

**MENTORING FOR WOMEN TO MOVE UP:
THE CASE OF MPC**

by
Marlene Reilly Hedrick

A paper submitted in partial fulfillment of
the requirements for the degree
of
Master of Public Administration

**MONTANA STATE UNIVERSITY
Bozeman, Montana**

June 1987

P378
H358
Cop. 2

ii

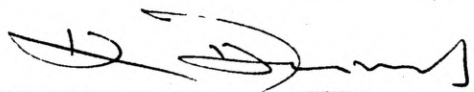
APPROVAL

of a paper submitted by

Marlene Reilly Hedrick

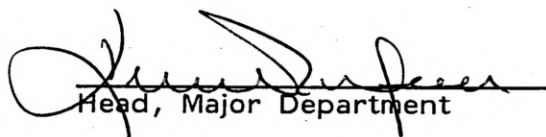
This paper has been read by each member of the committee and has been found to be satisfactory regarding content, English usage, format, citations, bibliographic style, and consistency, and is ready for submission to the College of Graduate Studies.

May 16, 1987
Date


Chairperson, Graduate Committee

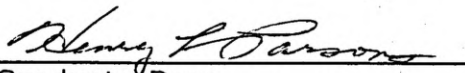
Approved for the Major Department

May 16, 1987
Date


Head, Major Department

Approved for the College of Graduate Studies

June 4, 1987
Date


Graduate Dean

STATEMENT OF PERMISSION TO USE

In presenting this paper in partial fulfillment of the requirements for a master's degree at Montana State University, I agree that the Library shall make it available to borrowers under rules of the Library. Brief quotations from this paper are allowable without special permission, provided that accurate acknowledgment of source is made.

Permission for extensive quotation from or reproduction of this paper may be granted by my major professor, or in his/her absence, by the Director of Libraries when, in the opinion of either, the proposed use of the material is for scholarly purposes. Any copying or use of the material in this paper for financial gain shall not be allowed without my written permission.

Signature

Marlene Hedrick

Date

June 1, 1987

ACKNOWLEDGEMENTS

I would like to thank my three special daughters, Lori, Paula and Marchelle for their patience and understanding over the past seven years. This experience has been a rich and rewarding one for all of us.

A special acknowledgement to my family and especially to my parents, Bill and Mary Reilly, for their encouragement and support. Their continuous community involvement throughout the years and their interest in education and learning has had a definite impact on my life.

I appreciate Montana Power Company granting me the opportunity to evaluate their programs. I am grateful to Marg Gustafson, Affirmative Action Supervisor, for all the time and help with the questionnaires and the many problem-solving phone calls.

I am grateful to Dr. Krishna Tummala, Dr. Jerry Calvert and Dr. Karen Vinton for the time and effort extended in reviewing and commenting on this report. A special thanks to Dr. Tummala for his valuable input, advice and patience with my telephone calls.

TABLE OF CONTENTS

	Page
APPROVAL	ii
STATEMENT OF PERMISSION TO USE	iii
ACKNOWLEDGEMENTS	iv
TABLE OF CONTENTS	v
LIST OF TABLES	vii
ABSTRACT	viii
Chapters	
I. INTRODUCTION	1
Statement of the Problem	2
Statement of Purpose	3
Caveats of the Research	5
Methodology	5
Research Questions and Hypotheses	5
II. REVIEW OF RELEVANT LITERATURE	11
Barriers to Advancement	11
Internal	12
Interpersonal	12
Structural	14
Strategies for Advancement	15
Role Models	16
Networking	17
Support Programs	17
Mentoring	18
Features of a Mentoring Program	21
Culture	21
Management	22
Orientation	23
Career Development	23
Retention	24

TABLE OF CONTENTS -- continued

	Page
III. EXPERIENCE OF MONTANA POWER COMPANY . . .	28
Montana Power Company	28
Internal Structure	29
Human Resources	31
Workshops	32
IV. ANALYSIS AND INTERPRETATION OF SURVEY RESULTS	35
Subjects	35
Instruments	36
Results - "Men and Women Working Together" . . .	36
Results - "Managing Your Career"	39
Evaluation of Research Questions and Hypotheses .	42
Research Question One	42
Research Question Two	43
Hypothesis 1	44
Hypothesis 2	44
V. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS .	48
Summary	48
Conclusions	49
Recommendations	51
SELECT BIBLIOGRAPHY	54
APPENDICES	58
APPENDIX A - Questionnaire Administered to Officials, Managers and Supervisors . . .	59
APPENDIX B - Responses to Open-ended Questions by Officials, Managers and Supervisors .	63
APPENDIX C - Questionnaire Administered to Female Employees	67
APPENDIX D - Responses to Open-ended Questions by Employees Who Answered Yes to Acquiring a Mentor	71
APPENDIX E - Responses to Open-ended Questions by Employees Who Answered No to Acquiring a Mentor	75

LIST OF TABLES

TABLE	PAGE
1. Survey of Montana Power Company Employees, 1986 .	30
2. "Men and Women Working Together" . . .	36
3. "Managing Your Career"	39

ABSTRACT

Montana Power Company, a public utility, after reviewing their hierarchical structure, realized that women were severely under-represented in their top level management and sought to address this problem. Last year the Company introduced a program within their organization whereby women were encouraged to pursue nontraditional positions and career development.

This research is a program evaluation of the effectiveness of the workshops initiated where supervisors, officials and managers were encouraged to become mentors, and female employees were encouraged to seek a mentor within the MPC structure.

Questionnaires were sent out to the participants of the workshops. Their responses were tabulated as to whether or not supervisors had been approached to serve as a mentor and, most important, whether or not MPC utilized, supported and rewarded the practices and skills acquired at the workshops.

The study reveals that even though all of the respondents, including those who acquired a mentor, felt the workshops had some constructive value, their overall effectiveness ended there. The practices encouraged at the workshops were not supported or encouraged back on the job. In essence, it would appear that the programs initiated to encourage women to advance within MPC have not been effective because there has been no follow-up to the workshops in on-the-job practices.

Chapter I

INTRODUCTION

Historically, women and men in organizations have performed quite different functions. The roles assigned to women have placed them in the lower levels of the hierarchy while higher level decision-making positions which carry superior status, power and rewards have been reserved almost exclusively for the male. Overt and covert discrimination on the individual and organizational level have "kept women in their place." Entrance qualifications, job requirements and promotional opportunities have perpetuated this unequal state of affairs.¹

This condition is beginning to change in our society. Executive orders, affirmative action programs, legislation and court decisions, as well as changes in cultural mores, are leading to the removal of sex-linked educational and economic barriers. While there are counterforces to these changes (frequently growing out of short-term, cyclical economic conditions, and short-sightedness), there is little doubt that increasing pressures for permanent and continuing female employment at all levels will continue to build.²

For these changes to occur with a minimum of personal pain and organizational stress, present and future members of management will need new skills. On the surface, this is most relevant to those women who aspire to managerial positions, but males who hold rigid sexual

stereotypes and adhere to out-dated cultural myths will also face personal trauma. Men who are unaware of their own rigid stereotyping attitudes and values toward women, and are not conscious of the often subtle cultural and psychological barriers to female employment are likely to act in ways that inhibit the career opportunities of others (and therefore of themselves). A man who feels uncomfortable working with women will undoubtedly have difficulty being an effective superior, peer or subordinate. This will become increasingly so as the managerial climate changes.³

One goal would be to help managers get in touch with his/her attitudes toward women and men and their roles in business. This could include the ability to recognize potential role conflicts, understand changing career patterns and options available to men and women and become aware of barriers facing women in business. Increased awareness of the unique situation of women in business can provide information which would enhance personal awareness, informed career selection, personal goal setting, and recognition of individual behavior patterns with reference to sexual roles.

Statement of the Problem

Despite their ever increasing numbers in the work place, very few women have risen to positions of leadership and authority. While women may have made progress in entering the managerial ranks, they tend to remain in low-level management positions, rather than advance up those ranks as, by comparison, do their male counterparts.⁴ Whenever people are concentrated in low-opportunity and low-mobility

jobs with few prospects for growth in skills and advancement and few open pathways out and up, their full participation in the organization is restrained and their involvement in work is limited.⁵

The literature suggests that there are a number of factors that account for the problem of women generally not holding positions of power and authority. Conventional sex role stereotypes have tended to attribute to women qualities that are not generally in consonance with those associated with effective management.⁶ Women are often excluded from informal social interaction, which often provides men with off-the-record, unofficial types of information that expedite career advancement. Women are not as apt to develop a long-term power acquisition perspective as are successful men, effectively keeping them out of touch with the tools necessary to move up the hierarchical ladder.⁷

Statement of Purpose

Because of concerns with developing careers, promotions and demotions are important events in most people's work lives. In general, individuals strive for and desire promotions, and much popular interest has centered around the process by which individuals move up the organizational career ladder.⁸

Because the number of women in the workplace is increasing, many organizations are facing challenges by highly qualified women employees who want to move rapidly into positions with decision-making and policy-making responsibilities.⁹ One strategy that organizations

can utilize to move women into key positions is through the use of mentors.

A mentor can be defined as a person of greater rank or expertise who teaches, guides, and develops a novice.¹⁰ Mentors are seen as crucial tools for training and promoting career success for both males and females. Having a mentor has been linked with faster promotion and higher pay, greater knowledge of both technical and organizational aspects of business, and higher levels of productivity and performance.¹¹

One organization that is utilizing the concept of mentoring is Montana Power Company (MPC), a public utility, and its subsidiaries. In 1986 Paul Schmechel, MPC Chief Executive Officer, acknowledged the fact that MPC met equal opportunity requirements, but felt that they could do better than that by improving the rate of integrating women into nontraditional positions. Toward that end, MPC enlarged a program designed to discover ways of elevating employees with unusual abilities to positions of greater responsibility as those positions became available.

This research is a program evaluation of two workshops established within MPC and its subsidiaries and carried out in 1986. The objective of the workshops were (1) to make better use of the skills and talents of all employees but more particularly females; (2) to integrate females into management and nontraditional positions; (3) to increase the awareness of the realities of men and women working together and of the barriers that may be placed in the way of women because of bias; (4) help females to take the responsibility for and be

in charge of their own work life; and (5) to establish a program to assist females in career planning.¹²

Caveats of the Research

As this study pertains to evaluations of specific programs within a specific organization for a specific purpose, there are no other program evaluations of this kind from which to draw conclusions.

Caveat two is the fact that the workshops have only been in existence a short time, perhaps too short a time to realize their effectiveness. On the other hand, if they are perceived as being ineffective, revisions and adjustments can be initiated in a shorter time frame.

Caveat three recognizes the fact that the managers, officials, and supervisors were predominately male and their responses to the questionnaires may thus be biased. By the same token the 294 employees invited to the "Managing Your Career" workshop were all females. They were also above a certain level so the question of total representativeness from the organization is questionable.

Methodology

Research Questions and Hypotheses

The following two research questions and two hypotheses were constructed for evaluation:

1. Are employees who take advantage of mentoring relationships better paid, more committed and more satisfied with their work and career programs than employees who do not?

2. Can formal mentor relationships in management and executive development programs be productive and beneficial to the individual advisee and mentor, as well as to the organization?
- H1 Employees who take advantage of mentoring relationships within organizations are better paid, more committed and more satisfied with their work and career programs than employees who don't.
- H2 Formal mentor relationships in management and executive development programs can be productive and beneficial to the individual advisee and mentor, as well as to the organization.

These were tested by surveying and evaluating the participants of the the workshops, "Men and Women Working Together" and "Managing Your Career." The total sample to whom the questionnaires were administered was 148 and 294 respectively. The participants of the workshops were surveyed as to the positive as well as negative aspects of the workshops. Of particular interest to MPC was the overall effectiveness of the workshops. Attention to the quality of relationships between juniors and seniors and among peers is critical for effective employment development, a satisfactory quality of work life, and organizational effectiveness.¹³

The Affirmative Action Supervisor was instrumental in contributing to the two questionnaires. There are certain questions that specifically address concerns of the supervisor. These questions are 2, 3, 4, 5, 5A, 7 and 8 on the managers' questionnaires and 2, 3, 3A, 4, 4A, 5, 7, 8 and 8A on the female employers' questionnaires. The questions dealt with for this research include 1, 6 and 6A on the managers' questionnaires and 1, 4, 4A, 5, 6, 6A and 9 on the female employers' questionnaires.

The information derived from this study is expected to prove valuable to those organizations considering implementing a formal mentor program for employees within their respective organizations. Formal mentoring systems, when recognized as valuable and enthusiastically supported by upper management, can help increase employee's effectiveness.¹⁴ Certainly most organizations have rules, policies, or goals that are aimed at helping all employees receive the training, development, and feedback necessary for progression. Such formal helping mechanisms have primarily included training programs, the organization structure, reward systems, and policies on professional and community involvement.¹⁵ If an organization has a well-developed internal labor market, opportunities for career advancement will be greater for the employees within the organization. Time and money invested in training and the skills acquired will make the employees more productive and more important to the firm, and high pay and strong promotion possibilities are offered as incentives to remain.

The process of assessing strategies for integrating women becomes more critical when one realizes the costs to the organization of continuing a haphazard, reactive approach. Some of the costs may be alienation, low job satisfaction, poor decision making, and high turnover. The most important cost, however, is lost resources.¹⁶

The greatest resource of a company is its people. Its services are only as good as the people who produce, market and support them. An organization's effectiveness is dependent upon recruiting, managing, developing and retaining its human resources.¹⁷ It is the

purpose of this study to see how one organization - MPC - fared in this context.

The rest of the paper is organized thus: Chapter II examines the barriers for advancement of female employees. Literature will also be reviewed concerning strategies that need to be developed to provide access to the power structure. The chapter will conclude with discussion of different features of a mentoring program.

The third chapter is a preview of MPC's internal structure and the two workshops from which information for this program evaluation was extracted.

Chapter IV will present the subjects and the instruments used in this program evaluation and test the research questions and hypotheses. Chapter V will offer a summary, conclusions and recommendations.

Notes

¹Alva M. Clutts, "Women in Organizations: Implications for OB," Dorothy M. Hai (ed.) Women and Men in Organizations: Teaching Strategies (Washington, D.C.: The Organizational Behavior Teaching Society, 1984), p. 56.

²Ibid., p. 56.

³Ibid., p. 56.

⁴Constance Courtney Staley, "Managerial Women in Mixed Groups: Implications of Recent Research," Group and Organization Studies 9, no. 3 (September 1984), p. 323.

⁵Rosabeth Moss Kanter, "Contributions to Practice: Organizational Change, Affirmative Action, and the Quality of Work Life," Carol W. Konek, Sally L. Kitch, and Geraldine E. Hammond (eds.) Design for Equity: Women and Leadership in Higher Education (Newton, Mass: Education Development Centers, 1980), p. 90.

⁶Johanne Trempe, Andre-Jean Rigny, and Robert R. Haccoun, "Subordinate Satisfaction With Male and Female Managers: Role of Perceived Supervisory Influence," Journal of Applied Psychology 70, no. 1 (February 1985), p. 55.

⁷Ellen M. Murray, "Channels to the Top: An Exploration of Sex Role and Information Source," Communication Quarterly 31, no. 2 (Spring 1983), p. 157.

⁸Lea P. Stewart and William B. Gudykunst, "Differential Factors Influencing the Hierarchical Level and Number of Promotions of Males and Females Within an Organization," Academy of Management Journal 25, no. 3 (September, 1982), p. 586.

⁹Marjorie A. Lyles, "Strategies for Helping Women Managers - Or Anyone," Personnel 60, no. 1 (January-February 1983), p. 67.

¹⁰Elizabeth Alleman, John Cochran, James Doverspike, and Isadore Newman, "Enriching Mentoring Relationships," Personnel and Guidance Journal 62, no. 6 (February 1984), p. 329.

¹¹Ibid., p. 329.

¹²Paul Schmechel, letter to employee, 31 October, 1986.

¹³Kathy E. Kram, Mentoring at Work (London: Scott, Foresman and Company 1985), p. 208.

¹⁴Ellen J. Wallach, "Individuals and Organizations: The Cultural Match," Training and Development Journal 37, no. 2 (February 1983), p. 35.

¹⁵Lyles, op. cit. p. 74.

¹⁶Ibid., p. 68.

¹⁷Wallach, op. cit. p. 35.

Chapter II

REVIEW OF RELEVANT LITERATURE

The purpose of this chapter is twofold. It will review barriers that stand in the way of women's effective development and then consider different strategies that can be implemented to provide access to the power structure and focus on those areas that encourage the inclusion and development of women in organizations.

Barriers to Advancement

In general, it is assumed that even if, and when, systematic changes provide full opportunity for women to advance, barriers that are derived primarily from women's socialization can prevent them from fully utilizing such opportunities. In other words, even when women occupy a position of formal authority, they may face internal, interpersonal, and structural obstacles to exerting influence.¹

It is generally accepted that these barriers restrict the full development of women in the work place. Being the result of traditional norms and lifestyles, they reflect deep-seated attitudes that have developed over the last hundred years. Thus the explanation for these barriers may lie in the framework of our society and in the definition of a woman's appropriate place in society. The growing percentage of women who are no longer full-time homemakers prove

that the nature of women's place in society is changing. Thus the framework is shifting, but many of the barriers still exist.² Internal, interpersonal, and structural barriers are briefly discussed below.

Internal

Internal barriers to advancement are difficult to change and include obstacles women have placed against themselves because of their own socialization. Women have been socialized to be passive, dependent, lacking in self-confidence, and to assume nurturing and subordinate roles rather than positions of leadership.³ Leadership has typically been associated with positively valued traits for men such as aggression, competitiveness, and rationality, rather than the stereotyped traits of women such as dependency, passivity, and emotionality.⁴ Socialized to meet others' needs, women generally are not taught intellectual aggression or problem-solving abilities.⁵

Margaret Hennig and Anne Jardim contend that due to the way young girls are prepared for their roles in society, a constellation of certain "feminine" traits is internalized (e.g., emotionality, narrow task orientation, inability to take risks, inability to delegate authority) that prevents women from succeeding in the organizational hierarchy.⁶

Interpersonal

Interpersonal barriers include the biases of others in the organization, such as men's unwillingness to accept women as equals and the reluctance of both men and women to have a female supervisor. Since men have been socialized to expect women to be inferior and to assume subservient positions, the male-dominated power

structures have been slow to promote women into higher levels of administration.⁷ Studies of attitudes toward women as managers reveal, among other things, the perception that males are better suited and more capable than females for management positions.⁸ G. W. Bowman, N. B. Worthy, and S. A. Greyson found that managers do not perceive women as possessing the decision-making skills or competitive aggressiveness required for managerial positions.⁹ James R. Terborg explains that commonly held sex role attitudes perpetuate the belief that males are more independent, objective, and competitive, and are therefore better suited to handle management responsibilities than are women. Women are stereotyped as more gentle, sensitive, passive, and less suited to such responsibilities in business.¹⁰

Societal norms depict women as nonserious workers. Stereotypes of women as "properly in the home" rather than the work place harm women in work organizations. These stereotypes depict women as less committed than men to jobs and careers, to advancement inside the organization, and to self-fulfillment through work itself.¹¹ Women are viewed as followers rather than leaders. The exclusion of women from leadership positions supports stereotypical assumptions that women belong in the "private" sphere of home and family whereas men belong in the "public" sphere of leadership and influence.¹²

The use of stereotypes indicates fixed attitudes that influence how women are perceived - for example, as being soft, loving, attending, and intuitive. They are perceived as being afraid of achievement, poor at quantitative analysis, and unable to make tough

decisions. They are also perceived as being emotional, irrational, and nonobjective.¹³

Structural

One structural barrier, an organization pattern or practice, that stands in the way of women's inclusion in organizations is an informal system referred to as a network - usually composed of men - that women have not had access to. These informal work groups surrounding male superiors have access to information about implicit norms, power coalitions, and acceptable strategies within the organization.¹⁴ In the typical system, women may be excluded from information networks, have less access to power, be under greater scrutiny by associates, and be subjected to distracting roles (mother, sweetheart, sex object) imposed by others. The consequence is that as women respond to this environment or adapt to it, they often display behavior that others interpret as inadequate - lacking in skills in time management, team work, delegation, risk taking. Because they are often not part of information networks, women must spend more time and effort getting pertinent information.¹⁵

The literature suggests substantial differences between men and women in access to information about job advancement opportunities. In particular, women are less likely than men to utilize informal social contacts and establish mentor relationships which traditionally provide valuable information that is not formally sanctioned by the organization, but nevertheless opens up doors to career advancement and acceptance by colleagues. Women are often placed in positions that isolate them from information-based power, and they are given

tasks that inhibit the development of expertise and are "dead-end" in terms of career advancement.¹⁶

To understand and be included in the system, women must overcome these social and structural barriers. Gaining a high level of information and a variety of social contacts are important processes in this context. With less interaction and communication, women have less opportunity to engage in the informal training needed for advancement.¹⁷ M. Burrows argues that unless women are included in both the formal and informal development programs within an organization, the chances for career growth within the corporate hierarchy will be severely limited for the female manager.¹⁸

Strategies for Advancement

Literature reviewed for this paper suggests that strategies need to be developed to provide access to the power structure for women, who most likely have been excluded. Organizations which empower larger numbers of people would be more effective in several dimensions. They would reduce the dysfunctional consequences of powerlessness: low morale, rules-mindedness, and tight territorial control. They would benefit from speedy decisions and ability to take advantage of innovations. And they would develop better leaders, even among members of groups who have not traditionally become organizational leaders.¹⁹

The strategies examined include role models who serve as visible experts - to effectively emulate specific human characteristics,

choosing the best traits of several people to incorporate into one's own professional personality. Information networks can reduce isolation and build participation and self-confidence. Support programs can help women realize their potential, plus they need other women to make the climate one in which they feel supported. Mentoring as a strategy is a relationship in which a person of greater rank or expertise teaches, guides, and develops a novice in an organization or profession. These different strategies when utilized simultaneously can penetrate the societal and structural barriers that impede women's opportunities and successes for career advancement. After a brief review of these factors, the discussion turns to one, mentoring, for insights on dealing with the problems women encounter in management.

Role Models

Role models can be effective by serving as visible experts. These may be friends, relatives, females, males, peers, superiors or subordinates. Role models could be defined as those individuals whose behaviors, personal styles, and specific attributes are emulated by others. It is important however to think of role models in the plural, of multiple role models illustrating ranges of options and solutions available to women professionals. In this conception, role models demonstrate what can be and what is possible for women professionals, without insistence on fidelity to a set of solutions adhered to by one particular model. Research indicates that young professionals (male and female) often engage in selective role modeling using multiple,

"partial" role models, picking particular traits they desire to emulate and rejecting others.²⁰

Networking

One way to help women overcome feelings of isolation and make sure they are included on an equal basis is to use social contacts building on the popular concept of networking. Networking is the systematic process of developing helpful contacts, linking people for assistance, supporting, and helping each other find needed resources, information, job leads, opportunities, and feedback. The larger the network, the better the chance one has for obtaining career enhancing knowledge. Knowledge is power, and the effective use of power in organizations is critical for producing compliance. But effective management also requires alliances. Affiliation producing skills are needed in order to obtain information and other resources within the organization and to interact effectively.²¹

Support Programs

Support programs can help gain insight into any problems in current job situations, thus fostering a collaborative attitude among women who might otherwise be tempted to side with men and turn against women.²² Support groups can consist of women with similar fields of interest which provide professional stimulation and motivation, as well as information and access to new opportunities. Support programs can provide assistance for coping with stress and other emotional concerns relating to or inhibiting professional growth.

Mentoring

As previously stated, a mentor can be defined as a person of greater rank or expertise who teaches, guides, and develops a novice.²³ The function of a mentor is to point out where "skeletons and mine fields" are, and fulfill the role of teacher, sponsor, host and guide, providing counseling to support and facilitate the realization of a dream.²⁴ Mentors share traditions and norms within organizations and institutions; formal and informal power structures, decision-making processes and ways to achieve rewards and payoffs.²⁵

Mentors are seen as crucial tools for training and promoting career success for both males and females. Mentorship helps develop positive and secure self-images and helps integrate career and family responsibilities. It also aids in the development of managerial talent for the organization. Not only do these relationships help young professionals learn technical knowledge, but they also aid them in learning the organization's ropes, developing a sense of competence and effectiveness, and learning how to behave at successive management levels.²⁶

As a training and development tool, mentoring is not a new concept. For centuries wise men have offered counsel to the young. In ancient Greece, Odysseus entrusted the education of his son Telemachus to a trusted counselor and friend. This trusted and wise friend, Mentor, reputedly became the counselor, guide, tutor, coach, sponsor, and mentor for his apprentice, Telemachus. Mentorship is the career development process in many occupations: master-apprentice, physician-intern, and student-teacher.²⁷

With few exceptions, virtually every successful person in a technical, managerial, or professional field received some guidance and tutelage from a mentor.²⁸ At most colleges and universities, many persons in key decision-making positions - deans, vice presidents, and presidents - have achieved those positions largely because someone older, wiser, and more powerful saw in them a spark of leadership ability and encouraged them to develop that ability.²⁹

Having a mentor has been linked to greater knowledge of both technical and organizational aspects of business, and higher levels of productivity and performance resulting in faster promotion and higher pay.³⁰ Those individuals who have had a mentor earn more money at a younger age, are more likely to follow a career path, and, in return, sponsor more apprentices than those who have not had a mentor.³¹

Only recently have business people and researchers recognized the vital role mentors play in the development of corporate executives. In The Seasons of a Man's Life, Daniel J. Levinson describes the importance of mentors and mentoring during an adult's development.³² Abraham Zaleznik, of Harvard Business School, has described the necessity of a one-on-one mentor relationship in the development of leaders, and the Chairman and Chief Executive Officer of the Jewel Company, Donald S. Perkins, has gone to the extent of saying that "Everyone who succeeds has had a mentor or mentors."³³

The federal government has been experimenting with formal mentoring programs for at least 10 years in which the training and development staffs assign coaches or mentors to junior level employees.

Among the most successful are those in the Internal Revenue Service (IRS), the Federal Executive Development Program, the Presidential Management Intern (PMI) Program, and the Science and Education Administration within the U. S. Department of Agriculture.³⁴

In the private sector, structured mentoring programs have been established in such corporations as Jewell Companies, where each new MBA is assigned to a senior manager for coaching and mentoring. American Telephone and Telegraph's Bell Laboratories have junior and senior engineers share the same office for several months. Merrill Lynch has bosses nominate junior managers who are then assigned to seniors who act as mentors. Finally, Federal Express has a structured mentoring system which also includes education and involvement of immediate supervisors, as well as an advisory board that monitors the system's effectiveness and any problems that might occur. All of the programs encourage the mentors to provide their apprentices with one or more kinds of mentoring help: advice on career goals and advancement strategies, instruction in technical as well as social-managerial skills, visibility and exposure, counseling about work related or personal problems, encouragement, confrontation and equal opportunities to perform the new skills that are acquired.³⁵

The tougher challenge for corporations will be to overcome the remaining, sometimes extraordinarily subtle barriers to women's advancement. If employees are serious about treating women equitably, they obviously will have to put them in the same type of jobs, provide them with the same type of support, and give them the same type of power as men.³⁶

These goals can be realized in one way, by utilizing mentorship. As more and more women move into top management positions, they can serve as role models and mentors for those following in their steps. Mentoring has worked well for men down through history, it should work just as well for the other half of the population.

Certain conditions must exist in an organization in order for the potential benefits of mentoring to be realized. Features of an organization can either create or interfere with conditions that support mentoring. Features to be discussed include culture, management, orientation, career development and retention.

Features of a Mentoring Program

Culture

Every organization has a culture, or a shared belief system that reflects the organization's underlying values. Leaders can shape cultures by carefully monitoring where and how they spend their time and by encouraging and rewarding employees to behave in certain ways. These practices can become the foundation of the organization's culture.³⁷ There are no good or bad cultures, per se. A culture is good - effective if it reinforces the mission, purposes and strategies of the organization. It can be an asset or a liability.³⁸ For example, the management may wish to advance women as a matter of official policy but those wishes may be subverted by a company culture that has been male dominated and therefore male defined.

Management

Management practices are in the process of changing in response not only to the woman's movement, but also to the realization that the values of the past have become dysfunctional in the success of the organization.³⁹ Paul Schmechel commented in a letter to an employee, "...our Company has been changing the way it does business in response to new challenges in the business environment. One way we've tried to meet the changing demands of today's world lies in tapping the best skills and talents of every employee."⁴⁰

The increasing number of women and minorities who are entering management produces a wide range of effects on an organization and its members. For the white male manager, whose supervisory career has been mostly with other white males, knowing how to supervise, work with, criticize, compliment, train, counsel and promote women is central to his responsibilities - not an additional piece of work.⁴¹

While there are skills and knowledge women need, it is equally true that there are new skills and knowledge white males need if they are to adapt to the changes in the world today. If managers want to move closer to treating women on an equal basis, they first must become aware of the biases, attitudes and expectations they have accumulated that keep them from doing this.⁴² Society socializes men differently from women and this affects how each perceives the world, responds to career opportunities and reacts to each other.⁴³

Orientation

The two workshops, "Men and Women Working Together" and "Managing Your Career" were structured training sessions to orient mentors and advisees at the start of a management development program to provide a sound basis for clarifying expectations and establishing initial patterns of interaction which could evolve into productive relationships. For the top-level management attending "Men and Women Working Together," the main purpose of the orientation was to build enthusiasm in the mentors and to help them recognize what they could contribute to their advisees, how mentoring could also benefit them, what to expect during a mentor-advisee relationship and how they could enhance their mentoring skills.

Those employees attending the "Managing Your Career" workshop were encouraged to seek out a mentor within the organization to help prepare them for career growth and development.

Career Development

The primary difference in human contribution and growth lies in how much of that innate potential is discovered and developed. The nature of today's organization tends to obstruct change, human development and self-discovery. Organizations cannot create creative people, but they can help employees discover whatever creativity and potential they already have.⁴⁴

People discovering themselves and becoming clearer on their potential and career objectives make more confident and self-directed employees.⁴⁵ In order to realize these objectives, advisees will need

opportunities to improve their knowledge and skills beyond what they will get directly from their mentors.⁴⁶

Retention

Research studies have estimated that it costs an organization nearly one-half of an employee's yearly salary to replace that individual. The research suggests that many employees leave organizations, voluntarily or otherwise, not because they couldn't meet the job requirements, but because they did not "fit in."⁴⁷

In summation, the process of developing a continuing supply of leadership talent is an unending task. Genuine, charismatic leadership talent is rare, but trustworthy talent can be developed. Leaders naturally attempt to maintain their sources of power and influence as long as possible. Thus, mentoring is one way, however imperfect, by which a single leader or a leadership group can help assure continuity and pass on to the next generation a particular brand of leadership for the organization.⁴⁸

From the advisee's viewpoint, the process involves a special kind of socialization for leadership roles. From the mentor's viewpoint, the process is one of extending and expanding personal efficacy and influence. And from the organization's viewpoint the process is one of organizing and controlling old and new talent for use by the whole. For all parties the risks are great, but so are the results.⁴⁹

MPC's internal structure is examined in the next chapter along with a brief discussion of the workshops.

Notes

¹Nancy R. Hooyman and Judith S. Kaplan, "New Roles for Professional Women: Skills for Change," PAR 36, no. 4 (July/August 1976), p. 375.

²Marjorie A. Lyles, op. cit. p. 69.

³Martha H. Rader, "Evaluating a Management Development Program for Women," Public Personnel Management 8, no. 3 (May/June 1979), p. 139.

⁴Constance Courtney Staley, op. cit. p. 320.

⁵Hooyman and Kaplan, op. cit. p. 375.

⁶A. F. Buono and J. B. Kamm, "Marginality and The Organizational Socialization of Female Managers," Human Relations 36, no. 12 (December 1983), p. 1128.

⁷Rader, op. cit. p. 139.

⁸Cynthia Berryman-Fink, "Male and Female Manager's Views of the Communication Skills and Training Needs of Women in Management," Public Personnel Management 14, no. 3 (Fall, 1985), p. 307.

⁹G. W. Bowman, N. B. Worthy, and S. A. Greyson, "Problems in Review: Are Women Executives People?," Harvard Business Review 43, no. 1 (March/April 1965), p. 54.

¹⁰James R. Terborg, "Women in Management: A Research Review," Journal of Applied Psychology 62, no. 6 (December 1977), p. 651.

¹¹Patricia Yancey Martin, Dianne Harrison, and Diana Dinitto, "Advancement for Women on Hierarchical Organizations: A Multilevel Analysis of Problems and Prospects," The Journal of Applied Behavioral Science 19, no. 1 (February/March/April 1983), p. 21.

¹²Ibid., p. 22.

¹³Lyles, op. cit. p. 69.

¹⁴Ibid., p. 69.

¹⁵Jean Stokes, "Deficiencies Among Women: A Compelling But Faulty Premise for Professional Development," Journal of NAWDAC 49, no. 4 (Spring 1986), p. 16.

¹⁶Ellen M. Murray, op. cit. p. 157

- 17 Lyles, op. cit. p. 68.
- 18 Buono and Kamm, op. cit. p. 1132.
- 19 Rosabeth Moss Kanter, op. cit. p. 105.
- 20 Ellen C. Shapior, Florence P. Haseltine, and Mary P. Rowe, "Moving Up: Role Models, Mentors, and the Patron System," Sloan Management Review 19, no. 3 (Spring 1978), p. 52
- 21 Alice G. Sargent, "Training Men and Women for Androgynous Behaviors in Organizations," Dorothy M. Hai (ed.) Women and Men in Organizations: Teaching Strategies (Washington, D.C.: The Organizational Behavior Teaching Society, 1984), p. 17.
- 22 Kanter, op. cit. p. 90.
- 23 Elizabeth Alleman, John Cochran, James Doverspike, and Isadore Newman, op. cit. p. 329.
- 24 Ruth B. Noller, "Mentoring: A Renaissance of Apprenticeship," Journal of Creative Behavior 16, no. 1 (First Quarter 1982), p. 3.
- 25 Melanie E. Rawlings and Larry Rawlings, "Mentoring and Networking for Helping Professionals," The Personnel and Guidance Journal 62, no. 2 (October 1983), p. 116.
- 26 David M. Hunt and Carol Michael, "Mentorship, A Career Training and Development Tool," Academy of Management Review 8, no. 2 (July 1983), p. 478.
- 27 Ibid., p. 475.
- 28 Donald W. Myers and Neil J. Humphreys, "The Caveats in Mentorship," Business Horizons 28, no. 4 (July/August 1985), p. 9.
- 29 Kathryn M. Moore, "The Role of Mentors in Developing Leaders for Academe," Educational Record 63, no. 1 (Winter 1982), p. 23.
- 30 Alleman, op. cit. p. 329.
- 31 Gerald R. Roche, "Much Ado About Mentors," Harvard Business Review 57, no. 1 (January/February 1979), p. 15.
- 32 Ibid., p. 14.
- 33 Ibid., p. 14.
- 34 Linda Phillips-Jones, "Establishing a Formalized Mentoring Program," Training and Development Journal 37, no. 2 (February 1983), p. 38.

³⁵ Ibid., p. 38.

³⁶ Alex Taylor III, "Why Women Managers Are Bailing Out," Fortune 114, no. 4 (August 1986), p. 23.

³⁷ Noel Tichy and David O. Ulrich, "SMR Forum: The Leadership Challenge - A Call for the Transformational Leader," Sloan Management Review 26, no. 1 (Fall 1984), p. 67.

³⁸ Wallach, op. cit. p. 32

³⁹ Sally L. Kitch, "The Woman or the System: Who Changes Whom?" Carol W. Konek, Sally L. Kitch, and Geraldine E. Hammonds (eds.) Design for Equity: Women and Leadership in Higher Education (Newton, Mass: Education Development Center, 1980), p. 74.

⁴⁰ Schmechel, op. cit.

⁴¹ Edith Whitfield Seashore, "The New Role for White Male Managers," Dorothy M. Hai (ed.) Women and Men in Organizations: Teaching Strategies (Washington, D.C.: The Organizational Behavior Teaching Society, 1984), pp. 13-14.

⁴² Ibid., p. 13.

⁴³ Ibid., p. 14.

⁴⁴ Douglas B. Gehrman, "The deregulated employee," Personnel Administrator 31, no. 1 (January 1986), pp. 37-38.

⁴⁵ Ibid., p. 38.

⁴⁶ Linda Phillips-Jones, op. cit. p. 40.

⁴⁷ Wallach, op. cit. p. 36.

⁴⁸ Kathryn M. Moore, op. cit. p. 28.

⁴⁹ Ibid., p. 28.

Chapter III

EXPERIENCE OF MONTANA POWER COMPANY

Chapter III presents to the reader a brief synopsis of the environment of MPC and its subsidiaries. A preview of the specific workshops and programs designed to discover ways of elevating employees within MPC will be considered.

The type of organization that would be a willing user of mentorship as an on-the-job training technique is described as follows: an organization with enhanced opportunity, with enthusiasm for innovation versus conservative resistance, and with structural supports for more equal treatment of women and minorities.¹ Failure to consider the environment when attempting to initiate and sustain organizational change relative to women in leadership roles will result either in erroneous analyses of the problem or in adoption of "solutions" whose effectiveness is, over the long haul, minimal.²

By considering such factors as cultural values, expectations, and stereotypes in the work environment regarding appropriate roles and behaviors for men and women, it is evident the influence of these factors on the internal structure and processes is extensive.

Montana Power Company

MPC was formed on December 12, 1912, by the merger of four smaller electric utilities. It is a diversified corporation operating

principally in energy-related activities. Its principal business includes regulated utility operations involving the generation, purchase, transmission and distribution of electricity and natural gas. The Company, through its subsidiaries, engages in nonutility operations principally involving the mining and sale of coal. The Company is also involved in the exploration, development, production, processing and sale of oil and natural gas.³

MPC's electric and gas utilities are what is known as "regulated monopolies." Historically, legislatures throughout the nation decided the consumer would have to pay more for utility service if there were more than one utility serving a geographic area, because of the extra money required to duplicate power lines or gas lines in each area. Therefore, utilities were granted exclusive rights to service areas. In place of competition, regulatory agencies were created to set the prices of service and otherwise protect the interests of consumers and utilities alike. MPC's regulatory body is the Montana Public Service Commission (PSC), an agency made up of five elected members.⁴

Internal Structure

Table 1 shows the internal structure of MPC and the break-down of employees within the Company. There are a total of 2,658 MPC employees.

Table 1. Survey of Montana Power Company Employees, 1986

	WOMEN	MEN
Employees	732	1,926
College degrees	104	534
Average yearly salary with degree	\$23,827	\$38,591
Employees in top 3 layers of management	9	161
Employees who have received management training over the past 2 to 5 years	130	607
- percentage of above	.05	.23
Skilled craft workers	14	902

(The figure for the total MPC employees and the figures in Table 1 were taken from an internal survey performed in 1986 by MPC and does not include subsidiary employees)

After a review of the survey of MPC employees and data relevant to their positions within the organization, (i.e., of the 9 women in the top 3 layers of management, only 2 have line responsibility and only 4 have significant budget control) Paul Schmechel realized that women were severely under-represented in upper-level policymaking positions. Such under-utilization increases the likelihood of frustration, which can manifest itself in lower satisfaction and productivity at work. It is also an inadequate use of valuable human resources. Anthony F. Buono and Judith B. Kamm argue that the dominant reason for the differential in jobs is a lack of proper training, education, work attitudes, and motivation, and past experience. Since women are assumed not to have the necessary skills, abilities, and requisites to function effectively in higher-level occupations they are limited in their

range of work opportunities because of personal inadequacies and low occupational aspirations.⁶

Human Resources

After an assessment of the internal structure, the decision was reached by the CEO to encourage women to attend career development workshops that would both direct and support the women as they attempted to enter and advance in nontraditional spheres.

Acknowledging the importance of its employees, Mr. Schmechel commented in a letter to an employee: "We will meet and exceed the challenges facing us by using the potential of each and every employee." To begin to achieve this challenge, a five-member task force, called the Management Development Committee, was established. The mission of the Committee is to work with supervisors and managers in identifying top talent in the company, recommending career paths, assuring that hires and promotions are accomplished without regard to sex, race, creed or other bias, and to review and approve management training programs so they are relevant to the changing business environment.⁷

The responsibilities of the Committee include: direction and guidance; identify and manage management development programs; investigate programs, in particular about women and minorities; evaluate programs; consider human resource strategy programs and to make recommendations to the CEO as the Committee perceived a particular need.

As a result of this specially designed task force, two workshops were recommended for the purpose of strengthening MPC by using the potential of each and every employee.

Workshops

It is unfortunately common that innovations are introduced on an experimental basis in large systems, and then, even if they prove worthwhile, they never move beyond first base. In addition, no one specific structural innovation by itself is likely, over time, to significantly improve work life quality or equity for disadvantaged groups. Indeed, there may even be problems if a program is introduced without other, supporting, organizational changes.⁸

Thus, with the introduction of the two workshops within MPC, it was necessary to introduce two types of strategies that encourage mentoring. One strategy was education, which included training and development efforts that create awareness and understanding of mentoring and its role in career development. These efforts also provide a learning context in which relationship skills are developed. The other strategy was structural. This is a systematic effort to modify existing structures in the organization in order to elicit different behaviors from employees.⁹

Self-awareness and sensitivity to the differential socialization process was part of the orientation included in the workshop titled, "Men and Women Working Together." In addition to increased awareness and sensitivity issues, the main priorities of this workshop

involved equity in the work place and preparing for a competitive future by advancing the best and brightest among MPC's employees.

Those invited to participate in this workshop were MPC top-level management, which included officials, managers and professionals. Officials and managers comprise those positions that set broad policies, exercise over-all responsibility for execution of these policies, and direct individual departments or special phases of a firm's operations. Professionals include occupations requiring either college graduation or equivalent on-the-job experience.

The second workshop was titled, "Managing Your Career" and was structured to help employees prepare for career growth and development. Career development programs are an important and vital part of helping employees analyze their abilities and interests in order to better match their personal needs for growth and development within the needs of the organization.

Analysis and interpretation of the survey data are reported in Chapter IV.

Notes

- ¹David M. Hunt and Carol Michael, op. cit. p. 479.
- ²Patricia Yancey Martin, Dianne Harrison, and Diana Dinitto, op. cit. p. 20.
- ³Annual Report to Stockholders, The Montana Power Company 1985.
- ⁴"Welcome to Montana Power," by Les Ammondson, Bozeman District Manager, Montana Power Company.
- ⁵In-house Survey of MPC, 1986
- ⁶A. F. Buono and J. B. Kamm, op. cit. p. 1128.
- ⁷Paul Schmechel, letter to employee, 1 October, 1986.
- ⁸Rosabeth Moss Kanter, op. cit. p. 105.
- ⁹Kathy E. Kram, op. cit. p. 167.

Chapter IV

ANALYSIS AND INTERPRETATION OF SURVEY RESULTS

The purpose of this chapter is to present the subjects and the instruments used in this program evaluation and test the research questions and hypotheses presented in Chapter I. After a brief discussion of the subjects and the instruments, the results will be presented and then the questions and hypotheses will be evaluated.

Subjects

The participants in the two workshops are employees of MPC and its subsidiaries. Most participants were from Montana. A total of 148 were invited to this workshop, with men being the majority of the participants as there are very few women located in MPC's top-level management (see Table 1). Of the 148 questionnaires sent to participants (see Appendix A) 81 responded, (or 55 percent).

A total of 294 questionnaires were sent to the female employees who attended the "Managing Your Career" workshop (see Appendix C) and total return response was 107, (or 36 percent). Of the 107 responses received from those attending, two of the questionnaires were invalid. One was returned blank and one was returned with just the demographics on page 2 filled out. Of the remaining 105, 37 percent indicated that they had taken advantage of the opportunity to acquire a mentor.

Instruments

An evaluation of the workshops had never been carried out by the Affirmative Action Supervisor and that particular office was very interested in the results of the survey. The survey instruments were sent to the participants of the workshops via MPC's inter-office mailing. A cover letter written by the Affirmative Action Officer accompanied each questionnaire explaining the project and emphasizing the importance of the feedback from each and every participant. Anonymity of the respondents was assured, and they were directed to return the completed questionnaires through inter-office mail to the Bozeman Division.

Results - "Men and Women Working Together"

The following table shows that of the 81 supervisors, managers, and officials who responded to the questionnaires, 12 (15 percent) said they had been approached by an employee expressing a desire to establish a mentor-advisee relationship, while 69 (85 percent) said no, they had not been approached.

Table 2. "Men and Women Working Together" Participants

Questionnaires Sent	Returned	Yes, I have been approached	No, I have not been approached
148	81	12 (15%)	69 (85%)

Of the 12 pursuing a development relationship, the majority felt that personal self-satisfaction was the greatest benefit they derived from the mentorship. They also felt their relationship with their advisees helped nurture their advisees' talents while increasing their professional values.

For the most part, the supervisors felt MPC supported the workshops by formation of Management Development Committee with emphasis on women, increased awareness of special development programs and/or training, more accessibility through informal communication and increased interaction with colleagues in other departments or other levels. These responses to the open-ended question are evidenced in Appendix B, #6, which asked the supervisors how they felt MPC was supporting the practices encouraged at the workshops.

However, in response to the open-ended questions of 6A (Appendix B), "If you feel MPC has not supported the practices encouraged at the workshop...", 10 out of 12 responses reflect that nothing very positive has happened since the workshops. In fact, the respondents reported that little or no changes had been noticed, that managers have not taken the program seriously and for the most part, felt the environment within MPC does not support or encourage women's advancement.

Responses from female managers to 6A include, "I feel as a Company, MPC is trying to support the practices. However, the managers and supervisors do not support it totally in that the long time women employees are not being offered the same opportunities for

training as well as interacting with colleagues in other departments/divisions." Reference was made to the different training opportunities for men and women during an informal interview with MPC's Affirmative Action Supervisor. In reference to Table 1, 130 women (or .05 percent) received management training compared to 607 men (or .23 percent) who received management training. The interviews revealed that training for men could involve several months of extensive schooling at prestigious institutions as opposed to the one-day seminars held locally for the women.¹

The responses from one male manager are thought-provoking. "Deeply embedded sexism on the part of top management (especially Paul Schmechel) (sic); inability and unwillingness to take visible, positive actions for women (look at new promotions in the re-organization - they are all 'old boy network' personnel)." "Question #6A is a key one. You should very carefully understand how practices at MPC are deeply sexist. A couple of simple-minded seminars, unsupported by real actions strongly send a message to both men and women of the kind of persons that MPC desires to have at higher levels."

Comparing these remarks with the remarks made by female managers, there appears to be a central theme throughout. That theme includes hierarchy level jobs and training that excludes women, very few women in upper management levels, no direction given to managers after the seminar, informal male power network still closed to women and women not being offered the same opportunities for training as men and emulate existing conditions within MPC.

In previous discussion on conditions that must exist in an organization in order for mentoring relationships to flourish, it was noted that a patterned set of activities reflects the organization's underlying values. Upper management support is essential to convey the serious intent of the program and its importance in developing human resources for the organization.² If formal mentoring systems are not recognized as valuable and enthusiastically supported by upper management, the chances that the programs will succeed are extremely low.

Results - "Managing Your Career"

Of the 107 responses received from those attending the "Managing Your Career" Workshop, two of the questionnaires were invalid. One was returned blank and one was returned with just the demographics on page 2 filled out.

Table 3 shows that of 294 questionnaires sent (Appendix C), 105 valid responses were returned. Thirty-seven percent of the 105 said they had acquired a mentor and 63 percent said they had not.

Table 3. "Managing Your Career" Participants

Questionnaires Sent	Questionnaires Returned	Yes, I have taken	No, I have not taken
294	105	39 (37%)	66 (63%)

Perusing through the responses from those employees who acquired mentors (Appendix D) reveals 80 percent feel that management in MPC does not support women moving into managerial positions. One employee blames lack of commitment by upper management. Another claims "...inhibited by those in management not receptive to these practices and those who worry about giving up control they have had for years." One employee summed up her thoughts thus: "Training has been offered, but only to those whom the managers feel should have the opportunity. In other words, they are training professionals to become managers and/or supervisors!"

Even though one of the concepts of education strategy discussed in Chapter III was to create an awareness and understanding of mentoring and its role in career development, competitive feelings and limited opportunities for advancement can cause the junior manager's peers to react negatively to a supportive relationship with a senior colleague. This rivalry is exacerbated in a cross-gender relationship where the solo female advisee is viewed as getting special attention from the male boss because she is female.³

In the remarks from females not pursuing a mentor relationship, (Appendix E) one woman felt, "...much jealousy seems to exist among the women - 'Don't help others because they can become threats to you'." One interesting reflection that may be related to the high percentage of peer resentment (51 percent) is represented in the responses from three employees who have not pursued a relationship. They claim that only a "chosen few" have opportunities for training and advancement.

The respondents who did not choose a mentor had the option of saying why they had not taken advantage of the opportunity to acquire one. Their responses are reflected in Appendix E under question #9. Seventeen percent of the employees said they had not acquired a mentor within the organization due to three reasons: (1) women are not readily available to serve as mentors, (2) female employees are not comfortable asking a man to serve in that capacity, and (3) definite thoughts about the traditional male oriented structure do not allow females the opportunity to advance within the organization.

An example of why someone would prefer a female mentor was reflected in the following response, "I have not yet seen an opportunity since the workshop. I'd take advantage if possible. Two problems for me to work on: I'm a single woman. One past attempt was misinterpreted as romantic interest by the mentor candidate and the people he worked with. My attempts to communicate otherwise were ignored, and 2, my department head favors males as his "mentees" (sic). He is also very unethical and interferes in the personal lives of those he favors, so is an undesirable mentor. He is very jealous of relationships outside the department and withheld my raise when he discovered I had a mentor outside the department. He also applied other negative influence and I cooled it with the mentor."

In response to this female employee's implications about being in a vulnerable position, all developmental relationships are, to some extent, subject to public scrutiny. Cross-gender developmental relationships are more vulnerable to public scrutiny because they are

fewer, they are still relatively rare in managerial settings, and they often evoke jealousy and resentment from colleagues. As one employee remarked, "It is very hard for a high rank (supervisor-officer-manager) male person to mentor a low rank (clerk-secretary) female person. To be able to meet and advise is not possible in a Company that is still a little bit old-fashioned, like MPC. People do talk; you are made very uncomfortable."

Evaluation of Research Questions and Hypotheses

Research Question One

The first question to be evaluated is, "Are employees who take advantage of mentoring relationships better paid, more committed and more satisfied with their work and career programs than employees who do not?"

After a review of question 4 (Appendix C), "Do you feel your mentoring relationship has had a positive impact on...", the responses (Appendix D) reflect the fact that employees who take advantage of a developmental relationship are (1) facilitating preparation for advancement (28); (2) providing socialization forum within the organization (8); (3) helping nurture talents and abilities (27); (4) had a positive impact on professional values and commitment to the organization (20); (5) present position (24); and (6) promotions (14).

In response to question 5 (Appendix C), "Please indicate the areas where your mentor has helped you," the advisees said they received (1) advise on career goals and advancement strategies (27); (2) instruction in technical as well as social-managerial skills (15); (3)

increased visibility and exposure (16); (4) counseling about work-related or personal problems (25); (5) encouragement (34); and (6) confrontation (7) (Appendix D).

Research Question Two

The second question to be evaluated is, "Can formal mentor relationships in management and executive development programs be productive and beneficial to the individual advisee and mentor, as well as to the organization?"

In this study of MPC the facts reveal that even though those few employees who have engaged in a mentoring relationship and have experienced positive personal growth, their unanimous comments show total lack of support for the programs within MPC's environment. These thoughts were further reiterated by those not acquiring a mentor. This is further reflected in the responses by the managers who concurred that the programs did not have the necessary commitment for mentoring relationships from top level management. The steps involved in defining a strategy highlight the complexities of creating conditions to encourage mentoring. Often organizations want to find a solution which can be implemented quickly and efficiently; yet this approach guarantees resistance from those who are affected by the change and will fall short of achieving the desired objectives. For example, the introduction of a formal mentoring system without careful data collection, diagnosis, and action planning, produces superficial relationships that provide no mentoring functions, destructive

interactions that hurt both juniors and seniors, and resentment and anxiety about what is expected of managers.⁴

Hypothesis 1

Employees who take advantage of mentoring relationships within organizations are better paid, more committed and more satisfied with their work and career programs than employees who don't.

The responses by the female employees who acquired a mentor (Appendix D) reflect the premise that the relationship has indeed been a positive experience for them. If advisees are given the opportunity to demonstrate competence, encouraged to excel, have contact with people at higher levels or in different parts of the organization, challenging work assignments, support and encouragement, increased opportunities, and their promotions and present position is due to the mentoring relationship, it is fair to assume they are better paid, more committed and more satisfied with their work.

However, it is very evident from their responses to the open-ended questions of how MPC has not supported the programs (Appendix D), they feel the culture is not conducive to the mentoring concept nor do they feel management supports the practices encouraged at the workshops.

Hypothesis 2

Formal mentor relationships in management and executive development programs can be productive and beneficial to the individual advisee and mentor, as well as to the organization.

Relationships that positively contribute to both individuals' professional and personal growth are essential from several perspectives. They ensure a high quality of work life that allows individual growth and self-improvement. In addition, they increase organizational effectiveness by supporting the competence and professional development of an organization's membership. Finally, since work influences the quality of life in general, enhancing relationships are difficult to come by in most organizations, suggesting a need to create conditions that encourage individuals to form relationships.⁵

Reflecting upon the responses from the questionnaires several conclusions may be drawn. First, those employees who have developed mentoring relationships feel they have personally benefited from this experience. However, from their comments about MPC's negative and/or lack of support from top level management, it is questionable whether or not such an environment can ensure a high quality of work life within the organization.

Second, since top level management does not support professional development relationships, it cannot increase organizational effectiveness. Rather, it reflects a waste of human resources by not utilizing the potential of each and every employee.

Finally, conditions needed for individuals to create developmental relationships just do not exist within MPC's environment. The programs addressed the educational strategy but without the support of the structure, they negate any practices or skills encouraged during the workshops.

Chapter V will summarize the research reviewed for this paper. A number of conclusions are presented which relate to the research problems originally outlined in Chapter I.

Notes

¹ Interview with Marg Gustafson, Montana Power Company, Butte, Montana. 5 May 1987.

² Kathy E. Kram. op. cit. p. 185.

³ Ibid., p. 127.

⁴ Ibid., p. 191.

⁵ Ibid., p. 20.

Chapter V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

MPC, a public utility, initiated two career work development workshops in 1986. One specific concept offered female employees within the organization the opportunity to acquire a mentor, choosing from managers, officials and supervisors of MPC. These workshops were structured to give the managers, officials and supervisors and the female employees the necessary information required to engage in mentoring relationships. A major obstacle to building relationships which provide mentoring functions is the lack of awareness of the important role that relationships play in career development. This lack of awareness and understanding can be traced to earlier socialization experiences and recent organizational experiences.

In order to eliminate some of the ambiguity that surrounds the concept of mentoring, it is imperative for organizations wishing to implement a formal mentoring program to design programs that will increase understanding of mentoring and its role in career development. Those involved need to be cognizant of the pitfalls of development relationships. Programs need to address such issues as selection, process, and outcome problems. Selection problems involve the various methods by which mentors and/or advisees are selected.

Process problems arise during the development, learning and assisting phase. Outcome problems are the adverse situations that can result from a mentoring relationship.¹ That is what MPC had in mind when they invited the top management to participate in a workshop where they were encouraged to become mentors. Likewise, the female employees who attended the career development workshops were encouraged to acquire a mentor within MPC's structure.

While education can increase knowledge about and positive attitudes toward mentoring and develop interpersonal skills, these will not have much impact if organizational conditions do not support changed attitudes and behaviors back on the job. At the same time, structural changes can influence behavior by establishing new stimuli to reinforcements that encourage relationship-building activities. However, individuals resist these interventions without adequate understanding of or skills for the proposed changes. Thus, both types of strategies are necessary.²

Conclusions

In light of the above, have mentoring relationships worked within MPC? The research reveals that a minority of women have pursued a mentoring relationship and a very small number of managers and supervisors have been asked to serve in a mentoring capacity.

The research, in response to specific questions, also reveals that opportunities for women to advance within MPC are slim, if not remote. This is attributed to the lack of prospective mentors, lack of support and commitment from management and immediate bosses, the "good old

boy" network excluding women, too much work, too little time, some feelings of favoritism by upper management, company-wide resistance to the workshops by male supervisors, male dominance, etc. These comments refer to the culture of the organization which may be the greatest barrier to implementing a formal mentoring structure. While Affirmative Action programs and equal employment opportunity legislation have created movement toward this end during the last decade, the increasing number of women in middle and upper management probably will be met with ambivalence among certain groups.

If employees feel that the system is ineffective, they are not likely to do the personal work that makes these activities beneficial. The comments brought forth from the research indicate that basic attitudes and assumptions about those in authority and the Company itself do not support or encourage the integration of women within upper level management at this time or for that matter, in the near future.

Basic attitudes and assumptions can interfere with establishing relationships that provide mentoring functions. Attitudes toward one's competence and career potential, assumptions about those in authority, and attitudes toward the organization, in general can significantly affect the extent to which individuals will take the initiative to build relationships. Optimism about one's own career and competence, a positive disposition toward those in authority, and confidence in the integrity of the organizations are prerequisites for positive experiences

in work relationships.³ These prerequisites seem to be lacking within both the employees and the managers in MPC's structure.

Recommendations

In order to insure that educational strategies (i.e. workshops) have impact, organizational structures, norms, and practices must support the skills and attitudes developed during participation in the program. It is evident from the remarks elicited in the research that the workshops were, for the most part, constructive but without the support of bosses, supervisors, and managers back on the job, not that valuable. Without the support, not just lip service, and encouragement of top level management, only the most persistent of female employees will succeed in career advancement using a mentor.

Since the research reveals that MPC's top level management is an "older male" population, (50 & up, Appendix E, 6A) any changes brought about to encourage women to pursue mentoring and/or managers to be receptive to a mentoring relationship is going to have to start with individuals with managerial responsibilities. Managers should consider how they can create conditions that would encourage effective mentoring. They can do this by modeling 'effective' relationships with subordinates and peers that provide a range of career and psychological functions. In addition, they can identify the organizational features that interfere with relationship building and then act to change these. When the culture perpetuates closed and superficial communication, and when a lack of trust for those in authority prevails, it is difficult to provide mentoring functions.

If the culture is such, even after the workshops, that women are not encouraged to move into nontraditional positions by top level management, then further education needs to be implemented specifically for top level management. Because if the structure, norms and practices within the Company do not change to support the skills and attitudes developed and encouraged during participation in the program, women are not going to have a chance to advance into nontraditional positions within MPC.

Notes

¹Myers and Humphreys, op. cit. p. 9.

²Kathy E. Kram, op. cit. p. 186.

³Ibid. p. 166.

SELECT BIBLIOGRAPHY

SELECT BIBLIOGRAPHY

- Alleman, Elizabeth; Cochran, John; Doverspike, James and Newman, Isadore. "Enriching Mentoring Relationships," Personnel and Guidance Journal. 62, no. 6 (February 1984):329-332.
- Annual Report to Stockholders, The Montana Power Company 1985.
- Berryman-Fink, Cynthia. "Male and Female Manager's Views of the Communication Skills and Training Needs of Women in Management." Public Personnel Management 14, no. 3 (Fall 1985):307-313.
- Bowman, G. W.; Worthy, N. B.; and Greyson, S. A. "Problems in Review: Are Women Executives People?" Harvard Business Review 43 no. 1 (March/April 1965):52-67.
- Buono, A. F. and Kamm, J. B. "Marginality and the Organizational Socialization of Female Managers." Human Relations 36, no. 12 (December 1983):1125-1139.
- Clutts, Alva M. "Women in Organizations: Implications for OB," Dorothy M. Hai (ed.) Women and Men in Organizations: Teaching Strategies (Washington, D.C.: The Organizational Behavior Teaching Society, 1984):56-59.
- Gehrman, Douglas B. "The deregulated employee." Personnel Administrator 31, no. 1 (January 1986):37-38.
- Gustafson, Marg. Montana Power Company, Butte, Montana. Interview, 5 May 1987.
- Hooyman, N. R. and Kaplan, J. S. "New Roles for Professional Women: Skills for Change." PAR 36, no. 4 (July/August 1976):374-378.
- Hunt, D. M. and Michael, Carol. "Mentorship: A Career Training and Development Tool." Academy of Management Review 8, no. 3 (July 1983):475-485.
- Kanter, Rosabeth Moss. "Contributions to Practice: Organizational Change, Affirmative Action, and the Quality of Work Life." Carol W. Konek, Sally L. Kitch, and Geraldine E. Hammond (eds.) Design for Equity: Women and Leadership in Higher Education (Newton, Mass: Education Development Center, 1980):89-107.
- Kitch, Sally L. "The Woman or the System: Who Changes Whom?" Carol W. Konek, Sally L. Kitch, and Geraldine E. Hammond (eds.) Design for Equity: Women and Leadership in Higher Education (Newton, Mass: Education Development Center 1980):71-75.

- Kram, Kathy E. Mentoring at Work (London: Scott, Foresman and Company, 1985)
- Lyles, Marjorie A. "Strategies for Helping Women Managers - Or - Anyone." Personnel 60, no. 1 (January/February 1983):67-77.
- Martin, Patricia Yancey; Harrison, Dianne; and Dinitto, Diana. "Advancement for Women in Hierarchical Organizations: A Multilevel Analysis of Problems and Prospects." The Journal of Applied Behavioral Science 19, no. 1 (1983):19-33.
- Moore, Kathryn M. "The Roles of Mentors in Developing Leaders for Academe." Educational Record 63, no. 1 (Winter 1982):23-28.
- Murray, Ellen. M. "Channels to the Top: An Exploration of Sex Role and Information Source." Communication Quarterly 31, no. 2 (Spring 1983): 38-42.
- Myers, Donald W. and Humphreys, Neil J. "The Caveats in Mentorship." Business Horizons 28, no. 4 (July/August 1985):9-14.
- Noller, Ruth B. "Mentoring: A Renaissance of Apprenticeship." Journal of Creative Behavior 16, 1 (First Quarter 1982):1-4.
- Pamphlet, "Welcome to Montana Power," by Les Ammondson, Bozeman District Manager, Montana Power Company.
- Phillips-Jones, Linda. "Establishing a Formalized Mentoring Program." Training and Development Journal 37, no. 2 (February 1983):38-42.
- Rader, Martha H. "Evaluating a Management Development Program for Women." Public Personnel Management 8, no. 3 (May/June 1979):138-145.
- Rawlins, Melanie E. and Rawlins, Larry. "Mentoring and Networking for Helping Professionals." The Personnel and Guidance Journal 62, no. 2 (October 1983):116-118.
- Roche, Gerard R. "Much Ado About Mentors." Harvard Business Review 57, no. 1 (January/February 1979):14-28.
- Sargent, Alice G. "Training Men and Women for Androgynous Behaviors in Organizations." Dorothy M. Hai (ed.) Women and Men in Organizations: Teaching Strategies (Washington, D.C.: The Organizational Behavior Teaching Society, 1984):15-20.
- Schmechel, Paul. letter to employee, 1 October, 1986.

- Seashore, Edith Whitefield "The New Role for White Male Managers," Dorothy M. Hai (ed.) Women and Men in Organizations: Teaching Strategies (Washington, D.C.: The Organizational Behavior Teaching Society, 1984):13-14.
- Shapiro, Eileen C.; Haseltine, Florence P.; and Rowe, Mary P. "Moving up: Role Models, Mentors, and the "Patron System". Sloan Management Review 19, no. 3 (Spring 1978):51-58.
- Staley, Constance Courtney, "Managerial Women in Mixed Groups: Implications of Recent Research," Group & Organization Studies 9, no. 3 (September 1984):316-331.
- Stewart, Lea P. and Gudykunst, William B. "Differential Factors Influencing the Hierarchical Level and Number of Promotions of Males and Females Within an Organization." Academy of Management Journal 24, no. 3 (September 1982):586-597.
- Stokes, Jean. "Deficiencies Among Women: A Compelling but Faulty Premise for Professional Development." Journal of NAWDAC 49, no. 4 (Spring 1986):14-18.
- Survey, Montana Power Company, 1986.
- Taylor, Alex, III. "Why Women Managers are Bailing Out." Fortune 114, no. 4 (August 1986):16-23.
- Terborg, James R. "Women in Management: A Research Review." Journal of Applied Psychology 62, no. 6 (December 1977):647-664.
- Tichy, Noel M. and Ulrich, David O. "SMR Forum: The Leadership Challenge - A Call for the Transformational Leader," Sloan Management Review 26, no. 1 (Fall 1984):59-68.
- Trempe, Joanne; Rigny, Andre-Jean, and Haccoun, Robert R. "Subordinate Satisfaction With Male and Female Managers: Role of Perceived Supervisory Influence." Journal of Applied Psychology 70, no. 1 (February 1985):44-47.
- Wallach, Ellen J. "Individuals and Organizations: The Cultural Match." Training and Development Journal 37, no. 2 (February 1983):29-36.

APPENDICES

APPENDIX A

QUESTIONNAIRE ADMINISTERED TO
OFFICIALS, MANAGERS AND SUPERVISORS

1. Acknowledging the workshop you attended last year called, "Men and Women Working Together," have you been approached by an employee expressing a desire to establish a mentor-advisee relationship?
 Yes ☐ No ☐
 If yes, please continue. If no, please go to question 6.
 Gender of employee(s) and number of times approached.
 Men: 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐
 Women: 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐

2. Have you encouraged the advisee to attend special development programs and/or training opportunities?
 Yes ☐ No ☐
 If yes, title of particular program(s)
☐ Managing Personal Growth
☐ Targeted Selection
☐ Apprentice Programs
☐ Leadership Development
☐ Interaction Management
☐ Other (List) _____
 If no, what prohibited their attendance?
☐ Advisee did not respond favorably
☐ Not allowed time off to attend
☐ Advisee not interested in particular program (List) _____
☐ Time conflict
☐ Other (List) _____

3. How do you monitor and provide feedback concerning your advisee's progress and/or problems he/she may encounter? (check as many as applicable)

☐ Memos ☐ Meetings with employees ☐ Telephone calls ☐ Lunches ☐ Other (List) _____	Frequency: ☐ Weekly ☐ Bi-monthly ☐ Monthly ☐ Other (List) _____
---	---

4. What benefits have you derived from the mentorship? (check as many as applicable)
☐ Gain a perspective on lower operating levels of the operation
☐ Personal self-satisfaction
☐ Recognition/cooperation by peers
☐ Acknowledgment by your supervisor/manager
☐ Other (List) _____

5. Do you feel your mentoring relationship has had a positive impact for your advisee by: (check as many as applicable)
- ☐ Facilitating preparation for advancement
 - ☐ Providing socialization forum for him/her within the organization
 - ☐ Helping nurture his/her talent
 - ☐ Increasing their professional values and commitment to the organization
 - ☐ Other (List) _____
- 5A. Do you feel your mentoring relationship has had a negative impact for your advisee by: (check as many as applicable)
- ☐ Jealousy among and from his/her colleagues
 - ☐ Peer resentment
 - ☐ Limited interaction among colleagues
 - ☐ Other (List) _____
6. In what ways has MPC supported the practices encouraged at the workshop?
- ☐ Actual opportunities to perform the new skills acquired
 - ☐ Special development programs and/or training opportunities
 - ☐ Accessibility to informal communication systems, or networks
 - ☐ Increased interaction with colleagues in other departments or other levels
 - ☐ Other (List) _____
- 6A. If you feel MPC has not supported the practices encouraged at the workshop, please indicate what inhibits this support.
7. Please answer the following questions about yourself:
- Age: 20-29 ___ 30-39 ___ 40-49 ___ 50-59 ___ Over 60 ___
- Gender: Woman ___ Man ___
- Education: High School ___ Some College ___ College ___
- *Level/position at MPC (see list below and use appropriate number) ___
- Is your work place in the General Office ___ or Division ___
8. Please answer the following questions about your advisee(s):
- Age: 20-29 ___ 30-39 ___ 40-49 ___ 50-59 ___ Over 60 ___
- Gender: Woman ___ Man ___
- Education: High School ___ Some College ___ College ___
- *Level/position at MPC (see list below and use appropriate number) ___
- Is his/her work place in the General Office ___ or Division ___
9. Have you yourself experienced a mentoring relationship in your past?
- Yes ___ No ___

9A. If so, how did the relationship contribute to your career development? (check as many as applicable)

- ☐ Knowledge on how to use the information acquired to plan for my future
- ☐ Made me visible within the corporate structure
- ☐ Advise on best career path
- ☐ Opportunities to attend special development programs and/or training sessions
- ☐ Other (List)

*Use for responses to #7 and #8.

1. Official/Manager/Supervisor
2. Professional-Grades 17 to 28
3. Technician-Entry Level through Lead
4. Consumer Services-Grades through 23+
5. Office/Clerical-Grades 1 through 20
6. Skilled Craftsman-Journeyman through Foreman
7. Semi-skilled-1st through 3rd year
8. Laborer-Utilityman, Groundman
9. Service Worker (Security Guard, Janitor)

APPENDIX B

**RESPONSES TO OPEN-ENDED QUESTIONS BY
OFFICIALS, MANAGERS AND SUPERVISORS**

6. In what ways has MPC supported the practices encouraged at the workshop?

Formation of a task force to identify management candidates. Committee is majority of women.

I see a change in attitude, philosophy and awareness because of the workshop.

Managing Personal Growth (MPG) is a training program which should have a definite impact.

No change seen outside G. O.

Received an invitation from CEO to attend monthly information staff meetings.

Appointment of Management Development Group.

Has made a concerted effort to make women more visible in the Company.

Established a committee to foster career developing - including women.

Accessibility to informal communication systems, or networks - only to a very limited extent.

Formed a Management Development Committee with emphasis placed on women and minorities.

Summer/Scholarship program for female engineers.

None.

MPC/ENTEC strongly encourage the program, i.e. through my immediate supervisor.

Set up special task force; has been set as one of the company goals for 1987.

Made awareness that special skills are available in numerous areas.

Formation of the 2 committees.

After the seminar, not much information or guidance given.

Company has assigned women to important committees.

- 6A. If you feel MPC has not supported the practices encouraged at the workshop, please indicate what inhibits this support.

The same practices have continued - arbitrary (and obviously very select) criteria still set up for hierarchy level jobs and training; which, of course, coincidentally excludes women.

I have not observed any change in practices, only discussion.

Just another pacifier. Good workshop, but a complete waste of time to expect any positive results. Probably satisfies some ego requirements.

I feel MPC has a number of women in middle management but very few in upper management levels; so MPC is probably typical of most corporations. However, I believe they may be trying to promote men and women working together but very slowly.

Old habits are hard to break. Some seemed to know the right answers when asked but do not put the theory into use.

MPC management has not clearly indicated the degree to which it supports this practice. The only mention of the practice was by the consultant at the seminar.

Deeply embedded sexism on the part of top management (especially Paul Schmechel); inability and unwillingness to take visible, positive actions for women (look at new promotions in the re-organization - they are all "old boy network" personnel.)

Mid and upper level managers have not taken program seriously.

No direction to managers after the seminar.

Unwillingness to prefer women to men in appropriate circumstances.

Unwillingness to adopt more flexible employment policies which would benefit women. Informal male power network is still generally closed to women.

I feel it was very worthwhile but women have such a long way to go in this Company. They are not taken seriously.

\$\$\$

No action.

Women have not been promoted into managerial positions, still on lower managerial levels. Company has not established formal mentor program.

I feel as a Company, MPC is trying to support the practices.

However, the managers and supervisors do not support it totally in that the long time women employees are not being offered the same opportunities for training as well as interacting with colleagues in other departments/divisions.

Question 6A is a key one. You should very carefully understand how practices at MPC are deeply sexist. A couple of simple-minded seminars, unsupported by real actions strongly send a message to both men and women of the kind of persons that MPC desires to have at higher levels.

APPENDIX C
QUESTIONNAIRE ADMINISTERED TO
FEMALE EMPLOYEES

1. During the workshop you attended last year called, "Managing Your Career," mentoring was discussed. Have you taken advantage of the opportunity to acquire a mentor within Montana Power Company or its subsidiaries?
 Yes ___ No ___
 If yes, please continue. If no, please go to question 6.
2. How did you pick your prospective mentor?
 ___ Supervisor and/or manager in area of career interest
 ___ Recommendation by a colleague
 ___ Personal contact
 ___ Other (List) ___
3. Has there been an adequate exchange of feedback between you and your mentor?
 Yes ___ No ___
 If your response is yes, please continue. If no, please go to 3A.
 In what form _____ How frequent?
 (check as many as applicable)

___ Memo	___ Weekly
___ Meetings	___ Bi-monthly
___ Telephone calls	___ Monthly
___ Lunches	___ Other (List) ___
- 3A. If no, why hasn't there been? Please be as specific as you can.
4. Do you feel your mentoring relationship has had a positive impact on: (check as many as applicable)
 ___ Facilitating your preparation for advancement
 ___ Providing socialization forum for you within the organization
 ___ Helping nurture your talents and abilities
 ___ Your professional values and commitment to the organization
 ___ Present position
 ___ Promotions
 ___ Other (List) ___
- 4A. Do you feel your mentoring relationship has had a negative impact by: (check as many as applicable)
 ___ Jealousy among and from colleagues
 ___ Peer resentment
 ___ Limited interaction among colleagues
 ___ Other (List) ___

5. Please indicate all areas where your mentor has helped you:
(check as many as applicable)
- ☐ Advise on career goals and advancement strategies
 - ☐ Instruction in technical as well as social-managerial skills
 - ☐ Visibility and exposure
 - ☐ Counseling about work related or personal problems
 - ☐ Encouragement
 - ☐ Confrontation
 - ☐ Other (List) _____
6. In what ways has MPC supported the practices encouraged at the workshops?
- ☐ Actual opportunities to perform the new skills acquired
 - ☐ Special development programs and/or training opportunities
 - ☐ Accessibility to informal communication systems, or networks
 - ☐ Increased interaction with colleagues in other departments or other levels
 - ☐ Other (List) _____
- 6A. If you feel MPC has not supported the practices encouraged at the workshop, please indicate what inhibits this support.
7. Please answer the following questions about yourself:
- Age: 20-29 ___ 30-39 ___ 40-49 ___ 50-59 ___ Over 60 ___
- Gender: Woman ___ Man ___
- Education: High School ___ Some College ___ College ___
- *Level/position at MPC (see list below and use appropriate number) ___
- Is your work place in the General Office ___ or Division ___
8. Please answer the following questions about your mentor:
- Age: 20-29 ___ 30-39 ___ 40-49 ___ 50-59 ___ Over 60 ___
- Gender: Woman ___ Man ___
- Education: High School ___ Some College ___ College ___
- *Level/position at MPC (see list below and use appropriate number) ___
- Is his/her work place in the General Office ___ or Division ___
- 8A. Is your mentor:
- ☐ Your immediate supervisor
 - ☐ From same division/department
 - ☐ From different division/department
9. If you did not take advantage of the opportunity to acquire a mentor within Montana Power Company or its subsidiaries, why not? Please be as specific as possible.

*(use for responses to #7 and #8)

1. Official/Manager/Supervisor
2. Professional-Grades 17 to 28
3. Technician-Entry Level through Lead
4. Consumer Services-Grades through 23+
5. Office/Clerical-Grades 1 through 20
6. Skilled Craftsman-Journeyman through Foreman
7. Semi-skilled-1st through 3rd year
8. Laborer-Utilityman, Groundman
9. Service Worker (Security Guard, Janitor)

APPENDIX D

RESPONSES TO OPEN-ENDED QUESTIONS BY EMPLOYEES
WHO ANSWERED YES TO ACQUIRING A MENTOR

Open ended questions in response to employees questions who answered YES to acquiring a mentor

6. In what ways has MPC supported the practices encouraged at the workshop?

None of those listed.

Appointed committee to study training program. Some areas holding communicative staff meetings on regular basis.

We have begun a small group of women to discuss our needs with management.

Actually, the workshop was great, but that was it - the end!

Very little has been done.

None.

MPC has many programs but I have not really taken advantage of them.

I do not feel that MPC has supported the workshop entirely because they keep adding to your work load without an increase or promotion.

If someone in the Department leaves, his "engineering" job is given to someone else - thus increasing their work load.

I have not noticed any difference since the workshop. In fact, I have heard that upper management felt that the workshop would keep the women quiet and that nothing was supposed to change.

It is not apparent to me that the company has made any positive steps since the workshop.

- 6A. If you feel MPC has not supported the practices encouraged at the workshop, please indicate what inhibits this support.

May be too soon to tell. Everyone so overworked it is hard for supervisor to have time to buy into program now.

They have in some ways - but they have so far only supported some of the women who attended. They need to encourage and train all of management of the practices and reward them for using these practices.

Supervisor reacts in opposition to any growth. I get the feeling that she is afraid of losing her manpower and that any growth will result in more work for her section.

I feel women are inhibited in moving to managerial positions.

I feel support is there, but not obvious.

My boss.

Lack of commitment by upper management. They do not understand or recognize the role of the female within the MPC corporate structure.

Male dominance - women are not accepted as much of anything.

Training has been offered, but only to those whom the managers feel should have that opportunity. In our department it was offered to Level 2's (professional). In other words, they are training professionals to become managers and/or supervisors!!

I feel MPC puts the "female" in the background as far as job load; however, they (Company) do not want to give a promotion or pay increase.

Inhibited by those in management not receptive to these practices and those who worry about giving up control they have had for years.

Lack of commitment - unwillingness to address specific, real issues; just another committee whose ultimate recommendations won't be supported.

Current internal office politics will not allow any substantial supported practices. Inter-departmental people jealousies, etc.

Appear to be in Catch 22. Cannot advance unless doing next level work but only the "in" crowd is given the opportunity. The work environment has prejudice, bias and, in some cases, harassment present. Not all departments are like this - but some are. Personnel Department is not given the authority to set and control employee hiring, performance reviews etc., as it should. This would allow fair, equal treatment no matter which department one worked for.

I don't feel MPC has either supported or discouraged any of the practices. Basically, it doesn't seem as if there has been any big changes for employees in improving opportunities. MPC is still a male-run organization with no advancement for women -- even though they work circles around the men.

It is not what you know, it is who you know. It also seems that EXPERIENCE doesn't count for anything anymore. By experience this is meant within the Company itself. It seems your years dedicated to the Company and Department doesn't matter for some promotions.

APPENDIX E

RESPONSES TO OPEN-ENDED QUESTIONS BY EMPLOYEES
WHO ANSWERED NO TO ACQUIRING A MENTOR

Responses from questionnaires who responded NO to having acquired a mentor

6. In what ways has MPC supported the practices encouraged at the workshop.

Depends upon area of company.

Alene Moris did not touch on any valuable topics in my opinion. This was a pep talk and a "go back to school" lecture. There are many women in this Company who do have a very good education and are held back by narrow minded males in places of power. Also, we will always have a need for clerical type positions and not all people can or want to return to school. This is a fact of life and can't be ignored. Still, these clerical employees are being treated like third-rate employees and are not rewarded for their contributions to their management and the Company as a whole. It is time MPC reviews (honestly and fairly) the traditional female occupations in this Company and recognizes that these occupations have also advanced in the area of requirements for knowledge and technical skills. There is a serious need to compensate for these changes.

No support has been offered.

Very little follow-through has been observed.

I haven't seen any implementation of practices encouraged at the seminar.

I thoroughly enjoyed the workshop, and got a lot of helpful advise there, but I don't recall mentoring being stressed. If offered, not offered equally among employees.

I haven't seen where they have encouraged any of the above listings.

Nothing has been presented.

Neither encouraged or discouraged.

I've been sent to one seminar just as a "kind" gesture. These are through the Personnel Department at MPC.

None. No skills were taught or acquired at the seminar. The seminar was more of a self-awareness experience.

I am not aware of any opportunities for these training opportunities.

- 6A. If you feel MPC has not supported the practices encouraged at the workshop, please indicate what inhibits this support.

Only a chosen few are ever allowed to be part of things unless they really raise a stink.

There was company-wide resistance to the workshop by male supervisors, both overt and subtle.

I have not seen any changes in the discrimination here.

I don't see examples of the Company encouraging practices from the workshop. Maybe some individual managers and supervisors are doing this and the Managing Personal Growth program could qualify but I see these as almost independent of the workshop.

Lack of commitment of many male managers, executives.

MPC as an organization does not support advancement for women. The session last year was another example of the Company throwing good money after bad. Paul Schmechel and other male counterparts do not want to hear of or acknowledge female concerns and/or hurdles and roadblocks within the Company. Until MPC management is willing to listen to and deal with these concerns, they will be wasting everyone's time. No one is willing to really support the movement. A perfect example of this statement was the way one of the B&B committee members opened one of the sessions last year. Her comments were something to the effect that they had finally worked their way down to the clerical workers and now they were going to help us become better!!! What a slap in the face!!! With people with attitudes like that in positions of some influence and control, we are doomed forever.

Upper management is all "older" (50 & up) male. Our Company has a history of doing (or offering seminars) things to keep up with the times because they feel they should; but there is never any follow-up to see how it is effecting us or work in the lower ranks.

Insufficient priority placed on advancing women in this group to levels of increased responsibility and recognition.

I don't feel upper management is completely supportive of women in the work force.

I'm usually too busy to worry about any of the above.

Lack of time.

No - they don't understand the total meaning of the workshop. Plus morality is low all over - hiring freezes have diminished the opportunity to support women.

Strong gender prejudices by heads of many departments are unable to deal with intelligent educated women without feeling threatened.

MPC has generously given us some tools to use for advancement, now the other half of the problem must be dealt with or we will remain frustrated and unable to advance.

In my case, I feel it is my direct supervisor.

I believe the Company attitude is that women have few skills other than typing and they certainly are unable to serve in technical or high-level positions -- Also, much jealousy seems to exist among the women - "Don't help others because they can become threats to you."

I haven't seen any changes in any policies or procedures. Career paths are not topics discussed with very many.

A true perception of need to advance women in MPC by executive management and other male managers/supervisors.

Lack of time and lack of proper training. There is no, as such, training course in this Company. It's all word of mouth and I believe they should incorporate proper training channels to ensure competent people.

I am not sure if it is because we are a subsidiary of MPC or if management is the problem within.

I don't feel that MPC has discouraged the practices of the workshop, they just haven't aggressively encouraged them. It seems that MPC kind of dropped the ideas at the workshop door.

My boss allows no change in routine especially for women. He refuses to recognize a need for improvement for women.

Lack of support from immediate supervisors; MPC policies being interpreted differently by each supervisor; no follow-up; insecure managers who put you down to make themselves look good and so they don't encourage personal and professional growth; resistance to requests for time off to attend classes or seminars.

Working shifts makes it impossible for department meetings unless there is very important matters to be discussed or emergency matters.

Clerical and secretarial positions do not have exposure to professional mentors.

This assumes opportunities for advancement exist or/and that this seminar was "mentor oriented." This survey does not relate well to the seminar's contents.

I'm not sure I could identify what "practices were encouraged" at the workshop. I saw it more as a "conscious raising" session - as we old gals used to call it in the 70s. I didn't expect MPC to "support" anything after the workshop. And as far as I know nothing mentioned in #6 has occurred.

If you are filling the obligations of the position, you feel the MPC is inclined to hold you there rather than give you a chance to learn a new job or skill.

Bosses that say I can go to the workshops - but don't allow time to return from them. Last year we got back at 3:00 AM from Butte - but Boss said, "Be at work at 7:00 or miss the pay."

I notice no change.

Lack of follow-up and support.

Perhaps I am not aware of the opportunities because I am away from the mainstream.

More information should be given and special development programs should be encouraged.

Doesn't seem upper level management has taken program very seriously.

No opportunities available.

9. If you did not take advantage of the opportunity to acquire a mentor within MPC or its subsidiaries, why not?

We were not encouraged to do so. Our shift work and type of work makes it very hard to spend any amount of time encouraging any participation.

I do not feel comfortable asking someone to be my mentor; however, more specifically - I haven't found anyone who would be beneficial to me. I would like a female who is in a non-female position, who has experience and a future in her career (executive management) MPC doesn't offer this type of person.

So far I'm my smaller company. I have not really found any one who I look up to or see as someone who I should model my life and work after.

I do not recall the speaker discussing this - evidently when she did I did not absorb any of it, or it went right over my head.

I first of all don't remember much about the discussion of mentors in the workshop. Second, I don't believe in choosing one single person as a mentor. I see, work with, know of, or am known by quite a few people that I respect. From these people, I see what works well for them and try to apply it in my life, if possible. One comment I have is that there are not many women above my level so the opportunity for other women as mentors is not as good as that of male mentors.

I am currently attending college on a full-time basis as well as working full-time; therefore I have had no time to pursue this as yet. But, when school is finished, I plan on acquiring a mentor and possibly change jobs to be in the field in which I would like to work.

No time - not comfortable with approaching someone.

I've been too busy - #1. #2. I'm not too sure there are many mentors above my level and if they are, they are probably swamped.

I've had mentors from my previous employment and I still keep in touch with them. Interestingly enough, my Forest Service mentors are mainly male - not many female types in the Forest Service either!

I have a union job that I prefer to stay in.

Due to the location of my office, I have had very little opportunity or personal contact of any possible mentor.

The only women above me in my general area, I have no respect for to be blunt. As I remember, the workshop stressed female mentors.

I would not feel comfortable asking a man directly to be my mentor, though I do have "unofficial" mentors who happen to be males.

Gave it no further thought...changing positions with the company, more concerned about training etc.

No available mentors.

I took a leave of absence shortly after the workshop and only recently returned to work.

The division seems severely limited in choice and availability of mentors. The "old boy" network has a strong foothold and allows very little interaction with women beyond a professional relationship.

I do not feel it is necessary to follow one person - I learn new things everyday from many people that makes me more aware, better educated and perhaps that open-mindedness to "always learning" will help me to become a good employee worthy of more responsibility and higher status. A mentor can be helpful to many people but to me it is not applicable.

No contact with anyone besides immediate work group.

The assumption that a women, just because she is a woman, needs to emulate someone else in order to manage her career is insulting. I am a professional person and expect to act and be treated like any other professional person, regardless of sex. The workshop leader suggested "We women" have to stick together and support each other (by voting for female candidates, agreeing with female management, etc.) In my mind, this is rather narrow-minded and discriminatory. I'm just as sick of this "good old boys" network as anyone, but isn't this approach what got us here in the first place.

Satisfied with my position as is. Not looking for advancement at this time.

At the present time I am more interested in raising my small children so have for the meantime, put career advancements on the back burner. Between my present job and home, I personally feel I could not handle more responsibility and do a good job for all concerned. When my children have started school, I plan to actively pursue advancements.

I have a couple of close friends in the company that I can talk to, also a couple of my co-workers but do not consider them mentors.

Mentors was not covered in the one-half day session I was selected to attend.

There is no one with whom I work or know that I feel close enough to or feel they have the attributes to develop this type of relationship. I feel confident in drawing on the talents of many different persons to expand my knowledge and development. I'm not fond of the mentoring activity as I'm not looking for approval/disapproval in whatever I do. I don't want someone

watching and calculating my every move - evaluating my performance/development.

I was not in need of a mentor, as I make my own decisions.

I don't feel the opportunity is available.

Because I was told that I had a job to do and that was what I was being paid for and that was all there was to offer. My supervisor did not have time to be bothered.

A mentor is not picked by someone in the lower ranks. A mentor will do the picking. I have several people to advise me with special career goals and to answer questions, but I would not call them mentors. It is very hard for a high rank (supervisor-officer-manager) male person to mentor a low rank (clerk-secretary) female person. To be able to meet and advise is not possible in a Company that is still a little bit old-fashioned, like MPC. People do talk; you are made very uncomfortable.

The "opportunity" was never really present. This must be a 2-way street. My supervisors are either unconcerned about the matter, or feel threatened by such a relationships. Most cases fall into the former category.

I have not found a person with whom I feel I could have a mentor/mentee relationship. I have only been with the Company a short time and hope to find a mentor relationship in the future.

What opportunity? I don't recall this being stressed.

Work load leaves little or no time.

Because there is no one I truly respect or who truly cares about such an issue. Any such efforts would be too threatening. There are people I seek for advise depending on the issue. They have been very helpful.

Am currently working in a position for which I am over-qualified and minimally interested. Entry into male appropriate departments have been blocked by gender prejudice. Have not identified a mentor capable of overcoming strong prejudices in another department; this would require a mentor outside of Colstrip and in the upper echelons of the Company. I have no access to these people.

I have not chosen a mentor "within" the Power but I have found one outside the Company and am following up on that angle.

I don't believe it's as easy as it sounds -- you don't pick a mentor. I see it working the other way -- a possible mentor picks you.

Because I don't feel there are any available at this time.

No available women at MPC to serve as mentor.

I did not acquire a mentor because I cannot find one; as such seems that if the less you know about someone's job the more comfortable they feel. (Job security I guess). What we need in this Company, especially for women, is a chance for advancement. Some type of opportunity. We held a meeting here a couple of weeks ago. Superintendents and not 1 (one) woman was involved. Tell you something?

There are so few women who would qualify as a competent mentor that I did not chose one.

Mentoring is a two-way street and should be encouraged by the higher level person. I do not feel comfortable pursuing a mentor when there has not been an "open door" created by the higher level person.

Due to lack of desire because my position within my department would not allow me to advance or prosper. So why bother?

There is an attitude of every man/woman for themselves; thus, even if you found a mentor you would not completely trust them.

The managers/supervisors seem to say and do whatever they feel will get them ahead. If it so happens you benefit, fine. But they are not concerned about you if it happens to hurt you. There is a genuine lack of caring and trust that needs to be present with a mentor. You need to feel that the mentor is really interested in your career and does not feel threatened by you. This does not exist here, in my opinion.

Working shifts and working with only one partner at a time, there is no one in the offices to take advantage of as a mentor.

My immediate supervisor was not receptive as my mentor. Other secretaries, on a professional level, are not well-known to me.

I think women at the MPC in general are not receptive to mentoring.

Calling the workshop an "opportunity to acquire a mentor" is a bit of an exaggeration. Mentoring was only one of many things discussed and I certainly did not feel that it was the main purpose of the workshop. If it was supposed to be an

"opportunity" because some possible mentors also attended, I doubt that a workshop of a day or two would make anyone more interested in being a mentor than he/she was before the workshop. Frankly, I don't see any opportunity for many women to advance into upper management or other "key positions" in MPC, so I don't feel the need to rush out and appoint someone my mentor! Any mentoring done to me or by me is being done the same way it was before the workshop.

I would not know who to turn to.

Only one female at Managerial Level where I work. When I'd ask specific questions about where I should start to go further in our field - her reply was, "I don't think there are any." When I'd ask the men - they'd just say they "worked their way up." I don't get a feeling of the Company wanting to help women. Only a "show" because offering workshops is "IN" now...

Didn't really pick up on it - too busy just keeping ahead of the game.

None was available for me in my field.

I work at the MPC site. I have to work shifts and the work load does not allow time or opportunities.

Not enough information given - who are the mentors?

Those I work with have not taken program very seriously and not willing to take time on something other than work - don't know how others outside my immediate area would feel about being mentor to their boss's employee - feel potential mentor should have expressed an interest in my career - my bosses have not - have been offered a mentoring relationship by manager in another city, but contact is by necessity very limited - certain exposures for mentor make relationship difficult.

We have a shortage of individuals that are understanding and considerate enough of co-workers to spend some time with a person. Also, a definite line drawn between professional and clerical staff and the ability to communicate.

I have not yet seen an opportunity since the workshop. I'd take advantage if possible. Two problems for me to work on: 1. I'm a single woman. One past attempt was misinterpreted as romantic interest by the mentor candidate and the people he worked for. My attempts to communicate otherwise were ignored. 2. My department head favors males as his "mentees." He is also very unethical and interferes in the personal lives of those he favors, so is an undesirable mentor. He is very jealous of relationships outside the department and has withheld my raise when he

discovered I had a mentor outside the department. He also applied other negative influence and I cooled it with the mentor.

Still looking for mentor.

I experienced the benefit of a "career coach" until he transferred out of Company. No other relationship has developed yet.

Miscellaneous comments: She acts gun shy. She has lost people in her section before to advancement and then the position wasn't refilled. This meant the workload was passed on to existing personnel within the department. In order to cope with this situation, she is reluctant to take on new endeavors and so are her subordinates.

I had my mentor prior to the workshop...also, I feel that the workshop should not have been solely for women, as the topics discussed would be of benefit to men also.