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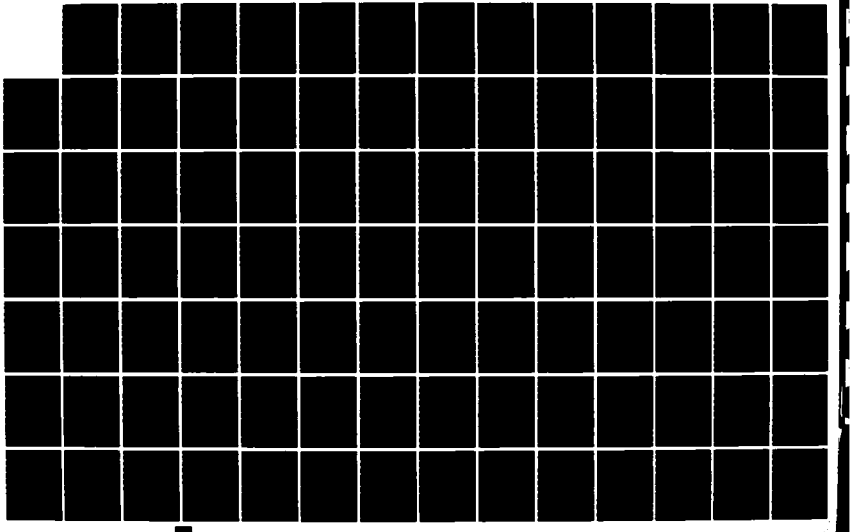

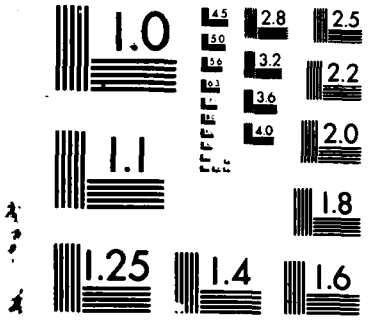

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AIR FORCE MENTORING: THE POTENTIAL PROTEGE'S PERSPECTIVE

THESIS

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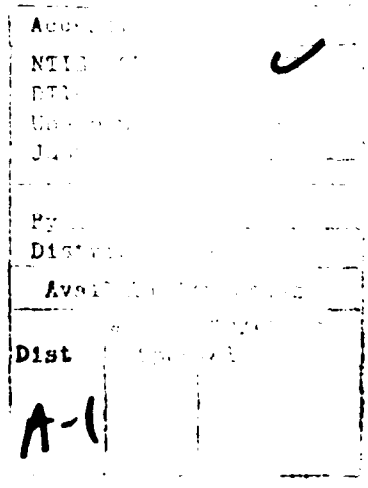

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THESIS

Presented to the Faculty of the School of Systems and Logistics
of the Air Force Institute of Technology
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Abstract

Mentoring encompasses the broad range of relatively long-term developmental relationships between an older and younger adult where the senior member plays a major role in shaping and molding the younger member in his or her professional career. Research has determined that mentoring is a very common leadership development tool in both civilian and military environments. Two Air Force studies have helped conceptualize mentoring in the officer corps and determined how both mentors and proteges are affected by the phenomenon. This study surveyed the perceptions of mentoring from officers (potential proteges) attending the Aircraft Maintenance Course at Chanute AFB, Illinois. Issues studied included expectations for gaining an Air Force mentor, perceived roles and functions of the mentor, expected outcomes of the process, and various background factors relevant to the process. Analysis indicated substantial interest in, and positive expectations of, mentoring; however, having a mentor was not seen as essential to a successful career. Perceptions of the potential proteges were compared to those of more experienced Air Force proteges and mentors and found by and large in concert with the realities of mentoring in the Air Force.

AIR FORCE MENTORING: THE POTENTIAL PROTEGE'S PERSPECTIVE

I. Introduction

Mentoring has been performed since the beginning of man's existence. When God created Adam he instructed and counseled him so that he would know the guidelines for life and know how to sustain himself. Indeed, the Lord was the consummate mentor in that he physically made a man in his own image. The term mentor was taken from Greek mythology. Mentor was a friend and wise counselor to Ulysses who was entrusted with the care and training of Ulysses' son, Telemachus. Mentor's responsibilities covered a wide range of developmental aspects in Telemachus' life, not just the "professional" side. The comprehensive influence of mentor was an integral part of what came to be known as mentoring in the medieval trade guilds. Guild masters were not only responsible for the professional skills of their proteges, but also for their social, personal, and religious habits (4:36).

As applied to modern-day organizations, the term conveys the image of the seasoned senior executive who can offer wisdom of the years of experience from which to counsel and guide younger individuals as they move ahead in

their career (14:849). This concept has received much attention in the past decade. A 1978 study conducted by Gerald R. Roche which surveyed 3976 successful executives found that nearly two-thirds of them had two or more mentors (25:14). A five-year study by Honeywell Corporation indicates that 30 percent of a manager's learning is through personal relationships. This is in contrast to earlier estimates which indicated the percentage to be 10 percent (32:50). With the increased emphasis on excellence in military and civilian sectors there is a conscious movement to improve leaders and managers. Thus, mentoring became a frequently heard term in the arena of human resource development. In the military the aim is to cultivate officers with superior combat leadership and managerial skills. With technology changing at such a rapid pace, effective and efficient development of our young leaders will be crucial.

There have been two studies performed in the Air Force regarding mentoring: Mentoring and Leadership Development in the Officer Corps of the USAF, by Michael Uecker; and Air Force Mentoring: The Mentor's Perspective, by Francis "Chip" Lewandowski. Both of these theses provided proof that mentoring did exist in the Air Force. Both studies helped to further define the characteristics of the relationship by describing the realities of Air Force mentoring from the mentor's and the protege's perspective.

The purpose of this study was to determine the perceptions of those officers who have not yet been afforded the opportunity to experience mentoring as an Air Force officer. Thus, the target personnel were labeled "potential proteges." A number of questions regarding this population have never been pursued. Would they seek a mentor? What type of person seeks or accepts a mentor? What would the potential protege expect of the relationship? Would his/her expectations be realistic? Is mentoring viewed as a "free ticket" to the top? Answers to these questions will help give a more complete picture of mentoring in the Air Force.

In order to get a large number of potential proteges out of the stressful environment of initial indoctrination into the military, the Aircraft Maintenance Officer Course (AMOC) at Chanute AFB, Illinois was selected to be the source of sample. The survey instrument was adapted from the two previous Air Force studies to allow a comparison of the research. A review of the current literature on mentoring will help further define the relationship between mentor and protege.

II. Literature Review

This literature review will help define the mentoring process by examining the roles of the mentor, the advantages and disadvantages of the relationship for both the mentor and the protege, and the military research that has taken place to date.

Mentor Roles

The best way to define what the mentor actually does is to describe the role a mentor assumes in the relationship. There are a large number of these roles defined by various researchers attempting to characterize just what the mentor's functions are. In spite of the range of findings and differing labels, most of the research can be assembled into a fairly cohesive construct of a mentor's functions.

Kathy Kram (14:22-26) has done extensive work in the area of human resource development. She states there are basically two major types of functions a mentor performs--career functions and psychological functions. Career functions are those aspects of the relationship that enhance the career development of the protege. They include:

1. Sponsorship
2. Exposure
3. Visibility

4. Coaching

5. Protection

6. Challenging assignments

Psychological functions are those aspects of the relationship that enhance the protege's sense of competence, clarity of identity, and effectiveness in a professional role. They include:

1. Role modeling

2. Acceptance/confirmation

3. Counseling

4. Friendship

Kram contends that the range and intensity of these functions within a relationship varies. Sponsoring was the most frequently observed career function. Sponsorship in this sense is defined as active nomination of an individual for desirable lateral or vertical moves by use of formal and informal conversations and meetings. Role model was the most important psychological function. Kram concludes that to assess whether a particular relationship is a mentoring relationship or not is not as worthwhile as to assess which functions are present in the interpersonal exchange and why. Mentorship in this sense is defined as a relationship that enhances career development.

Lea and Liebowitz (15:33-35) list the following as roles of a mentor:

1. Teacher
2. Guide
3. Advisor
4. Counselor
5. Sponsor
6. Role model
7. Protector
8. Communicator
9. Motivator
10. Validator

Their roles/functions are primarily self-explanatory except possibly the role of validating. In this case the mentor evaluates and possibly changes the protege's goals and continually endorses those he feels are realistic and correct. Protector is a function that serves as a buffer for the protege's risk-taking. Sponsoring is the use of the mentor's clout to provide growth opportunities for the protege.

Klaus' (12:492) study of mentorship within the public sector identified five primary roles of a mentor. They are:

1. Career strategy advising
2. Sponsorship and mediating
3. Monitoring and giving feedback
4. Individual development plan counseling
5. Role modeling

Agreeing with Kram, he caveats his study by indicating that not all roles are performed by all mentors. He also contends that there are three protege roles: initiating contact and seeking advice, sharing needs and personal goals, and listening. He implies that the relationship is continually controlled by the protege. In addition, the degree to which each role was played, if played at all, varied. He states, "the notion that mentors provided a clear and uncomplicated path to career success is far from being accurate" (12:491).

Levinson (17) describes mentorship as "one of the most complex, and developmentally important relationships a man can have in early adulthood." He found the mentor performed the following functions:

1. Teacher
2. Host
3. Sponsor
4. Guide
5. Exemplar
6. Counselor

The mentor served as a transitional figure for a person moving through the early stages of adult life. Thus the emphasis was on function rather than formal roles.

Shapiro et al. (26:55), proposed a "patron system" compromising a range of guiding and advising personae with peer pals and mentors being two ends of a spectrum of

support relationships to help proteges gain access to positions of relationship and power. Roles of patrons include:

1. Advisor
2. Guide
3. Protector
4. Sponsor
5. Champions
6. Benefactor
7. Advocate
8. Supporter

Mentoring is the most intense and paternalistic patron relationship. Shapiro et al. also promote the idea that a role model is an inappropriate term to use because in reality persons do not model the role of a mentor as a whole. They may only model those features which are beneficial to their development. Some of the characteristics of a mentor (role model) may even be detrimental to the personal development of the protege (29:53).

Other authors (12:482-483; 14) put forth the premise that the protege-mentor relationship passes through stages. The roles of the mentor change vis a vis the needs of the protege. For example, initially the mentor is a teacher, but in the later stages he is a sounding board and protector of the protege's ideas. Ultimately, the relationship changes to a peer relationship or even friendship.

It can be seen that there are many overlapping and varied ideas of what the roles/functions of a mentor should be. Most researchers agree that all roles cannot be played by a single mentor, nor are they found to be of equal intensity in all relationships. Having gained an insight into the roles a mentor may assume, the next sections will examine the advantages of the mentoring relationship for the protege.

Advantages for the Protege

The advantages to the protege actually are only one-third of the benefits of the relationship. The others benefited are the mentor and the organization in which mentoring takes place. This portion of the review will focus on the advantages to the protege.

Hunt and Michael (10:487) list the following as advantages to the protege of using mentoring as a career training and development tool.

1. Better pay
2. Better education opportunities
3. Less mobile (intra-organization)
4. More job satisfaction

Kram (19:29) adds to this list an improved sense of self-confidence and worth, coaching in organizational politics, and protection from critical peers and supervisors to reduce unnecessary risk.

Johnson supports Kram's views and adds,

> A mentor is that person you know can teach you how the organization works. They are generally in a position to let those higher up know what a good job you are doing. In other words, they sound your horn for you. They are invaluable for the people they put you in contact with. (13:55)

Halatin (9:37) believes the protege can benefit from mentoring by receiving accurate evaluation and analysis of the subordinate's situation. Also, the protege will be more motivated due to the attention he receives and the desire to please the mentor.

Reich (24:52) found the benefits to the protege to be:

1. Early transfer to more challenging jobs
2. Opportunity to work new and special projects
3. Opportunity to be more creative
4. Enhanced awareness of their strengths/weaknesses
5. Greater self-confidence

Additionally, the proteges value the opportunity to make tough decisions, learn managerial skills, join winning teams, develop useful contacts and achieve more rapid promotions. He concluded that political assistance was a more amorphous kind of aid, and was provided infrequently. Generally, it was considered of less value (23:43).

Klaus (12:495) found that proteges considered it a special opportunity to be provided with career guidance by those who had had very successful careers and could provide insight into the senior levels of organizational

decision-making processes. Others in Klaus' study emphasized the importance of visibility and developmental assignments that were afforded through the mentoring relationship (12:493).

Next, the disadvantages of mentoring will be discussed.

Disadvantages for the Protoge

The protege has a golden opportunity to develop at an accelerated rate within the mentoring climate. But, some silver clouds have a small black lining.

Myers and Humphrey (21:11-12) list seven drawbacks of the relationship for the protege. They are:

1. Protege used as "go for"
2. Mentor becomes a tyrant
3. Protege becomes a fill-in, "boy friday"
4. Cross gender sexual harassment
5. Mentor's bad habits become protege's
6. Mentor retards protege's growth (jealousy)

They maintain that the organization must look closely at selection of mentors and the behavior of the mentors.

Klaus (12:494) notes that there can be tensions created between the protege and his immediate supervisor when the mentor's plans for the protege may conflict with the supervisor's work plan. In addition, the protege has a direct line of communication to a superior which may

violate the chain of command of the organization. Problems with co-workers can also develop from jealousy.

Reich's (24:53) study found that one-third of the proteges felt they were too closely identified with their mentors. One quarter thought peers marked them as "his person." The problem compounded when the mentor lost favor with the senior leadership in the organization. This often meant a blocked promotion path for the protege. Other drawbacks were stress and overprotection.

Bushardt (3:49) warns, "managers with mentors do remain at midlevel status and behind many who fail to become successful executives there is a wrong mentor."

While most authors conclude that mentoring yields positive results, the relationship is not without drawbacks. Thus proteges should be aware of those less controllable problems such as peer jealousy and the penalty that may accompany association with a mentor who has fallen from grace.

Acquiring a Mentor

Finding a mentor may not be an activity left up to the protege due to the implementation of formal mentoring programs, but in many cases the protege will still have the opportunity to select a mentor. Jewel Food Company's president, D. S. Perkins, states,

> I don't know that anyone has ever succeeded, in any business without having some unselfish sponsorship

> *or mentorship, whatever it might be called.* Everyone who succeeds has had a mentor. We've all been helped. (5:100)

If this is the case, finding that help is one of the keys to success.

Bushardt et al. (3:49) in their article "Picking the Right Person for Your Mentor," list four criteria for selecting a mentor. They are:

1. A person that can help you
2. The mentor has your confidence
3. You can help that person
4. The mentor has a successful track record for developing talent

They also propose a five-step plan for the protege to "cultivate" a mentor. The plan is as follows:

1. Visibility--take part in activities that make you visible to your prospective mentor.
2. Competence--display your competence through organizational and personal activities.
3. Indispensability--encourage your mentor to depend on you to complete tasks and to get information.
4. Interests--align your hobbies and interests with those of your prospective mentor to encourage the relationship.
5. Upwardly mobile--look and act the part of one who is an upwardly mobile manager.

Bushardt et al. (3:48) believe mentorship can be made to happen. The protege should have the tools to bring about the relationship.

Berry (2:37) agrees with Bushardt's concept and advises women to "look for someone in the executive level or who is moving that way. Select someone who has a reputation for developing subordinants."

Johnson recommends (11:56):

> Find someone you admire and respect and question them about the company and company etiquette. That person will see that you are interested and respect their opinion and may offer their help. Secondly, model yourself after another person and make yourself visible to them. Question them and use their knowledge, they may respond favorably.

Zey (31:55) reports that the selection procedure for a mentor varies widely between organizations. But, most companies allow incoming junior managers to decide for themselves if they want to participate in the mentoring program. Some programs in the federal government allow the protege to choose from a pool of mentors through an interview process. Other companies evaluate the mentors and the proteges and the assignment is made by a panel of executives. Still others assign all new personnel mentors and allow the relationship to take on its own dimensions.

Lea and Liebowitz (15:35) state:

> Mentor relationships can't be made to happen. Finding a mentor has many of the drawbacks of finding a spouse or other love mate. The harder one tries, and the more one expects of oneself and others, the more likely one is to fail.

They recommend the following:

1. Do not look for perfection.

2. Look for several mentors.

3. Move slowly.

4. At first, don't openly seek teaching, guidance etc., these behaviors will be voluntarily initiated as the relationship develops.

5. Your best bets are experienced capable colleagues with whom you have open lines of communication.

6. When seeking advice take the opportunity to communicate your goals and aspirations.

7. If you strike out don't worry, having a mentor is not an absolute prerequisite for success--it simply makes it easier.

Myers and Humphreys (21:10) note that acquiring a mentor can be affected by preselection; i.e., individuals can be secretly selected for an assignment (often setting the stage for minority discrimination) and then the machinations of competition applications are processed to appear as a confirmed choice. This may be one of the dangers of a formal equal opportunity system.

Phillips-Jones (22:39) supports the concept that participation in a formal program must be voluntary. In some programs, instead of the protege informally selecting the mentor, the mentor is assigned by a training and development staff or by top level managers (12:40).

Finally, Kram (13:40) suggests that most often mentors are only available to a few high potential managers. Those not labeled as "fast-trackers" are less likely to find guidance, coaching, challenging assignments, and other opportunities that encourage individuals to develop their human resources fully. Her premise is that organizations should develop their employees' interpersonal skills, institute effective reward systems, and implement task and management situations that support developmental alliances as vital to the organization's health. In other words, organizations should remove the obstacles that most often restrict interpersonal communication and relationships. In that environment, mentorship will develop naturally.

Having presented the views of current researchers on acquiring a mentor, it can be seen that there are two camps--those who believe that the relationship can be made to happen, and those that don't. The latter propose a program where an environment is established to allow the phenomenon to take place as opposed to making it exist.

Mentoring in the Military

There have been three recent studies performed in the area of military officer career development/mentorship. Two were conducted by Air Force personnel and one extensive study was done by the Army. Both Air Force studies were masters theses completed at the Air Force

Institute of Technology in 1984 and 1985. The Army study entitled Results of the Professional Development of Officers Study Group Report (PDOS), was conducted from 1984 through 1985. All three reports will be discussed in this section.

Uecker's report, the first Air Force study, proposed that military leadership was in decline and that mentoring could be the informal tool used to supplement the failing formal leadership development structures (29:1). Using Gerald Roche's study as a baseline to compare military mentoring to civilian, Uecker found mentoring to exist in the Air Force to a significant degree. Thirty-eight percent of the officers sampled at the Air Command and Staff College (ACSC) and 47.6 percent of the Air War College (AWC) students had been mentored in their careers. In fact, the military officers tended to have more mentors per individual than their civilian counterparts (29:46). He also concluded that the mentored AWC officers had no greater chance of early promotion than their unmentored peers. But, when combined with the ACSC sample there was a significant difference in early promotion (29:50). In addition, mentored officers were found to have more job satisfaction than unmentored (29:51). Mentoring tended to be viewed favorably as a leadership development tool by those who had been mentored and unfavorably by those who were not mentored. But neither group felt that mentoring was extremely important for career success when compared

to such factors as leadership, motivation, and the ability to complete assignments. Role model, guide and advisor were the primary roles that their mentors assumed.

Lewandowski (17:38-45) approaches the subject from the protege's perspective. He found the extent of mentoring in his sample to be almost identical to the frequency given in the Roche study (25:46). Also, 70.6 percent of those Air Force officers who had been mentored were now mentoring others. While most officers supported or at least accepted the current informal mentoring system, some negative undercurrents were discovered when the terms sponsoring or protector were used to help describe mentoring, although sponsor was listed as the second most important role of a mentor by the proteges (17:58). In Lewandowski's study, the idea that mentored officers were more likely to be promoted earlier than the unmentored peers was rejected. In the area of job satisfaction and mentor roles, his findings closely paralleled that of Uecker.

The most extensive study of career development has been conducted by the Army. The PDOS spanned several years and collected data from all levels of the Army officer corps. The sample size was 14,379. The purpose of the study was to get feedback on the state of the professional development system of the officer corps (1:4). Mentorship was one of the issues addressed. General officers strongly

supported the concept of mentoring and 95 percent thought commanders should be evaluated on how well they develop their subordinates (1:8). One of the major findings of the report was captured in the following statement:

> While a majority of the officers feel that the bold, aggressive and creative officer can grow and develop (ie, [sic] survive) in today's Army, too many do not yet think they would have the opportunity) (1:8)

This is an area where a mentor can provide an environment for that type of development. Regarding mentoring specifically, although 88 percent of the officers believed that they should assume the role of a mentor, less than half of the company grade officers and less than one-third of the field grade officers reported having mentors (1:5).

The Army's response to this paucity of mentors was a "mentor based strategy" for educationg and training officers (1:sec. 1,1). The thrust of the strategy was to improve the education of the officer both through on-the-job guidance by a senior and improved education in the professional education area. This involved assigning extremely well qualified faculty to the schools to help shift the emphasis to teaching officers how to think as opposed to training them to react to a static situation. How well this concept is being implemented is yet to be seen.

Summary

Mentoring appears to exist significantly in both civilian and military circles. That should not come as a

surprise if you subscribe to the theory that the military is a reflection of our society. The roles of mentors according to the literature are many and varied, but tend to fall under the general categories of career counseling and psychosocial functions. Uecker and Lewandowski identified nine roles that are assumed by military mentors. The question then becomes: are those the roles the potential protege expects their mentor to play?

One role identified as that of a mentor is sponsor. In Lewandowski's study he reports that this role is perceived by many to have a negative connotation. Does the potential protege enter the service with those perceptions, or has his exposure to the officer corps through his commissioning source already implanted this perception.

The president of a major corporation contends "Everybody that makes it has a mentor" (5:100). If the potential protege believes that to be true, what will be their response? And will those with lofty expectations (general officer aspirants) seek mentors at an accelerated rate compared to the general population? In addition, Roche (25:15) contends that mentored officers receive higher pay earlier. In the military this would translate to early promotion for mentored officers. Will the initial entry officer have that same perception, that mentoring will lead to below-the-zone promotions? As the literature review suggests, most of the emphasis has been placed on benefits

to the younger member of the relationship. Is the potential protege aware of his possible contributions to the mentor? If everybody who "makes it" has a mentor, does the potential protege have the perception he is doomed if he is without a mentor, or is it as Farren et al. (7:20) suggest, a myth that a mentor is required to succeed. Can a successful career be attained without a mentor, and what does the potential protege consider the essential elements of a successful career?

In much of Kram's (14) work, crossgender mentoring has been studied. Complications can arise with the added dimension of this factor. This raises the question whether the potential protege will be sensitive to that element in his/her selection process, or will other factors be of more importance.

Finally, little work has been done to determine background factors which may predispose a person to seek a mentor. Both Air Force studies have approached the subject and it would seem appropriate to try to determine what factors may lead this population of potential proteges to seek/accept mentors.

In summary, mentoring appears to be a human resource development tool for senior officers to help young leaders learn their professions at an increased rate and to greater depth. It is that little extra as Farren notes "that 'soups up' career development efforts, giving added

power to organizational drive (7:20). Acquiring a mentor may not be crucial to the protege's success, but can allow him a faster track to his goal. Of course, the mentor has to be willing to allow growth even to the point of stepping aside to let the protege progress to full potential.

If mentoring does exist significantly in the military, then there are those who are willing to mentor and even more who are willing or even actively seeking a mentor. That being the case, it is of interest to find out what the potential protege's expectations are or if they have some preconceived ideas that may not be aligned with the reality of mentoring as it is today in the officer corps. This study was conducted to focus on these issues.

Research Hypotheses

The roles and effects of mentoring in the USAF as described by Uecker and Lewandowski provide a reality with which to compare the perceptions of potential proteges. The research was designed to identify the mind set of the respondent prior to exposure to mentoring in the USAF officer corps. Each research hypothesis will be stated in the null hypothesis form in order to statistically test the statement. Thus the assumed outcome or the statement the researcher believes to be true will be the alternate hypothesis.

Hypothesis 1. The potential protege's background prior to becoming an officer has no effect on the likelihood of the potential protege seeking a mentor.

The corresponding alternative hypothesis accepts the notion that some factors in an officer's background correlate with the likelihood to seek a mentor. Background factors to be tested include:

1. Age at commissioning
2. Undergraduate grade point average (GPA)
3. Extracurricular activities
4. Father's occupation
5. Number of nonmilitary full-time jobs
6. Prior mentor experience
7. *Gender*
8. Commissioning source
9. Prior military service

Since the previous research by Uecker and Lewandowski established that mentors in the Air Force perform in certain roles, the next hypothesis was to determine what roles the potential proteges expect mentors to play.

Hypothesis 2. None of the roles of a mentor as enumerated by Lea and Liebowitz--teacher, guide, advisor, counselor, communicator, motivator, protector, sponsor, and role model--are roles assumed by mentors in the Air Force officer corps.

The concept here is to determine if the potential protege's perceptions will align with reality.

Since sponsoring was viewed by a significant portion of the military respondents in previous studies as a positive concept, hypothesis 3 was initiated to determine if the potential proteges came into the officer corps with preconceived notions about the word sponsoring in relation to mentoring.

Hypothesis 3. Mentoring and sponsoring within the USAF are perceived as the same phenomenon.

The idea here is to determine if the potential protege's perceptions will align with the reality as defined by previous Air Force studies.

Having examined the potential protege's perceptions of the roles of his mentor, hypotheses 4, 6, and 7 will explain what he expects the mentor to do for his career.

Hypothesis 4. Potential proteges with expectations of achieving general officer rank will seek mentors more often than those of lesser expectations.

Hypothesis 6. Mentored officers ar· not perceived as being more likely to be promoted early than unmentored officers.

Hypothesis 7. Having a mentor is not perceived as an essential factor in a successful military career.

These hypotheses parallel Uecker's and Lewandowski's which addressed the mentor's effect on the protege's career success and promotion opportunities.

Much of the research has been focused on what the mentor brings to the relationship. Hypothesis 5 was used to determine the potential protege's perceptions of what he/she would bring to the relationship. Some research indicates that the mentor benefits greatly from the protege's presence.

Hypothesis 5. Potential proteges do not perceive themselves as being important to their mentors.

The last area examined considered the concept of gender entering into the mentor selection. This area has garnered a significant portion of the literature, and should be addressed in any future military research. To this point, little, if any, study has been done in this area in the military.

Hypothesis 8. Potential proteges will not seek mentors of the same gender.

If the potential protege does not see gender as a determining factor in mentor selection, what factors will be?

III. Methodology

This thesis addresses perceptions of potential proteges in aircraft maintenance in regards to selected issues in the area of mentorship. The survey method was chosen to gather information on current perceptions of the aircraft maintenance officer potential proteges. A questionnaire (Appendix A) was developed by combining elements from two surveys already used by students of the Air Force Institute of Technology researching in the field of mentorship. Captains Uecker and Lewandowski's questionnaires were used as a base to build the potential protege instrument. Adherence to the subject area and content of their questions allowed comparisons of their findings with those of this study. The objective in this regard was to compare perceptions identified in this study with the reality of the subject as these earlier studies have described it.

Data Collection Plan

An attempt was made to survey all active duty Air Force aircraft maintenance officer trainees attending the Aircraft Maintenance Officer Course (AMOC) at Chanute AFB, Illinois. This was a convenience sample with randomness being by intent rather than statistical random selection. Since the aircraft maintenance officer career field

has no unique prerequisites for selection, it was assumed that the sample was representative of Air Force nonrated line officers in general. Generalizations beyond the students attending AMOC were made, however. There were approximately 115 USAF maintenance officers enrolled in AMOC. All were potential respondents.

Instrument Validity and Reliability

Much of the instrument had been previously validated as a part of earlier research. To insure that the minor changes made to accomplish this research did not impact on the validity, the questionnaire was reviewed by two groups. First, two faculty members of the Air Force Institute of Technology with expertise in the area of survey administration reviewed the structure of the document. Then, Captain Ben Dilla, a member of the organizational sciences department of the Air Force Institute of Technology and research advisor to both Uecker and Lewandowski, evaluated the questionnaire for content validity. Finally, the instrument was administered to six maintenance officers performing graduate studies at AFIT to insure the questionnaire would be readable and understandable to an aircraft maintenance officer trainee. Since the questionnaire was adapted from the questionnaires used by the previous researchers, the established reliability of the instrument was presumed. The questionnaire was approved by

Headquarters Air Force Manpower and Personnel Center Personnel Survey Branch on the 29th of April 1986 with only minor changes.

Experimental Design

The three types of data analysis used in this research report were: discriminant analysis, Kruskal-Wallis and binomial. Although other tests were possible, these three were chosen in order to be consistent with the previous studies and to provide a basis of comparison. The binomial and Kruskal-Wallis tests are nonparametric tests of hypothesis and require no assumptions about the shapes of the underlying distributions. The assumptions of the discriminant analysis are discussed in the next section.

Discriminant Analysis. Discriminant analysis is a statistical technique which assumes a population is made up of two distinct subpopulations. It is further assumed that it is possible to find a linear function of certain measures or attributes of the population that will allow an observer to discriminate between the two subpopulations. Originally, the technique was used to assist biologists in identifying subspecies (28:689). In this research, it was used to identify those background characteristics that predispose a person to seek a mentor (group 1) or not to seek a mentor (group 2). The null and alternate hypothesis being:

H_o: group #1 mean = group #2 mean

H_a: group #1 mean ≠ group #2 mean

NOTE: Group means are referred to as centroids in the discriminant analysis program.

The statistical theory of discriminant analysis assumes that the discriminating variables have a multivariate normal distribution and that they have equal variance-covariance matrices. In practice, the technique is very robust and these assumptions need not be strongly adhered to (28:495).

The Statistical Package for Social Sciences (SPSSx) program DISCRIMINANT was used to determine the function that best permitted discrimination between members of the two groups while minimizing misclassifications. The program used Mahalanobis's distance (Method = Mahal) to minimize the distance between that two groups, as it entered the variables in a step-wise fashion to derive a discriminating function.

Kruskal-Wallis. The Kruskal-Wallis test is a non-parametric test that compares two or more populations to see if their survey answers have identical probability distributions. The null and alternate hypothesis being:

H_o: All populations have identical distributions. (pop #1 mean = pop #2 mean)

H_a: At least one population distribution differs in location. (pop #1 mean < or > pop #2 mean)

The *SPSSx command for* this test is: NPAR TESTS K-W.

Binomial. The binomial distribution is associated with sampling of proportions and can be used for the computation of the exact probability of getting an estimated proportion (p) as large as a given proportion (P). A normal approximation to the binomial distribution can be used if the sample size is sufficiently large. The rule of thumb in this regard is: if $Np > 5$ (20). The planned sample size was to be at least 80.

The test proportion (P) for all binomial tests in this study was .5 (50 percent). The null and alternative hypothesis being:

H_o: P (observed frequency) $\leq$ (.5)

H_a: P (observed frequency) $>$ (.5)

In order to maintain consistency with the previous two research efforts, the hypotheses tested with the binomial test were recoded from a Likert scale to a dichotomous scale. In order to lend a conservative nature to the tests of hypotheses, the "undecided" response to any question was coded to support the null hypothesis, thus requiring more evidence to the contrary to reject the null.

Example: 1 (yes) = strongly agree
moderately agree

2 (no) = undecided
moderately disagree
strongly disagree

NOTE: Example is for hypotheses that are supported by negative responses.

The null hypothesis (H_o) was rejected if the z value was greater than the z critical (p value = .05). If the z value was less than z critical, it was concluded that there was not enough evidence to reject the null hypothesis in favor of the alternate hypothesis (18:286). In other words, the researcher preferred a 95 percent chance or more or being right if the null hypothesis was to be rejected in favor of the alternate hypothesis. It should be noted that in those cases where a large percentage of respondents were undecided, the coding of that response could be critical in determining the outcome of the statistical test. Due to the previously discussed procedure, "undecided" was coded to support the null hypothesis. The researcher's intent was to insure the analysis was not only theoretically correct and accurate, but also practical and lucid. The SPSSx command used to perform the binomial tests was NPAR TESTS BINOMIAL(.5) = (2).

The level of significance (p value) for all tests of hypothesis in this study was .05 (5 percent). Any tests that had a p value less than .05 resulted in a rejection of the null hypothesis. The test proportion (P) for all binomial tests was .5. Since SPSSx gives only two-tailed p values for .5, all p values were divided by 2 in order to obtain a one-tailed p value. The researcher wanted more than a 95 percent chance that the null hypothesis was

incorrect given more than 50 percent of the respondents' answers supported that outcome.

Hypothesis 1

The purpose of the first hypothesis was to determine what background factors might predispose the Aircraft Maintenance Officer trainee (potential protege) to seek a mentor.

Null hypothesis:

> The potential protege's background prior to becoming an aircraft maintenance officer has NO effect on the likelihood of the protege to seek a mentor.

To test this hypothesis, discriminant analysis was used to examine background variables (questions) after having divided the respondents into two categories. These were the mentor seekers and those who will not seek mentors. This division was based on answers to question 18 of the survey. Those selecting the first two responses were labeled "seekers" and those who responded with the last three responses were labeled "nonseekers." Questions 1, 3, 4, 5, 6, 9, and 11 were selected as appropriate data sources (variables) for using discriminant analysis against the hypothesis (19:Sec.I, 12-28). The purpose in this was to determine if question 1, age at commissioning; question 2; commissioning source; question 3, grade point average; question 4, sex; question 5, involvement in extracurricular activity; question 6, father's occupation, question 7,

prior service; question 9, number of nonmilitary employers; and/or question 11, prior enlisted military experience, were significant factors in determining whether a potential protege would seek a mentor or not. Some transformation of data was required as was the case in the previous two studies. Question 6 was recoded to a dichotomous response; i.e., 1 = father is/was a military officer; 2 = father was not a military officer. Question 9 was recoded to 1 = yes, prior enlisted experience; 2 = no prior enlisted experience.

Hypothesis 2

This hypothesis was tested using a binomial test. Since the sample size was expected to be "large," a normal approximation to a binomial distribution was used. The responses to questions 41 through 50 were based on a Likert scale. The scale was recoded to a dichotomous response, yes-no.

Null hypothesis:

> None of the roles enumerated by Lea and Liebowitz are perceived as roles that should be played by a mentor.

Hypothesis set:

Hyp2n P (role should not be played) $\leq .5$

Hyp2a P (role should be played) $> .5$

The null hypothesis (Hyp2n) was to be rejected if the z value was greater than z critical. If z was less than

z critical, it was concluded that there was not enough evidence to reject the null hypothesis in favor of the alternative.

Hypothesis 3

The third hypothesis attempted to ascertain the respondents' perceptions of sponsoring. More precisely, are sponsoring and mentoring the same phenomenon? Hypothesis 3 was directly tested by question 17 using a binomial test. Since some persons may not be familiar with the term "sponsoring," a response labeled "not familiar with the term" was listed to delete those persons from the test. In addition, a statement following the question helped further insure informed responses, i.e., "sponsoring, in this case is not the process of helping someone settle into a new assignment."

Null hypothesis:

> Mentoring and sponsoring are perceived as the same phenomenon.

Hypothesis set:

Hyp3n	P (yes, mentoring equals sponsoring)	$\leq .5$
Hyp3a	P (no, mentoring does not equal sponsoring)	$> .5$

Level of significance = .05

In this case, the null hypothesis was stated in the affirmative and therefore the undecided respondents were coded to 1 (yes) to support the null.

Hypothesis 4

Hypothesis 4 concerned a comparison of the propensity of potential proteges to seek mentors in view of their rank expectations. Question 18 was tested using the Kruskal-Wallis test using the respondent's rank expectations given in question 19. Question 19 was recoded to a dichotomous response. Response 5 "general officer" was recoded to 2 and responses 1 through 4 were recoded to 1. The respondents were thus broken into two groups, those expecting to be general officers and those who had lesser expectations.

Null hypothesis:

> Potential proteges with expectations of becoming general officers will not seek mentors more often than those with lesser expectations.

Hypothesis set:

Hyp4n P(group #1 distribution = group #2 distribution)

Hyp4a P(group #1 distribution ≠ group #2 distribution)

Hypothesis 5

This hypothesis was an attempt to determine the potential protege's perceptions of his importance to the mentor. It was directly tested using questions 20 through 23. The respondent rated each of the questions in regard to his contribution in that area. The questions were rated using a Likert scale and tested separately using a binomial test.

Null hypothesis:

Potential proteges do not perceive themselves as being important to their mentors.

Hypothesis set:

Hyp5n P (yes, proteges are not important to their mentor) $\leq .5$

Hyp5a P (no, progeges are important to their mentor) $> .5$

Level of significance = .05

Hypothesis 6

This hypothesis viewed the perceptions of potential proteges with regard to mentored officers being promoted earlier than unmentored. This hypothesis was tested using data from question 16. A binomial test was used to test the hypothesis.

Null hypothesis:

Mentored officers are not perceived as being more likely to be promoted early than unmentored officers.

Hypothesis set:

Hyp6n P (mentors are not promoted early) $\leq .5$

Hyp6a P (mentors are promoted early) $> .5$

Level of significance = .05

Hypothesis 7

Hypothesis 7 dealt with the protege's views toward mentoring in regards to his and others' career success. Questions 58 and 73 asked the respondent tc rate the importance of a mentor to their and others' career success

using a Likert scale. The characteristic identified as "mentor" appeared in a list of other characteristics associated with a successful military career. Both questions were tested using a binomial test.

Null hypothesis:

> Having a mentor is not perceived as an essential factor in a successful military career.

Hypothesis set:

Hyp7n P (mentor is not essential) $\leq .5$

Hyp7a P (mentor is essential) $> .5$

Level of significance is .05

Hypothesis 8

The final hypothesis addressed the aspect of gender in regards to mentoring. It was tested using the data from question 38, which asked the respondent to rate the importance of having a mentor of the same gender. This question was also examined to detect if there was a difference between the male and female respondents in seeking mentors of their same gender.

Null hypothesis:

> Potential proteges will not seek mentors of the same gender.

Hypothesis set:

Hyp8n P (will not seek like-gender mentors) $\leq .5$

Hyp8a P (will seek like-gender mentor) $> .5$

The next chapter will review the findings of the research.

IV. Findings

Of the 115 Air Force officers enrolled in the Aircraft Maintenance Course, 108 responded to the survey. Two of the questionnaires were subsequently found to be incomplete and were deleted from the sample, leaving a sample of 106. A general profile of the surveyed population is given in Table 1 and a summary of the responses to each question in the survey is included in Appendix B.

Hypothesis 1

This hypothesis attempted to determine which, if any, background characteristics could discriminate between aircraft maintenance potential proteges that seek mentors and those that do not seek mentors. Nine precommissioning variables were analyzed:

1. Age at commissioning (Q1)
2. Undergraduate GPA (Q3)
3. Extracurricular activity involvement (Q5)
4. Father's occupation (Q6)
5. Number of full-time nonmilitary employers (Q7)
6. Prior mentor relationship (Q11)
7. Prior service (Q9)
8. Gender (Q4)
9. Commissioning source (Q2)

TABLE I

GENERAL POPULATION INFORMATION

Age at Commissioning (Question 1)	
20 or less	.9%
21	4.7
22	19.8
23	12.3
24	6.6
25	12.3
26	15.1
27	5.7
28 or more	22.6
Commissioning Source (Question 2)	
Air Force Academy	.9%
ROTC	29.3
OTS	69.8
Sex (Question 4)	
Female	10.4%
Male	89.6
Rank (Question 8)	
2Lt	97.2%
1Lt	0.0
Capt	1.9
Major	.9
Prior Service (Question 9)	
Enlisted	36.8%
Officer	1.9
None	61.3

Of the nine variables used in the analysis, four (undergraduate GPA, father's occupation, number of non-military employers, prior mentor) were found to be discriminators at the .05 level of significance between the mentor seekers and nonseekers. The discriminant function p value was .0058. In general, mentor seekers tended to have higher undergraduate GPAs, more nonmilitary full-time employers, mentoring experience prior to commissioning, and their fathers tended to be military officers.

Hypothesis 2

Hypothesis 2 helped determine if the roles identified by Lea and Liebowitz and confirmed as being roles played by Air Force mentors by Uecker and Lewandowski were perceived as roles that should be played by mentors. Questions 41 through 50 listed the roles and asked the respondent to rate each role as to its importance.

The binomial test using an approximation to a normal distribution was used to test the hypothesis. The test proportion (P) was .50. The level of significance was .05.

Each role was tested separately. The results are as follows:

1. Counselor $P < .01$
2. Role model $P < .01$
3. Motivator $P < .01$

4.	Teacher	P < .01
5.	Sponsor	P = .1910
6.	Protector	P > .99
7.	Available for advice	P < .01
8.	Guide to unwritten rules	P < .01
9.	Communication line provider	P < .01

The null hypothesis was rejected at .05 level of significance for all roles except protector ($p > .99$) and sponsor ($p = .1910$). There was insufficient evidence to support the roles of protector and sponsor.

Hypothesis 3

This hypothesis measured the potential protege's perceptions regarding mentoring being the same phenomenon as sponsoring. The data from question 17 was used to test this hypothesis. In this case only those officers indicating they knew what the term sponsoring meant were respondents.

The binomial test using an approximation to a normal distribution was used to test the hypothesis. The P was .50. The level of significance was .05.

The null hypothesis was not rejected at the .05 level of significance ($p = .1094$). There was insufficient evidence to support the null hypothesis that mentoring and sponsoring are not the same phenomenon.

Hypothesis 4

The intent of hypothesis 4 was to show a difference in the propensity of the officers with expectations of achieving general officer rank to seek a mentor versus those with lesser expectations. The respondents were divided into two groups by their responses to question 19.

A Kruskal Wallis test was performed on question 18 which determined the degree to which the potential protege will seek a sponsor. The level of significance was .05.

The null hypothesis failed to reject at the .05 level of significance (p value = .2419). There appears to be no significant difference between the two groups.

Hypothesis 5

Hypothesis 5 was tested to determine how valuable the potential proteges consider themselves to their mentor. Questions 20 through 23 asked the respondents to indicate how important they would be to their mentor in the four areas.

The binomial test using an approximation to a normal distribution was used to test the hypothesis. The expected p was .50. The level of significance was .05. The results are as follows:

1. Job satisfaction P < .01
2. Success P = .2483
3. Technical help P > .99
4. Informational help P > .99

The null hypothesis was rejected only in the area of the mentor's job satisfaction (p value < .01) at a .05 level of significance. Potential proteges perceive they will be of importance to their mentor in regards to the mentor's job satisfaction. In the other areas, there was insufficient data to reject the null hypothesis.

Hypothesis 6

This hypothesis examined whether the mentored officers were perceived as being more likely to be promoted early using a normal approximation to a binomial distribution. The responses to question 16 provided the data to test this hypothesis.

The bonomial test using an approximation to a normal distribution was used to test the hypothesis. The P was .05. The level of significance was .05.

The null hypothesis was not rejected (p value = .6272) at a .05 level of significance. Thus, there is insufficient evidence to conclude that mentored officers are perceived as being more likely to be promoted earlier than unmentored.

Hypothesis 7

Hypothesis 7 measured the perception that having a mentor is an essential factor in a successful military career. The responses to questions 58 and 73 were

identical in the dichotomous response mode, and varied only slightly when compared across the entire Likert scale.

The binomial test using an approximation to a normal distribution was used to test the hypothesis for both self and others. The P was .50. The level of significance was .05.

Both questions were tested and in both cases the null hypothesis was not rejected (p value = .191). There was insufficient evidence to conclude mentoring is perceived as an essential part of a successful military career.

Hypothesis 8

The final hypothesis approached the issue of the effects of gender on selection of a mentor. The hypothesis was directly tested by question 38 which asked the respondent to determine what importance having a mentor of the same gender would be. Gender was included in a list of 16 characteristics associated with a successful military career.

The binomial test using an approximation of a normal distribution was used to test the hypothesis. The P was .50. The level of significance was .05.

Tne null hypothesis was not rejected (p value = > .99) at the .05 level of significance. Therefore, there is insufficient evidence to support the alternate

hypothesis that potential proteges will select mentors of the same gender.

V. Analysis

This chapter deals with the implications of the statistical results as they apply to mentoring. The results are compared with those of Air Force studies performed by Captain Uecker in 1984 and Captain Lewandowski in 1985. As previously mentioned, both studies confirmed that mentoring did exist in the Air Force. If mentoring does exist, then there will be both those (mentors) who are seeking to develop young officers and those (proteges) seeking to be developed by a senior officer. This study gives an insight into the perceptions of those officers who are potential proteges of the mentors.

It should be noted that one of the initial assumptions of this study was that the sample of maintenance officer trainees at AMOC were representative of the nonrated line officer in general. A comparison using two primary attributes: sex and prior service status show the assumption to be fairly accurate. Ten and four-tenths percent of the maintenance officer trainees were female, versus 11.3 percent female nonrated line officers Air Force-wide. There were 36.8 percent prior enlisted members in AMOC compared to 32 percent Air Force-wide (27). In these two areas the assumptions have proven reasonably accurate. Statistics regarding commissioning source and other

population attributes could not be obtained for Air Force nonrated line officers in time to be included in this study.

Hypothesis 1

By using discriminant analysis it was found that the background factors which are discriminators in regards to seeking or not seeking a mentor were:

1. Undergraduate GPA
2. Nonmilitary employer experience
3. Prior mentor/protege relationships
4. Military officer fathers

All of these factors had a positive correlation with seeking a mentor, i.e., mentor seekers tend to have higher GPAs, more nonmilitary employer experience prior to commissioning, previous mentor/protege relationships, and a higher proportion of military officer fathers. Of the total sample, 39.6 percent of the potential proteges indicated they would seek a mentor. Another 50.9 percent indicated they would not seek, but would accept a mentor, which left 6.6 undecided. Only 2.8 percent stated they would not seek nor accept a mentor. Ninety percent of the potential proteges will at least accept a mentor even though they may not seek one. Uecker and Lewandowski found 42.2 and 61.6 percent respectively of their respondents had mentors. This would suggest a difference between the number of

persons who would accept mentoring (90.4 percent) and those who are being mentored (39.6 percent). It would also suggest that those who are seeking guidance are by and large finding it. In addition, it must be remembered that both previous studies were conducted with officers attending the Air Command and Staff College and Air War College. Therefore, they were considered to be officers with a high potential for promotion as opposed to a random sample of the Air Force population. The percentage of mentored officers for the general population may be different. It should be noted that mentoring is not a new experience for a significant portion of the sample. Forty-five percent had an average 1.9 mentors prior to entering the Air Force officer corps. That percentage is split almost 50/50 between prior service and nonprior service individuals. Since 38.7 percent of the sample had prior service experience, and the previous studies have determined that mentorship does exist in the Air Force, it was not surprising to this researcher to see such a positive response to mentoring. There was also little difference between priors and nonpriors in regards to seeking a mentor. Forty-two and one-half percent priors and 37.5 percent nonpriors will seek mentors. Uecker's study reported that of 7 precommissioning variables: age at commissioning, commissioning source, higher educational level attained, undergraduate GPA, undergraduate extracurricular activity, father's occupation,

and number of nonmilitary employers; education level and age at commissioning were discriminating factors between mentored and unmentored officers. The mentored tended to be slightly younger and had attained a higher level of education. In this study, age at commissioning was not a coefficient appearing in the discriminant function. In fact, the mentor seekers were on average one year older at commissioning than the nonseekers. Level of education was not addressed in this study.

Although the discriminant analysis function was significant ($p = .0058$), the function correctly predicted group membership only 62.26 percent overall. That percentage may also be biased due to the function being tested on the same data that was used to derive the function. In addition, by using qualitative variables, i.e., questions 2, 4, 6, 9, and 11, there was no guarantee that optimal or even good results would be obtained (6:381). In this researcher's opinion, the prediction rate is not high enough to be of practical use. Table II depicts the capability of the function to correctly determine the group membership.

Hypothesis 2

This hypothesis dealt with the roles potential proteges perceive that a mentor should play. All roles were perceived as being played except the roles of sponsor and protector. Table III lists the roles ranked by their mean

TABLE II

CLASSIFICATION TABLE

Actual Group	Cases	Predicted Group Membership 1	2
1	42	25 (59.5%)	17 (40.5%)
2	64	23 (35.9%)	41 (64.1%)
Total	106	Overall classification	62.26%

TABLE III

PERCEIVED ROLES OF THE MENTOR BY RESPONSE
RANKED BY MEAN SCORE

Role	Defin Assume	Prob Assume	Undec	Prob Not	Defin Not
Role model	65.1	26.4	6.6	1.9	0
Advisor	58.5	37.7	2.8	0.9	0
Guide	61.3	25.5	10.4	2.8	0
Motivator	52.8	38.7	5.7	2.8	0
Teacher	52.8	34.0	10.4	2.8	0
Communicator	51.9	28.3	12.4	6.7	0
Counselor	46.2	38.7	8.5	6.6	0
Supporter	30.2	37.7	23.6	7.5	0.9
Sponsor	13.2	32.1	44.3	6.6	3.8
Protector	10.4	23.6	16.0	32.1	17.9

NOTE: This table depicts the percentage of responses for each category. The roles are ranked by mean response for each role. The responses for the role of sponsor were only recorded for those who indicated they were familiar with the term.

scores with the aforementioned roles logically falling in the last two ranks. These findings support both Uecker's and Lewandowski's work. Although Uecker found all of the roles to be played, the roles of protector and sponsor were at the bottom of the rankings. Lewandowski comments, "The most frequently mentioned roles when mentoring received negative comments were those of sponsor and protector." It can be seen in Table III that the role of role model is ranked number one.

It should be noted that the role of sponsor received only 10 percent true negative responses. Thirty-seven and one-half percent of the persons who were familiar with the term (24.5 percent of the population was not familiar with the term), but responded as undecided were counted as "no" responses to maintain consistency with the stated methodology of coding the undecided responses to support the null hypothesis. Regarding the role of protector, 50 percent responded negatively with only 16 percent undecided.

Table IV is a comparison of the top four roles as found by this and the previous studies. Role model, advisor, and motivator appeared in all three studies, with role model being number one in all cases.

TABLE IV

MENTOR ROLE COMPARISONS

	Uecker	Lewandowski	Gouge
1.	Role model	Role model	Role model
2.	Motivator	Sponsor	Advisor
3.	Advisor	Motivator	Guide
4.	Counselor	Advisor	Motivator

Hypothesis 3

Once again the term sponsoring is addressed. Testing of this hypothesis revealed there is not enough evidence to conclude that mentoring and sponsoring are different phenomenon. (The p value could have been considered marginally significant at the .1 level of significance.) This hypothesis was tested using only those who indicated in question 17 they were familiar with the term sponsoring. Since the hypothesis was stated in the positive, the undecided respondents (26.5 percent) were coded to support the null. Thirty-one and one-fourth percent of the respondents agreed that sponsoring and mentoring are synonymous terms. Thus, a total of 57.75 percent were considered to have been in agreement with the null, leaving 42.25 percent in disagreement. Even if less than half of the undecided population had determined the two

terms were different, the null would have been rejected. Since the population is made up of potential proteges with limited experience to mentoring in the Air Force, it is feasible to assume, in light of the findings by Uecker and Lewandowski, that with more exposure the undecided population will tend to swing toward agreement.

Of those who considered sponsoring equal to mentoring (57.5 percent), 52 percent will seek mentors actively, and all of them will accept a mentor. Of that same subpopulation, 76 percent felt that sponsor is a role the mentor should definitely or probably assume. As was noted in hypothesis 2, the role of a mentor as a sponsor is second to the last in the priority ranking of roles.

Hypothesis 4

This hypothesis dealt with the difference in the propensity of potential proteges with aspirations to be a general officer to seek mentors versus those with lesser rank expectations. That link was not established. In fact, the opposite tended to be true. Fifty-eight and nine-tenths percent versus 52.8 percent were the mean rank scores for the Kruskal-Wallis test comparing the general officer aspirants to those of lesser expectations. This indicates less of a tendency to seek mentors by those expecting to be a general officer. Nine and one-half percent of the mentor seekers expect to be general officers

compared to 12.5 percent of the nonseekers who expect to become general officers. This may lend some credence to the theory that general officers tend to be self-made men.

Hypothesis 5

This hypothesis investigated the concept of the protege feeling important to his mentor. Job satisfaction was found to be the area potential proteges felt they would be of importance to their mentors. Seventy-two percent felt they would help their mentor achieve job satisfaction, while only 29 percent felt they would be helpful technically. Thirty-six percent felt they would be an information aid, and 46 percent felt they would contribute to their mentor's success. This indicates that the potential proteges do have the realization they will be important to their mentors by helping them achieve business and personal goals through the process of mentorship. The respondents realize that to some degree mentoring is a two-way street. This parallels Lewandowski's finding that job satisfaction of those officers who were mentors was higher than those not performing the role of mentor (17:52).

Hypothesis 6

This research failed to statistically support the concept that mentored officers are perceived as being promoted earlier than their unmentored counterparts. Even though the test of this hypothesis does not allow one to

accept that mentored officers are perceived as being promoted ahead of the unmentored, 52.8 percent of the population did perceive that mentored officers were promoted early. Thirty-six and eight-tenths percent of the respondents were undecided. Only 10.4 percent of the respondents felt that mentored officers were not promoted early. Seventy-three percent of the mentor-seeking population perceived this phenomenon as true, versus 39.1 percent of those who will not seek mentors. Since the stated procedure for collapsing the Likert scale required coding the undecided responses to support the null, this test was somewhat misleading.

This case, in particular, shows the critical effect of coding the undecided responses. If "undecided" as a response makes up a large portion of the sample, the outcome of the statistical test can be very misleading. A more revealing statistical method for this research would have been a rank-sum test. This test, in effect, throws out the ties and considers only the decisive responses. Even with a rank-sum method, the researcher sets a cutoff point to deem the test of hypothesis invalid when there is a certain percentage of "undecided" responses. For the sake of continuity and replication, this researcher chose to keep the research method the same as the two previous studies. But, the researcher did replicate all of the tests of hypothesis using the Wilcoxon rank-sum test with a

33 percent cutoff point. In all but one case the results were identical to those received with the bonomial. The reader is reminded to reference Appendix B to verify the percentage of "undecided" responses if the information is not provided in the text of the report.

Any further research should consider the use of other methods such as the Wilcoxon rank-sum to perform a more accurate and revealing analysis of the data. Using the Wilcoxon rank-sum test, hypothesis 6 would have been rejected at the .001 level of significance. But the results would have been invalid due to the large percentage (39.76 percent) of "undecided" responses and therefore would have resulted in the same conclusion.

Hypothesis 7

This hypothesis presumed that mentoring was important to the individual and to others regarding success in military careers. In both cases, self and others, there was insufficient evidence to conclude that a mentor is a requirement for a successful career. What can be seen is that 45.3 percent of the sample felt that mentoring was an important part of a successful military career. Putting this in perspective with the other 15 characteristics associated with a successful military career, having a mentor was ranked 12th and 11th respectively for self and others. A mentor is not considered essential to a successful military career. This finding parallels Uecker's in

which mentoring was ranked 11th of 16 comparable characteristics. Uecker also found mentored officers ranked mentoring higher than those who were not mentored (29:53). This study also found similar perceptions of mentor seekers and nonseekers regarding the importance of a mentor to their military career success. What follows is a comparison of the results.

	Self	Others
Mentor Seekers:	59.5%	57.1%
Nonseekers:	35.0%	37.5%

of the 16 characteristics associated with a successful military career, it is evident in this research and supported by Uecker's that the most important characteristics are those listed below:

1. Ability to complete assignments
2. Decision-making ability
3. Leadership ability
4. Ability to motivate self and others

Table V provides a comparative listing of all the characteristics, their ranking and the scores. While having a mentor is not perceived essential for success in the military, it was considered at least moderately helpful by approximately 45 percent of the sample.

Hypothesis 8

The issue of gender in seeking a mentor was addressed by this hypothesis. The intent was to prove that

TABLE V

CHARACTERISTICS ASSOCIATED WITH A SUCCESSFUL CAREER
RANKED BY "SELF" MEAN SCORE

Characteristic		Ext Import	Mod Import	Slt Import	Ltl Import	Not Import
Complete Assignments (1/1)	(self)	87.7	11.3	.9	0.	0.
	(others)	77.4	20.8	1.9	0.	0.
Decision Ability (2/2)		86.8	11.3	1.9	0.	0.
		79.2	17.9	1.9	.9	0.
Self Motivation (3/9)		83.0	15.1	1.9	0.	0.
		77.4	20.8	1.9	0.	0.
Leadership Ability (4/4)		82.1	17.0	.9	0	0.
		72.6	26.4	.9	0.	0.
Motivate Others (5/3)		80.2	18.9	.9	0.	0.
		73.6	25.5	.9	0.	0.
Energy Level (6/5)		58.5	36.8	3.8	.9	0.
		50.0	44.3	5.7	0.	0.
Education Level (7/8)		43.4	42.5	11.3	1.9	.9
		33.0	48.1	13.2	4.7	.9
Professional Courses (8/6)		42.5	42.5	14.2	2.8	0.
		43.4	38.7	14.2	2.8	.9

TABLE V--Continued

Characteristic	Ext Import	Mod Import	Slt Import	Ltl Import	Not Import
Long Hours	41.5	41.5	13.2	1.9	1.9
(9/7)	39.6	39.6	17.9	1.9	.9
Functional Background	23.6	48.1	15.1	9.4	3.8
(10/10)	23.6	48.1	15.1	11.3	1.9
Grades Achieved	9.4	44.3	31.1	11.3	3.8
(11/12)	11.3	36.8	34.9	13.2	3.8
Mentor	12.3	33.0	36.8	13.2	4.7
(12/11)	11.3	34.0	41.6	11.3	2.8
Schools Attended	18.9	26.4	20.8	6.6	2.69
(13/13)	12.3	33.0	27.4	20.8	6.6
Luck	17.0	21.7	30.2	17.9	13.2
(14/14)	15.1	20.8	30.2	17.9	16.0
Family Background	12.3	19.8	25.5	33.0	9.4
(15/15)	10.4	17.9	24.5	37.7	9.4

NOTE: This table depicts the responses by category for the characteristics. The characteristics are ranked by the mean score for "self." Below each characteristic in parenthesis is a comparison between the rank the characteristic attained based on the "self" score versus the rank attained based on the "other" mean score. Listed in the top row following each characteristic are the scores received for "self." The lower row contains the scores for "other."

a link existed between mentor selection and gender. In this research no positive link could be established. Only 23.58 percent of the respondents considered having a mentor of the same gender important. Interestingly, among the female subpopulation, 90 percent considered gender to be of slight or no importance, while only 75 percent of the male subpopulation felt the same. Of the mentor-seeking females, all of them considered gender to be of little or no importance, while 72 percent of the male mentor-seeking population felt likewise. Table VI ranks the characteristics of a mentor by mean score. It can be noted that gender is at the bottom of the rankings followed only by commissioning source. The idea that potential proteges will be selecting a mentor based on the same gender or the same commissioning source is remote.

In this chapter each hypothesis has been analyzed. There were many areas of support for the previous research and several points of divergence. The differences do not necessarily detract from the construct. They may reflect ideas that have not been shaped by the experience awaiting the potential proteges. In some cases the differences may reflect a shift in attitude in the young officer corps. It was also determined that statistical tests can be misleading due to coding and selection type of test for the data. When Likert scale data are collapsed into a dichotomous scale, coding of the responses can be more important

TABLE VI

CHARACTERISTICS OF THE MENTOR RANKED BY MEAN SCORE

Characteristic	Ext Import	Mod Import	Slt Import	Ltl Import	Not Import
Knowledge Sharing	82.1	14.2	1.9	1.9	0
People Knowledge	68.9	27.4	3.8	0	0
Air Force Knowledge	69.8	24.5	3.8	1.9	0
Subordinant's Respect	67.9	23.6	5.7	1.9	.9
People Understanding	65.1	28.3	3.8	2.8	0
USAF/DOD Peer Respect	62.3	28.3	5.7	2.8	.9
Superior's Respect	60.4	31.1	5.7	1.9	.9
Subordinant Counseling	54.7	33.0	12.3	0	0
Business Knowledge	43.4	41.5	11.3	3.8	0
Non-USAF/DOD Peer Respect	24.5	42.5	17.9	14.2	.9
Air Force Time	16.0	50.0	27.4	1.9	2.26
Org. Power	17.9	39.6	25.5	12.3	4.7
Same Field	23.6	34.9	17.0	14.2	10.4
Org. Rank	6.6	36.8	39.6	13.2	3.8
Same Gender	8.5	15.1	21.7	24.5	30.2
Same Commission	1.9	6.6	12.3	30.2	49.1

to the outcome of the statistical tests than the responses themselves. The next chapter will draw some conclusions based on this analysis and discuss recommendations for future work in this area.

VI. Conclusions and Recommendations

The intent of this study was to build a more complete picture of mentoring in the Air Force. It attempted to measure the perceptions of officers (potential proteges) who had not yet been placed in operational positions within the Air Force towards mentorship.

Uecker and Lewandowski concluded that mentoring did exist in the Air Force in a significant manner (29:56; 17:40). The results of this research indicate there are a substantial number (90 percent of the population) of potential proteges that will be seeking or accepting mentors, and only a small group (2.8 percent) who will not accept a mentor. This indicates that potential proteges will be open to the concept of mentorship.

This report also reveals some healthy attitudes towards mentoring. First, potential proteges perceive that to achieve a successful career the most important characteristics they must achieve are the abilities to complete assignments, lead and motivate. Those findings parallel Uecker's (29:53), which indicated that individuals feel that their leadership and management capabilities rather than association with a mentor will lead to success. Mentorship is not seen as a ticket to the top or a guarantee of early promotion or a general officer billet.

Secondly, a mentor is perceived as a role model, advisor, and motivator instead of someone who will protect or sponsor the protege. Uecker and Lewandowski found the term sponsor to provoke negative comments among a substantial portion of their respondents. In this research, there was no significant statistical evidence to support the claim that sponsoring and mentoring are not the same process. Hopefully, the younger officers will not equate the two terms, since the term sponsor has sustained negative connotations within the Air Force. The potential protege does not want a free ride (sponsor), but an advisor who can help develop talents by providing the proper guidance.

Finally, the potential protege understands that he can contribute to his mentor's job satisfaction. This will provide for an exchange of ideas in an environment of mutual respect, each individual feeling he has brought something worthwhile to the relationship.

This study is limited in that the sample was not a random sample of all Air Force officers. That type of sample would more accurately depict Air Force officers' perceptions. In addition, this was just a snapshot of a population prior to crossing the threshold into the operational environment. A longitudinal study of these individuals would permit one to view how attitudes change with the potential protege's subsequent operational assignments.

Further research is necessary in some areas to complete the picture of mentoring in the Air Force. First, a more general survey of the officer corps, much like the Army's PDOS study, would give more generalizable findings. The current studies have been performed on a small scale with selected samples. Second, interviews with general officers would permit a better comparison with Roche's study of successful chief executive officers. Fourth, a study comparing prior enlisted officers with those coming from the civilian backgrounds could highlight some unique attitudes toward mentoring between the two populations. Finally, a longitudinal study of the sample, as previously mentioned, would allow a good comparison between perceptions and the eventual reality.

This author does not agree with the recommendation of both Uecker and Lewandowski that the Air Force should publicize the reasons for the informal mentoring program to counter any misconceptions that may be present in the Air Force today. That would risk interpretation of mentoring as an Air Force initiative and surely lead to its implementation in the bureaucratic manner of regulation and compliance. Mentorship is a ntural phenomenon which needs no structure beyond an environment of open exchange and self-respect. All leaders are aware of their responsibilities to their subordinates and no amount of regulation will facilitate what good human relations will achieve

naturally. A butterfly is a very beautiful and purposeful little creature, but if you capture it and try to put it in a box it will soon die. Mentorship should be seen in the same light.

In conclusion, it appears that a significant percent of the people enter the Air Force officer corps having had previous experience with mentors. They will seek a mentor again, which indicates the relationship fulfilled a need. The potential protege sees the mentor as a role model and guide to help him learn the ropes but realizes that to achieve a successful career he must be a competent leader. Neither gender nor commissioning source appears to be of importance in selecton of the mentor. The potential protege expects the mentor to share his knowledge of people and things and to possess integrity. In return, he anticipates helping his mentor achieve job satisfaction.

In general, the perceptions of the potential proteges are in concert with those of the reality of mentorship as defined by Uecker and Lewandowski. The future will be determined by how well the current mentors shape and mold these proteges.

Appendix A: The Survey Questionnaire

A SURVEY TO DETERMINE THE PERCEPTIONS OF AIRCRAFT MAINTENANCE OFFICERS IN REGARDS TO MENTORING

USAF Survey Control Number 86-55

The purpose of this survey is to assess the perceptions of Aircraft Maintenance Officers who have not yet been assigned to their first operational unit in regards to the issue of mentoring in the USAF. Your participation in this survey is voluntary.

Your individual responses will be held in the strictest confidence and WILL NOT be provided to any person or organization. Only those individuals directly involved in this research will have access to your completed questionnaire.

Please use the pencils provided for marking the AFIT DATA COLLECTION FORM.

Instructions will be provided by the survey administrator.

PLEASE STAND BY .....

****

SURVEY

******** PLEASE BEGIN BY READING THE FOLLOWING ********

The following are definitions of terms used throughout the questionnaire:

1. MENTORING: A relatively long-term relationship (more than two years) between an older and younger adult where the senior member of the relationship plays a major role in shaping and molding the younger member in his/her professional career.

2. MENTOR: The senior member of the mentoring relationship.

3. PROTEGE: The junior member of the mentoring relationship.

****

1. At what age did you receive your commission?

1.	20 or less	6.	24
2.	21	7.	25
3.	22	8.	26
4.	XX	9.	27 (DELETED #4 IN FIELD)
5.	23	10.	28 or more

2. Please indicate the source of your commission.

1. Service academy
2. ROTC
3. OTS

3. What was your undergraduate grade average?

1.	A+	4.	B+	7.	C+	10.	D+ or less
2.	A	5.	B	8.	C		
3.	A-	6.	B-	9.	C-		

4. What is your sex?

1. Female
2. Male

********** PLEASE CONTINUE **********

5. How would you rate your degree of involvement in extra-curricular activities as an undergraduate student?

   1. A great deal above average
   2. Slightly above average
   3. Average
   4. Slightly below average
   5. A great deal below average

6. What was your father's occupation at the time you entered the Air Force?

   1. Military officer
   2. Military noncommissioned officer
   3. Corporate manager
   4. Proprietor
   5. White-collar worker
   6. Blue-collar worker
   7. Farmer
   8. Other professional
   9. None of the above

7. How many full-time employers have you had (excluding military)?

   1. 0
   2. 1
   3. 2
   4. 3 or more

8. What is your current rank?

   1. 2Lt
   2. 1Lt
   3. Capt
   4. Major

9. Please indicate if you have had any prior military service, AND what type.

   1. Yes, enlisted
   2. Yes, officer
   3. No

****
IF YOUR ANSWER TO QUESTION 9 WAS "NO" GO TO QUESTION 11
****

********** PLEASE CONTINUE **********

10. If you answered YES to question 9, how many years of prior service have you had?

    1. Less than 2
    2. 2 to 4
    3. 5 to 7
    4. 8 or more

11. Have you ever had a mentor/protege relationship with a person who took a personal interest in you and helped guide and mold you?

    1. Yes
    2. No

****
IF YOUR ANSWER TO QUESTION 11 WAS "NO" GO TO QUESTION 16
****

12. If your answer to question 11 was "YES," how many mentors did you have?

    1. 1
    2. 2
    3. 3
    4. 4 or more

****
FOR QUESTIONS 13 THRU 15, PLEASE BASE YOUR RESPONSES ON THE MENTOR WHO HAD THE "MOST" INFLUENCE ON YOUR PROFESSIONAL CAREER
****

13. When did your mentor first exhibit an interest in you?

    1. During high school
    2. During college
    3. Prior to military career
    4. During first 5 years of military career
    5. During 6-10th years of military career
    6. During 11-20th years of military career
    7. Other

********** PLEASE CONTINUE **********

14. What position did your mentor hold in relation to you?

1. Teacher
2. Friend
3. Relative
4. Immediate supervisor
5. Wing commander
6. General Officer
7. Other

15. How much influence did your mentor exert over you?

1. Extraordinary influence
2. Substantial influence
3. Moderate influence
4. Little influence
5. No influence

****
Please indicate your agreement/disagreement with the following two statements.
****

16. Mentored officers are more likely to be promoted early than unmentored officers.

1. Strongly agree
2. Agree
3. Neither agree nor disagree
4. Disagree
5. Strongly disagree

17. Mentoring and sponsoring are the same phenomenon in the Air Force.

Note* (Sponsoring, in this case, is not the process of helping someone settle into a new assignment.)

1. Strongly agree
2. Agree
3. Neither agree nor disagree
4. Disagree
5. Strongly disagree
6. Not familiar with the term

****

********** PLEASE CONTINUE **********

18. In terms of obtaining a mentor, I will seek a mentor...

1. Very actively
2. Somewhat actively
3. I will not seek a mentor, but will accept one
4. I will not seek a mentor, nor accept one
5. Undecided

19. What is the highest rank you realistically expect to attain during your Air Force career?

1. Captain
2. Major
3. Lieutenant Colonel
4. Colonel
5. General Officer

****
Please use the following scale to answer questions 20 - 23
****

1. Extremely important
2. Moderately important
3. Slightly important
4. Of little importance
5. Not important at all

In your opinion, how important is a protege to a mentor in regards to the MENTOR'S ....

20. ___ Job Satisfaction

21. ___ Success in the organization

22. ___ Ability to keep up with the technical aspects of the job

23. ___ Ability to obtain accurate and current information

****

********** PLEASE CONTINUE **********

24. What position would your ideal mentor most likely hold in relation to you?

1. None, I do not desire a mentor
2. Friend
3. Relative
4. Senior noncommissioned officer
5. Immediate supervisor
6. Squadron commander
7. Deputy commander for maintenance
8. Wing commander
9. Other

********** PLEASE CONTINUE **********

CHARACTERISTICS OF THE MENTOR

The following is a list of some characteristics associated with a mentor. Please indicate the importance you place on each characteristic by selecting the answer which best represents your attitude concerning the qualities and characteristics a mentor should possess.

1. Extremely important
2. Moderately important
3. Slightly important
4. Of little importance
5. Not important at all

25. ___ Knowledge of business in general

26. ___ Knowledge of the Air Force

27. ___ Knowledge of people

28. ___ Rank in the organization

29. ___ Time within the Air Force

30. ___ Organizational power

31. ___ Respect from superiors in USAF/DOD

32. ___ Respect from peers in USAF/DOD

33. ___ Respect from subordinants in USAF/DOD

34. ___ Respect of peers outside USAF/DOD

35. ___ Understanding of people in general

36. ___ Willingness to share knowledge and understanding

37. ___ Willingness to counsel subordinates

38. ___ Same gender as protege

39. ___ Same career field as protege

40. ___ Same commissioning source as protege

********** PLEASE CONTINUE **********

ROLES OF THE MENTOR

The following is a list of some of the roles a mentor can play in his relationship with a protege. Please indicate the extent to which you think a mentor should assume each of the roles listed below.

1. Definitely should assume this role
2. Probably should assume this role
3. Undecided
4. Probably should NOT assume this role
5. Definitely should NOT assume this role

41. ___ Counselor

42. ___ Role model

43. ___ Motivator

44. ___ Teacher

45. ___ Sponsor

46. ___ Being available to provide advice

47. ___ Provider of support for protege's ideas/plans

48. ___ Protector (to provide a buffer for the protege's risk taking)

49. ___ Provider of open lines of communication to/from the protege

50. ___ Guide to the "unwritten rules" of the organization

********** PLEASE CONTINUE **********

CHARACTERISTICS ASSOCIATED WITH A SUCCESSFUL CAREER

The following is a list of some of the characteristics associated with success in one's military career. Please indicate your perceptions of how important each characteristic will be in your career and the careers of other officers by selecting the answer which best represents your views.

1. Extremely important
2. Moderately important
3. Slightly important
4. Of little importance
5. Not important at all

SELF		OTHERS		
51.	___	66.	___	Schools attended (colleges)
52.	___	67.	___	Education level
53.	___	68.	___	Grades achieved
54.	___	69.	___	Energy level
55.	___	70.	___	Functional background
56.	___	71.	___	Motivation
57.	___	72.	___	Luck
58.	___	73.	___	A mentor
59.	___	74.	___	Family background
60.	___	75.	___	Ability to make decisions
61.	___	76.	___	Ability to complete assignments
62.	___	77.	___	Ability to motivate others
63.	___	78.	___	Ability to lead others
64.	___	79.	___	Willingness to work long hours
65.	___	80.	___	Professional courses (including PME)

****

********** SEE NEXT PAGE**********

YOU HAVE COMPLETED THE QUESTIONNAIRE!

PLEASE TURN IN THE:
1. QUESTIONNAIRE
2. AFIT DATA COLLECTION FORM
3. ALL ADDITIONAL COMMENT SHEETS
4. PENCIL, IF PROVIDED

THANK YOU SO MUCH FOR YOUR TIME AND ATTENTION!!

Appendix B: Combined Response Summary Information

Q1. COMMISSIONING AGE

Code	Absolute Freq	Relative Freq (Pct)	Adjusted Freq (Pct)	Cum Freq (Pct)
1	1	.9	.9	.9
2	5	4.7	4.7	5.7
3	21	19.8	19.8	25.5
5	13	12.3	12.3	37.7
6	7	6.6	6.6	44.3
7	13	12.3	12.3	56.6
8	16	15.1	15.1	71.7
9	6	5.7	5.7	77.4
10	24	22.6	22.6	100.0
Total	106	100.0	100.0	

Valid Cases: 106 Missing Cases: 0

Q2. SOURCE OF COMMISSION

Code	Absolute Freq	Relative Freq (Pct)	Adjusted Freq (Pct)	Cum Freq (Pct)
1	1	.9	.9	.9
2	31	29.2	29.2	30.2
3	74	69.8	69.8	100.0
Total	106	100.0	100.0	

Valid Cases: 106 Missing Cases: 0

Q3. UNDERGRAD GPA

Code	Absolute Freq	Relative Freq (Pct)	Adjusted Freq (Pct)	Cum Freq (Pct)
1	4	3.8	3.8	3.8
2	7	6.6	6.6	10.4
3	15	14.2	14.2	24.5
4	18	17.0	17.0	41.5
5	21	19.8	19.8	61.3
6	24	22.6	22.6	84.0
7	11	10.4	10.4	94.3
8	5	4.7	4.7	99.1
9	1	.9	.9	100.0
Total	106	100.0	100.0	

Valid Cases: 106 Missing Cases: 0

Q4. SEX

Code	Absolute Freq	Relative Freq (Pct)	Adjusted Freq (Pct)	Cum Freq (Pct)
1	11	10.4	10.4	10.4
2	95	89.6	89.6	100.0
Total	106	100.0	100.0	

Valid Cases: 106 Missing Cases: 0

Q5. EXTRACURRICULAR ACTIVITIES

Code	Absolute Freq	Relative Freq (Pct)	Adjusted Freq (Pct)	Cum Freq (Pct)
1	21	19.8	19.8	19.8
2	30	28.3	28.3	48.1
3	35	33.0	33.0	81.1
4	14	13.2	13.2	94.3
5	6	5.7	5.7	100.0
Total	106	100.0	100.0	

Valid Cases: 106 Missing Cases: 0

Q6. FATHER'S OCCUPATION

Code	Absolute Freq	Relative Freq (Pct)	Adjusted Freq (Pct)	Cum Freq (Pct)
1	4	3.8	3.8	3.8
2	3	2.8	2.8	6.6
3	12	11.3	11.3	17.9
4	3	2.8	2.8	20.8
5	33	31.1	31.1	51.9
6	16	15.1	15.1	67.0
7	5	4.7	4.7	71.7
8	10	9.4	9.4	81.1
9	20	18.9	18.9	100.0
Total	106	100.0	100.0	

Valid Cases: 106 Missing Cases: 0

Q7. FULL-TIME NONMILITARY EMPLOYERS

Code	Absolute Freq	Relative Freq (Pct)	Adjusted Freq (Pct)	Cum Freq (Pct)
1	19	17.9	17.9	17.9
2	28	26.4	26.4	44.3
3	20	18.9	18.9	63.2
4	39	36.8	36.8	100.0
Total	106	100.0	100.0	

Valid Cases: 106 Missing Cases: 0

Q8. CURRENT RANK

Code	Absolute Freq	Relative Freq (Pct)	Adjusted Freq (Pct)	Cum Freq (Pct)
1	103	97.2	97.2	97.2
3	2	1.9	1.9	99.1
4	1	.9	.9	100.0
Total	106	100.0	100.0	

Valid Cases: 106 Missing Cases: 0

Q9. PRIOR SERVICE

Code	Absolute Freq	Relative Freq (Pct)	Adjusted Freq (Pct)	Cum Freq (Pct)
1	39	36.8	36.8	36.8
2	2	1.9	1.9	38.7
3	65	61.3	61.3	100.0
Total	106	100.0	100.0	

Valid Cases: 106 Missing Cases: 0

Q10. PRIOR SERVICE YEARS

Code	Absolute Freq	Relative Freq (Pct)	Adjusted Freq (Pct)	Cum Freq (Pct)
1	2	1.9	4.9	4.9
2	17	16.0	41.5	46.3
3	10	9.4	24.4	70.7
4	12	11.3	29.3	100.0
0	65	61.3	Missing	100.0
Total	106	100.0	100.0	

Valid Cases: 41 Missing Cases: 65

Q11. MENTOR

Code	Absolute Freq	Relative Freq (Pct)	Adjusted Freq (Pct)	Cum Freq (Pct)
1	48	45.3	45.3	45.3
2	58	54.7	54.7	100.0
Total	106	100.0	100.0	

Valid Cases: 106 Missing Cases: 0

Q12. NUMBER OF MENTORS

Code	Absolute Freq	Relative Freq (Pct)	Adjusted Freq (Pct)	Cum Freq (Pct)
1	18	17.0	37.5	37.5
2	17	16.0	35.4	72.9
3	9	8.5	18.8	91.7
4	4	3.8	8.3	100.0
0	58	54.7	Missing	100.0
Total	106	100.0	100.0	

Valid Cases: 48 Missing Cases: 58

Q13. MENTOR WHEN

Code	Absolute Freq	Relative Freq (Pct)	Adjusted Freq (Pct)	Cum Freq (Pct)
1	10	9.4	20.8	20.8
2	11	10.4	22.9	43.8
3	2	1.9	4.2	47.9
4	15	14.2	31.3	79.2
5	3	2.8	6.3	85.4
6	1	.9	2.1	87.5
7	6	5.7	12.5	100.0
0	58	54.7	Missing	100.0
Total	106	100.0	100.0	

Valid Cases: 48 Missing Cases: 58

Q14. MENTOR POSITION

Code	Absolute Freq	Relative Freq (Pct)	Adjusted Freq (Pct)	Cum Freq (Pct)
1	5	4.7	10.4	10.4
2	10	9.4	20.8	31.3
3	5	4.7	10.4	41.7
4	18	17.0	37.5	79.2
5	1	.9	2.1	81.3
6	2	1.9	4.2	85.4
7	7	6.6	14.6	100.0
0	58	54.7	Missing	100.0
Total	106	100.0	100.0	

Valid Cases: 48 Missing Cases: 58

Q15. MENTOR INFLUENCE

Code	Absolute Freq	Relative Freq (Pct)	Adjusted Freq (Pct)	Cum Freq (Pct)
1	6	5.7	12.5	12.5
2	23	21.7	47.9	60.4
3	16	15.1	33.3	93.8
4	1	.9	2.1	95.8
5	2	1.9	4.2	100.0
0	58	54.7	Missing	100.0
Total	106	100.0	100.0	

Valid Cases: 48 Missing Cases: 58

Q16. PROTEGES PROMOTED EARLY

Code	Absolute Freq	Relative Freq (Pct)	Adjusted Freq (Pct)	Cum Freq (Pct)
1	13	12.3	12.3	12.3
2	43	40.6	40.6	52.8
3	39	36.8	36.8	89.6
4	9	8.5	8.5	98.1
5	2	1.9	1.9	100.0
Total	106	100.0	100.0	

Valid Cases: 106 Missing Cases: 0

Q17. MENTORING EQUAL SPONSORING

Code	Absolute Freq	Relative Freq (Pct)	Adjusted Freq (Pct)	Cum Freq (Pct)
1	4	3.8	3.8	3.8
2	21	19.8	19.8	23.6
3	21	19.8	19.8	43.4
4	27	25.5	25.5	68.9
5	7	6.6	6.6	75.5
6	26	24.5	24.5	100.0
Total	106	100.0	100.0	

Valid Cases: 106 Missing Cases: 0

Q18. MENTOR SEEKER

Code	Absolute Freq	Relative Freq (Pct)	Adjusted Freq (Pct)	Cum Freq (Pct)
1	12	11.3	11.3	11.3
2	30	28.3	28.3	39.6
3	54	50.9	50.9	90.6
4	3	2.8	2.8	93.4
5	7	6.6	6.6	100.0
Total	106	100.0	100.0	

Valid Cases: 106 Missing Cases: 0

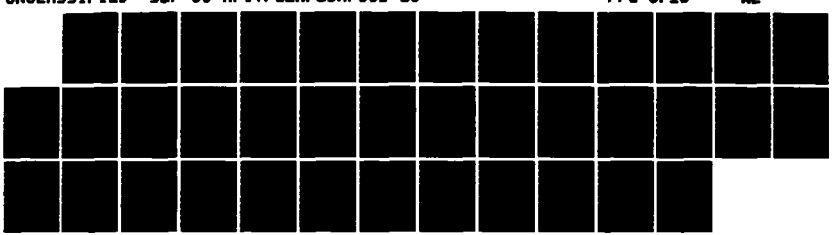
Q19. HIGHEST RANK

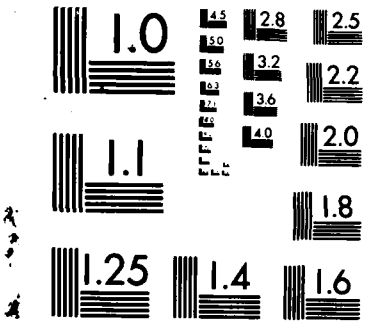
Code	Absolute Freq	Relative Freq (Pct)	Adjusted Freq (Pct)	Cum Freq (Pct)
1	9	8.5	8.5	8.5
2	17	16.0	16.0	24.5
3	30	28.3	28.3	52.8
4	38	35.8	35.8	88.7
5	12	11.3	11.3	100.0
Total	106	100.0	100.0	

Valid Cases: 106 Missing Cases: 0

AD-A174 519 AIR FORCE MENTORING: THE POTENTIAL PROTEGE'S PERSPECTIVE(U) AIR FORCE INST OF TECH WRIGHT-PATTERSON AFB OH SCHOOL OF SYSTEMS AND LOGISTICS J A GOUGE 2/2

UNCLASSIFIED SEP 86 AFIT/GLM/LSM/86S-28 F/G 5/10 NL





Q20. JOB SATISFACTION

Code	Absolute Freq	Relative Freq (Pct)	Adjusted Freq (Pct)	Cum Freq (Pct)
1	26	24.5	24.5	24.5
2	51	48.1	48.1	72.6
3	21	19.8	19.8	92.5
4	6	5.7	5.7	98.1
5	2	1.9	1.9	100.0
Total	106	100.0	100.0	

Valid Cases: 106 Missing Cases: 0

Q21. SUCCESS

Code	Absolute Freq	Relative Freq (Pct)	Adjusted Freq (Pct)	Cum Freq (Pct)
1	16	15.1	15.1	15.1
2	33	31.1	31.1	46.2
3	26	24.5	24.5	70.8
4	22	20.8	20.8	91.5
5	9	8.5	8.5	100.0
Total	106	100.0	100.0	

Valid Cases: 106 Missing Cases: 0

Q22. TECHNICAL HELP

Code	Absolute Freq	Relative Freq (Pct)	Adjusted Freq (Pct)	Cum Freq (Pct)
1	9	8.5	8.5	8.5
2	22	20.8	20.8	29.2
3	33	31.1	31.1	60.4
4	27	25.5	25.5	85.8
5	15	14.2	14.2	100.0
Total	106	100.0	100.0	

Valid Cases: 106 Missing Cases: 0

Q23. INFORMATION HELP

Code	Absolute Freq	Relative Freq (Pct)	Adjusted Freq (Pct)	Cum Freq (Pct)
1	14	13.2	13.2	13.2
2	25	23.6	23.6	36.8
3	30	28.3	28.3	65.1
4	27	25.5	25.5	90.6
5	10	9.4	9.4	100.0
Total	106	100.0	100.0	

Valid Cases: 106 Missing Cases: 0

Q24. IDEAL MENTOR POSITION

Code	Absolute Freq	Relative Freq (Pct)	Adjusted Freq (Pct)	Cum Freq (Pct)
1	5	4.7	4.7	4.7
2	18	17.0	17.0	21.7
3	2	1.9	1.9	23.6
4	13	12.3	12.3	35.8
5	20	18.9	18.9	54.7
6	16	15.1	15.1	69.8
7	19	17.9	17.9	87.7
8	7	6.6	6.6	94.3
9	6	5.7	5.7	100.0
Total	106	100.0	100.0	

Valid Cases: 106 Missing Cases: 0

Q25. BUSINESS KNOWLEDGE

Code	Absolute Freq	Relative Freq (Pct)	Adjusted Freq (Pct)	Cum Freq (Pct)
1	46	43.4	43.4	43.4
2	44	41.5	41.5	84.9
3	12	11.3	11.3	96.2
4	4	3.8	3.8	100.0
Total	106	100.0	100.0	

Valid Cases: 106 Missing Cases: 0

Q26. AIR FORCE KNOWLEDGE

Code	Absolute Freq	Relative Freq (Pct)	Adjusted Freq (Pct)	Cum Freq (Pct)
1	74	69.8	69.8	69.8
2	26	24.5	24.5	94.3
3	4	3.8	3.8	98.1
4	2	1.9	1.9	100.0
Total	106	100.0	100.0	

Valid Cases: 106 Missing Cases: 0

Q27. PEOPLE KNOWLEDGE

Code	Absolute Freq	Relative Freq (Pct)	Adjusted Freq (Pct)	Cum Freq (Pct)
1	73	68.9	68.9	68.9
2	29	27.4	27.4	96.2
3	4	3.8	3.8	100.0
Total	106	100.0	100.0	

Valid Cases: 106 Missing Cases: 0

Q28. ORGANIZATIONAL RANK

Code	Absolute Freq	Relative Freq (Pct)	Adjusted Freq (Pct)	Cum Freq (Pct)
1	7	6.6	6.6	6.6
2	39	36.8	36.8	43.4
3	42	39.6	39.6	83.0
4	14	13.2	13.2	96.2
5	4	3.8	3.8	100.0
Total	106	100.0	100.0	

Valid Cases: 106 Missing Cases: 0

Q29. AIR FORCE TIME

Code	Absolute Freq	Relative Freq (Pct)	Adjusted Freq (Pct)	Cum Freq (Pct)
1	17	16.0	16.0	16.0
2	53	50.0	50.0	66.0
3	29	27.4	27.4	93.4
4	5	4.7	4.7	98.1
5	2	1.9	1.9	100.0
Total	106	100.0	100.0	

Valid Cases: 106 Missing Cases: 0

Q30. ORGANIZATIONAL POWER

Code	Absolute Freq	Relative Freq (Pct)	Adjusted Freq (Pct)	Cum Freq (Pct)
1	19	17.9	17.9	17.9
2	42	39.6	39.6	57.5
3	27	25.5	25.5	83.0
4	13	12.3	12.3	95.3
5	5	4.7	4.7	100.0
Total	106	100.0	100.0	

Valid Cases: 106 Missing Cases: 0

Q31. SUPERIOR RESPECT

Code	Absolute Freq	Relative Freq (Pct)	Adjusted Freq (Pct)	Cum Freq (Pct)
1	64	60.4	60.4	60.4
2	33	31.1	31.1	91.5
3	6	5.7	5.7	97.2
4	2	1.9	1.9	99.1
5	1	.9	.9	100.0
Total	106	100.0	100.0	

Valid Cases: 106 Missing Cases: 0

Q32. PEER RESPECT

Code	Absolute Freq	Relative Freq (Pct)	Adjusted Freq (Pct)	Cum Freq (Pct)
1	66	62.3	62.3	62.3
2	30	28.3	28.3	90.6
3	6	5.7	5.7	96.2
4	3	2.8	2.8	99.1
5	1	.9	.9	100.0
Total	106	100.0	100.0	

Valid Cases: 106 Missing Cases: 0

Q33. SUBORDINATE RESPECT

Code	Absolute Freq	Relative Freq (Pct)	Adjusted Freq (Pct)	Cum Freq (Pct)
1	72	67.9	67.9	67.9
2	25	23.6	23.6	91.5
3	6	5.7	5.7	97.2
4	2	1.9	1.9	99.1
5	1	.9	.9	100.0
Total	106	100.0	100.0	

Valid Cases: 106 Missing Cases: 0

Q34. PEER RESPECT (NON-USAF DOD)

Code	Absolute Freq	Relative Freq (Pct)	Adjusted Freq (Pct)	Cum Freq (Pct)
1	26	24.5	24.5	24.5
2	45	42.5	42.5	67.0
3	19	17.9	17.9	84.9
4	15	14.2	14.2	99.1
5	1	.9	.9	100.0
Total	106	100.0	100.0	

Valid Cases: 106 Missing Cases: 0

Q35. UNDERSTANDING PEOPLE

Code	Absolute Freq	Relative Freq (Pct)	Adjusted Freq (Pct)	Cum Freq (Pct)
1	69	65.1	65.1	65.1
2	30	28.3	28.3	93.4
3	4	3.8	3.8	97.2
4	3	2.8	2.8	100.0
Total	106	100.0	100.0	

Valid Cases: 106 Missing Cases: 0

Q36. WILLINGNESS TO SHARE KNOWLEDGE

Code	Absolute Freq	Relative Freq (Pct)	Adjusted Freq (Pct)	Cum Freq (Pct)
1	87	82.1	82.1	82.1
2	15	14.2	14.2	96.2
3	2	1.9	1.9	98.1
4	2	1.9	1.9	100.0
Total	106	100.0	100.0	

Valid Cases: 106 Missing Cases: 0

Q37. WILLINGNESS TO COUNSEL SUBORDINATES

Code	Absolute Freq	Relative Freq (Pct)	Adjusted Freq (Pct)	Cum Freq (Pct)
1	58	54.7	54.7	54.7
2	35	33.0	33.0	87.7
3	13	12.3	12.3	100.0
Total	106	100.0	100.0	

Valid Cases: 106 Missing Cases: 0

Q38. SAME GENDER

Code	Absolute Freq	Relative Freq (Pct)	Adjusted Freq (Pct)	Cum Freq (Pct)
1	9	8.5	8.5	8.5
2	16	15.1	15.1	23.6
3	23	21.7	21.7	45.3
4	26	24.5	24.5	69.8
5	32	30.2	30.2	100.0
Total	106	100.0	100.0	

Valid Cases: 106 Missing Cases: 0

Q39. SAME CAREER FIELD

Code	Absolute Freq	Relative Freq (Pct)	Adjusted Freq (Pct)	Cum Freq (Pct)
1	25	23.6	23.6	23.6
2	37	34.9	34.9	58.5
3	18	17.0	17.0	75.5
4	15	14.2	14.2	89.6
5	11	10.4	10.4	100.0
Total	106	100.0	100.0	

Valid Cases: 106 Missing Cases: 0

Q40. SAME COMMISSIONING SOURCE

Code	Absolute Freq	Relative Freq (Pct)	Adjusted Freq (Pct)	Cum Freq (Pct)
1	2	1.9	1.9	1.9
2	7	6.6	6.6	8.5
3	13	12.3	12.3	20.8
4	32	30.2	30.2	50.9
5	52	49.1	49.1	100.0
Total	106	100.0	100.0	

Valid Cases: 106 Missing Cases: 0

Q41. COUNSELOR

Code	Absolute Freq	Relative Freq (Pct)	Adjusted Freq (Pct)	Cum Freq (Pct)
1	49	46.2	46.2	46.2
2	41	38.7	38.7	84.9
3	9	8.5	8.5	93.4
4	7	6.6	6.6	100.0
Total	106	100.0	100.0	

Valid Cases: 106 Missing Cases: 0

Q42. ROLE MODEL

Code	Absolute Freq	Relative Freq (Pct)	Adjusted Freq (Pct)	Cum Freq (Pct)
1	69	65.1	65.1	65.1
2	28	26.4	26.4	91.5
3	7	6.6	6.6	98.1
4	2	1.9	1.9	100.0
Total	106	100.0	100.0	

Valid Cases: 106 Missing Cases: 0

Q43. MOTIVATOR

Code	Absolute Freq	Relative Freq (Pct)	Adjusted Freq (Pct)	Cum Freq (Pct)
1	56	52.8	52.8	52.8
2	41	38.7	38.7	91.5
3	6	5.7	5.7	97.2
4	3	2.8	2.8	100.0
Total	106	100.0	100.0	

Valid Cases: 106 Missing Cases: 0

Q44. TEACHER

Code	Absolute Freq	Relative Freq (Pct)	Adjusted Freq (Pct)	Cum Freq (Pct)
1	56	52.8	52.8	52.8
2	36	34.0	34.0	86.8
3	11	10.4	10.4	97.2
4	3	2.8	2.8	100.0
Total	106	100.0	100.0	

Valid Cases: 106 Missing Cases: 0

Q45. SPONSOR

Code	Absolute Freq	Relative Freq (Pct)	Adjusted Freq (Pct)	Cum Freq (Pct)
1	14	13.2	13.2	13.2
2	34	32.1	32.1	45.3
3	47	44.3	44.3	89.6
4	7	6.6	6.6	96.2
5	4	3.8	3.8	100.0
Total	106	100.0	100.0	

Valid Cases: 106 Missing Cases: 0

Q46. AVAILABLE FOR ADVICE

Code	Absolute Freq	Relative Freq (Pct)	Adjusted Freq (Pct)	Cum Freq (Pct)
1	62	58.5	58.5	58.5
2	40	37.7	37.7	96.2
3	3	2.8	2.8	99.1
4	1	.9	.9	100.0
Total	106	100.0	100.0	

Valid Cases: 106 Missing Cases: 0

Q47. IDEA SUPPORTER

Code	Absolute Freq	Relative Freq (Pct)	Adjusted Freq (Pct)	Cum Freq (Pct)
1	32	30.2	30.2	30.2
2	40	37.7	37.7	67.9
3	25	23.6	23.6	91.5
4	8	7.5	7.5	99.1
5	1	.9	.9	100.0
Total	106	100.0	100.0	

Valid Cases: 106 Missing Cases: 0

Q48. PROTECTOR

Code	Absolute Freq	Relative Freq (Pct)	Adjusted Freq (Pct)	Cum Freq (Pct)
1	11	10.4	10.4	10.4
2	25	23.6	23.6	34.0
3	17	16.0	16.0	50.0
4	34	32.1	32.1	82.1
5	19	17.9	17.9	100.0
Total	106	100.0	100.0	

Valid Cases: 106 Missing Cases: 0

Q49. COMMUNICATION LINE PROVIDER

Code	Absolute Freq	Relative Freq (Pct)	Adjusted Freq (Pct)	Cum Freq (Pct)
1	55	51.9	52.4	52.4
2	30	28.3	28.6	81.0
3	13	12.3	12.4	93.3
4	7	6.6	6.7	100.0
0	1	.9	Missing	100.0
Total	106	100.0	100.0	

Valid Cases: 105 Missing Cases: 1

Q50. GUIDE TO UNWRITTEN RULES

Code	Absolute Freq	Relative Freq (Pct)	Adjusted Freq (Pct)	Cum Freq (Pct)
1	65	61.3	61.3	61.3
2	27	25.5	25.5	86.8
3	11	10.4	10.4	97.2
4	3	2.8	2.8	100.0
Total	106	100.0	100.0	

Valid Cases: 106 Missing Cases: 0

Q51. SCHOOLS ATTENDED

Code	Absolute Freq	Relative Freq (Pct)	Adjusted Freq (Pct)	Cum Freq (Pct)
1	20	18.9	18.9	18.9
2	29	27.4	27.4	46.2
3	28	26.4	26.4	72.6
4	22	20.8	20.8	93.4
5	7	6.6	6.6	100.0
Total	106	100.0	100.0	

Valid Cases: 106 Missing Cases: 0

Q52. EDUCATION LEVEL

Code	Absolute Freq	Relative Freq (Pct)	Adjusted Freq (Pct)	Cum Freq (Pct)
1	46	43.4	43.4	43.4
2	45	42.5	42.5	85.8
3	12	11.3	11.3	97.2
4	2	1.9	1.9	99.1
5	1	.9	.9	100.0
Total	106	100.0	100.0	

Valid Cases: 106 Missing Cases: 0

Q53. GRADES

Code	Absolute Freq	Relative Freq (Pct)	Adjusted Freq (Pct)	Cum Freq (Pct)
1	10	9.4	9.4	9.4
2	47	44.3	44.3	53.8
3	33	31.1	31.1	84.9
4	12	11.3	11.3	96.2
5	4	3.8	3.8	100.0
Total	106	100.0	100.0	

Valid Cases: 106 Missing Cases: 0

Q54. ENERGY

Code	Absolute Freq	Relative Freq (Pct)	Adjusted Freq (Pct)	Cum Freq (Pct)
1	62	58.5	58.5	58.5
2	39	36.8	36.8	95.3
3	4	3.8	3.8	99.1
4	1	.9	.9	100.0
Total	106	100.0	100.0	

Valid Cases: 106 Missing Cases: 0

Q55. FUNCTIONAL BACKGROUND

Code	Absolute Freq	Relative Freq (Pct)	Adjusted Freq (Pct)	Cum Freq (Pct)
1	25	23.6	23.6	23.6
2	51	48.1	48.1	71.7
3	16	15.1	15.1	86.8
4	10	9.4	9.4	96.2
5	4	3.8	3.8	100.0
Total	106	100.0	100.0	

Valid Cases: 106 Missing Cases: 0

Q56. MOTIVATION

Code	Absolute Freq	Relative Freq (Pct)	Adjusted Freq (Pct)	Cum Freq (Pct)
1	88	83.0	83.0	83.0
2	16	15.1	15.1	98.1
3	2	1.9	1.9	100.0
Total	106	100.0	100.0	

Valid Cases: 106 Missing Cases: 0

Q57. LUCK

Code	Absolute Freq	Relative Freq (Pct)	Adjusted Freq (Pct)	Cum Freq (Pct)
1	18	17.0	17.0	17.0
2	23	21.7	21.7	38.7
3	32	30.2	30.2	68.9
4	19	17.9	17.9	86.8
5	14	13.2	13.2	100.0
Total	106	100.0	100.0	

Valid Cases: 106 Missing Cases: 0

Q58. MENTOR

Code	Absolute Freq	Relative Freq (Pct)	Adjusted Freq (Pct)	Cum Freq (Pct)
1	13	12.3	12.3	12.3
2	35	33.0	33.0	45.3
3	39	36.8	36.8	82.1
4	14	13.2	13.2	95.3
5	5	4.7	4.7	100.0
Total	106	100.0	100.0	

Valid Cases: 106 Missing Cases: 0

Q59. FAMILY BACKGROUND

Code	Absolute Freq	Relative Freq (Pct)	Adjusted Freq (Pct)	Cum Freq (Pct)
1	13	12.3	12.3	12.3
2	21	19.8	19.8	32.1
3	27	25.5	25.5	57.5
4	35	33.0	33.0	90.6
5	10	9.4	9.4	100.0
Total	106	100.0	100.0	

Valid Cases: 106 Missing Cases: 0

Q60. DECISION ABILITY

Code	Absolute Freq	Relative Freq (Pct)	Adjusted Freq (Pct)	Cum Freq (Pct)
1	92	86.8	86.8	86.8
2	12	11.3	11.3	98.1
5	2	1.9	1.9	100.0
Total	106	100.0	100.0	

Valid Cases: 106 Missing Cases: 0

Q61. ASSIGNMENT COMPLETION ABILITY

Code	Absolute Freq	Relative Freq (Pct)	Adjusted Freq (Pct)	Cum Freq (Pct)
1	93	87.7	87.7	87.7
2	12	11.3	11.3	99.1
3	1	.9	.9	100.0
Total	106	100.0	100.0	

Valid Cases: 106 Missing Cases: 0

Q62. MOTIVATING ABILITY

Code	Absolute Freq	Relative Freq (Pct)	Adjusted Freq (Pct)	Cum Freq (Pct)
1	85	80.2	80.2	80.2
2	20	18.9	18.9	99.1
3	1	.9	.9	100.0
Total	106	100.0	100.0	

Valid Cases: 106 Missing Cases: 0

Q63. LEADERSHIP ABILITY

Code	Absolute Freq	Relative Freq (Pct)	Adjusted Freq (Pct)	Cum Freq (Pct)
1	87	82.1	82.1	82.1
2	18	17.0	17.0	99.1
3	1	.9	.9	100.0
Total	106	100.0	100.0	

Valid Cases: 106 Missing Cases: 0

Q64. WILLINGNESS TO WORK LONG HOURS

Code	Absolute Freq	Relative Freq (Pct)	Adjusted Freq (Pct)	Cum Freq (Pct)
1	44	41.5	41.5	41.5
2	44	41.5	41.5	83.0
3	14	13.2	13.2	96.2
4	2	1.9	1.9	98.1
5	2	1.9	.19	100.0
Total	106	100.0	100.0	

Valid Cases: 106 Missing Cases: 0

Q65. PROFESSIONAL COURSES PME

Code	Absolute Freq	Relative Freq (Pct)	Adjusted Freq (Pct)	Cum Freq (Pct)
1	45	42.5	42.5	42.5
2	45	42.5	42.5	84.9
3	13	12.3	12.3	97.2
4	3	2.8	2.8	100.0
Total	106	100.0	100.0	

Valid Cases: 106 Missing Cases: 0

Q66. OTHERS SCHOOLS ATTENDED

Code	Absolute Freq	Relative Freq (Pct)	Adjusted Freq (Pct)	Cum Freq (Pct)
1	13	12.3	12.3	12.3
2	35	33.0	33.0	45.3
3	29	27.4	27.4	72.6
4	22	20.8	20.8	93.4
5	7	6.6	6.6	100.0
Total	106	100.0	100.0	

Valid Cases: 106 Missing Cases: 0

Q67. OTHERS EDUCATIONAL LEVEL

Code	Absolute Freq	Relative Freq (Pct)	Adjusted Freq (Pct)	Cum Freq (Pct)
1	35	33.0	33.0	33.0
2	51	48.1	48.1	81.1
3	14	13.2	13.2	94.3
4	5	4.7	4.7	99.1
5	1	.9	.9	100.0
Total	106	100.0	100.0	

Valid Cases: 106 Missing Cases: 0

Q68. OTHERS GRADES

Code	Absolute Freq	Relative Freq (Pct)	Adjusted Freq (Pct)	Cum Freq (Pct)
1	12	11.3	11.3	11.3
2	39	36.8	36.8	48.1
3	37	34.9	34.9	83.0
4	14	13.2	13.2	96.2
5	4	3.8	3.8	100.0
Total	106	100.0	100.0	

Valid Cases: 106 Missing Cases: 0

Q69. OTHERS ENERGY

Code	Absolute Freq	Relative Freq (Pct)	Adjusted Freq (Pct)	Cum Freq (Pct)
1	53	50.0	50.0	50.0
2	47	44.3	44.3	94.3
3	6	5.7	5.7	100.0
Total	106	100.0	100.0	

Valid Cases: 106 Missing Cases: 0

Q70. OTHERS FUNCTIONAL BACKGROUND

Code	Absolute Freq	Relative Freq (Pct)	Adjusted Freq (Pct)	Cum Freq (Pct)
1	25	23.6	23.6	23.6
2	51	48.1	48.1	71.7
3	16	15.1	15.1	86.8
4	12	11.3	11.3	98.1
5	2	1.9	1.9	100.0
Total	106	100.0	100.0	

Valid Cases: 106 Missing Cases: 0

Q71. OTHERS MOTIVATION

Code	Absolute Freq	Relative Freq (Pct)	Adjusted Freq (Pct)	Cum Freq (Pct)
1	82	77.4	77.4	77.4
2	22	20.8	20.8	98.1
3	2	1.9	1.9	100.0
Total	106	100.0	100.0	

Valid Cases: 106 Missing Cases: 0

Q72. OTHERS LUCK

Code	Absolute Freq	Relative Freq (Pct)	Adjusted Freq (Pct)	Cum Freq (Pct)
1	16	15.1	15.1	15.1
2	22	20.8	20.8	35.8
3	32	30.2	30.2	66.0
4	19	17.9	17.9	84.0
5	17	16.0	16.0	100.0
Total	106	100.0	100.0	

Valid Cases: 106 Missing Cases: 0

Q73. OTHERS MENTOR

Code	Absolute Freq	Relative Freq (Pct)	Adjusted Freq (Pct)	Cum Freq (Pct)
1	12	11.3	11.3	11.3
2	36	34.0	34.0	45.3
3	43	40.6	40.6	85.8
4	12	11.3	11.3	97.2
5	3	2.8	2.8	100.0
Total	106	100.0	100.0	

Valid Cases: 106 Missing Cases: 0

Q74. OTHERS FAMILY BACKGROUND

Code	Absolute Freq	Relative Freq (Pct)	Adjusted Freq (Pct)	Cum Freq (Pct)
1	11	10.4	10.4	10.4
2	19	17.9	17.9	28.3
3	26	24.5	24.5	52.8
4	40	37.7	37.7	90.6
5	10	9.4	9.4	100.0
Total	106	100.0	100.0	

Valid Cases: 106 Missing Cases: 0

Q75. OTHERS DECISION ABILITY

Code	Absolute Freq	Relative Freq (Pct)	Adjusted Freq (Pct)	Cum Freq (Pct)
1	84	79.2	79.2	79.2
2	19	17.9	17.9	97.2
3	2	1.9	1.9	99.1
5	1	.9	.9	100.0
Total	106	100.0	100.0	

Valid Cases: 106 Missing Cases: 0

Q76. OTHERS ASSIGNMENT COMPLETION ABILITY

Code	Absolute Freq	Relative Freq (Pct)	Adjusted Freq (Pct)	Cum Freq (Pct)
1	82	77.4	77.4	77.4
2	22	20.8	20.8	98.1
3	2	1.9	1.9	100.0
Total	106	100.0	100.0	

Valid Cases: 106 Missing Cases: 0

Q77. OTHERS MOTIVATING ABILITY

Code	Absolute Freq	Relative Freq (Pct)	Adjusted Freq (Pct)	Cum Freq (Pct)
1	78	73.6	73.6	73.6
2	27	25.5	25.5	99.1
3	1	.9	.9	100.0
Total	106	100.0	100.0	

Valid Cases: 106 Missing Cases: 0

Q78. OTHERS LEADERSHIP ABILITY

Code	Absolute Freq	Relative Freq (Pct)	Adjusted Freq (Pct)	Cum Freq (Pct)
1	77	72.6	72.6	72.6
2	28	26.4	26.4	99.1
3	1	.9	.9	100.0
Total	106	100.0	100.0	

Valid Cases: 106 Missing Cases: 0

Q79. OTHERS WILLINGNESS TO WORK LONG HOURS

Code	Absolute Freq	Relative Freq (Pct)	Adjusted Freq (Pct)	Cum Freq (Pct)
1	42	39.6	39.6	39.6
2	42	39.6	39.6	79.2
3	19	17.9	17.9	97.2
4	2	1.9	1.9	99.1
5	1	.9	.9	100.0
Total	106	100.0	100.0	

Valid Cases: 106 Missing Cases: 0

Q80. OTHERS PROFESSIONAL COURSES PME

Code	Absolute Freq	Relative Freq (Pct)	Adjusted Freq (Pct)	Cum Freq (Pct)
1	46	43.4	43.4	43.4
2	41	38.7	38.7	82.1
3	15	14.2	14.2	96.2
4	3	2.8	2.8	99.1
5	1	.9	.9	100.0
Total	106	100.0	100.0	

Valid Cases: 106 Missing Cases: 0

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Vita

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Mentoring encompasses the broad range of relatively long-term developmental relationships between an older and younger adult where the senior member plays a major role in shaping and molding the younger member in his or her professional career. Research has determined that mentoring is a very common leadership development tool in both civilian and military environments. Two Air Force studies have helped conceptualize mentoring in the officer corps and determined how both mentors and proteges are affected by the phenomenon. This study surveyed the perceptions of mentoring from officers (potential proteges) attending the Aircraft Maintenance Course at Chanute AFB, Illinois. Issues studied included expectations for gaining an Air Force mentor, perceived roles and functions of the mentor, expected outcomes of the process, and various background factors relevant to the process. Analysis indicated substantial interest in, and positive expectations of, mentoring; however, having a mentor was not seen as essential to a successful career. Perceptions of the potential proteges were compared to those of more experienced Air Force proteges and mentors and found by and large in concert with the realities of mentoring in the Air Force.

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