainly very beneficial to the protege.

The perceived power of the mentor impacts the closeness of the relationship. A powerful mentor results in a less intense relationship. An interesting outcome is that while the protege does receive the benefits of career advancement, pay raises, and promotions, she does not feel the closeness as she does with a less powerful mentor. Therefore, one may assume that power does interfere with bonding between mentor and protege.

On the other hand, tension does not interfere with bonding. In the case of mentor and protege, tension can exist and the pair can still have a close relationship. Conversely, tension does appear to undermine the closeness
of the support relationship. However, this is not surprising when one considers the functions of support relationships. By their nature, support relationships provide a delivery system for giving and receiving different kinds of supports. When tension exists it may become difficult to give or receive such support. Thus, the difference in the functions, characteristics, and nature of the two relationships may explain why tension does not tend to undermine the outcomes of the mentor relationship, but does appear to have an adverse effect on support relationships.

Specifically, social friendship (Table 5-7) is strongly correlated to the personal and career consequences of the relationship. Social friendship is strongly correlated with visibility. Thus, there is a relationship between friendship and career growth. Friends do tend to support each other around such items as personal growth and sponsorship.

The correlations between problem solving and the personal and career consequences show that relationships that involve problem solving tend to be growthful personally and professionally. Thus, the pair tends to engage in problem solving activities that involve career issues.

Personal help shows a similar pattern of correlations. Personal growth, visibility, and sponsorship are strongly
correlated with personal help.

Finally, Table 5-7 shows that when the pair disagrees frequently there is less growth, visibility organizational linkage and other career enhancing functions.

**Effects of Race and Gender on Mentor Relationships**

This study sought to examine the impact of race and gender on the development of mentor and support relationships of black women. The sample was drawn from women working in the fields of education administration and business and industry. In examining the data from the sample population, there appeared to be no significant difference in the responses in these two fields. Therefore, the results are reported as a whole rather than by the respondent's field.

Fifteen items characterize the impact of race and gender on mentor relationships. These items are personal closeness, social activities, similarity of views, perceived power of mentor, tension between mentor and protege, frequency of disagreement between mentor and protege, growth promoting relationship index, commitment, coaching, promoting self confidence, sponsoring, organizational linkage, personal help, visibility, and assists with career development. These items are discussed in the above order to provide the reader with a complete picture of the impact
of race and gender on mentor relationships. Therefore, this
discussion begins with factors or items that describe the
nature of the relationship and moves to a discussion of
those items that describe the consequences of the
relationship.

In some cases, race and gender caused significant
differences in these relationships. In other cases, race
and gender were not found to be significant in
differentiating between the relationships of mixed versus
like pairs. However, since this study was designed to
gather information that could be used in future research, it
was important to discuss non-significant, as well as
significant items. This information might then form the
foundation of a more focused questionnaire to further
investigate the mentor and support relationships of black
women.

Table 6-8 presents the mean scores for personal
closeness, social activities, similar views, power, tension,
and disagreements. In the area of personal closeness, there
was found to be a significant difference between the same
race mentor-protege pairs and mixed race mentor-protege
pairs. This pattern held regardless of whether the mentor
was a black male or black female. The mean scores for black
males and females and white males and females were 22.96,
21.50, 18.24 and 18.75 respectively, indicating that the
Table 6-8 Mean Qualities of Relationship by Race and Gender of Mentor

<table>
<thead>
<tr>
<th></th>
<th>White Male (n=28)</th>
<th>Black Male (n=19)</th>
<th>White Female (n=12)</th>
<th>Black Female (n=16)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Pers. Closeness</td>
<td>18.24</td>
<td>22.96</td>
<td>18.75</td>
<td>21.50</td>
</tr>
<tr>
<td>B. Social Activities</td>
<td>6.60</td>
<td>11.29</td>
<td>7.85</td>
<td>9.87</td>
</tr>
<tr>
<td>C. Similar Views</td>
<td>3.64</td>
<td>4.15</td>
<td>3.7</td>
<td>4.06</td>
</tr>
<tr>
<td>D. Power</td>
<td>2.75</td>
<td>2.90</td>
<td>2.75</td>
<td>2.44</td>
</tr>
<tr>
<td>E. Tension</td>
<td>3.02</td>
<td>3.76</td>
<td>3.08</td>
<td>2.39</td>
</tr>
<tr>
<td>F. Disagreement</td>
<td>2.75</td>
<td>2.90</td>
<td>2.75</td>
<td>2.44</td>
</tr>
</tbody>
</table>

ANALYSIS OF VARIANCE

<table>
<thead>
<tr>
<th></th>
<th>Race</th>
<th>Gender</th>
<th>Interaction</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Pers. Close.</td>
<td>14.56</td>
<td>.003</td>
<td>0.01 NS</td>
</tr>
<tr>
<td>B. Soc Act.</td>
<td>13.82</td>
<td>.0004</td>
<td>0.19 NS</td>
</tr>
<tr>
<td>C. Sim. Views</td>
<td>6.81</td>
<td>.011</td>
<td>0.04 NS</td>
</tr>
<tr>
<td>D. Power</td>
<td>0.20</td>
<td>NS</td>
<td>3.48 .066</td>
</tr>
<tr>
<td>E. Tension</td>
<td>0.12</td>
<td>NS</td>
<td>3.44 .068</td>
</tr>
<tr>
<td>F. Disagreement</td>
<td>0.20</td>
<td>NS</td>
<td>3.48 .066</td>
</tr>
</tbody>
</table>
black female proteges were closest to their black male mentors, followed by black females.

Social activities showed a pattern similar to personal closeness. The mean scores for black males and females and white males and females were 11.29, 9.87, 6.60 and 7.85 respectively. Here white women scored higher than white men, indicating that mixed race, same gender pairs were more likely to socialize than mixed race, mixed gender pairs.

When proteges were asked how often they share the same views as their mentors, significant results were produced on the racial dimension. Thus, it appears that black proteges and black mentors share the same views more often than black proteges and white mentors. The mean scores were 4.15 for black men, 4.06 for black women, 3.64 for white men, and 3.67 for white women. This difference was significant at the .01 level.

Table 6-8 also presents the findings regarding the perceived power of the mentor. Because the issue of power is a complex one, two questions examined the issue of the mentor's power. The first question asked respondents to rate their perception of the mentor's power in general. Here, a significant gender difference is produced, .07, with a significant interaction of race and gender at the .09 level. Predictability. black women
were seen as the least powerful group with black men seen as most powerful. White men and women were seen as having equal power. When asked about the mentor's power within the larger community, the results were non-significant.

Tension produced results very similar to power (Table 6-8). Black men were again seen as producing the most tension with a mean score of 3.76. White men and women scored almost equally with means of 3.02 and 3.08 respectively. Not surprisingly, the least amount of tension existed in mentor-protege relationships between two black women, with a mean score of 2.69. Gender was significant at .07 with an interaction effect of .04.

Additionally, the pattern for disagreement among the pairs was the same. There was the most disagreement with black male mentors with mean scores of 2.90, and the least with black females with mean scores of 2.44. The means for white mentors were identical with scores of 2.75. This difference was significant at the .07 level, and an interaction effect of .09 was produced.

Table 6-9 shows the personal outcomes of mentor relationships by the race and gender of the mentor. Mentor relationships with other blacks were seen as more growth promoting than mentor relationships with whites. This difference was significant at the .001 level, while
Table 6-9  Mean Personal Outcomes by Race and Gender of Mentor

<table>
<thead>
<tr>
<th></th>
<th>White Male (n=28)</th>
<th>Black Male (n=19)</th>
<th>White Female (n=12)</th>
<th>Black Female (n=16)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. GPRI</td>
<td>41.35</td>
<td>49.25</td>
<td>37.50</td>
<td>51.81</td>
</tr>
<tr>
<td>B. Commitment</td>
<td>10.57</td>
<td>11.60</td>
<td>10.66</td>
<td>11.82</td>
</tr>
<tr>
<td>C. Coaching</td>
<td>12.11</td>
<td>14.05</td>
<td>12.73</td>
<td>13.30</td>
</tr>
<tr>
<td>D. Self Confidence</td>
<td>5.25</td>
<td>5.72</td>
<td>5.30</td>
<td>5.62</td>
</tr>
<tr>
<td>E. Sponsoring</td>
<td>4.98</td>
<td>5.68</td>
<td>4.79</td>
<td>5.79</td>
</tr>
</tbody>
</table>

ANALYSIS OF VARIANCE

<table>
<thead>
<tr>
<th></th>
<th>Race F</th>
<th>Race P</th>
<th>Gender F</th>
<th>Gender P</th>
<th>Interaction F</th>
<th>Interaction P</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. GPRI</td>
<td>11.60</td>
<td>.0011</td>
<td>0.11</td>
<td>NS</td>
<td>0.97</td>
<td>NS</td>
</tr>
<tr>
<td>B. Commitment</td>
<td>5.94</td>
<td>.017</td>
<td>0.48</td>
<td>NS</td>
<td>0.00</td>
<td>NS</td>
</tr>
<tr>
<td>C. Coaching</td>
<td>7.43</td>
<td>.0086</td>
<td>0.07</td>
<td>NS</td>
<td>1.51</td>
<td>NS</td>
</tr>
<tr>
<td>D. Self Confidence</td>
<td>4.77</td>
<td>.032</td>
<td>0.04</td>
<td>NS</td>
<td>0.14</td>
<td>NS</td>
</tr>
<tr>
<td>E. Sponsoring</td>
<td>6.30</td>
<td>.014</td>
<td>0.07</td>
<td>NS</td>
<td>0.15</td>
<td>NS</td>
</tr>
</tbody>
</table>
gender did not produce a significant result.

Race also produced a significant difference in the amount of coaching the proteges received. Again, black men scored highest, followed by black women, white women, and white men. Similarly, black mentors were seen as promoting more self confidence than white mentors. This variable produced a significant effect at variable produced a significant effect at the .03 level.

Black mentors sponsor black proteges more often than white mentors. The difference was significant in the direction of race at the .01 level. However, four other variables related to the consequences of the relationship, organizational linkage, personal help, visibility, and assistance with career development were non-significant. This may imply that once a mentor-protege relationship develops, these processes are performed as a natural part of the relationship without regard to race or gender. Table 6-10 shows the percentages of mentors that assist with career development. As the reader can see, virtually all mentors assist with this function, although black females were apt to be seen as slightly less helping than black males and white mentors.

**Effects of Race and Gender on Support Relationships**

The support relationships were characterized by the
following items: friendship, caring, same views, tension, disagreement, growth promoting relationship index, support, sponsorship, organizational linkage, personal help, visibility, and assists with career development. A discussion of each item follows. Table 6-11 presents the mean qualities of the relationship by race and gender of the support person.
Table 6-10 Percent Reporting that Mentor Assists with Career Development by Race and Gender

<table>
<thead>
<tr>
<th>Race</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>97%</td>
<td>92%</td>
</tr>
<tr>
<td>Black</td>
<td>95%</td>
<td>89%</td>
</tr>
</tbody>
</table>
Table 6-11 Mean Qualities of Relationship by Race and Gender of Support Person

| Qualities of Relationship | White Male (n=43) | Black Male (n=42) | White Female (n=24) | Black Female (n=51) | P  
|----------------------------|------------------|-------------------|---------------------|---------------------|------
| A. Friendship              | 17.99            | 28.19             | 23.14               | 27.78               | R,G  
| B. Caring                  | 3.11             | 3.03              | 2.19                | 2.32                | G    
| C. Similar Views           | 3.71             | 4.07              | 3.77                | 4.41                | R,G  
| D. Power in Comm.          | 4.14             | 4.03              | 3.30                | 3.47                | G    
| E. Tension                 | 0.40             | 0.31              | -0.47               | -0.14               | G    
| F. Disagreement            | 2.93             | 2.73              | 2.77                | 2.76                |      

ANALYSIS OF VARIANCE

<table>
<thead>
<tr>
<th></th>
<th>Race F</th>
<th>P</th>
<th>Gender F</th>
<th>P</th>
<th>Interaction F</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Friendship</td>
<td>36.19</td>
<td>.0001</td>
<td>3.96</td>
<td>.049</td>
<td>1.98</td>
<td>NS</td>
</tr>
<tr>
<td>B. Caring</td>
<td>0.20</td>
<td>NS</td>
<td>12.57</td>
<td>.0006</td>
<td>0.00</td>
<td>NS</td>
</tr>
<tr>
<td>C. Similar Views</td>
<td>8.97</td>
<td>.003</td>
<td>3.89</td>
<td>.05</td>
<td>0.00</td>
<td>NS</td>
</tr>
<tr>
<td>D. Power in Comm.</td>
<td>0.05</td>
<td>NS</td>
<td>4.38</td>
<td>.04</td>
<td>0.11</td>
<td>NS</td>
</tr>
<tr>
<td>E. Tension</td>
<td>0.02</td>
<td>NS</td>
<td>8.18</td>
<td>.005</td>
<td>1.24</td>
<td>NS</td>
</tr>
<tr>
<td>F. Disagreement</td>
<td>0.26</td>
<td>NS</td>
<td>0.04</td>
<td>NS</td>
<td>0.21</td>
<td>NS</td>
</tr>
</tbody>
</table>
In the area of friendship, both race and gender were found to be significant. The ANOVA produced significant effects at the .001 level for race and .049 for gender. Less friendship is found for white males.

As Table 6-11 shows, gender was found to be significant in the area of caring. The black female proteges in this study found their male supporters to be more caring than their female supporters.

When asked how often the proteges share the same views with their supporters both race and gender was significant. The difference between the races was significant at the .003 level. Gender, on the other hand, was significant at the level of .05, with females having higher mean scores as seen in Table 6-11.

The proteges in this study did not find a significant difference in the power of their supporters. However, when asked specifically about the support person's power within the larger community, gender was found to have a significant effect, with men seen as more powerful (Table 6-11).

Likewise, a similar effect was found with tension. A significant difference between men and women was found at the .005 level, with more tension existing in male-female relationships. On the other hand, no significant difference in either race or gender was found in the
amount of disagreement between supporter and protege.

As with mentor relationships, support relationships with black supporters were seen as more growth promoting than support relationships with white supporters. The significance was found at the .005 level as Table 6-12 shows.

When examining those items that relate to the organizational consequences of support relationships, three were found to be non-significant, while two were found to have significant differences in the area of race. Thus, sponsorship, organizational linkage, and assists with career development did not produce significant differences. On the other hand, personal help and visibility did produce significant results. The ANOVA results for personal help and visibility are reported in Table 6-12 with blacks scoring higher in each case.

**Analysis of Hypotheses**

This study sought to answer two general hypotheses pertaining to mentor and support relationships for black professional women.

**Hypothesis I:** Race and/or gender is a factor in the development of mentor and/or support relationships for black women. This hypothesis was analyzed using data
Table 6-12 Mean Personal Outcomes by Race and Gender of Support Person

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>White Male (n=43)</th>
<th>Black Male (n=42)</th>
<th>White Female (n=24)</th>
<th>Black Female (n=51)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. GPRI</td>
<td>36.93</td>
<td>48.85</td>
<td>40.92</td>
<td>46.63</td>
</tr>
<tr>
<td>C. Visibility</td>
<td>5.47</td>
<td>6.75</td>
<td>6.14</td>
<td>6.56</td>
</tr>
<tr>
<td>D. Caring and Concern</td>
<td>3.79</td>
<td>5.00</td>
<td>4.00</td>
<td>4.60</td>
</tr>
</tbody>
</table>

Analysis of Variance

<table>
<thead>
<tr>
<th></th>
<th>Race</th>
<th>Gender</th>
<th>Interaction</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F</td>
<td>P</td>
<td>F</td>
</tr>
<tr>
<td>A. GPRI</td>
<td>8.47</td>
<td>.005</td>
<td>0.09</td>
</tr>
<tr>
<td>B. Pers. Help</td>
<td>11.07</td>
<td>.001</td>
<td>1.27</td>
</tr>
<tr>
<td>C. Visibility</td>
<td>7.16</td>
<td>.009</td>
<td>0.39</td>
</tr>
<tr>
<td>D. Caring and Concern</td>
<td>13.60</td>
<td>.0004</td>
<td>0.19</td>
</tr>
</tbody>
</table>
from three questions in parts I and II of the questionnaire. These questions dealt with the total number of mentors and/or supporters of each race and gender the protege had, and the race and gender of the person described in this study.

The women in this study were mentored by people of either race and either gender. The survey showed a higher total number of white mentors than black mentors. Particularly, there are more white males than black male mentors. Conversely, there is a higher total number of black female mentors than white female mentors.

Within this specific study, the total number of white male mentors was 28, while black male mentors totaled 20. Female mentors numbered 12 white and 16 black. Therefore, it appears that there is no significant difference in the numbers of black and white mentors. However, there does appear to be a more significant difference when looking at the mentor's sex. There appears to be a greater possibility of the mentor being male than female.

When looking at the race and gender of the support people discussed in this study, it seems that there is a tendency for black women to select another black woman as a support person.

Strictly speaking, the first research hypothesis,
that race and gender are factors in the development of mentor and support relationships for black women, was supported since there appears to be a preference for males in the case of mentor relationships, and black women in the case of supporters. On this basis, the first research hypothesis is considered valid, however there is a need of further investigation. Implications for further research will be discussed in Chapter VIII.

The second general hypothesis was that there would be a difference in the quality of the mentor or support relationship when the mentor or support person was of a different race or gender. This general hypothesis was investigated using the following "subsidiary" hypotheses.

1. Black proteges will tend to maintain mentor and/or support relationships with other blacks longer than with white men or women.
2. Mentor and support relationships between women will include discussions about personal items more often than mixed gender relationships.
3. Women will tend to rate male mentors and supporters higher in attractiveness.
4. Women will tend to rate male mentors as higher in power than female mentors.
5. Women will tend to rate black mentors and supporters as higher in similarity to self than
white mentors and supporters.

Sub-Hypothesis One. In this question, the null hypothesis predicted no difference in the length of relationships between white male mentors, white female mentors, black male mentors, and black female mentors. This question was evaluated by the responses to the question asking the length of the most intense phase of the relationship. For white male mentored women, the mean was 15.11 months; for white female mentored women the mean was 16.80 months; for black mentored women the mean was 24.65 months; and 33.12 months for black female mentored women. This difference was not significant.

A significant difference was found in the length of the most intense phase of the support relationship. The mean scores for white men, white women, black men, and black women were 23.78, 20.53, 23.52, 43.76 respectively. This difference was significant at the .004 level for race and .02 level for gender.

Sub-Hypothesis Two. The null hypothesis predicted that there would be no difference in the number of personal discussions among two women than mixed gender pairs. For mentored women, the results were non-significant. This was also true of the support relationships as well. Therefore, the null hypothesis was retained.
Sub-Hypothesis Three. This hypothesis predicted that women would rate male mentors and supporters as more attractive than female mentors and supporters. A significant difference was found here, although not in the direction intended. There was a significant difference in the direction of race at the .01 level for mentor relationships, and the .001 level for support relationships. Since the analysis did not produce significant results in the direction of gender, the null hypothesis was retained.

Sub-Hypothesis Four. This hypothesis predicted that women would rate men as higher in power than females. As reported earlier, the analysis produced mixed results. Therefore, the null hypothesis was retained.

Sub-Hypothesis Five. This hypothesis was analyzed using the personal closeness factor for the mentor relationships and the friendship factor for the support relationships. As discussed earlier, personal closeness was significant at the .003 level in the direction of race. Friendship was significant at the .0001 level for race and .049 for gender. Therefore, the null hypothesis was rejected.

Since some of the sub-hypotheses produced non-significant results, it was not possible to completely accept or reject the second general research hypothesis.
Still, even though the results proved inconclusive, a great deal was learned from this study. This study illustrated that race and gender do have an impact on mentor and support relationships. The respondents in this study appear to develop closer, more personal relationships with members of their own race. In the case of black men, the protege was able to have a close relationship and still receive all of the benefits of a mentor-protege relationship. With black female mentors and supporters, the proteges received friendship, advice, role modeling and other supports. Therefore, these relationships were enhanced by racial similarity.

Black women were also able to form bonds with white male mentors and supporters, however, these relationships tended to center around professional issues more so than personal ones. Mentor/protege relationships between black women and white men did enhance the protege's career. Therefore, these relationships did enhance the protege's career, despite the fact that they were not as close and personal as the relationships between two blacks.

Gender similarity, however, appeared to be positive only in the case of black female mentors and supporters. This study revealed that there is a tension, or some other factor, which prevents black and white women from
forming close relationships. The relationships between black and white women appear to be utilitarian in nature, with the protege perceiving a need to keep a distance in order to protect herself. These relationships appeared to form less often, and be shorter in duration than any of the others.

Summary

In summary, it was found that race was a significant factor in the following items pertaining to mentor relationships: growth promoting relationship index, commitment, coaching, promotes self confidence, sponsoring, personal closeness, social activities, similar views, appearance of mentor, mentor cares for protege, protege cares for mentor. Gender was found to be significant for power of mentor and there was an interaction of race and gender for the variables of tension and disagreement.

In regard to support relationships, race was found to be significant for the following items: personal help, visibility, appearance, support person shows concern and caring, protege feels concern and caring, friendship, same views. Gender was found to be significant for the following items: friendship, caring, share same views, power within the larger community, and
tension. There was an interaction of race and gender for the length of most intense phase of the relationship.

The next chapter presents an analysis of the qualitative data.
CHAPTER VII

Dominant Themes and Issues of Black Professional Women

Overview

From the previous chapter's explorations, this chapter's purpose was to move beyond the quantitative analysis and describe the findings in more qualitative ways through an analysis of the interview data. The interview data are an attempt to provide the reader with a richer, fuller, more holistic description of the themes and issues confronting black women in their attempts to gain career guidance and support through developmental relationships. In some ways, the interviews seemed more interesting to the respondents than the questionnaire portion of the data collection. Many women wrote thoughtful notes or made telephone calls expressing an interest in being interviewed and commenting on the need for such research. A common comment was about the lack of research about the black women's experience in the workplace.

Method

A list of interview questions was developed to guide the data collection process (see Appendix B). The interviews were audio recorded and full transcripts were produced as a basis for data analysis. The goal of the
interview guide was to obtain a more in-depth picture of the respondent than was provided by the qualitative sections of the questionnaire. The interview was designed to provide a holistic view of the respondent's career situations. Questions about the respondent's career history, pressures, factor which hindered progress and factors which helped were included. Additionally, questions about the development of the mentor and support relationships and the impact of race and gender were also included.

The interview transcripts were analyzed through a process of content analysis for their themes at various levels. Each interview was read independently by two raters, one of whom was the principal researcher. Each rater then listed the themes that emerged from the interviews. The lists were then compared and the themes that emerged for both raters were compiled into one list. This was done to improve the validity of the analysis since themes that did not appear on both lists were eliminated. Following the establishment of the themes, the interviews were coded by each rater according to the themes.

The responses generally fell into two broad categories, career development and developmental relationships. The career development category was used
to describe any theme that had to do with career growth and advancement. The developmental relationship category dealt with those themes that were directly related to the mentor and support relationship in any way. Within the two broad categories were nine themes. There was some overlap among the themes because different women emphasized different aspects of their relationships. The nine themes which most often described the situations and relationships of women in this study were: personal motivation, career advancement and progress; factors hindering career advancement; race and gender items; explanations for not having a mentor; emotional impact; support of professional goals and aspirations; values, ethics, trust, and honesty; perceived similarity and dissimilarity. The first three themes fell into the career advancement category and the remaining themes fell into the developmental relationship category. These themes are described in more detail below, along with a number of quotes from the interviews. For the sake of clarity, an asterisk marks the beginning of each quote. The quotes were drawn from many interviews to give the reader of how the protege's comments fit into the themes listed above.
Career Development

Personal Motivation

The women in the current study attributed a great deal of their current success to their own personal motivation. Many of the women did not follow the traditional route of attending college immediately following high school. They often had the demands of a full-time job, husbands and children, and studies toward undergraduate and/or graduate degrees. Even when the women took the traditional route of attending college before entering the work force, they still exhibited a high degree of personal motivation. This was true regardless of whether or not the women had mentors in the field in which they worked. The women were largely determined to have successful careers in spite of any negative attitudes or obstacles they might have confronted.

*The factor that helped me most was just ambition. Total ambition. Determination, and the fact that I am confident. In some cases, over confident, but I think I have to be. My lack of experience was even mentioned in a job interview. I was asked how I feel about that. I responded that their concern was natural, but once they got to know me and my abilities, their concerns would be out the window. I think that my competence has helped me and no one can take that away from me.

*My determination has played a major role in any success I might have achieved. It was very
difficult working full-time and going to school at night, but it was something I wanted very badly so I did it. The same can be said for going to law school except that was much worse. I not only had to contend with the stress of not keeping up with the work, but many of the classes I needed were not even offered at a convenient time. It required a juggling act which was very stressful.

*The factors that helped me most were a strong constitution, determination, filled with a desire to better my life and my situation and my position. I knew where I wanted to be and how I planned to get there and I would stop at nothing to get there to fulfill the goals that I had established for myself.

Some of the women attributed their motivation and desire to achieve to others: parents, grandparents, spouses or lovers. Often, the motivation stemmed from a desire to have the kind of career had by others, or a desire to make others proud because they had played a significant role in their development.

*I guess having my husband here has been a big help because he was the initial motivation to get me interested in school in the first place. I saw him out in the world, meeting different people and doing something important. I was at home washing baby bottles and changing diapers. I felt closed in and I was depressed. My husband was a very good role model in that respect because he showed me that it was not too late to get an education and start a career.

*Having a lot of encouragement from people was certainly help. I got encouragement from people with whom I worked and, of course, family. There was an unspoken assumption in my family that I would do this and I don't ever recall having specific discussions about it but it was something I always knew. Perhaps a lot of that might have come from the fact that my mother and my aunt had gone to a two year college that was affiliated with the church and they were awarded scholarships by the church.
So I think there was always a big push for me to finish. My aunt, at one point, paid my room and board at college and my grandparents worked very hard to make sure I could finish. And people with whom I worked, I would find that in almost every position there would be someone in a position of power who took an interest in me.

*I think my upbringing was a major help. I was taught to never let anything stand in my way. I come from a large family and we all were taught that we could be anything and achieve anything if we are willing to work hard enough for it. Now, when I run into an obstacle, I refuse to let it stop me. Sometimes the obstacles seem insurmountable but I know that there is always a way around them. I often have to stop, regroup, and strategize to get around the obstacles, but I refuse to let them get the best of me. That would be too easy and no one every said it was going to be easy.

Finally, many of the women stated that they were successful because they were just too determined and motivated to give up. Others credited their motivation and determination to a supreme being which was the source of their motivation.

*There were three factors that helped. The first is sheer determination. I was determined to be successful in my career choice. The second factor has been preparation. I feel that it is important for everyone to be prepared for their jobs. The third factor has been patience. There were times when it seemed that I would never reach my goal and that was very discouraging. But, I never lost faith and I kept thinking that when the time was right, I would get a promotion.

*I have to give credit to my faith in God. I believe that He is responsible for any success I might have achieved. While I give him credit I feel that as people living in this world we have to be self motivated to make things happen. We cannot sit
back and wait for something good to come our way without preparing ourselves. Therefore, I think a big help has been my willingness to work hard, and prepare myself to advance in my profession.

Advancement and Progress

As stated earlier, there was some overlap in many of the themes identified by the raters. The theme of advancement and progress showed up in many of the other themes. It was decided by the raters to keep it separate to provide the reader with a broad look at how the women in this study viewed their opportunities for career growth and advancement.

The comments below were included to give the reader a view of how many black women view advancement opportunity in America. While these views cannot be taken as representative of the black population, they do represent comments that were heard many times during the interview process.

*I am convinced - after 34 years in the workplace that Blacks (male and female) do not know what makes for success in the America of the real world - as opposed to the mythical America. If he did, I am confident we would be much more concerned about building up Black businesses and supporting each other in our various entrepreneurial interests than we are. The other factors which figure into success have to do not only with the knowledge and relationships subsumed in the concept of "mentor"; but the various networks of relationships - including people in positions of power i.e. able to make decisions to hire, promote, give kudos, "perks" et.al. - that come with operating from some group
base. We have been misled into believing that competition pits "good" against "bad" with the assumption that if we are good we will be successful. We fail to recognize, too frequently that the real world competition generally pits good against good and the - outside of the world of sports it is generally impossible to determine "the" best. The final decision, as a result, is made too often on the basis of some social factor (independent of race) and that has little to do with the stated credentials required for the job. Race becomes critical (independent or racism) because the base from which we operate is so small and our network of powerful relationships so limited; and the competition operates from a much stronger network of relationships. We believe, I fear, fallaciously that achievement is a function of individual effort and ambition, not a function of the opportunities we are given or able to seize. The doors of opportunity, inevitably, are guarded by "gatekeepers" who are able to decide who can enter the work arenas and the positions they are able to play. While some of us may break through the networks that set the ceilings on achievement in the white corporate world, we cannot realistically expect those few to pull the rest of us up except in the very, very long run - even if we were to assume that we represented, as a group, the best educated the most intelligent and the most ambitious.

This statement was typical of many of the comments heard during the interview process. Many of the black women felt that opportunities exist for them, however, they do know how to claim or seize the opportunities. Many of the black women have come to realize that being talented, hard working and ambitious is not enough to make it to the higher levels of the organization, yet they feel that the barriers are not solely due to the color of their skin. Thus, they understand the need for
networks and helpers. The major problem is that many of them do not know how to form these networks and alliances with powerful people. As one woman states:

*At this company the blacks cling to each other, but we really don't have the answers for each other. Everybody deals with situations differently, but when there is a problem, we have no one to go to who can say that they have been through the situation and know how to deal with it. We have no place to go to get the answers we need. We have to hash it out for ourselves and sometimes we do it all wrong. Then we jump in and do it again, hoping next time we do the right thing.

Factors Hindering Career Advancement

A common theme in the interview data was the existence of factors that hindered the respondent's career advancement. These factors tended to be outside of the control of the respondents, therefore, personal motivation was not enough to overcome these barriers. While many of the women did not have the breadth of experience to qualify for top management positions, there was a concern that they would not be given the opportunities to gain such experience. Thus, they would be destined to remain in low level management positions throughout their careers. An even greater area of concern was the idea that less objective factors, particularly race and gender, could prohibit career advancement. There was also a common feeling that many
organizations felt black women simply are not acceptable for certain positions within the hierarchy.

*Also the fact that being a black female, there are certain positions they wouldn't consider you for because it wouldn't be acceptable. They never come out and say that but you just know that it is there. Maybe that is part of the protectiveness that goes on.

*I think all organizations have their institutional type thing and this company isn't any different from anywhere else. I think this company has a "certain look" for its officers. Since I'm not blonde and blue eyed, I don't necessarily fit that mold. Call it institutional racism if you like, it has been a hindrance. It took me a lot longer than even some of the people I trained to get a promotion and gain recognition. It is hard being black here, since I don't have that special look.

The above comments were made by black women working in business and industry. However, many of the black women in education administration expressed similar concerns.

*I think my path is consistent with many studies that have been done about black women in education, in particular, they tend to be more experienced than a lot of other people, their advancement tends to be slow, they tend to stay in given jobs for a lot longer period of time than other groups of people do. And I would say that in that respect I am consistent with what happens to other black women so I don't find it so unique to myself.

Although many of the women in this study did identify race and gender as factors which hindered their advancement, several others saw the dual effects of
femaleness and blackness as positives.

*In many respects being a black woman has helped. I am frequently led to believe that the white male feels more comfortable with the black female than the black male. They feel a lot less threatened and a lot more comfortable. If they have to hire a black, it is usually a female.

*Being a black woman has probably helped me move ahead in some cases. There is no doubt that some of the jobs I've gotten was because I'm black and a woman. It was just up to me to be sure that once I got there I was able to maintain it. To let them know that there is more here than just a black and a woman. I think white folks are becoming more experienced about black folks than black folks themselves. But you can't get someplace solely because you are black, but it certainly helps.
Mentor and Support Relationships

The discussion, thus far, has been centered around career development themes. However, a significant number of themes from the interview data were directly related to the mentor and support relationships. Specifically, these issues dealt with the benefits derived from the relationship, the effects of race and gender on the development of the relationships, and the effects of perceived similarity and dissimilarity on their developmental relationships. These themes are discussed in greater depth below.

Race and Gender Items

While a large number of women cited race as a factor that had an impact on career advancement, many women did not feel it impacted the mentor or support relationships. Race, more than gender, appeared to be a neutral factor in many of the relationships. This appeared to be consistent regardless of whether the women worked in education administration or business and industry, and whether the women discussed mentor or support relationships. Some representative comments include:

*I would say that race has no impact on this relationship. If he had been a different race and still had the same kinds of attributes I would have still benefited.

*We always talk about race, but in terms of our relationship, it has no impact.
*Race only becomes a factor when it deals with an external person or situation. Race is not a factor in our dealings with each other. I think we regard each other as two competent professionals who share a commitment to their jobs. Race does become an issue in dealings and discussions with faculty, students, and community.

*Race really doesn't effect this relationship. Whenever you talk about educational issues the subject of race comes up. You have to be concerned with learning styles and African culture infusion into the curriculum. But, I don't think race is an issue with us. We are both aware that I am black and he is white, but I really don't think that matters that much.

These women seemed acutely aware that race is an issue in dealings with other people, even though it was not an issue in their particular relationships. While race was often discussed within the relationship, many women cited other factors that played a more significant role in the relationship than race.

*We always talked about race. There is one big factor, but it wasn't race or sex. According to him, if I disagree with another woman it was because women can't get along. He couldn't see beyond the merits that women are allowed to have disagreements even though he had the same disagreement with the same woman. He would say it was because we, as women, just didn't get along. So in a sense, he was sexist. And that would anger me.

Other women gave answers that appeared to be contradictory. Some stated that race was not a factor, but their answer indicated that race may indeed have an impact on the relationship.

*Race does not have an impact, but since we are the
same race it has made for a better understanding of values within our race. But also, he had many relationships with whites and other minorities. It was important to build a coalition in order to do your job. You can't alienate different races just because you work for a particular organization. Although he was black, it was like going to a black school, but you still are getting enough confidence to deal with other situations.

A number of women were very clear in their comments that race does have an impact or influence in the development of mentor and support relationships. They stated that racial similarity gave them a common background on which they could build. This similarity of experiences and understanding was a very important starting point for the development of these relationships.

*Race does have an impact on this relationship. I am sure he would not be my mentor if I were not black.

*I can't say for sure. By that I mean that I cannot speak for him. He has never said or done anything to cause me to think so, but I know that the relationship I have with him is not the same as the ones he has with the white men. So, I attribute that to race. Therefore, I guess race does impact the relationship if it influences my perceptions of what occurs.

*I don't know if race impacts the relationship on his part, but on my part it does. I always see the racial difference. While I think he is genuinely concerned and caring, he is still a white male in America. To me, that means there is still a sense of entitlement and superiority.

*I know that I am dealing with a white woman who happens to be very wealthy. As a result, I am sure she does not understand many of the problems and
situations a black person has to deal with. I look at it as a major gap in our experiences. I really don't think she has any desire to understand or be sensitive to discrimination or poverty. These are things that simply don't happen in her life so she doesn't have to deal with them. She is a woman, but her wealth and family connections protect her from the sexism that other white women have to deal with.

A majority of the women with male mentors and supporters stated that gender was not an issue in the development of the relationships. However, those respondents with female mentors or supporters stated that gender was an important factor. Therefore, it appears that woman's own sexual preference, family history, and unresolved developmental issues around sex-role identification and relationships with men in her past did seem to affect her feelings about the importance of having a mentor or support person who was specifically male or female. This was predictable, and the women were frequently open in identifying these influential factors.

*Gender similarity does help the relationship. We are very different in our backgrounds and experiences. Gender gives us that common ground on which to build some experiences which will result in a stronger relationship.

*I think that women relate to each other differently than do men and women. Therefore, being female is definitely a positive factor.

*I guess it would be possible to have this type of relationship with a man, since the majority of my friends in college were men and they were good friends. I don't know now, there are some things that I would feel uncomfortable discussing with a man, little particulars about my marriage, for
example. That would be very difficult, there are just some things I could not share with a man.

*Gender does impact this relationship. I don't think I could have the same kind of relationship with a man. We definitely could not talk about the same things.

**Explanations For Not Having A Mentor**

Not all of the women interviewed in this study had mentors. Therefore, an interview guide was developed to learn about these women's perceptions of why they were unable to develop such relationships, if they experienced any anger or frustration over the absence of a mentor, and if they felt this had a negative impact on their career progress.

*I guess the best explanation is that I have taken an indirect path to get where I am. I did drop out of school after my second year of college. I started working and became a housewife and a mother and that was pretty much my priority at that time. The people I met then were other parents, teachers, librarians. Even when I went back to school, I went back as a wife and mother and as a full-time employee. I basically did what I had to do, I took care of my home, I took care of my job, and I came home and I studied. That kind of program doesn't allow you to develop a lot of relationships. I'm also kind of a loner. If I have something I have to do then I develop a plan as to how to go about it and I really don't need somebody to push or pull me, as some people do. So it's a combination of my schedule not allowing me five minutes to spare most of the time and my orientation that tells me I know what I've got to do so I just go ahead and do it. And, I don't know, maybe there was somebody along the way who could have been a mentor for me, but it just never developed.

*I don't have a mentor because there is no one
around to be a mentor to me. There just aren't enough high level corporate black women out there. A black woman is the only person I would want for a mentor because she probably has been through the same kinds of situations that I'm going through right now. There just aren't a lot of black women out there who have achieved the status needed to be a mentor. We attach ourselves to each other around here, but secretly you say to yourself, they've been sitting in that same chair for five years just like I've been sitting in this one. So you take the advice but you're still considering that person is still in the same place.

*I'm not willing to be mentored by everybody, so I guess part of the challenge is finding people I consider worthy. I here the arrogance of that, I also recognize the right that I have to decide whose opinion and whose influence I'm willing to trust to the extent that I would permit it to influence what I'm going to do. I'm just not all that confident in the abilities of other people to access what it is I need to be doing.

The second thing is there are not a whole lot of people, given my conditions, that even meet the expectations. And some of the people I observe operating as mentors to other people, are not necessarily people whose strategies I would even view as acceptable.

The other thing is that I am more likely to desire mentoring by black people. Which that isn't the safest thing to do either, but I realize that a black person is in a better position to access any of my reality than anybody else, because racism is so widespread.

A second factor that appeared to be obvious through the interview data was that the women without mentors did not feel that the absence of a mentor inhibited their career advancement. Although some of them did indicate that they experienced slow career advancement, they attributed it to factors other than the absence of a mentor. When asked if the absence of a mentor had a
negative effect on their advancement, they responded:

*The absence of a mentor has not really had a negative impact. I think that my path has been consistent with many studies that have been done about black women in education, in particular, they tend to be more experienced than a lot of other people, their advancement tends to be slow, they tend to stay in given jobs for a longer period of time than other groups of people do. And I would say that in that respect I am consistent with what happens to other black women so I don't find it so unique to myself.

*Perhaps the lack of a mentor has had an impact, but I think that I have done pretty well. But that is something that I won't know. If there had been a mentor in my life, I might have gotten where I am sooner or move further. But, I don't feel the lack.

The third factor that emerged in the interviews is that although some of the women without mentors may feel some frustration, it is not to the extent that it has prevented them from taking positive steps toward assuring their own career growth and advancement.

*I experience frustration only to the extent that some of the things I've had to learn on my own, I could have been told, or schooled, or directed. I don't feel frustrated because I look at some of the things I've learned or some of the mistakes I've made as part of the learning experience and I realize that I would have done the same things even if I had had someone to warn me about the pitfalls. I still would have had to go through it myself. I feel that just because it worked for you, it doesn't mean that it will work for me. I have to experience things for myself.

*I don't feel frustrated because now I can take all of the credit for my progress. I don't even think about it. I recognize the need for others to have mentors. I really see the need in the students I work with. But I think that is because they are coming from a different kind of family situation
with both parents present. So, I had a parent at home for me at all times, whereas they are coming from a single parent household or a home where both parents are working and no one is there for the children. They also have more influences and need mentors.

**Emotional Impact**

In reviewing the interview transcripts, the amount of emotional intensity indicated by the respondents was striking. Although a few women stated that they felt little or no emotional attachment to their mentor or supporter, for the most part, the proteges felt an emotional bond.

Perhaps only those women who had strong feelings about their relationships were motivated to participate in the interview. Perhaps these women began to feel an outpouring of emotion as they began to talk about their relationship. Whatever the reason, there was a great deal of emotional intensity expressed in the interview data.

*My support person is my mother and what she provides is a mother's love. It is ongoing, just like any other mother looking out for her child, doing the best that can be done, and just being there when we need them.*

*He is another person I can count on to talk to about problems and issues. He is there for me and a tremendous source of support. This relationship is very important to me. I seriously would not have made it this far in my career without his support and guidance.*
*This relationship provides friendship, of course. I get the reassurance of knowing that I have somebody to talk to, who is willing to listen to me and to take the time to give me honest, thoughtful feedback.

*I think the fact that I am surviving today stems from her. During the times I've had the greatest fear and frustrations I have called upon her teachings, her strengths, her influence, her memory and it has propelled me to draw on my faith, my strength, and my family ties to get through.

*She gives me friendship. She doesn't have an ulterior motive. She's not out to do me in. I feel closer to her than my own family because anytime I have made any advancements she was there one hundred percent. I think she's one of the most sincere people I've ever met. It's rare for people to be friends as long as we have, and we have never fallen out.

In addition to the emotional support provided by these developmental relationships, two other aspects stood out. One was the mentor's or supporter's willingness to be available for the protege. The mentor or supporter was there whenever the protege needed him or her.

*I know if I ever needed anything, he would do it for me. He provided me with personal growth and development, the ability to move to the next job with confidence to do it, being able to direct my own goals.

*When I come up with any type of ideas or things I want to do I feel I can talk to him about that. I can say, 'what do you think? This is what I want to do, what kind of approach should I take?' I can tell him who I'm planning to talk to and ask him if he thinks it is the right move. That has been a big help.

*I can pick up the phone at any time to test out
feelings or concerns. I know there is somebody there who knows what is going on and will give me an objective response. She is as apt to say, now you don't want to do that as she is to say that sounds really good, go for it. So I need someone with whom I can operate at that trust level. Someone I feel I don't have to go to a whole lot to have understanding on these issues.

The other aspect was the feeling of mutuality - that the mentor or support person was able to provide some kind of help and receive something from the protege in return.

*She was a principal and I was a counselor. And being a black female, I was especially happy because this was the only opportunity I had had in my lifetime to work with a black administrator and being a female too, was a double bonus. And plus that, she was exceptional, so working with her was an inspiration to see how she handled the many, many odds she had to face. And for me, that kept me pushing and going. For one thing, I felt very protective of her position and I would not do anything that would make her look less than good. And also because she was always pushing me to do things and was always there for me.

Support of Professional Goals and Aspirations

The women who felt that this had been an important aspect of their mentor or support relationship mentioned support at two different levels, moral support and encouragement and concrete, practical help in furthering their careers.

*This man took the time to show me how to get around difficult situations, to give me guidance, confidence, share information with me in confidence. He gave me work related projects to do on my own
that assisted me in learning, giving me an opportunity to stick my neck out and take chances and risks. I was allowed to grow and mature professionally. He gave me a lot of responsibility and backed and supported me. He assisted my advancement in any way he would.

*He is a very sincere individual who was not threatened by a new person coming into the company. Being secure in his position, he knew that he could achieve and advance and I could too. That sincere thought made it easy for him to train me and give me his real assessments of my performance and advice about how to get to the top. He had a lot of knowledge about how the bank worked and functioned, and he shared that information willingly. He always said learn as much as you can, it will benefit you in the long run.

*He gave me a great deal of advice about how to advance in the business world. He told me to never become cynical, always be a lady, and always wear make-up. He was very worldly and didn't mind passing on the knowledge to help you understand what you had to do to get along. He took away the fear of working with white people.

*He was my immediate supervisor at the time, and made me feel good about myself. He made me feel like I really could do it. The other side of that was right around the time I was making professional growth, my personal life was falling apart. It was a sink or swim situation, because I was going through a divorce with a child to raise. And again, he was right there behind me. At one point, I was ready to resign and he refused to take my letter.

In some cases the mentor or support relationship took the form of a close, personal relationship, which provided some developmental functions, but more of the psychosocial supports.

*A real friendship developed and we are friends outside of work. I think I am probably closer to her than anyone else here. We go to conferences together and when we are traveling, we share a room.
We often go to social and cultural events together. In other cases, the relationship was strictly limited to a professional relationship and there was little or no contact outside of the work place. These relationships lacked the intimacy and emotional impact described earlier.

*I don't think our relationship is close and personal. And, I certainly would not consider her a good friend. We do have a pleasant working relationship and that is really all I want. I initiated this relationship because I had heard that she was committed to advancing women in the company.

In both cases, whether the relationship was close and personal, or whether it was a detached, professional relationship, the women emphasized their mentor's and support person's contributions to their professional growth and advancement.

Values, Ethics, Trust and Honesty

The women who participated in this study felt that several factors were very important to the development and continuation of their mentor and support relationships. The factors mentioned most often included high values and ethical behavior. The trustworthiness and honesty of feedback of mentors and supporters were also very important to the respondents.

It appeared that proteges placed a high degree of
importance on the mentor or support person displaying signs of being hard working, family oriented, and being responsible.

*He is a family man and a Christian. He is also very respectful. In that, I mean that he never forgets that he is married. I can have lunch or a drink with him and never worry that he will make an advance toward me. He is also very responsible. He takes care of his wife and family and does what he needs to do to assure that they are provided for.

*He is very hard working and determined, and if anything, that is one of the frustrations we face - the lack of opportunity for the black male in the corporate world. He is very hard working and things just aren't happening the way that they should, the way that he deserves.

*She is a very kind, caring person. She is always there for me and very dependable. She is also a very determined person. She does not have a lot of formal education, but appreciates the need for it today. She always stood by me and encouraged me. She was a single parent, but we never felt deficiencies when we were growing up. She worked hard at a job, maintained her home, and took care of her family. She is a great role model.

Spirituality, Christian values and a belief in God were all important values to many of the women in this study.

*He is aggressive, competent and spiritual. He is a good person.

*He is friendly, sensitive and caring. He is a family man and a Christian. He is very giving.

*He has softened over the years and is very spiritual. I think he is on his way to becoming a minister.

*He is a very kind, caring person, deeply committed to his faith. He is an excellent leader, firm but
gentle. He is good at financial matters and also a very good fundraiser. He is very persuasive.

Trustworthiness and honesty were very important characteristics for mentors and supporters to possess. Almost without exception, the women in this study listed these qualities as extremely important.

*She is my friend, of course. There is also a loyalty and trust factor here. I know that she will keep confidences. She is like my sister.

In describing her mentor, another woman stated:

*She is a very determined person. If she sets her mind to do something, she does it. She is a kind, caring person. She is loyal, trustworthy, and truthful. She is intelligent and articulate.

Perceived Similarity and Dissimilarity

A large number of women felt that there were very strong similarities between their mentors and supporters and themselves. Most often, the mentor or support person exhibited similar ways of approaching a task or getting the job done.

*The similarities would be the way we approach things. We have similar ideas about how things should be done and the kinds of results we expect to see. We also have similar ideas about educational issues. We are able to agree on most things and seldom have disagreements.

*We're both task oriented people. We don't like wasting time. We both approach a task from a no nonsense perspective. We're both honest people, there are no hidden agendas here and that's good.
Other people mentioned similar goals and desires as a common factor in the relationship.

*We are both determined to be successful. We also prepare ourselves to be successful. We don't expect something for nothing and then complain when we don't get it. I think we both know that we are responsible for making change happen.

*The biggest similarity is that we are both hard workers. Both of us are very dedicated to our careers and try to do the best job possible.

A large number of women stated that they see themselves as similar to their mentors or supporters through their characteristics, values, and beliefs.

*Our similarities include confidence, spirituality, devotion, and loyalty. I think both of us are very fair. It is very important that my environment is very peaceful and everyone is getting along well. So I treat people the way I would want them to treat me and, in that respect, I would think that I am a pretty decent person to work with. I think that it is important to be fair.

*The similarities include the fact that we are both loyal, truthful, and trustworthy. Both of us care a great deal about our families and our professional endeavors. We are both hard working responsible people.

In the field of education administration, similar professional views and outlooks were very common among mentors and proteges. In particular, similar views about the education of black children was mentioned often.

*We share the same perspective on teaching and education. We recognize the importance of cultural awareness. We are both hard working people and we also have the same values. We agree on how our children should be raised and on methods of discipline. I guess we share the same goals and are
willing to work together to accomplish those goals.

*The similarities include our commitment to the education of black children. Also, the way we interact with our peers is very similar. Both of us deal very honestly and openly. I think we are both outspoken and we don't mince words. People don't have to try to second guess us to figure out what we are thinking.

*We both are very conscious of the need to work with at risk students, particularly as it pertains to minorities. I think we both understand, better than a lot of people, the politics of the system, both by virtue of being here longer than many people and having a nationwide network that gives you a different perspective of what is being done. Also we share the philosophy that killing kids is not the answer, you have to provide a different approach.

Racial similarity was mentioned by a number of women who felt that race positively impacted the development of their relationship.

*We are two black women who bring similar life experiences to this friendship. I don't know how it will be in the future with the drugs and other things happening to the black family, but people of my generation seem to have been raised with similar value systems. The same things are important to both of us, home, family, work, and religion.

In any intense, interpersonal relationship, there are bound to be dissimilarities, features or qualities that one party finds unattractive in the other. Many women were candid about the dissimilarities between themselves and their mentors or supporter. For the most part, there tended to be fairly unique dissimilarities that dealt with personality differences.

When asked about the differences between themselves
and their mentors and supporters, they responded:

*There were times when I resented his paternalistic attitude. He wouldn't always listen to me and formed very quick opinions. Then, that was set in his mind and it was very difficult to persuade him differently.

*He is not very diplomatic. I have seen him get really angry at people and then just blow up. He would just storm out and do whatever, say whatever.

*She is a very difficult person to reason with. She does not like to take the responsibility for her own mistakes. Therefore, going into any situation, you know that she is never going to be wrong.

*She is the type of person who will abandon you when the going gets rough. She does not accept her failures very well. I don't push mine off on someone else and then batter their self esteem when I have not done what I should have done.

It is important to note that the dissimilarities mentioned here did not include any of the negative features generally associated with mentor/protege relationships. It was interesting that there was no mention of the mentor encouraging a sense of dependency that was not conducive to the protege's growth, or a tendency for the mentor to push the protege too hard or be too possessive, or for the mentor to have his or her own need ahead of those of the protege. Additionally, the issue of sexual attraction appeared to be absent from this sample population. This indicates that the women in this study do not consider sexual attraction as a problem which must be dealt with in the relationship.
It also appears that in the relationships discussed in this study, the more powerful person was sensitive to the needs of the protege. Although there might have been a tendency to idealize their mentors and supporters, the women did discuss shortcomings as mentioned earlier. Therefore, there may be other factors which eliminated the traditional problems of mentor and support relationships found in the literature.
CHAPTER VIII

Summary, Conclusions and Recommendations

Overview of the Study

This study evolved from a personal interest in black women's mentoring and support relationships, and an interest in the impact of race and gender on the development of these relationships. Recently, there has been considerable interest in women's career development (Nieva and Gutek, 1981; Marshall, 1984; Bower, 1985; Noe, 1988; Ragins, 1989). However, this research gives scant attention to the experiences of black women managers, and largely pertains to white women. When research does deal with minority issues, it usually focuses on the experiences of black men. Therefore, it seems that there is a shortage of career development information that deals specifically with black women.

Black women face many unique problems and situations. As members of two oppressed classes of people, blacks and women, black women experience many of the same feelings and challenges as other groups, and yet, these feelings are not completely the same. Because of the dual effects of race and gender, career development information pertaining to white women or black men may not apply to the black female. Therefore, a need exists to examine black women's issues separately.
from other groups.

As a result of this interest and a review of the literature two major research questions were identified for the current study. The first question asked if race and/or gender was a factor in the development of mentor and/or support relationships for this sample of black women. The second question asked if there was a difference in the quality of mentor or support relationships for black women when the mentor or support person is of a different race and/or gender.

The sample population consisted of black women who worked in either business and industry or education administration. An instrument, The Mentor - Support Relationship Questionnaire was designed to gather information about their mentor and/or support relationships, as well as demographic information. A pilot study was done to further refine the instrument. Following the survey data collection, a one hour interview was conducted with a subset of the survey population.

A mail survey was used as the primary method of gathering the data for this study. Names and addresses of black women working in the specified fields were obtained through a publication called *SuccessGuide 1989: A Guide to Black Resources in Greater Cleveland.* Study
participants were mailed packets consisting of a letter of introduction, a proposal describing the study, a consent form, a questionnaire, and a self-addressed, stamped return envelope. Four hundred packets were distributed between April, 1990 and January, 1991. In addition to the direct mailings, packets were also distributed at black women's civic and professional meetings. The response was rather discouraging with only 107 completed questionnaires returned, for a response rate of 27 percent. Although the response rate was low, the reaction to the study was positive and gratifying. Numerous women wrote or telephoned to express their support. They stated that there is a need for more research about black women and were honored to be selected as a participant. Once the questionnaires were received, a subject was contacted by telephone and asked to participate in the second phase of this study which was an interview. All of the women contacted for interviews agreed to participate.

The questionnaire data and hypotheses were analyzed through several statistical procedures. First, factor analyses were performed on four sets of questions contained in the questionnaire to reduce these sets of questions to a smaller number of variables. A Correlation Matrix was then done to determine how these
factors and other questionnaire items correlated with each other. Finally, a two-way analysis of variance was used to determine specific differences in the relationships.

Overview of the Results

Once the data collection was completed, the statistical procedures were performed to examine the research hypotheses under study. In all cases, .05 was considered significant, although p values of less than .10 are also reported and discussed.

The four scales contained in the questionnaire were reduced to a total of 19 factors. Each factor was given a title to describe its general nature. Since each factor was described earlier in this study, no description is provided here.

A correlation matrix was performed on the factors and other questionnaire items to determine how these items correlated with each other. From this analysis, several major themes for mentor and support relationships emerged.

Three themes were identified for mentor relationships. First, it was learned that close friendships with a mentor were growthful for the protege, and enhanced some of the career building functions of the relationship, but not visibility.
Second, the perceived power of the mentor was closely correlated to the career enhancing functions, but not personal growth and the like.

Third, tension between mentor and protege did not undermine the person-centered factors and was, in fact, closely linked to personal closeness and social activities.

Three major insights about support relationships emerged from the correlation analysis. First, support relationships tended to be close, personal, and growth promoting. Second, these relationships also served some career enhancing functions such as providing career advice and job recommendations. Third, in contrast to mentor relationships, disagreeing tended to undermine many of the person and career enhancing functions of the relationship.

Race and Gender Effects

The purpose of this study was to examine the impact of race and gender on the development of mentor and support relationships of black women. It was found that fifteen items characterize the impact of race and gender on the mentor relationships. These items were personal closeness, social activities, similarity of views, perceived power of the mentor, tension between mentor and protege, disagreement between mentor and protege, growth
promoting aspects, commitment, coaching, promoting self confidence, sponsoring, organizational linkage, personal help, visibility, and assists with career development. Race was found to be a significant factor in the following items: growth promoting index, commitment, coaching, promotes self confidence, sponsoring, personal closeness, social activities, similar views, appearance of mentor, mentor cares for protege, protege cares for mentor. Gender was found to be significant for power of mentor and there was an interaction of race and gender for the variables of tension and disagreement.

Similar results were found with support relationships. The following items were found to characterize support relationships: friendship, caring, same views, tension, disagreement, growth promoting aspects, support, sponsorship, organizational linkage, personal help, visibility, and assists with career development. Race was found to be significant for the following items: personal help, visibility, appearance, support person shows concern and caring, protege feels concern and caring, friendship, same views. Gender was significant for the following items: friendship, caring, share same views, power within the larger community and tension. There was an interaction of race and gender for length of most intense phase of the relationships.
At this point it may be useful to review each of the four relationships examined in this study to determine how they are similar and how they differ.

What follows is a summary of what was learned in this study. Here, a look at the relationships with white males, black males, white females, and black females is presented. This discussion represents a synthesis of all of the data collected in this study. Thus, it draws on the qualitative questionnaire data, the quantitative questionnaire data, and the interview data.

Discussion of the Four Kinds of Relationships

White male mentors and/or supporters. Relationships between white male mentors and supporters are characterized by their ability to assist the protege with career growth and advancement. These relationships were not particularly close and personal, but were very successful in helping the protege advance in her career. These relationships tended to center less around personal items and more around business items. Thus, one might conclude that white men are willing and able to serve as mentors to black women when the relationship centers around business.

However, once the mentor and protege became well acquainted, the relationships became more personal and did include discussions of personal items. This may be
related to the concept of protective hesitation and cultural paranoia (Dickens and Dickens, 1982). It appeared that there was some hesitancy to develop close relationships with white men in the early stages of the relationship. Therefore, there was a need for the black protege to protect herself. Once a comfort level was reached, the white male mentor and the black female protege were able to become friends.

The mentor and protege were able to discuss many subjects, including highly personal concerns and sensitive issues. Although these relationships appeared to be close and supportive in the workplace, this largely did not carry through to after work situations. Thus, there was very little socializing and interaction outside of the professional environment.

Relationships between white men and black women appear to fit into the category of receptive friendships because the male was generally in a powerful position within his organization. He was, therefore, in a position to advance the protege's career and advocate for her. While this generally occurred, the absence of a personal element to these relationships was striking. Many women indicated that the mentor was a family man and contact outside of the organization might be viewed as inappropriate. This does indeed eliminate the
possibility of gossip and speculation which is often mentioned in the literature, but it does in some ways create a distance in the relationship.

Black male mentors and/or supporters. Relationships between black male mentors and supporters were characterized by their closeness, amount of career and personal support, and the degree of tension involved in the relationship.

This study revealed that black men and women can and do have close, personal friendships, which enhance career growth and development. These relationships appear to have a much shorter getting acquainted stage, and there is generally no suspicion or hesitation when the black male mentor shows an interest in the protege. Therefore, racial similarity does appear to aid in the development of these relationships. A large number of women stated that racial similarity was a prerequisite in the development of any mentor or support relationships in which they are involved. They stated that racial similarity was necessary because a black man could identify with their problems, issues, and concerns. Only another black person was seen as having the ability to appreciate and value blackness. Therefore, the black male was seen as having the ability to help the black female protege with self confidence and self esteem.
issues while having enough power in organizations to advance her career. Thus, these relationships appear to typify the essence of the mentor/protege relationship.

Relationships between black men and black women do contain higher amounts of tension than do the relationships of white men and women and black women. However, this tension does not appear to undermine the benefits associated with mentor/protege relationships. This may indicate that the mentor and protege feel comfortable enough with each other to disagree, and even argue with each other and still remain close friends.

The proteges did recognize and articulate weaknesses or imperfections in their black male mentors. While they were able to articulate these shortcomings, they did not indicate any negative impact upon the relationship. These shortcomings or faults might be the source of some of the tension found in these relationships since the mentor was often described as arrogant or self centered.

A common factor in the mentor/protege relationships with both black and white men was the gender difference did not appear to have a negative impact on the relationship. There was no mention of having to deal with sexual tension or attraction. In fact, many women mentioned that one of the positive features of these relationships was the boundaries were respected and
sexual attraction was not an issue.

On the other hand, many women complained that their male mentors, both black and white, treated them more like daughters than peers and were overly protective. In some cases, the women enjoyed this protectiveness, while in others, they resented it.

Another negative feature of these relationships was that the black female protege was often excluded from male social activities and gatherings. Therefore, they missed out on the opportunities to benefit from the informal system. The women often spoke of the men in the office stopping for drinks after work or playing golf together on the weekends. However, they had no such outlets for informal networking. This was the only case where gender appeared to be a major negative factor.

White female mentor or supporter. Mentor and support relationships between black female proteges and white female mentors or supporters occurred less often than any other relationship.

Clearly, the scarce number indicate a need for further study of these relationships. Still, a great deal was learned from the current study.

These relationships appeared to contain a great amount of distance. In fact, only relationships with white men contained more distance. Thus, these relations
were not close and personal, but distant and more superficial. They appeared to be more functional in nature with the mentor spotting the black protege's talent, or the protege recognizing that the white female could help advance her career.

In many cases, the black female proteges stated a perceived need to be careful and guarded around the white female. Again, protective hesitation and cultural paranoia were evident in a number of these relationships. While no reason for this distance or lack of trust was stated, it appears logical when one considers the historical relationships of black and white women.

Race appeared to be a significant factor in the distance between black and white women. Many black women stated that they felt white women could not identify with their situations and concerns. Others indicated that they perceived a sense of competition between themselves and white women. Therefore, in this instance, race appeared to be a stronger barrier than the common bond of gender similarity. This finding was particularly surprising since black female were able to form strong bonds with white men and race did not appear to be a negative factor in these relationships.

Black female mentors and supporters. Relationships between two black women were characterized by their
close, personal nature and by the absence of tension and disagreement. Their relationships were by far the closest of any of the relationships studied. The black females were often drawn together because of their race. They stated that it gave them a common basis for understanding mutual concerns, problems, situations, and issues. Thus, racial similarity was seen as an enhancer in the development of these relationships.

The mentors and proteges were able to discuss highly personal issues without concern or suspicion. Thus, there appeared to be a great deal of trust in these relationships. This was not only implied, but stated verbally. Many women felt that the bond of racial similarity was necessary for trust to occur. Again, if one considers the black woman's history, it would not be surprising that these relationships would be the closest, most trusting, and most open. Black women share the common legacy of racial and sexual oppression which helped create this strong bond even in the early stages of a new relationship. The women stated that this common history provided a foundation on which to build a relationship. It provided a common means of understanding and making sense of situations and events. And finally, it provided a common lens through which they could see the world.
While relationships with others, black and white men, could provide the closeness and support needed to have a strong relationship, there was still a gender difference which at times could cause differences in points of view. However, relationships between two black females contained no such barriers. However, they did contain a negative aspect with regard to mentoring. These relationships were largely unable to advance the protege's career. While they could provide support, advice, and role modeling, they generally did not provide a great deal of help in career advancement. One possible explanation for this might be that black women have not, as a group, attained the power and position in organizations needed to advocate for other black women and advance their careers.

Even with this negative, one cannot minimize the impact and power of mentor/protege relationships between two black women. These relationships help promote feelings of inclusion for black women in organizations. This is particularly important since many black women are new to the professional ranks and need a source of support and friendship. Often, black women feel like outsiders in corporate setting because they are not included in white or male networks. Therefore, these relationships help to ease these tensions and provide a
sense of belonging and inclusion.

Putting the results of this study in the context of the relevant literature on mentors produced some interesting comparisons. For example with regard to the availability of mentors, some researchers (Dickens and Dickens, 1982; Levinson et al., 1978) feel that blacks do not find mentors in organizations. Others (Thomas and Alderfer, 1989) feel that blacks do indeed have mentors, sponsors, or helpers in organizations. While many of the respondents in this study stated that they did not have a mentor, it was found that the support person often performed many of the functions of a mentor. Therefore, it is difficult to determine, with any degree of certainty, how available mentors are for black women. Additionally, the low response rate of this study may be an indication of the problems black women had in finding mentors.

Kanter (1977) states that mentors or sponsors provide proteges with a form of "reflected power," thus, indicating to others that the protege has the packing of an influential person. In the present study, the perceived power of the mentor was closely correlated to such career-enhancing functions as visibility and sponsorship. However, there was not a strong correlation between the power of the mentor and the more person
centered variables of personal closeness and social activities. Therefore, this may suggest that a more powerful mentor may indeed provide the protege with "reflected power" which, in turn, leads to career growth and increased opportunity.

The black feminist literature (Hooks, 1982; Giddings, 1984; Davis, 1982) indicated that black women traditionally have not had strong friendship bonds with white women. This was supported in the current study. This sample of black women seemed to form the weakest attachments with white women. This was verbalized in the interview data. Some women stated that there is a tension between black and white women that prevents them from becoming close friends and dealing with each other in an open, honest way. Thus, there appears to be a lack of trust between the two groups of women. This finding needs further investigation and may have profound effects on organizations as white women assume more positions of leadership in companies.

Implications and Suggestions for Further Study

This study has implications for black women seeking mentors, men and women serving as mentors to black women, and the organizations which employ black women.

Black females seeking the support and guidance of a mentor must first have a clear understanding of what a
mentor is, and what a mentor is not. This study revealed that many black women only think of mentors as powerful "godfathers," who are able to advance and promote their careers. Since they think of mentors in such a limited light, they are often unable to identify the mentors who are not in a position to fill the "godfather" role, but are able to help in other ways. Role modeling, teaching, supporting and advising are important functions of mentors. Yet, many of the black women in this study associated these functions with the support person, and not with the mentor. Therefore, many black women may have difficulty identifying mentor relationships if they do not provide the sponsoring or promoting functions.

Black women should also understand that the race and gender of the mentor may produce very difficult outcomes of the relationship. Mentor relationships with other black women may provide friendship, role modeling, support, and a sense of belonging but very little career advancement. On the other hand, relationships with white males may provide the sponsorship, but not as much support. Therefore, black women seeking mentor relationships should understand that the race and gender of the mentor may produce very different relationship outcomes.

Finally, black women must understand that as white
women gain power and prestige in organizations, they will be in a position to be mentors and assist with career development and advancements. Therefore, as the number of high ranking white women increases in organizations, and the number of white men decreases in organizations, black women may need to make efforts to develop relationships with white women.

Men and women serving as mentors to black women need to be aware of and conscious of the double oppression that is part of their past. Thus, potential mentors need to understand that it may be difficult for black women to initiate the relationship because of past experiences with persons of different races and genders. Becoming sensitive to the reality of double oppression will help promote cross-race and cross-gender mentor relationships.

Finally, organizations should understand that they have an obligation to ensure equal opportunities for all employees. Thus, black females must be regarded as competent professionals. They must be allowed to have the same advancement opportunities as white men and women. Organizations must understand that institutional racism goes far beyond the obvious, name calling and slurs. In its most insidious form, racism is the denial of a person's competence as a human being. Therefore, organizations have not only a legal obligation, but also
a moral obligation to assure equal opportunities for all employees.

Black women are often new to the management ranks. Thus, the corporate environment and culture may be new to black women. As a result, they may need help with the socialization process. A planned mentor program, while not the same as those which evolve naturally, would aid black women with learning the culture, joining the informal networks, and becoming socialized much faster.

Planned mentor programs may also assist organizations with dealing with the complex issues of diversity and multiculturalism. Because black women constitute a numerical minority, it is quite likely that the mentor would be of a different race, and/or gender. Relationships of this type would enable people to interact on an informal basis, thus providing opportunities to learn about each other. With this interaction, hopefully, greater racial understanding and sensitivity would result.
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APPENDIX A

The following pages contain the initial letter soliciting participation in the study, a consent form, a description of the study, and the questionnaire.
Informed Consent Form

This is a doctoral study which investigates the mentoring and support relationships of black female professionals. As a participant in this study, you are welcome to contact me to discuss any questions you may have about this questionnaire. You are free to not answer any item on the questionnaire and you may withdraw your consent for the use of the information obtained in this questionnaire at any stage of this project.

All questionnaires are numerically coded to ensure the confidentiality of the participants. No participant's names will be used in this study. The only person with access to the participant's name will be the primary investigator.

Please indicate that you are willing to participate in this study by signing below. You may return this consent form with your questionnaire. Thank you.

Shirley A. Wilson
Doctoral Candidate in Organizational Behavior
Case Western Reserve University
Cleveland, Ohio
(216) 232-5484

To be completed by participant:

I have read the above explanation about the purposes and procedures to be used in this study, and I consent to my participation.

Name: 

Date: 

MENTORING AND SUPPORT RELATIONSHIPS OF PROFESSIONAL WOMEN: THE INFLUENCE OF RACE AND GENDER ON THEIR DEVELOPMENT

A Dissertation Proposal
Submitted by

Shirley A. Wilson

Professors: Donald Wolfe
Richard A. Boyatzis
David A. Cooperrider
Prior to the Civil Rights movement, jobs in management were almost entirely unavailable to black candidates. No level or combination of technical competence, education, ambition, organizational savvy and motivation was adequate to make career headway. Management was exclusive and there was little expectation of change in that condition.

Today, the numbers of blacks seeking management positions is increasing rapidly as a result of their greater participation in the workforce, expanded access to educational opportunities and affirmative action programs. Although blacks rarely achieve executive positions, they are well represented in entry- and middle-level management.

Blacks tend to come into corporations believing in the Protestant work ethic—work hard, stay out of trouble, and you will be rewarded accordingly. However, highly successful people become successful because they do more than adhere to the work ethic. Successful people know that since there are limited positions at the top other factors come into play when competing for these positions.

Since the Protestant work ethic alone does not determine who gets ahead, the question then becomes what does? Organizations have developed a method by which certain people are moved ahead. This is accomplished by people higher up in the hierarchy sponsoring or mentoring other people for managerial positions. Without a mentor or sponsor, blacks and black women in particular are often unable to understand the reality of the white male dominated business culture, and they fail to get the exposure needed to identify them as highly talented and to direct them in their career advancement.

From the organization's perspective, the failure to identify and utilize talented blacks reduces effectiveness, and it may result in the organization not being able to meet equal opportunity or affirmative action goals. From the individual's perspective, this failure often results in talented black employees becoming stuck at low levels of the organization.

White sponsorship of whites is a normal process for pushing bright, young whites up the corporate ladder. Yet, this process seems to break down with blacks in general, and black women in particular. This breakdown may be attributed to the fact that black women tend not to know how to develop or affect a relationship with a potential white mentor. The reverse may also be true; whites do not know how to develop or affect a relationship with a potential black protege.

There is no universal agreement as to who or what a mentor is. Some authors define a mentor as an experienced, productive manager who relates well to a less experienced
person and is willing to help that person develop within and for the benefit of the organization. Other authors define mentoring as a one-to-one relationship between a more experienced person and an inexperienced person. The literature also indicates that there are two different types of mentoring functions: (1) career functions, which enhance career advancement and (2) psychosocial functions, which enhance a sense of competence, identity, and effectiveness in a professional role.

The goal of this research is to identify and explore the relationships of all people, mentors and non-mentors, who provide career help to black women. Past research has focused on the career development of male subjects, particularly white male subjects. Only recently, has there been an attempt to investigate the career development of women. However, recent studies which examine the career development of female subjects look only at white women. Since black women suffer from the combined effects of racism and sexism, there needs to be research which specifically studies black women. It appears that a void in research about black women exists. This study represents an attempt to help fill that void. Investigation of this will assist future black women who seek help in their career development.
PART I. MENTORING RELATIONSHIP

1. Do you feel you have had mentors in your career development?
(Please check the appropriate response.)

   _____1. Yes  _____2. No

IF NO, PLEASE SKIP TO PART II.

2. Who are the people who have provided significant help in your career development? (Check all appropriate responses).

   _____1. Friend
   _____2. Professor/Teacher
   _____3. Colleague/Peer
   _____4. Immediate Supervisor
   _____5. Person ranking higher than immediate supervisor
   _____6. Parent
   _____7. Brother/Sister
   _____8. Husband/Lover
   _____9. Other Relative
   _____10. Other (specify): ___________________________

3. How many mentors of each gender and race did you have?

   1. White Male:_____  2. White Female:_____

Please choose your most important or influential mentor relationship and answer all remaining questions with regard to this mentor. (Please choose a relationship that has been active in the last ten years).

4. Which of the following do you consider your mentor to be?

   _____1. Friend
   _____2. Professor/Teacher
   _____3. Colleague/Peer
   _____4. Immediate Supervisor
   _____5. Person ranking higher than immediate supervisor
   _____6. Parent
   _____7. Brother/Sister
   _____8. Husband/Lover
   _____9. Other Relative
   _____10. Other (specify): ___________________________
5. The mentor I am writing about is a:
(Please check the appropriate response)

____1. White Male       ____2. White Female

6. Who initiated the mentor/protege relationships?

____1. You               ____2. Mentor

7. How did your relationship with your mentor begin?

8. In what setting did you meet him/her?

____1. Work           ____4. Social
____2. School         ____5. Church
____3. Civic or professional activity or meeting ____6. Family
                ____7. Other
                (specify)____

9. What was your mentor's job at the time you met him/her?

10. How would you describe your mentor? (Check all that apply.)

____1. Strong          ____5. Humanistic
____2. Self-confident  ____6. Authoritarian
____3. Friend          ____7. Autonomous
____4. Self-actualized  ____8. Leader
____9. Other (specify): ---------------------------------
11. Growth Promoting Aspects of the Relationship:

Below are listed a variety of statements about how a person may experience the interaction with another person in regard to how it benefits or impedes their own personal development. Please consider each statement in reference to your relationship with your mentor. Using the scale below, mark each statement according to how often you experience this phenomena with the person.

<table>
<thead>
<tr>
<th>Scale</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>never</td>
</tr>
<tr>
<td>2</td>
<td>rarely</td>
</tr>
<tr>
<td>3</td>
<td>occasionally</td>
</tr>
<tr>
<td>4</td>
<td>sometimes</td>
</tr>
<tr>
<td>5</td>
<td>often</td>
</tr>
<tr>
<td>6</td>
<td>all the time</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Statement</th>
<th>Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. When I am with him/her I feel free to be myself in whatever way that might lead.</td>
<td></td>
</tr>
<tr>
<td>b. He/she dominates the conversation and challenges the accuracy of my perceptions.</td>
<td></td>
</tr>
<tr>
<td>c. I doubt myself and what I'm doing when I am with him/her.</td>
<td></td>
</tr>
<tr>
<td>d. He/she helps me to see new possibilities, or more promising ways of looking at things.</td>
<td></td>
</tr>
<tr>
<td>e. I feel off-balance when I am with him/her.</td>
<td></td>
</tr>
<tr>
<td>f. I need to be on the look-out and protective of myself when I am with him/her.</td>
<td></td>
</tr>
<tr>
<td>g. He/she notices things about me that I was not aware of.</td>
<td></td>
</tr>
<tr>
<td>h. He/she helps me face up to the reality of situations I am in.</td>
<td></td>
</tr>
<tr>
<td>i. I feel trapped, constrained in what I am when I am with him/her.</td>
<td></td>
</tr>
<tr>
<td>j. He/she encourages me to fact up to myself for what I really am.</td>
<td></td>
</tr>
<tr>
<td>k. He/she keeps himself/herself distant from me so that I cannot see what he/she thinks or feels.</td>
<td></td>
</tr>
<tr>
<td>l. He/she is a role model for me.</td>
<td></td>
</tr>
<tr>
<td>m. With him/her I have the sense of being able to &quot;unfreeze&quot; myself from the old ways I approach things.</td>
<td></td>
</tr>
<tr>
<td>n. He/she opens doors to new experiences.</td>
<td></td>
</tr>
</tbody>
</table>
He/she provides me with a base of security and courage from which I can venture out to deal with challenges.

He/she is there for me when I need him/her.

When we are talking or working together he/she responds to me in such a way that I become confused about what I should do.

When I am talking about something that really matters to me his/her responses to me seem irrelevant, or even hurtful.

He/she excuses me from facing up to realities I'm trying to avoid dealing with.

He/she closes off conversations about me when I am trying to express some concerns about myself and the way I am.

When we're talking about me and what I should do, I'm often convinced that he/she is just talking about their own 'trips' and laying them on me.

I can use his/her reactions and positions on things as guides in figuring out what I want to do.

He/she helps me understand situations, events or people I am not immediately aware of or sensitive to.

When I am with him/her I have the sense of there being nothing new in the world. He/she offers only more of the same.

He/she helps me work out what the consequences of my actions might be.

He/she can help me piece together different things about myself and help me understand why I act or why I see things the way I do.

12. At what period of your career did you enter the mentor/protege relationship?

1. Beginning (within the first 6 months);
2. After 6 months, before one year
3. After one year
4. Other (specify): ___________________________
13. Has your mentor significantly assisted your career development?
   ____1. Yes        ____2. No

   Explain:

14. Do you feel that you would have advanced as quickly in your career without your mentor?
   ____1. Yes        ____2. No

15. Average amount of time spent together per week:___________

16. Age of mentor at beginning of relationship:_______________

17. Your age at beginning of relationship:_________________

18. How long was the most intense phase of your mentoring relationship? (The period with the most contact.)

19. Are you still in contact? If yes, describe.

   If no, why?
20. What was the nature of your relationship when you first met?

  1. Supervisor/Subordinate
  2. Colleague
  3. Professor or Academic Advisor
  4. Personal relationship
  5. Organization executive
  6. Other (specify): __________________________

21. Do/did you and your mentor discuss non-work related things?

   1. Yes
   2. No

22. If yes, what kinds of things do/did you discuss? (Check all that apply).

   a. Your personal life
   b. Mentor's personal life
   c. Future goals and aspirations
   d. World and current events
   e. Race relations
   f. Sports
   g. Religion
   h. Politics
   i. Other (specify) __________________________

23. To what extent do you and your mentor share the same views?

   1. not at all
   2. a little
   3. some
   4. most of the time
   5. a great deal

24. How often do you and your mentor disagree?

   1. never
   2. rarely
   3. some of the time
   4. most of the time
   5. all of the time

25. How would you rate your mentor's appearance?

   1. quite unattractive
   2. somewhat unattractive
   3. neither unattractive or attractive
   4. somewhat attractive
   5. extremely attractive
26. How would you rate your mentor's power at the time of the relationship?

_____ 1. quite powerless
_____ 2. somewhat powerless
_____ 3. neither powerless or powerful
_____ 4. somewhat powerful
_____ 5. very powerful

Within the larger professional community:

_____ 1. quite powerless
_____ 2. somewhat powerless
_____ 3. neither powerless or powerful
_____ 4. somewhat powerless or powerful
_____ 5. very powerful

27. Mentoring Behaviors:

Please mark the frequency with which your mentor displayed the following behaviors during his/her relationship with you using the following scale.

1 = not at all    2 = seldom    3 = sometimes
4 = quite often   5 = very often
0 = does not apply

_____ a. He/she includes me in important planning sessions.
_____ b. He/she helps me work within the existing power structure.
_____ c. He/she helps me gain a sense of my power and influence.
_____ d. He/she considers my needs as well as the needs of the organization.
_____ e. He/she encourages me to seek information and ask questions.
_____ f. He/she is available for consultation about problems.
_____ g. He/she makes me feel like a valued member of the organization.
_____ h. He/she helps me develop self confidence.
_____ i. He/she understands my areas of strength/weakness.
j. He/she makes me aware of career opportunities in different departments within the company or outside the company.

k. He/she would recommend me for a job.

l. He/she explains upper level strategies, tactics and philosophies.

m. He/she discusses openly his/her expectations of me.

o. He/she allow me to make presentations to important clients/customers.

p. He/she includes my name in important memos or mentions my name in the text.

q. He/she demonstrates a great deal of empathy and sensitivity toward me.

r. He/she helps me integrate my work and personal life.

s. He/she helps me turn failures into learning experiences.

t. He/she coaches me on sidestepping entanglements and avoiding trouble.

u. He/she cares about my welfare.

v. He/she teaches me ways around obstacles.

w. He/she would go out of his/her way to do me a favor.

x. He/she serves as a role model to me.

y. He/she helps me anticipate and allow for the reactions and responses of others.

z. He/she discusses "what if" situations with me.

28. Characteristics of the Relationship:

Please rate the following statements about your relationship with your mentor as:

1 = not at all       2 = seldom       3 = sometimes
4 = quite often     5 = very often

a. My mentor and I express the same attitudes and values.
b. My mentor and I enjoy similar kinds of social activities.
c. My mentor and I discuss personal, non-job related things.
d. My mentor and I discuss controversial subjects.
e. My mentor and I are close friends.
f. We visit each other in our homes.
g. We travel together on business trips.
h. We have occasional lunches, dinners, or drinks together.
i. We go places together socially.
j. We can be relaxed and informal together.
k. My mentor helps me with non-job related personal concerns.
l. My mentor invites me to parties and other social events.
m. My mentor treats me as a peer.
n. We argue about how to do things/policy issues.
o. I feel some tension about our interactions in this relationship.

29. To what extent does your mentor show caring and concern for you as a person?

1. Not at all  3. Some
2. A little  4. Quite a lot
5. A great deal

30. To what extent do you feel caring and concern for your mentor?

1. Not at all  3. Some
2. A little  4. Quite a lot
5. A great deal
31. In what ways has your mentor had the greatest impact on you?

32. Are there things you dislike or feel negative features of your mentor?

33. What are your thoughts about the importance of mentors for professional development?

34. Do you feel that your race and gender have had an impact on the development and quality of the mentoring relationship?
35. Please add anything else you feel is important about your mentor relationship with this person.
PART II. SUPPORT RELATIONSHIPS

This section deals with the development of support relationships of black female professionals. These relationships provide career help and support, but are not considered mentoring relationships.

1. Is there someone (a non-mentor) who you feel has been supportive of your career development. (Do not rate the same person you rated in Part I.)
   Please check the appropriate response.

   _____ 1. Yes        _____ 2. No

2. Who are the people who have provided significant help in your career development?

   _____ 1. Friend
   _____ 2. Professor/Teacher
   _____ 3. Colleague/Peer
   _____ 4. Immediate Supervisor
   _____ 5. Person ranking higher than immediate supervisor
   _____ 6. Parent
   _____ 7. Brother/Sister
   _____ 8. Husband/Lover
   _____ 9. Other Relative
   _____ 10. Other (specify): ______________________________________

Please choose your most important or influential support relationship (please choose a relationship that has been active in the last ten years) and answer all remaining questions with regard to this relationship.

3. Which of the following do you consider your support person to be:

   _____ 1. Friend
   _____ 2. Professor/Teacher
   _____ 3. Colleague/Peer
   _____ 4. Immediate Supervisor
   _____ 5. Person ranking higher than immediate supervisor
   _____ 6. Parent
   _____ 7. Brother/Sister
   _____ 8. Husband/Lover
   _____ 9. Other Relative
   _____ 10. Other (specify)__________________________________________
4. The support person I am writing about is a:

   ____1. White Male        ____2. White Female

5. How did your relationship with your support person begin?

6. In what setting did you meet him/her?

   ____1. Work              ____4. Social
   ____2. School           ____5. Church
   ____3. Civic or professional meeting or activity
           ____6. Family
           ____7. Other (specify)

7. What was your support person's job at the time you met him/her?

8. What was the nature of your relationship when you first met?

   ____1. Supervisor/Subordinate        ____4. Personal Relationship
   ____2. Colleague                     ____5. Organization Executive
   ____3. Professor or Academic         ____6. Other (specify):
9. Growth Promoting Aspects of the Relationship:

Below are listed a variety of statements about how a person may experience the interaction with another person in regard to how it benefits or impedes their own personal development. Please consider each statement in reference to your relationship with your support person. Using the scale below, mark each statement according to how often you experience this phenomena with this person.

1 = never          2 = rarely          3 = occasionally
4 = sometimes      5 = often          6 = all the time

____a. When I am with him/her I feel free to be myself in whatever way that might lead.

____b. He/she dominates the conversation and challenges the accuracy of my perceptions.

____c. I doubt myself and what I'm doing when I am with him/her.

____d. He/she helps me to see new possibilities, or more promising ways of looking at things.

____e. I feel off-balance when I am with him/her.

____f. I need to be on the look-out and protective of myself when I am with him/her.

____g. He/she notices things about me that I was not aware of.

____h. He/she helps me face up to the reality of situations I am in.

____i. I feel trapped, constrained in what I am with him/her.

____j. He/she encourages me to face up to myself for what I really am.

____k. He/she keeps himself/herself distant from me so that I cannot see what he/she thinks or feels.

____l. He/she is a role model for me.

____m. With him/her I have the sense of being able to "unfreeze" myself from the old ways I approach things.
n. He/she opens doors to new experiences.

o. He/she provides me with a base of security and courage from which I can venture out to deal with challenges.

p. He/she is there for me when I need him/her.

q. When we are talking or working together he/she responds to me in such a way that I become confused about what I should do.

r. When I am talking about something that really matters to me his/her responses to me seem irrelevant, or even hurtful.

s. He/she excuses me from facing up to realities I'm trying to avoid dealing with.

t. He/she closes off conversations about me when I am trying to express some concerns about myself and the way I am.

u. When we're talking about me and what I should do, I'm often convinced that he/she is just talking about their own 'trips' and laying them on me.

v. I can use his/her reactions and positions on things as guides in figuring out what I want to do.

w. He/she helps me understand situations, events or people I am not immediately aware of or sensitive to.

x. When I am with him/her I have the sense of there being nothing new in the world. He/she offers only more of the same.

y. He/she helps me work out what the consequences of my actions might be.

z. He/she can help me piece together different things about myself and help me understand why I see things the say I do.

10. Has your support person significantly assisted in your career advancement?

1. Yes  2. No
Explain how.

11. Do you feel that you would have advanced as quickly in your career without your support person?
   ____1. Yes  ____2. No

12. Average amount of time spent together per week:

13. Age of support person at beginning of relationship:

14. Your age at beginning of relationship:

15. How long was the most intense phase of your support relationship (the period with the most frequent contact)?

16. Are you still in contact? If yes, describe.
   If no, why?

17. How would you describe your support person? (Check all that apply).
   ____5. Other (specify):

18. Do/did you and your support person discuss non-work related things?
   ____1. Yes  ____2. No
19. If yes, what kinds of things do/did you discuss? (Check all that apply).

___a. Your personal life
___b. Support person's personal life
___c. Future goals and aspirations
___d. World and current events
___e. Race relations
___f. Sports
___g. Religion
___h. Politics
___i. Other (specify): ____________________________

20. To what extent do you and your support person share the same views?

___1. Not at all
___2. A little
___3. Some
___4. A lot
___5. A great deal

21. How often do you and your support person disagree?

___1. Never
___2. Rarely
___3. Some of the time
___4. Most of the time
___5. All of the time

22. How would you rate your support person's appearance?

___1. Quite unattractive
___2. Somewhat unattractive
___3. Neither unattractive or attractive
___4. Somewhat attractive
___5. Extremely attractive

23. How would you rate your support person's power at the time of the relationship?

___1. Quite powerless
___2. Somewhat powerless
___3. Neither powerless or powerful
___4. Somewhat powerful
___5. Very powerful

Within the larger professional community

___1. Quite powerless
___2. Somewhat powerless
___3. Neither powerless or powerful
___4. Somewhat powerful
___5. Very powerful
24. Supporting Behaviors:

Please mark the frequency with which your support person displayed the following behaviors during his/her relationship with you, using the following scale:

1 = not at all  2 = seldom  3 = sometimes  
4 = quite often  5 = very often  
0 = does not apply

_____ a. He/she includes me in important planning sessions.

_____ b. He/she helps me work within the existing power structure.

_____ c. He/she helps me gain a sense of my power and influence.

_____ d. He/she considers my needs as well as the needs of the organization.

_____ e. He/she encourages me to seek information and ask questions.

_____ f. He/she is available for consultation about problems.

_____ g. He/she makes me feel like a valued member of the organization.

_____ h. He/she helps me develop self confidence.

_____ i. He/she understands my areas of strength/weakness.

_____ j. He/she makes me aware of career opportunities in different departments within the company or outside the company.

_____ k. He/she would recommend me for a job.

_____ l. He/she explains upper lever strategies, tactics and philosophies.

_____ m. He/she discusses openly his/her expectations of me.

_____ n. He/she allows me to make presentations to important clients/customers.

_____ o. He/she includes my name in important memos or mentions my name in the text.
p. He/she demonstrates a great deal of empathy and sensitivity toward me.

q. He/she helps me integrate my work and personal life.
r. He/she helps me turn failures into learning experiences.
s. He/she coaches me on sidestepping entanglements and avoiding trouble.
t. He/she cares about my welfare.
u. He/she teaches me ways around obstacles.
v. He/she would go out of his/her way to do me a favor.
w. He/she serves as a role model to me.
x. He/she helps me anticipate and allow for the reaction and responses of others.
y. He/she discusses "what if" situations with me.

25. Characteristics of the Relationship:

Please rate the following statements about your relationship with your support person as:

1 = not at all  2 = seldom  3 = sometimes  4 = quite often  5 = very often

a. My support person and I express the same attitudes and values.
b. My support person and I enjoy similar kinds of social activities.
c. My support person and I discuss personal, non-job related things.
d. My support person and I discuss controversial subjects.
e. My support person and I are close friends.
f. We travel together on business or personal trips.
g. We have occasional lunches, dinners or drinks.
h. We go places together socially.
i. We can be relaxed and informal together.

j. My support person helps me with non-job related personal concerns.

k. My support person invites me to parties and other social events.

l. My support person treats me as a peer.

m. We argue about how to do things/policy issues.

n. I feel some tension about our interactions in this relationship.

26. To what extent does your support person show caring and concern for you as a person?

1. Not at all
2. A little
3. Some
4. Quite a lot
5. A great deal

27. To what extent do you feel caring and concern for your support person?

1. Not at all
2. A little
3. Some
4. Quite a lot
5. A great deal

28. In what ways has your support person had the greatest impact on you?

29. Are there things you dislike or feel are negative features of your support person?
30. What are your thoughts about the importance of support relationships for professional development?

31. Do you feel that your race and gender have had an impact on the development and quality of the support relationship?

32. Please add anything else you feel is important about your support relationship with this person.
PART III. DEMOGRAPHIC INFORMATION

1. Name (optional):______________________________________________________________

Please check the appropriate response.

2. What is your age?

___ 1. Under 25              ___ 5. 40 - 44
___ 2. 26 - 30                ___ 6. 45 - 49
___ 3. 31 - 34                ___ 7. 50 - 54
___ 4. 35 - 39                ___ 9. 61 and over

3. How long have you been employed at your current organization?

___ 1. 0 - 5 years              ___ 5. 21 - 25 years
___ 2. 6 - 10 years             ___ 6. 26 - 30 years
___ 3. 11 - 15 years            ___ 7. 31 - or more years
___ 4. 16 - 20 years

4. In what type of organization are you employed?

___ 1. Manufacturing organization
___ 2. Service organization
___ 3. Utility company
___ 4. Government agency
___ 5. Social service organization
___ 6. Other (specify):__________________________________________________________

5. Present job title______________________________________________________________

6. Highest level of education completed

___ 1. High school              ___ 5. MBA
___ 2. Some college              ___ 6. Ph.D., Ed.D.
___ 3. BA or BS degree           ___ 7. J.D. or
___ 4. MA or MS degree           equivalent

7. What was your income range for 1989?

___ 1. Under $30,000             ___ 4. $50,000 - $60,000
___ 2. $30,000 - $40,000          ___ 5. $60,000 - $75,000
___ 3. $40,000 - $50,000          ___ 6. over $75,000
8. Compared with other black females in your organization you consider to be your peers, how would you rate your success?
   _____1. less successful   _____2. about as successful
   _____3. more successful   _____4. not sure
   _____5. other: ____________________________

9. Compared with white female peers:
   _____1. less successful   _____2. about as successful
   _____3. more successful   _____4. not sure
   _____5. other: ____________________________

10. Compared with black male peers:
    _____1. less successful   _____2. about as successful
    _____3. more successful   _____4. not sure
    _____5. other: ____________________________

11. Compared with white male peers:
    _____1. less successful   _____2. about as successful
    _____3. more successful   _____4. not sure
    _____5. other: ____________________________
PART IV. PHASE TWO OF RESEARCH

Would you be willing to participate in the next phase of this research which consists of an in-depth, hour long interview?

_____ Yes  _____ No

If yes, please provide your name, business address and a daytime and evening telephone number so that I may contact you.

Name:__________________________________________________________

Business Address:______________________________________________

Daytime Phone: (____) _____ - ________________________________

Evening Phone: (____) _____ - ________________________________
Appendix B

The following pages contain the interview questions for women with mentor and support relationships, mentor relationships only, and support relationships only.
INTERVIEW GUIDE FOR WOMEN WITH MENTOR AND SUPPORT RELATIONSHIPS

1. Please describe your career history since starting work telling me the important factors as you go along.

2. What factors have hindered your progress?

3. What factors have helped?

4. What pressures do you face in your current job? What are its satisfactions?

5. What effect has being a black woman had, if any?

6. Earlier you mentioned a mentor relationship with a (race, sex). Please tell me about this relationship. How it began? What would you describe as dominant features of this relationship? What makes it unique and significant?

7. Please describe your mentor.

8. What are the differences between you and your mentor?

9. What are the similarities?

10. Did these similarities or differences influence the way the relationship developed?

11. Does race impact this relationship in any way?

12. Does gender impact this relationship in any way?

13. What things do you derive from this relationship?

14. How does your mentor relationship differ from your support relationship?

15. You also mentioned a support relationship with a (race, sex). Please tell me about this relationship. How it began. What would you describe as dominant features of this relationship? What makes it unique and significant?

16. Please describe your support person.

17. What are the differences between you and your support person.
18. Did these similarities or differences influence the way the relationship developed?
19. Does race impact this relationship in any way?
20. Does gender impact this relationship in any way?
21. What things do you derive from this relationship?
INTERVIEW GUIDE FOR WOMEN WITH MENTOR RELATIONSHIPS

1. Please describe your career history since starting work telling me the important factors as you go along.

2. What factors have hindered your progress?

3. What factors have helped?

4. What pressures do you face in your current job? What are its satisfactions?

5. What effect has being a black woman had, if any?

6. Earlier you mentioned a mentor with a (race, sex). Please tell me about this relationship. How it began? What would you describe as dominant features of this relationship? What makes it unique and significant?

7. Please describe your mentor.

8. What are the differences between you and your mentor?

9. What are the similarities?

10. Did the similarities or differences influence the way the relationship developed?

11. Does race impact this relationship in any way?

12. Does gender impact this relationship in any way?

13. What things do you derive from this relationship?
INTERVIEW GUIDE FOR WOMEN WITH SUPPORT RELATIONSHIPS

1. Please describe your career history since starting work telling me the important factors as you go along?

2. What factors have hindered your progress?

3. What factors have helped?

4. What pressures do you face in your current job? What are its satisfactions?

5. What effect has being a black woman had, if any?

6. Earlier you mentioned that you do not have a mentor. Do you experience any frustrations over not having a mentor?

7. Can you offer an explanation why you do not have a mentor. Not interested in developing such a relationship. Unable to identify a potential mentor.

8. Do you feel that your career has advanced as quickly without a mentor as it might have if you had a mentor relationship?

9. You mentioned a support relationship with a (race, sex). Please tell me about this relationship. How it began? What would you describe as dominant features of this relationship? What makes it unique and significant?

10. Please describe your support person?

11. What are the differences between you and your support person?

12. What are the similarities?

13. Did the similarities or differences influence the way the relationship developed?

14. Does race impact this relationship in any way?

15. Does gender impact this relationship in any way?

16. What things do you derive from this relationship?
Appendix C

The following pages present Orthogonal Factor Patterns of the Factor Analysis.
**Mentoring Behaviors**

**Orthogonal Factor Pattern**

<table>
<thead>
<tr>
<th>Item</th>
<th>Factor 1</th>
<th>Factor 2</th>
<th>Factor 3</th>
<th>Factor 4</th>
<th>Factor 5</th>
<th>Factor 6</th>
<th>Factor 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>U  Cares about my welfare</td>
<td>0.83520</td>
<td>0.13417</td>
<td>0.20949</td>
<td>0.22506</td>
<td>-0.06835</td>
<td>0.07263</td>
<td>0.11277</td>
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<tr>
<td>W  Would do me a favor</td>
<td>0.70958</td>
<td>0.08883</td>
<td>0.21795</td>
<td>0.12639</td>
<td>-0.00529</td>
<td>0.42133</td>
<td>0.02948</td>
</tr>
<tr>
<td>O  Shows empathy towards me</td>
<td>0.66738</td>
<td>0.39438</td>
<td>0.08367</td>
<td>0.17780</td>
<td>0.02725</td>
<td>0.13730</td>
<td>0.11579</td>
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<tr>
<td>C  Helps me gain a sense of power</td>
<td>0.44224</td>
<td>0.36666</td>
<td>0.15436</td>
<td>0.18566</td>
<td>0.17929</td>
<td>0.11212</td>
<td>0.35962</td>
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<tr>
<td>E  Encourages questions</td>
<td>0.15592</td>
<td>0.80033</td>
<td>0.01902</td>
<td>0.29991</td>
<td>-0.05791</td>
<td>0.05859</td>
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<tr>
<td>U  Considers my needs</td>
<td>0.44936</td>
<td>0.64478</td>
<td>0.08059</td>
<td>0.20854</td>
<td>0.12860</td>
<td>0.21918</td>
<td>0.03303</td>
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<td>R  Work within the power structure</td>
<td>0.24383</td>
<td>0.61110</td>
<td>0.37405</td>
<td>-0.10778</td>
<td>0.30785</td>
<td>0.06653</td>
<td>0.08151</td>
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<tr>
<td>G  Valued member of the organization</td>
<td>0.07421</td>
<td>0.57673</td>
<td>0.12545</td>
<td>-0.02639</td>
<td>0.36383</td>
<td>0.49967</td>
<td>0.02240</td>
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<tr>
<td>L  Explains upper level strategies</td>
<td>0.08287</td>
<td>0.57351</td>
<td>0.16092</td>
<td>0.14693</td>
<td>0.20279</td>
<td>0.17495</td>
<td>0.51612</td>
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<tr>
<td>F  Available for consultation</td>
<td>0.38382</td>
<td>0.46039</td>
<td>0.29369</td>
<td>0.10929</td>
<td>0.01673</td>
<td>0.40351</td>
<td>0.13759</td>
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<tr>
<td>Y  Anticipate other’s reactions</td>
<td>0.05881</td>
<td>0.03910</td>
<td>0.76289</td>
<td>0.15666</td>
<td>0.09505</td>
<td>0.23966</td>
<td>0.10960</td>
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<td>T  Coaches me on entanglements</td>
<td>0.31846</td>
<td>0.14875</td>
<td>0.74884</td>
<td>0.29532</td>
<td>-0.12791</td>
<td>0.20242</td>
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<td>V  Ways around obstacles</td>
<td>0.53896</td>
<td>0.37721</td>
<td>0.57261</td>
<td>0.03890</td>
<td>-0.01304</td>
<td>0.05636</td>
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<td>Z  Discusses “what if”</td>
<td>0.10317</td>
<td>0.15052</td>
<td>0.56765</td>
<td>0.46131</td>
<td>0.04956</td>
<td>0.32575</td>
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<td>X  Serves as a role model</td>
<td>0.37823</td>
<td>0.35983</td>
<td>0.40419</td>
<td>0.01610</td>
<td>0.03043</td>
<td>0.47105</td>
<td>0.14774</td>
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<tr>
<td>S  Turn failure into learning</td>
<td>0.22843</td>
<td>0.07551</td>
<td>0.17667</td>
<td>0.83104</td>
<td>0.03424</td>
<td>0.11325</td>
<td>0.05774</td>
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<td>M  Discusses Expectations</td>
<td>0.02187</td>
<td>0.27624</td>
<td>0.08583</td>
<td>0.76138</td>
<td>0.26699</td>
<td>-0.02899</td>
<td>0.07788</td>
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<tr>
<td>R  Integrate work</td>
<td>0.42572</td>
<td>0.03429</td>
<td>0.23938</td>
<td>0.07252</td>
<td>0.07584</td>
<td>0.16891</td>
<td>0.09494</td>
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<tr>
<td>P  Includes my name in memos</td>
<td>-0.02220</td>
<td>0.01431</td>
<td>-0.10917</td>
<td>0.16435</td>
<td>0.88462</td>
<td>0.08259</td>
<td>0.05434</td>
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<tr>
<td>O  Presentations to clients</td>
<td>-0.13795</td>
<td>0.06495</td>
<td>-0.02399</td>
<td>0.11610</td>
<td>0.85338</td>
<td>0.04359</td>
<td>0.03189</td>
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<tr>
<td>A  Planning sessions</td>
<td>0.40932</td>
<td>0.25109</td>
<td>-0.08814</td>
<td>-0.00627</td>
<td>0.67619</td>
<td>-0.01338</td>
<td>0.20153</td>
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<tr>
<td>I  Understands strengths</td>
<td>0.33000</td>
<td>0.20245</td>
<td>-0.06502</td>
<td>0.27138</td>
<td>0.06652</td>
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<tr>
<td>Develop self-confidence</td>
<td>0.19077</td>
<td>0.40826</td>
<td>0.29620</td>
<td>0.22979</td>
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<td>J  Career opportunities</td>
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<td>0.07056</td>
<td>0.03587</td>
<td>0.01542</td>
<td>0.12395</td>
<td>-0.00942</td>
<td>0.81457</td>
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<td>K  Job recommendations</td>
<td>0.26015</td>
<td>-0.04142</td>
<td>0.26550</td>
<td>-0.09003</td>
<td>-0.07823</td>
<td>0.46128</td>
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### Characteristics of Mentoring Relationship

**Orthogonal Factor Pattern**

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<thead>
<tr>
<th>Item</th>
<th>Factor 1</th>
<th>Factor 2</th>
<th>Factor 3</th>
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<tbody>
<tr>
<td>C. Discusses personal things</td>
<td>0.81148</td>
<td>0.26739</td>
<td>0.25713</td>
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<td>E. Close friends</td>
<td>0.76748</td>
<td>0.33667</td>
<td>0.09299</td>
</tr>
<tr>
<td>K. Helps with personal things</td>
<td>0.74443</td>
<td>0.18055</td>
<td>0.25449</td>
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<tr>
<td>D. Controversial subjects</td>
<td>0.73417</td>
<td>0.28736</td>
<td>0.13657</td>
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<tr>
<td>A. Same attitudes</td>
<td>0.71532</td>
<td>0.03098</td>
<td>-0.22318</td>
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<tr>
<td>M. Treats me as a peer</td>
<td>0.65746</td>
<td>0.26816</td>
<td>-0.11965</td>
</tr>
<tr>
<td>J. Relaxed and informal</td>
<td>0.62423</td>
<td>0.40688</td>
<td>0.09073</td>
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<tr>
<td>B. Social activities</td>
<td>0.55288</td>
<td>0.52271</td>
<td>-0.06522</td>
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<tr>
<td>L. Invites me to parties</td>
<td>0.23365</td>
<td>0.89483</td>
<td>-0.02471</td>
</tr>
<tr>
<td>I. Go places socially</td>
<td>0.34662</td>
<td>0.82775</td>
<td>0.03727</td>
</tr>
<tr>
<td>F. Visit each other</td>
<td>0.40706</td>
<td>0.81002</td>
<td>-0.03394</td>
</tr>
<tr>
<td>G. Travel together</td>
<td>0.03942</td>
<td>0.75193</td>
<td>0.27526</td>
</tr>
<tr>
<td>H. Have lunches together</td>
<td>0.35890</td>
<td>0.65958</td>
<td>0.25684</td>
</tr>
<tr>
<td>O. Feel some tension</td>
<td>-0.14573</td>
<td>0.10278</td>
<td>0.87595</td>
</tr>
<tr>
<td>N. Argue</td>
<td>0.28263</td>
<td>0.07804</td>
<td>0.80516</td>
</tr>
</tbody>
</table>
## Factor Analysis Support Behaviors

### Orthogonal Factor Pattern

<table>
<thead>
<tr>
<th>Item</th>
<th>Factor 1</th>
<th>Factor 2</th>
<th>Factor 3</th>
<th>Factor 4</th>
<th>Factor 5</th>
<th>Factor 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>V  Teaches me ways around obstacles</td>
<td>0.78349</td>
<td>0.170268</td>
<td>0.11403</td>
<td>0.026651</td>
<td>0.020891</td>
<td>0.17088</td>
</tr>
<tr>
<td>Y  Anticipate reactions of others</td>
<td>0.77589</td>
<td>0.09305</td>
<td>0.17658</td>
<td>0.26189</td>
<td>0.04354</td>
<td>0.06956</td>
</tr>
<tr>
<td>X  Serves as a role model</td>
<td>0.73841</td>
<td>0.01302</td>
<td>0.27152</td>
<td>0.12879</td>
<td>0.04621</td>
<td>0.12262</td>
</tr>
<tr>
<td>T  Coaches me on avoiding trouble</td>
<td>0.69986</td>
<td>0.31334</td>
<td>0.11905</td>
<td>0.25517</td>
<td>0.00871</td>
<td>0.17986</td>
</tr>
<tr>
<td>H  Develop self confidence</td>
<td>0.69490</td>
<td>0.06313</td>
<td>0.33376</td>
<td>0.10198</td>
<td>0.04987</td>
<td>0.10801</td>
</tr>
<tr>
<td>G  Gain a sense of power and influence</td>
<td>0.66624</td>
<td>0.00583</td>
<td>0.02693</td>
<td>0.33088</td>
<td>0.01728</td>
<td>0.12774</td>
</tr>
<tr>
<td>F  Discusses &quot;what if&quot; situations</td>
<td>0.62237</td>
<td>0.12347</td>
<td>0.52520</td>
<td>0.13580</td>
<td>0.08966</td>
<td>0.02971</td>
</tr>
<tr>
<td>I  Encourages me to seek information</td>
<td>0.62096</td>
<td>0.01858</td>
<td>0.12367</td>
<td>0.21341</td>
<td>0.02469</td>
<td>0.02084</td>
</tr>
<tr>
<td>M  Discusses openly expectations of me</td>
<td>0.54488</td>
<td>0.53151</td>
<td>0.14911</td>
<td>0.02232</td>
<td>0.17436</td>
<td>0.10923</td>
</tr>
<tr>
<td>O  Allows me to make presentations</td>
<td>0.03607</td>
<td>0.64429</td>
<td>0.14053</td>
<td>0.02312</td>
<td>0.07169</td>
<td>0.28237</td>
</tr>
<tr>
<td>P  Includes my name in memos</td>
<td>0.07533</td>
<td>0.81735</td>
<td>0.10914</td>
<td>0.18808</td>
<td>0.11972</td>
<td>0.09268</td>
</tr>
<tr>
<td>A  Includes me in planning sessions</td>
<td>0.16239</td>
<td>0.360445</td>
<td>0.29646</td>
<td>0.14501</td>
<td>0.09467</td>
<td>0.10027</td>
</tr>
<tr>
<td>L  Explains upper level strategies</td>
<td>0.25875</td>
<td>0.42457</td>
<td>0.11434</td>
<td>0.07551</td>
<td>0.10537</td>
<td>0.08081</td>
</tr>
<tr>
<td>U  Cares about my welfare</td>
<td>0.22276</td>
<td>0.03762</td>
<td>0.71659</td>
<td>0.38790</td>
<td>0.06550</td>
<td>0.01831</td>
</tr>
<tr>
<td>W  Would do me a favor</td>
<td>0.20252</td>
<td>0.11442</td>
<td>0.71075</td>
<td>0.40382</td>
<td>0.01464</td>
<td>0.01221</td>
</tr>
<tr>
<td>I  Understands my strengths/weaknesses</td>
<td>0.35502</td>
<td>0.02560</td>
<td>0.64273</td>
<td>0.04501</td>
<td>0.04391</td>
<td>0.15074</td>
</tr>
<tr>
<td>F  Available for consultation</td>
<td>0.40553</td>
<td>0.03963</td>
<td>0.51457</td>
<td>0.05732</td>
<td>0.37909</td>
<td>0.15771</td>
</tr>
<tr>
<td>R  Integrate work and personal life</td>
<td>0.43500</td>
<td>0.03734</td>
<td>0.14260</td>
<td>0.63933</td>
<td>0.08250</td>
<td>0.17602</td>
</tr>
<tr>
<td>S  Turn failures into learning</td>
<td>0.53919</td>
<td>0.09248</td>
<td>0.29738</td>
<td>0.05725</td>
<td>0.12203</td>
<td>0.03770</td>
</tr>
<tr>
<td>O  Demonstrates empathy</td>
<td>0.08927</td>
<td>0.03010</td>
<td>0.31619</td>
<td>0.56759</td>
<td>0.07900</td>
<td>0.41288</td>
</tr>
<tr>
<td>D  Considers my needs</td>
<td>0.04519</td>
<td>0.13319</td>
<td>0.07550</td>
<td>0.22221</td>
<td>0.87910</td>
<td>0.10461</td>
</tr>
<tr>
<td>G  Valued member of organization</td>
<td>0.02115</td>
<td>0.31928</td>
<td>0.06682</td>
<td>0.39420</td>
<td>0.59478</td>
<td>0.23709</td>
</tr>
<tr>
<td>B  Work within power structure</td>
<td>0.30896</td>
<td>0.28625</td>
<td>0.29901</td>
<td>0.17523</td>
<td>0.46578</td>
<td>0.23800</td>
</tr>
<tr>
<td>K  Recommend me for a job</td>
<td>0.18066</td>
<td>0.08399</td>
<td>0.02419</td>
<td>0.06910</td>
<td>0.17957</td>
<td>0.79759</td>
</tr>
<tr>
<td>J  Career opportunities</td>
<td>0.13634</td>
<td>0.17546</td>
<td>0.14365</td>
<td>0.11980</td>
<td>0.07916</td>
<td>0.76776</td>
</tr>
</tbody>
</table>
Table C-4

Characteristics of Support Relationship

Orthogonal Factor Pattern

<table>
<thead>
<tr>
<th>Item</th>
<th>Factor 1</th>
<th>Factor 2</th>
<th>Factor 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>B. Social Activities</td>
<td>0.80186</td>
<td>0.24335i</td>
<td>-0.02377</td>
</tr>
<tr>
<td>I. Go places socially</td>
<td>0.79063</td>
<td>0.22739i</td>
<td>0.25580</td>
</tr>
<tr>
<td>C. Discuss personal things</td>
<td>0.77721</td>
<td>0.24215i</td>
<td>-0.13682</td>
</tr>
<tr>
<td>D. Controversial subjects</td>
<td>0.73708</td>
<td>0.10115i</td>
<td>-0.05216</td>
</tr>
<tr>
<td>F. Close friends</td>
<td>0.71854</td>
<td>0.38477i</td>
<td>0.08381</td>
</tr>
<tr>
<td>A. Same attitudes and values</td>
<td>0.70938</td>
<td>-0.00732</td>
<td>-0.11285</td>
</tr>
<tr>
<td>G. Travel together</td>
<td>0.70015</td>
<td>0.01180i</td>
<td>0.43444</td>
</tr>
<tr>
<td>K. Helps with personal concerns</td>
<td>0.69918</td>
<td>0.34912i</td>
<td>0.07162</td>
</tr>
<tr>
<td>H. Have lunches, dinners drinks</td>
<td>0.63593</td>
<td>0.48753i</td>
<td>0.25558</td>
</tr>
<tr>
<td>L. Invites me to parties</td>
<td>0.59910</td>
<td>0.27865i</td>
<td>0.39407</td>
</tr>
<tr>
<td>M. Treats me as a peer</td>
<td>0.09428</td>
<td>0.83711i</td>
<td>0.05702</td>
</tr>
<tr>
<td>J. Relaxed and informal</td>
<td>0.48931</td>
<td>0.67081i</td>
<td>0.01241</td>
</tr>
<tr>
<td>N. Argue about how to do things</td>
<td>0.05636</td>
<td>0.34126i</td>
<td>0.74367</td>
</tr>
<tr>
<td>O. Feel some tension</td>
<td>-0.15289</td>
<td>-0.45038i</td>
<td>0.67424</td>
</tr>
</tbody>
</table>