5-2002

A study of attitudes toward mentoring and its perceived benefits among Tennessee newspaper editors

John B. Carpenter
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To the Graduate Council:

I am submitting herewith a thesis written by John B. Carpenter entitled "A study of attitudes toward mentoring and its perceived benefits among Tennessee newspaper editors." I have examined the final electronic copy of this thesis for form and content and recommend that it be accepted in partial fulfillment of the requirements for the degree of Master of Science, with a major in Communication.

Herbert Howard, Major Professor

We have read this thesis and recommend its acceptance:

John Haas, Kittrell Rushing

Accepted for the Council:
Carolyn R. Hodges

Vice Provost and Dean of the Graduate School

(Original signatures are on file with official student records.)
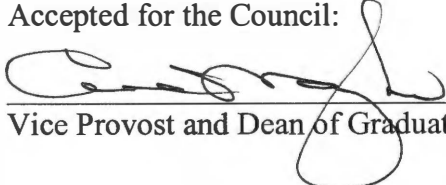
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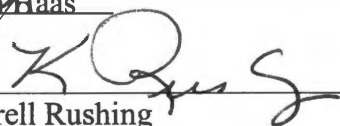# A STUDY OF ATTITUDES TOWARD MENTORING AND ITS
PERCEIVED BENEFITS AMONG TENNESSEE NEWSPAPER EDITORS

A Thesis

Presented for the

Master of Science

Degree

The University of Tennessee

John B. Carpenter

May 2002

DEDICATION

This thesis is dedicated first to my wife, Karin, for her longsuffering patience and encouragement throughout the last four years. She believed in me and helped me to believe in myself. Many nights she was mommy and daddy to our children and waited late into the night for me to come home.

This is also dedicated to Jay, Andrew, Katherine and Matthew who don't remember a time that daddy wasn't in school. They didn't complain when I wasn't there to watch them score the winning goal or accept an award; they just loved me anyway.

To my parents and my other parents, Mom and Dad Carpenter and Mom and Dad Fary, you all taught me a love of learning—life-long learning. I pray that I might be able to instill the same love in my children.

To my Heavenly Father, I give all the praise, honor and glory. Truly, without Him I couldn't have accomplished the first thing. Without Him there would be no reason for accomplishment. True scholarship is a search for truth, and true truth always points to His son, Jesus Christ, who is the Way, the Truth and the Life.

ACKNOWLEDGEMENTS

ABSTRACT

Mentoring, as a means of organizational communication and professional development, is frequently implemented and studied within the business and academic settings. But this means of organizational communication has received relatively little implementation and no empirical studies within mass communication organizations. This study examines the major themes in the recent literature concerning mentoring within the business world and academe and studies virtually all the available literature on mentoring within mass communication organizations. The review also addresses the principal problems within the mentoring literature and the need for mentoring research within mass communication organizations.

A survey of Tennessee newspaper editors revealed that they generally support mentoring in their newsrooms, and the vast majority indicated they have or have had one or more protégés during their careers. While only a small number currently have formal mentoring programs, the majority indicated a willingness to implement a formal program if the right conditions existed. Finally, the editors surveyed gave generally high marks to the benefits of mentoring, particularly for the protégés.

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CHAPTER I

INTRODUCTION AND BACKGROUND

Mentor was a close friend and confidante of Odysseus in Homer's epic, the *Odyssey*. When Odysseus departed on his epic journey, he left his son, Telemachus, in the charge of Mentor, to whom Odysseus gave the responsibility of raising, teaching and training the young prince in the king's absence. Mentor was to prepare Telemachus intellectually, physically, politically and socially to be ready to take the throne should Odysseus not return.

The act of mentoring did not die with Mentor. The process continues in both informal and formal ways. Mentoring, as a communication and management technique for improving the skills and capabilities of younger or less-experienced workers, is popular in business and education, and many leaders and researchers in these fields hold out great hope for the process. Mentoring is a way of initiating newcomers into a profession or organization, a means of facilitating organizational management goals and a method of communication and relational interaction within the workplace or academic setting. Although mentoring receives plenty of attention in business and academic circles, it has not been adopted as enthusiastically within mass communication organizations.

Introduction to the Problem

"Of all the social ideas of the last 30 years, it's the only one that we know works,' writes *Newsweek* Senior Editor Jonathan Alter, who has done a lot of reporting on this subject. "No one succeeds in America without some kind of mentor—parent, teacher, coach, older friend—to offer guidance along the way." (Croal, 1998)

The anecdotal evidence is clear: mentoring can significantly enhance an individual's opportunities within an organization. But what is not as clear and what must continue to be studied is why this is true, how the mentoring process functions and what are the nature and value of its benefits.

Mentoring has been extensively researched and reported on in both peer-reviewed journals and trade publications, but much of this work has been concerned with educational and business settings. Most of the empirical studies on mentoring have been conducted within business or educational settings and published in peer-reviewed journals. General trade publications are primarily concerned with anecdotal reports about the success of mentoring and issues related to mentoring strategies. Comparatively little has been written about mentoring in the journalism trade press, and no empirical studies of the mentoring relationship in journalism settings were found during the course of this study.

If mentoring is as valuable as the anecdotal evidence suggests, why aren't communications organizations utilizing this means of organizational

communication more effectively and why is there so little literature on mentoring within the communications field?

Definitions

Hill et al. (1989) described mentoring as "a communication relationship in which a senior person supports, tutors, guides and facilitates a junior person's career development." Bauer (1999) defined a mentor as "anyone who provides guidance, support, knowledge and opportunity for the protégé during periods of need and is traditionally a more senior individual who uses his or her experience and influence to help the advancement of a protégé." Finally, Orrego and Plax (1997) described a mentor as "a faculty member in your department, program or field, who provides you with emotional support, career counseling, information and advice, professional sponsorship, and helps you network with key professionals in your field." This definition could be amended for the workplace to read, "a supervisor or veteran colleague in your department, organization or field..."

In etymological terms, mentor comes from the root *men*, which means to remember, to think or to counsel. Protégé comes from the French verb, *proteger*, which means to protect, according to Darwin (2000). Whatever the meaning of mentoring, and the definitions differ radically depending on the theoretical perspective of the writer, mentoring is an effective means of career enhancement and organizational communication and initiation.

Purpose of the Study

In order to develop a broad framework for understanding mentoring within a communication organization, this study first looked at the concept of mentoring, its methods of implementation and the results of mentoring within the two fields in which it has been most studied: business and academe. A review of all of the applicable literature on mentoring within communication organizations was conducted to discover what little is known of mentoring in this setting and to determine what aspects of the phenomenon are unstudied or understudied. Finally, a quantitative study of the mentoring relationship within communication organizations, specifically Tennessee newspapers, was undertaken to determine the actual nature of mentoring and the attitudes toward mentoring by those most responsible for establishing mentoring relationships.

Theoretical Perspective

This study examined mentoring from the perspective of social learning theory, which it models quite closely. In general, mentoring is the process of learning and adopting required professional, academic or social skills and knowledge by interaction with and observation of a significant other who has the desired skills (Violanti, 2000). Protégés gain these requisite skills and knowledge through both methods of learning in social learning theory: imitation and identification. A protégé may subconsciously adopt

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mannerisms of speech or gesture exhibited by his or her mentor as well as the conscious, cognitive adoption of other, broader qualities of the mentor in an attempt to be more like the mentor.

While a good mentor will likely provide his protégé with direct learning experiences, much of the learning process will take place through modeling and to a lesser extent, role-playing. Good mentors will model the professional qualities desired by the protégé. They will also provide them with the vital information necessary, for success within their given field, whether the information be technical, social or political.

Under social learning theory, many of the characteristics of a successful model are the same as or similar to the traits of the effective mentor that will be discussed later. The characteristics of a successful model are that they are attractive, successful at the behavior, similar to the learner, easy to get along with, and powerful.

Method of Study

An in-depth review of the current literature on mentoring in the fields of business, academe and communications was conducted to ascertain as closely as possible the true nature of mentoring within these environments, its effects and the attitudes toward this relationship by both mentors and

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protégés and by the leaders in all three fields with the ability to help or hinder the spread of mentoring.

In order to answer the research questions, a quantitative survey instrument was employed. The survey was mailed to all newspapers that are members of the Tennessee Press Association for completion by a senior editor. The survey questions were written to solicit information about the newspaper and editor, about the editor's experience with mentoring and his or her attitudes toward the mentoring relationship and its perceived benefits.

Research Questions

Because of the lack of empirical studies of mentoring within newspaper organizations, this study attempted to ascertain a general understanding of the mentoring relationship within a journalism setting by seeking to answer three questions:

1) To what extent is mentoring being practiced, formally or informally, in the newsrooms of Tennessee newspapers?

2) What is the prevailing attitude toward mentoring among Tennessee newspaper editors?

3) What are the perceived benefits of mentoring by Tennessee newspaper editors?

CHAPTER II
LITERATURE REVIEW

Introduction

This review addresses the primary dimensions of mentoring as found in the recent literature related to business management and academe. The meager literature on mentoring within mass communication organizations is then examined closely. Problems regarding mentoring literature are discussed, and the review concludes with a look at the need for further research into the dimensions and benefits of both formal and informal mentoring, specifically within mass communication organizations.

Despite the popularity of mentoring in business and academe, there are problems with the literature regarding mentoring. The relevant literature displays little agreement on many aspects of mentoring. The merits of informal mentoring versus formal mentoring programs are frequently debated in the literature with no clear winner. Other criticisms of the mentoring literature include its fragmentation and the lack of empirical studies. Finally, while the literature on mentoring in the fields of business and education may be fragmented and the field of study immature, literature on mentoring within mass communication organizations is all but nonexistent.

Numerous studies have sought to discover the nature, benefits and fundamental issues involved with mentoring in the fields of business (e.g.,

Allen, 1997, et al.) and education (e.g., Hawkey, 1997, et al.), based on the available literature.

Studies of Mentoring in Business

Many of the nation's largest corporations, as well as universities and public school systems are implementing formal mentoring programs. In fact, one-third of the nation's largest companies already have a formal mentoring program, according to Allen and Poteet (1999). Many more plan to develop one within the next three years. Some state departments of education now require that beginning teachers be provided with mentors, according to Ganser (1989).

Hill et al. (1989) identified two common themes in the general mentoring literature: 1) Mentoring is vital for career success and 2) Women and other minorities have a difficult time finding mentors. Other key issues include a debate of whether formal or informal mentoring is more effective, the efficacy of peer mentoring and team mentoring, and whether mentoring is a unique form of communication or just one end of a continuum with the other end being peer-pal communication.

Several studies have indicated that successful individuals have had mentoring relationships in their career development, according to Hill et al. (1989). Other studies indicate that employees with mentors are more promotable and tend to progress higher in their profession. Mentoring is seen

as a necessary ingredient for success and an essential companion to hard work for professional success. But Hill et al. also point out that these studies all suffer from a common weakness: most studies of mentoring have involved interviewing successful individuals and asking them if they have had a mentor. Other factors besides mentoring may be involved in their success. Perhaps mentoring is an activity engaged in by people who are already on their way to becoming successful.

Hill et al. also support the idea that mentoring should not be studied as a communication form in isolation but rather is part of a communication continuum through which subordinates seek information, career and skill guidance and induction into the organizational culture.

Several articles on mentoring make non-empirical observations about the nature of mentoring that may still helpful in understanding the relationship and the literature about the relationship, particularly its success in the business setting.

Messmer (1998) lists five benefits of mentoring relationships for businesses. Mentoring helps: 1) Develop new talent, 2) Recruit junior level staff, 3) Bring protégés up to speed on policies and procedures, 4) Cause new recruits to spend more time being productive and less time learning to be productive, and 5) Provide professional development and personal satisfaction for the mentor.

Bernard Dagarin lists seven qualities of the successful mentor (Maloney, 1999): 1) A strong desire to share hard-earned experience and wisdom with a younger or less experienced colleague without expecting anything in return, 2) An attitude made up of discipline, compassion and understanding, 3) A willingness to admit that they don't know all the answers, coupled with the wisdom to show others where to look for more assistance, 4) The ability to lend help and advice that go beyond technical issues and into areas such as work habits, organizational skills and priorities, 5) An ability to share anecdotes from their own experience, 6) The courage to get into the head of the protégé in order to individualize their advice, and 7) "Patience, patience, patience."

Rowley (1999) identifies six qualities of a good mentor. The good mentor is: 1) Committed to the role of mentoring, 2) Accepting of his protégé, 3) Skilled at providing professional or technical support, 4) Effective in different interpersonal contexts, 5) A model of a continuous learner, and 6) Readily able to communicate hope and optimism.

Allen and Poteet used semi-structured interviews of 27 mentors in five organizations to develop a list of ideal mentor characteristics and to determine what mentors and protégés could do to derive the greatest benefit from the mentoring relationship. Ideal mentor characteristics included listening and communication skills, patience, knowledge of one's company and industry, and the ability to understand others. Among the methods for

improving mentoring benefits were establishing an open communication system, setting standards and goals, establishing trust, caring for and enjoying each other, allowing mistakes and taking training programs. Formal training programs can help address many of the deficiencies in mentoring relationships, according to Allen and Poteet.

Limited comparative research of formal and informal mentoring has yielded mixed results. Some studies indicate protégés in informal mentoring relationships receive more career and psychosocial benefits than do those in formal mentoring programs. Allen and Poteet believe this may be because formal mentoring programs may involve less experienced mentors because some mentors in formal programs may volunteer despite a lack of mentoring skills in order to receive their own career benefits, and because formal mentoring programs may not include enough specialized training.

Rowley also offers four characteristics of good formal mentoring programs: 1) They require the mentor to undergo formal training prior to beginning the mentoring relationship, 2) They provide specific descriptions of the roles and responsibilities of mentor teachers to both mentors and protégés, 3) They require mentors to keep a simple written record of all mentoring interactions, and 4) They compensate mentors in some fashion for their efforts, whether in the form of a stipend, a reduction in other workload or opportunities for further professional development.

An interesting correlation can be drawn between the characteristics of a successful mentoring program and a successful student internship program. Beard and Morton (1999) conducted a national study of the characteristics of internships for advertising and public relations students. The results of the study indicate that the most important variables affecting the success of internship programs include, in order of importance: quality of supervision, organizational practices/policies, positive attitude, academic preparedness, proactivity/aggressiveness and compensation. Davis and Galician (2000) in their paper to the Public Relations Division of the Association for Education in Journalism and Mass Communication Convention reported the findings of a national survey of public relations internship programs. They indicated four facets of internship programs that should be addressed to ensure a successful program; these facets include: internship administration, intern pay, intern duties and evaluation.

Rowley suggests that mentors be compensated for a successful mentoring program, while Beard and Morton, and Davis and Galician, both indicate that compensating interns is important to the success of an internship program. Rowley advocates providing specific descriptions of the roles and responsibilities of mentors to both mentors and protégés. Similarly, the internship studies cite the importance of organizational practices and policies, and the quality of internship administration, and Davis and Galician call for specifying internship duties. Finally, Rowley encourages maintaining

written records of all mentoring interactions, while Davis and Galician stress the importance of evaluations.

Peer mentoring and team mentoring are two mentoring concepts that are breaking away from the paternal, one-to-one model of mentoring. Research by Allen, Joyce and Maetzke (1997) indicates that peer mentoring—a mentoring relationship within a given strata, such as a college senior mentoring a college sophomore—gives some indication that formal peer-mentoring programs may provide satisfactory psychosocial support but may be of limited career or professional benefit. This could be due to changing needs on the part of protégés. Early in their professional or collegiate careers they may need more psychosocial support as they proceed through the induction process, but will need more career guidance as they progress.

Dockery and Sahl (1998) address the concept of team mentoring at Fuller Company, an engineering firm, in Bethlehem, Pennsylvania. Fuller has up to 30 mentoring teams at work among the company's 1,000 employees. A team consists of a department head, human resource professionals, an outside consultant, senior managers and a protégé. Each protégé can choose a technical track or management track for their mentoring program. The mentoring teams meet every six months, but protégés can approach individual members of the team at any time.

Team mentoring seems to be more related to coaching than to mentoring in the traditional sense. Starcevich and Friend (1999) found that

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the majority of their respondents believed that a mentor was person-focused, a coach was job-focused and a supervisor was productivity-focused.

Several studies support the view that women are underrepresented as protégés. Shimon-Craig (1998) writes that formal mentoring programs are a product of the beginning drive for affirmative action in the 1970s. Formal mentoring programs can overcome some of the problems of cross-gender and cross-racial mentoring. The problem is becoming particularly important now that women make up half the workforce and racial minorities make up one-third. In addition to one-on-one mentoring, Shimon-Craig also advocates the adoption of mentoring groups in which five or six protégés meet regularly with one mentor, the protégés having been selected with gender and racial diversity in mind. Other concepts proposed include mentoring someone from another discipline or department or even from another company.

Bauer's research (1999) indicates that while there may be many benefits to mentoring, the possibility exists that there may be potential drawbacks associated with mentoring. She surveyed 124 undergraduate business students at a large, public West Coast university. She asked them to indicate how satisfied they were with their present mentoring relationship in regard to each of the eight mentoring functions: role modeling, encouraging, counseling, educating, consulting, sponsoring, protecting, and moving from superior relationships to friendship. They were also asked to assess the fairness of two fictional scenarios involving network mentoring and grooming

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mentoring. The results indicated that women who had received mentoring and who reported having their mentoring needs met found the mentoring scenarios more fair than did women who had not been mentored or men in general. Also, women reported having less access to mentoring relationships than their male colleagues.

Women are not the only ones having a difficult time finding mentors. African-Americans, Hispanics and Asian-Americans all indicate a difficult time finding appropriate mentors among the largely white, largely male ranks of corporate executives. Hardy (1998) suggests that formal mentoring programs are one way to overcome the tendency of a white male executive to select a white male protégé. "More and more companies are looking at formal mentoring programs as a way to help women and people of color break through the so-called 'brick wall' to the upper levels of management," Hardy writes. "Mentoring programs not only create opportunities for all people, but change behaviors at the senior-executive level."

Does the mentor's view of the quality of his leadership affect how his protégé views the benefit of their mentoring relationship? A study by Godshalk and Sosik (2000) seems to indicate just that. Two hundred and thirty adult students in an MBA program participated in the study for course credit. The students and their mentors completed separate questionnaires designed to measure how often the mentors exhibited certain behaviors.

What was surprising in the Godshalk and Sosik study was that the mentors who underestimated their ability as a mentor received the highest scores for mentoring effectiveness from their protégés. The reverse was also true; those mentors who overestimated their effectiveness received the lowest scores from their protégés.

The authors offered several possible explanations. Effective mentors may set high standards for themselves while being overly critical in their self-evaluations. Also, protégés may view humility as an important characteristic in mentors. Mentors who underestimated their abilities may also be strongly motivated by concern for others and have reduced self-interest. Self-confidence has long been considered an important ingredient in developing leadership character, but this study would seem to contradict that notion. Godshalk and Sosik contend that the underestimators may exhibit a quiet self-confidence evidenced by their concern for others, while the overestimators may have a pompous form of self-confidence that is viewed negatively by their protégés.

One issue not studied in all the literature is the effect of corporate downsizing on mentoring practices. Hudson (1999) quotes Tom Dolan, president and CEO of the American College of Health Care Executives as saying of mentoring, "It's not dead, but it's in critical condition. One reason is the amount of downsizing over the last decade; Executives are working longer

hours, so they aren't as willing to mentor. The competitive environment makes executives less willing to share."

Still, a survey by Accountemps, based in Menlo Park, California, revealed that 96 percent of the executives polled support formal or informal mentoring in the workplace, according to Frazee (1997). One hundred and fifty executives from among the nation's top 1,000 companies were asked: "How important do you believe the process of mentoring more junior employees—either on a formal or informal basis—is in a company?" Fifty-seven percent answered, "Extremely Important," and another 39 percent responded, "Somewhat Important." Four percent answered "Somewhat Unimportant or "Extremely Unimportant." Also, a recent study by Robert Half International indicates 82 percent of executives polled who have had mentors still keep in touch with them, according to Messmer (1998). Although there may be potential for drawbacks in mentoring and downsizing has made mentoring more difficult, it seems unlikely that business leaders will back away from mentoring as a management tool and means of organizational communication.

Of the scholarly studies of mentoring, few have taken a theoretical look at the subject. "Substantive theoretical analysis of formal mentoring has been absent, implicit, limited or underdeveloped," according to Gibb (1999), who analyzed mentoring from the viewpoints of social exchange and communitarianism theories. Studies of what mentoring is and how formal

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mentoring works have lacked theoretical clarity, and this has resulted in there being no clear consensus as to what mentoring is.

Gibb conducted an action research case study of a British company tasked with providing job training and work experience to long-term unemployed individuals. The company implemented a formal mentoring program in which every employee was required to serve as a mentor to several trainees.

Gibb calls mentoring a "pro-social, virtuous behavior," which can be explained by both social exchange and communitarianism theories. Social exchange views formal mentoring as an exchange relationship in which two partners calculate the benefits and arrive at an agreement that benefits both parties. The mentor gains prestige, influence, career and altruistic benefits, while the protégé receives organizational initiation, knowledge and career advancement. Communitarianism can also explain why people will act in a pro-social, virtuous way. Gibb says that in the communitarianism view, "people help one another and sustain the spirit of community because they sense it is the right thing to do...People will help without any expectation of reciprocal favors or advantage from others in return, because they belong to the same community and helping behavior is the norm."

Gibb's study concludes that success in a formal mentoring program cannot be attributed to one theory alone, that some areas of success can be attributed to communitarianism and others to social exchange theory. He

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readily admits that the uniqueness of the case study limits its applications to other settings. Gibb calls for a fresh look at mentoring from the perspective of developing a greater sense of community within the workplace. He also concedes that workplaces may lack community and may never have had a sense of community. In these cases he acknowledges that social exchange principles may also need to be applied.

Mentoring can be seen as a means of maintaining the status quo, and in this context radical humanists see traditional mentoring as an enemy to social justice. Darwin in her study, "Critical reflections on mentoring in work settings," sees traditional mentoring as a functionalist attempt to maintain culture. Using Paulston's model, she determines that the functionalist view of mentoring places it in support of existing power structures and supportive of an objective view of reality. The radical humanist view of mentoring is diametrically opposed, supporting critical views that challenge the existing power structure and are supportive of a subjective view of reality.

Radical changes in the workforce and technology necessitate a shift in how mentoring is viewed, Darwin claims. The workplace of the 21st century is in constant flux: less than half the workforce will have fulltime employment in the near future, workers change jobs too frequently for distinct organizational cultures to be maintained, and older workers reentering the workplace need training from their technologically more advanced junior coworkers, further disrupting the traditional mentoring paradigm. Darwin

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also points out, as other writers have, that women and racial minorities are often excluded from what she calls the mentoring "cycle of power."

Citing these reasons, Darwin calls for a shift in how we think about mentoring—from a focus on efficacy to one of social justice. A Radical Humanist perspective would encourage horizontal sharing relationships rather than vertical power-based relationships and the development of dialogic exchanges between mentoring partners, and would create a climate that encourages risk taking. Other departures from the traditional mentoring model, including peer mentoring and mentoring circles, should be encouraged, according to Darwin.

Bokeno and Gantt (2000) continue the call for a critical approach to mentoring and focus specifically on dialogic exchange as an important means of initiating organizational learning. While traditional mentoring is monologic in that knowledge passes from the mentor to the protégé, dialogic mentoring calls for "open and freely negotiated interaction."

Dialogic mentoring encourages openness and equity in communication where both voices of the mentoring partnership have equal weight and there is no objective end to the learning relationship. Further, dialogic mentoring encourages contradiction rather than resolving differences in keeping with the critical theorist's position that reality is subjective.

Dialogic mentoring achieves the social justice goals of critical theory and addresses the issues of power and politics in organizational

relationships. It also provides a means for developing bottom-up organizational learning processes, rather than the traditional top-down approach, according to Darwin.

Mentoring in the Academic Setting

Studies by Myers, and Orrego and Plax are similar in that they deal with the mentoring relationship between university professors and graduate students or graduate teaching assistants. Roberta Sands', Alayne Parson's and Josan Duane's exhaustive mentoring study focused on faculty mentoring faculty. A fourth article by Thomsen and Gustafson investigates the mentoring relationship between professors and practitioners who have just joined the ranks of academe. The first two articles are based on large-scale studies using anonymous surveys, while the third article covers an interview-based study.

Orrego and Plax in their article, "Graduate Student/Faculty Mentoring Relationships: Who Gets Mentored, How it Happens, and to What End," (1997) open with a brief description of the benefits of mentoring in the graduate school setting and quickly progresses to a critical analysis of the available literature on graduate school mentoring. In addition to a general lack of research in the area, Orrego and Plax maintain that the existing studies suffer from methodological flaws including small sample sizes and nonrepresentative samples. They also note that much of the literature

consists of "testimonials or opinion pieces in which definitive conclusions are drawn without empirical support."

Orrego and Plax's study began with a random sampling of 500 full-time graduate students at a large western university. Only 122 surveys were returned with only 49 of those participants indicating they had a mentor. To increase the size of the survey group, they mailed survey instruments to 11 professors at 10 universities for distribution to graduate students who identified themselves as having mentors. Using this survey method, they increased the size of the sample to 145 subjects. Given a definition of mentoring, the participants were asked to complete open-ended and scaled response questions. They were asked to identify how they went about selecting and acquiring a mentor, how they would rate those methods, what level of difficulty did they encounter in acquiring a mentor, how successful or effective was their mentoring relationship and how did they rate its benefit.

Based on the demographic data, the typical graduate student was Euroamerican, single, 30 years old and had no children. The respondents typically were either writing or planning to write a thesis or dissertation, were planning to pursue or were in pursuit of a doctorate and served as a teaching assistant. Despite research indicating women have a harder time securing mentoring relationships, 56.5 percent of the respondents were female. Orrego and Plax noted that ethnic minorities were underrepresented.

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The typical mentor is 45-years-old, a full professor and serves as the protégé's thesis or dissertation advisor.

The survey revealed students used 10 different strategies to initiate mentorships. The leading strategies included "Ensuring Contact With Target," "Search for Similar Interests" and "Seek Counsel from Target." Most of the respondents said their attempts to initiate a mentoring relationship were especially difficult and rated their initial strategy as relatively ineffective. But since all the respondents were involved in mentoring relationships, they obviously had found a strategy that worked. Despite the low number of African-American respondents (4 percent), they indicated the least trouble in approaching potential mentors.

The respondents indicated their mentoring relationships held more psychosocial value than career benefit, but the authors surmised this might have resulted from the career benefit to activities outside of the academic setting. Still, the majority of respondents rated their mentoring relationship as extremely pleasurable, meaningful and productive.

Orrego and Plax concluded that the study of mentoring relationships is ripe for future research and offered several avenues of promising research. They suggested studying the difference in mentoring relationships between graduate students pursuing master's degrees and doctorates, studying why nonmentored students do not have a mentoring relationship, studying the

relative effectiveness of mentoring over time, and studying what other factors might have an effect on mentoring.

Myers' 1998 study of mentoring and graduate teaching assistants evaluated to what degree GTAs depended on mentoring for information and to what degree they depended on peer interaction with other GTAs. His literature review indicated that researchers have concluded that communication was central to the assimilation stage of the GTA socialization process, but that the research is somewhat weak. His hypotheses included that GTAs would report a higher reliance on peer-supportive communication relationships for information than mentoring supportive communication relationships, and that new GTAs use the overt information-seeking strategy more than other information-seeking strategies.

In his study, Myers mailed survey instruments to all 226 new GTAs at a large midwestern university. One hundred, forty-three questionnaires were returned for a response rate of 63 percent. Each respondent completed the Mentoring and Communication Support Scale and the Information Seeking Strategy Scale. All responses were recorded on a five-point Likert-type scale ranging from strongly agree to strongly disagree.

In the discussion section of his article, Myers reports that the research partially supports his first hypothesis that GTAs would report a higher rate of involvement in peer-supportive communication relationships than mentoring supportive communication relationships. The author surmises it is

possible that GTAs seek out peer communication over mentor communication because they are closer in age and closer in the academic hierarchy. Myers second hypothesis that GTAs rely primarily on overt information-seeking strategy was supported by the data. GTAs use direct strategies because they need information about their jobs and what is expected of them. The third hypothesis that a correlation exists between the type of communication relationships GTAs engage in and the type of information-seeking strategies they engage in was also supported. Myers wrote that use of direct or overt strategies indicated a level of comfort with the information provider while indirect strategies were indicative of a student less comfortable with the relationship.

Myers concludes that peer relationships form a foundation for GTA socialization, that new GTAs, like other newcomers, use indirect monitoring of peers as a means of gathering information during the assimilation stage into academe, and finally, that the type of supportive communication relationship the GTA is involved in influences the GTA's use of a particular information-seeking strategy. "The findings of this study indicate that both faculty and peer interactions provide valuable supportive communication relationships for GTAs," Myers writes.

Directions for future research identified by Myers include exploring the developmental stages and functions of mentoring and peer relationships, whether GTAs gather job-related information from sources other than faculty

and other GTAs and what effect those relationships have on GTAs as they progress through the socialization process.

Sands, et al. (1991) looked at mentoring relationships involving senior faculty members mentoring junior faculty members at a large public university, which may more closely approximate the typical mentoring relationship found in the business sector than the previous two studies which linked faculty and students. Conducted at a large, public research university in the Midwest, the study population consisted of 2,259 tenured or tenure-track faculty at the rank of assistant, associate or full professor. A printed survey was mailed to a random sample, stratified by rank and sex, of 300 men and 257 women. Three hundred, forty-seven of the sample returned the survey for a 64.5 percent return rate, and women and assistant professors participated most heavily in the survey.

Of the respondents, 72 percent indicated they had a mentor at some time in their careers, yet only a third, including assistant professors indicated having a mentor at the university where the study was conducted. Other studies have indicated that a large number of graduate students report being mentored by their professors. Sands speculates that the decline in mentoring when scholars move from graduate students to junior faculty may be due to an expectation on the part of the university and senior faculty that one on whom a terminal degree has been conferred is qualified for "autonomous practice as a university professor." This expectation is in

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conflict with the lessons learned in the business sector, which indicate young professionals benefit from mentoring by more veteran workers, even if they are not of senior rank.

The Sands study didn't find any statistically significant differences between the mentoring experiences of men and women or its availability, even though the study was part of a larger affirmative action study project. The data analysis also indicated that the vast majority of the participants entered mentoring relationships as the result of mutually agreed upon arrangements and were voluntary. The typical faculty mentoring relationship for men entailed a full professor mentoring an assistant professor, while female assistant professors were mentored by both full professors and associate professors. Sands surmised the mentoring of female assistant professors by female associate professors might be indicative of the scarcity of full professors who are women and the commitment of female associate professors to provide assistance to other women. Both male and female respondents were more likely to be mentored by men than women, again perhaps due to the scarcity of female professors in senior positions. Interestingly, both male and female faculty who had served as mentors indicated they were more likely to mentor faculty of their same sex.

The study's Likert attitudinal scales revealed what Sands considered one of the study's most important findings, that mentoring is a "complex, multidimensional activity." Sands used a factor analysis of what the

respondents considered the functions of an ideal mentor to distill the results to four distinct types of mentors: The Friend, Career Guide, Intellectual Guide and Information Source. The friend provides encouragement, helps the protégé with personal problems and interacts with the protégé socially. Further analysis indicated the friend was the ideal mentor type for faculty who were tenured. The career guide helps his protégé network, opens doors for him in publication and research and generally promotes his career. Those teaching in the professional schools like business, medicine and law were more likely to prefer the career guide. The intellectual guide enters more of a dialogic relationship with his protégé, collaborating on research or publication and encouraging the protégé to seek his own solutions rather than providing specific direction. Faculty who had already had a mentoring relationship in graduate school preferred the intellectual guide. Finally, the information source provides information about the university, the job, and expectations for performance and advancement within academe. Faculty within the colleges of arts and sciences were more likely to prefer the information source type of mentor. Women generally viewed their ideal mentor as the career guide or information source.

Sands' recommendations growing out of the study include: 1) faculty members seeking a faculty mentor should decide on the type of mentor they are seeking; 2) faculty members willing to serve as mentors should explain to prospective protégés the kind of assistance they are willing to provide, and 3)

faculty mentoring programs should "recognize the diverse character of the phenomenon and the need for sensitive and differential application of the concept."

Thomsen and Gustafson studied the effect of mentoring on a different group: practitioners-turned-professors. Their 1997 article for *Journalism & Mass Communication Educator* indicates that mentoring can play an important role in helping new professors make the transition from the professional world into the induction phase of academe and studies this effect among former advertising and public relations professionals.

In their literature review, the authors noted that little research had been conducted of the specific effects of mentoring on the induction of working professionals into the professorial ranks, although earlier studies by the pair indicated that 52 percent of journalism and mass communication programs had hired an advertising or public relations professional as a professor within the last five years, but only 35 percent of those schools had mentoring programs in place to aid the new professor in his induction.

The authors conducted focused, semistructured interviews with 25 practitioners who had at least five years of full-time experience in advertising or public relations outside of an academic setting and had moved directly from industry to teaching. The candidates were drawn from a variety of universities and recommended by faculty leaders at journalism and mass communication schools. The informants averaged 19.8 years of professional

experience and 3.2 years of teaching experience. Nineteen were men and six were women, 13 were teaching advertising and 12 were teaching public relations. Two held doctorates, 19 master's degrees and four indicated they had bachelor's degrees. Sixteen had worked previously in agencies, four in corporations, four in government organizations and one in an educational setting.

Thomsen and Gustafson found that in summarizing the interviews, most of the interviewees were satisfied with their decision to enter academe but believed that additional mentoring would have improved the process. While several were pleased with their mentoring process, others were critical, and all offered suggestions for improving the process.

The authors concluded, based on the interviews, that the interviewees agreed on a number of points including: advertising and public relations programs should have formal mentoring programs beginning with the initial job interview and continuing throughout the tenure process. These programs should be conducted by other practitioners turned professors. They found that adjunct faculty status was not enough induction assistance. They agreed that mentoring was a key to the induction process and that effective mentoring helped them become successful as professors. They also concluded that the mentoring process should be regular and be monitored with a debriefing process to be conducted by the dean. Mentors should be given a

checklist of information to be conveyed and issues to be discussed. An incentive program should be created to reward effective mentoring.

Shelly Cunningham (1999) replicated the seminal study of mentoring among university faculty conducted by Sands et al. in 1987-88. Cunningham's study compared the mentoring involvement of professors at Christian colleges with Sands et al.'s study of professors at a secular university. Cunningham's study also measured the additional dimension of discipleship as a spiritual form of mentoring.

The results were surprising in that although 80 percent indicated they had benefited from mentoring relationships, less than one-third reported ever having served as a mentor to another faculty member. Cunningham wrote that she was surprised to find these results at Christian institutions that claim to embody the "ideals of service and community." As a possible explanation, Cunningham found that the professors faced a number of obstacles to mentoring, from heavy teaching loads to demands from students outside class to family responsibilities. She concluded that the low percentage of professors engaged in mentoring other professors might be more due to a lack of institutional support for mentoring than a lack of desire to participate in mentoring relationships. In spite of the obstacles, the benefits to mentoring reported were great enough to support Cunningham's conclusion that Christian institutions need to address potential barriers to mentoring.

Mentoring can run the gamut in terms of the level of control exerted by the mentor, according to a study of mentoring metaphors by Ganser. While some mentoring teachers described the process as watching a flower bloom or giving advice to their grown children, others described the relationship as an artist sculpting clay or a pilot flying a plane through a storm. Apparently, some mentors view their relationship as passive and respond primarily to interaction initiated by the protégé, while others view their responsibility as hands-on and take the initiative for directing their protégé's career.

Mentoring in Communication Organizations

Mentoring receives scant treatment in periodicals covering the fields of communication and journalism. No peer-reviewed articles on mentoring within journalism organizations were found. The articles found in trade journals focus on anecdotes about mentoring within media organizations and those involved in mentoring. There were no reports of any quantitative or qualitative studies conducted and, generally, the articles even ignored mentoring methods.

William F. Buckley is one of the biggest names in American journalism and conservative thought. But Buckley is known as something other than an archconservative at *National Review*, the magazine Buckley founded 40 years ago, according to Walker (1998). Buckley has mentored some of the nation's leading journalists including George Will, John Leo, John Leonard and Gary

Wills. For his work encouraging these and other journalists who got their start at *National Review*, Buckley was awarded the Richard M. Clurman Award that recognizes veteran journalists for their work in mentoring younger colleagues. Buckley took his mentoring outside of the office, often inviting young protégés to social events. Walker describes Buckley's mentoring style as "fairly loose," and designed to encourage quality writing rather than to create "Buckley clones."

Michael Gartner is another leading figure in American journalism. Gartner, a Pulitzer Prize winner, former editor of the Des Moines (Iowa) *Register* and former president of NBC News, is now co-owner and editor of the *Daily Tribune* in Ames, Iowa. His dedication to quality and commitment to developing his reporters into quality writers has attracted J-school graduates from across the country, according to Lisheron (1999). Gartner doesn't have an office at the *Daily Tribune*. Instead, his desk is located in the middle of the newsroom so he can interact throughout the day with his staff of reporters. Gartner mentors his young charges by exhibiting all the qualities necessary for a top-flight journalist and by being "demanding yet supportive." Gartner often writes lengthy critiques of his reporters' work and emphasizes facts and fairness over all else. Alice Lukens, a reporter for the *Baltimore Sun* and former Gartner protégé, said, "maybe his greatest skill is in knowing how to be really critical without crushing you."

Fry (1998) describes three types of mentoring relationships that can be used in the newsroom and calls them "1 lunch, 2 writers," "2 dogs, 1 byline," and "3 people, all better." The most basic form of mentoring, according to Fry, is to put two colleagues together in an informal setting. A reporter with a particular weakness can be paired with a colleague who has mastered that problem and sent to lunch with instructions to discuss the relevant technique. The paper's coaching editor then follows up. "In 2 dogs, 1 byline," Fry advocates teaming an older, veteran reporter with a young and inexperienced one and allowing them to share a byline for a period of time. The younger learns from the older and the older benefits from the enthusiasm of the younger. Finally, Fry supports traditional mentoring relationships in the newsroom. He says the young reporter benefits from the wisdom of a veteran reporter, the veteran reporter gains more pay or a better title and the coaching editor gets more time to work with other reporters. The most progress is made in mentoring when the two parties don't focus on the shortcomings of the protege's clips but focus on any problems in the reporting and writing processes. Rather than addressing symptoms, this approach solves problems.

Franklin (1998) writes that since newspapers only spend 3 or 4 percent of their editorial budgets on training, according to a 1998 survey by the American Society of Newspaper Editors, mentoring can help stretch those training dollars in the newsroom. She also reported that, according to a 1993

Associated Press Managing Editors survey that the opportunity to grow is one of the two main factors in determining job satisfaction.

According to Ollwerther (1996), one editor of a 75,000-circulation newspaper described his newsroom culture as one of "constantly pushing people into the pool, hoping that there is a lifeguard." By using mentors, newspapers don't have to utilize a "sink or swim" philosophy. Ollwerther offered several tips for mentoring in the newsroom as suggested by Victoria Henderson, diversity and employee development manager for McClatchy Newspapers: 1) Clearly identify the goals for the mentoring program, 2) Make sure all parties are motivated to ensure success, 3) Carefully match mentor and protégé, 4) Have each party sign an agreement outlining the goals and time period for the mentoring relationship, 5) Encourage feedback from both parties, 6) Have both parties complete an assessment form at the end of the mentoring period.

Boyd (1999) writes that while mentoring across gender and racial lines may be more difficult, the ultimate benefit can be more rewarding. He points out that in these more unusual mentoring relationships the cardinal rule is "don't assume." All assumptions and expectations for the mentoring relationship must be clearly discussed by both parties. He suggests mentor and protégé should discuss how and when to interact, who will take the initiative and whether the mentoring relationship will have a psychosocial side. For a cross-gender or cross-racial mentoring relationship to be

successful, both parties should: develop cross-cultural communication skills, be ready to affirm "styles and creative processes that are different from our own," and shouldn't be discouraged when progress is slow.

One possible reason for the dearth of mentoring in newsrooms is that the corporate consolidation of newspaper properties has led to an increased emphasis on the bottom line and more pressure on editors to replace veteran reporters and editors with big salaries with fresh, young faces that will work for less.

"Sadly, in too many of today's newsrooms there is very little 'mentoring' taking place," writes Ron Yates (2001), head of the Department of Journalism at the University of Illinois. "In an effort to reduce payrolls, many news organizations are buying out older reporters and editors or otherwise encouraging them to take early retirement...the result of trends like this is as obvious as it is harmful. Young reporters and editors often don't have the opportunity to work with older, experienced reporters and editors."

Bill Kovach, former editor of the *Atlanta Journal-Constitution* and founder of the Committee of Concerned Journalists, agrees with Yates and says the problem ultimately results in newspapers losing readers by focusing on profits instead of serious coverage. "Over the last generation or so there has been a breakdown of the mentoring system in news organizations," he says. "Buyouts have removed senior people from newsrooms...cubicles and

computers. The cross-fertilization between journalists by which the craft was passed on has broken down." (Devlin, 2001)

While some theorists and some studies indicate that mentoring relationships have their greatest effectiveness when allowed to occur naturally, others argue that mentoring in American culture consists largely of white, male senior employees mentoring white, male junior employees, and informal mentoring is of little benefit to women and minorities. Formal mentoring programs can help women and racial minorities achieve parity by providing them with mentoring opportunities not otherwise available. Although the results of formal mentoring programs appear to lack the efficacy of informal mentoring, proponents point to studies that indicate that the benefits of formal mentoring still give protégés a huge advantage over those who receive no mentoring at all.

As in other areas of business, women and minority journalists view mentoring as an important means of career advancement. Frustration and burnout can be a particular problem for minority journalists, who often complain of a lack of mentoring or lack of access to senior management.

While 28 percent of the total population nationwide is made up of minorities, only 12 percent of journalists at domestic dailies are minorities, according to the American Society of Newspaper Editors (*Quill*, 2000). Since 1994, minority journalists have left the business at almost twice the rate of non-minorities, according to a Freedom Forum study (Aicher, 2000).

The number of minority journalists working at daily newspapers fell in 2000, the first time in 23 years, Ellen Sung reported on Poynter.org. (2001). While 600 minority journalists got their first full-time job at a daily in 2000, nearly 700 minority journalists left their jobs. Lynne Varner, an editorial writer for the *Seattle Times*, considered leaving the business for several years. She says she wouldn't have considered leaving if better mentoring and educational opportunities and more opportunities for people of color had been available, according to Sung.

Articles by Freeman (1999) and Hernandez (1996) point out the importance of mentoring to the success and advancement of minorities, particularly women. Carole Black was the first woman to be named president of Lifetime cable network in 1999. She planned to use both her position and her network to help mentor other women in business. Freeman writes that Black felt a "responsibility" to provide mentoring support to other women through her position and plans on providing programming to advise women about career mentoring and content on the network's Web site to aid women in developing mentoring relationships. A 1996 report titled, "Women in the Media: Facing Obstacles...Changing Attitudes," prepared by the International Women's Media Foundation, supports Black's call for mentoring relationships for women, according to Hernandez. One of the biggest challenges identified was a lack of female mentors and role models. The report recommended that media companies and women's media

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organizations develop programs to provide "encouragement and incentives for women to take on a mentor."

Lynne Varner (*NABJ*, 2001) believes that newspapers that want to attract and keep minority journalists ignore mentoring at their peril. African American journalists are actively recruited at the *Seattle Times*, but they are then left to their own devices. They are not provided with mentors or relationships with newspaper management. "Merely placing them in the newsroom and then leaving them out of all decisions, mentorships and other activities that would lead to a black journalist's comfort and advancement is foolhardy," she writes on *NABJ Online*.

Tom Morgan (*NABJ*, 2001), past president of the National Association of Black Journalists, believes even more strongly that mentoring is the key to retention and advancement for minority journalists. "It comes back down to mentoring. No one can succeed without someone helping him or her honestly understand what it will take to succeed. The level of expectation about what they should be able to do is low, and they don't get the kind of mentoring they need. Editors have to invest the time and the energy to make a difference in careers," he writes in an NABJ Online article, "NABJ Leadership Voices."

As a small step toward stemming the exodus of minority journalists, The Freedom Forum, American Society of Newspaper Editors and Associated Press Managing Editors are sponsoring a fellowship program to increase the incentive for minority journalists to stay in the business (Aicher, 2001). Up to

50 minority journalists at daily newspapers with circulations under 75,000 will be awarded, two-year, $20,000 fellowships. As requirements for the program, the newspapers must provide the fellow with a mentor and a partner colleague, the fellow and an editor must attend a professional meeting together each year, the paper must ensure that the fellow and an editor have a career discussion quarterly, and The Freedom Forum will pay the fellows' dues for two years to an association for minority journalists.

Although the Associated Press doesn't have a formal mentoring program, Bruce DeSilva (2001), AP features editor, has found a way to incorporate mentoring into senior reporters' job descriptions. He has included mentoring as a separate category in his reporters' annual performance review. He leaves the method of mentoring up to the writers but makes it clear that if they don't make an effort to mentor younger writers they won't receive any merit raises.

Grimm (2000) cites a functionalist, even self-serving, purpose for mentoring protégés outside the news organization. He calls it relational recruiting. By "cultivating mentorships" with budding young journalists, newspaper recruiters can develop a stable of young thoroughbreds they may someday be able to hire, due in part to the close relationship. He warned, however, against recruiters actively taking advantage of their protégés for their benefit or that of the company.

Taken as a whole, the literature suggests that the study of mentoring is fragmented with the studies in education, for-profit business and communication fields taking widely differing tacks on their approach to studying the subject. The studies of mentoring in the business setting are the most comprehensive, although there is little agreement on the most successful method or the greatest benefits of mentoring. In academe, the studies are primarily concerned with the transference of academic culture and knowledge from professor to graduate student and from full professor to assistant or associate professor as a means of induction. As has been stated before, the literature on mentoring in communication organizations is sketchy and empirical analysis is completely missing. But since the half-empty cup is also half full, we must recognize that virtually all the literature is in general agreement that mentoring really does work and is vital for professional advancement. Also, the surging interest in mentoring means that the field is ripe for more comprehensive and focused studies of the mentoring relationship.

Problems in the Mentoring Literature

Mentoring enjoys little agreement in academe or business management circles. The merits of informal mentoring versus formal mentoring programs are frequently debated in the literature with no clear winner. There isn't even a consensus for what mentoring is. Is it a career

enhancement tool, a business relationship, an organizational learning tool, a means of maintaining the status quo, a method for minorities to achieve parity or a means of dialogic communication? The answer appears to be all of the above. The theories through which mentoring is filtered are as diverse as in all of communication. Critical and Radical Humanist theorists take a diametrically opposed view of mentoring from the Functionalists. In fact, the only point of agreement appears to be that mentoring has the potential to work. And then researchers can't always agree on whether that is a good thing or not.

Darwin maintains that studies of mentoring have been haphazard and need to focus on more than just outcomes. "Research has been far from orderly," she writes, "with little agreement as to how mentoring should be defined and used."

Other criticisms of the mentoring literature include its fragmentation and the lack of empirical studies. What quantitative research that has been conducted yields no consensus, and there are many aspects of mentoring that have not been studied at all. "Much literature on mentoring is either descriptive or declarative with little analysis or theoretical underpinning to the study and practice of mentoring. This paucity is cause for concern," writes Hawkey (1997).

Although mentoring as a concept has been around for thousands of years, it is apparently only within the past two decades that social scientists

have become interested in conducting serious research. Thus, the field is still in an exploratory stage and should mature with time and research. Cunningham agrees and notes that most of the studies have been descriptive in nature indicating "the exploratory nature of the field as an area for research."

While the literature on mentoring in the fields of business and education may be fragmented and the field of study is immature, literature on mentoring within mass communication organizations is all but nonexistent. One would expect that the mentoring process was also being embraced by the communication fields of mass media and journalism. After all, media companies are regularly on the cutting edge of new technology adoption and are increasingly being run by national and international conglomerates preoccupied with business practices. But a review of the mentoring literature suggests mentoring within mass communication organizations is irregularly practiced and has been studied not at all. No quantitative research was found concerning this important means of communication within mass communication organizations. The discussion of mentoring in journalism trade publications focuses exclusively on practical issues of mentoring and on anecdotal evidence of the value of mentoring.

Conclusions

For a subject that has such obvious appeal in business and education, it is surprising that so little has been written about mentoring in mass media organizations. Based on what literature was found on mentoring in mass communications organizations, it would seem that there is a gaping hole of research into this area of communications. Mentoring, both formal and informal, is taking place in newsrooms across America, but little attempt has been made thus far to define it or measure it or measure its effects in any quantitative way.

One would expect that the mentoring process was also being embraced by the communication fields of mass media, journalism, and journalism and communication education. After all, media companies are often early adopters of new technology because of the fast-paced nature of the business and are increasingly preoccupied with business practices and increasing efficiencies in order to protect the bottom line, particularly during the present recession. But when we study the literature of mentoring, we find that this is apparently not the case.

Of the literature reviewed, although the trade journals do recognize the existence of mentoring in the newsroom, they don't appear able to analyze it in any meaningful way. Most of the stories are anecdotal, "testimonials or opinion pieces in which definitive conclusions are drawn without empirical support," as Orrego and Plax so eloquently put it. More

empirical studies researching the dimensions and outcomes of mentoring and practical articles describing successful mentoring processes and programs will hopefully be forthcoming.

While the scholarly journal articles give us a good framework in which to view mentoring in the academic setting, much can still be researched and written in this area and hopefully will. One would also assume that serious studies of mentoring within mass media organizations is either already underway or will be shortly.

The most valuable information, in terms of the actual function of mentoring within mass media organizations, seemed to come from the least credible sources: Internet articles. It may well be that professional organizations such as The Poynter Institute and the American Society of Newspaper Editors are actually on the cutting edge of the study of mentoring in communications organizations. One would hope that other publications and other researchers will follow.

CHAPTER III
RESEARCH METHOD

Research Questions

Because of the lack of empirical studies of mentoring within newspaper organizations, this study attempts to ascertain a general understanding of the mentoring relationship within a journalism setting by seeking to answer three questions: 1) To what extent is mentoring being practiced, formally or informally, in the newsrooms of Tennessee newspapers? 2) What is the prevailing attitude toward mentoring among Tennessee newspaper editors? 3) What are the perceived benefits of mentoring by Tennessee newspaper editors?

Methodology

In order to answer the research questions and ascertain 1) to what extent is mentoring being practiced, formally or informally, in the newsrooms of Tennessee newspapers, 2) what is the prevailing attitude toward mentoring among Tennessee newspaper editors, and 3) what are the perceived benefits of mentoring by Tennessee newspaper editors, a quantitative survey instrument was employed (All figures are located in the Appendix). The survey was mailed to all newspapers that are members of the Tennessee Press Association for completion by a senior editor. The survey questions were written to solicit information about the newspaper and editor,

about the editor's experience with mentoring and his attitudes toward the mentoring relationship and its perceived benefits.

The Study Group

Most newspapers in Tennessee are members of the Tennessee Press Association that has 28 Daily newspaper members and 102 non-daily members. Some small newspaper operations across the state may choose not to belong, but these are not easily identifiable and cannot be included in the study. The member papers range in size from *The Tennessean* with a circulation of 256,437 on Sunday, and its 12 fellow seven-day dailies, to small weekly papers, the smallest of which is the *Hamilton County Herald* with a paid circulation of just 189, according to the Tennessee Press Association *2002 Newspaper Directory*. Only one of Tennessee's 95 counties, Meigs County, is not represented by TPA member newspapers.

All but the smallest of the newspapers employ a traditional newspaper organizational structure with separate news, advertising, business and circulation departments. Tennessee newspaper editorial or news departments range in size from a lone editor to news staffs of more than 100 reporters, editors and photographers. Organizational communication tends to be more informal than formal. While formal mentoring programs may only be feasible at large daily newspapers, informal mentoring can take place in any newsroom with at least two employees.

The Instrument

A four-page, printed survey designed to solicit demographic and psychographic information from individual editors, and general information about their newspapers, along with information about the implementation and perceived benefits of and attitudes toward mentoring, was developed. See figure A-1 (All figures are located in the Appendix).

The survey included questions about the individual editor seeking demographic information such as the editor's age, gender, race, years of experience in journalism, years of experience within the organization and educational experience. Questions about the organization included its frequency of publication, paid circulation figures, ownership structure and number of employees within the news or editorial department.

Definitions

The instructions included the following definitions for use by those completing the survey:

Mentoring—"An interpersonal relationship in which a mentor helps a protégé learn about the profession and workplace, achieve career advancement and address social and personal issues that may arise. It can arise out of an informal relationship or a formal mentoring program."

Mentor—"A senior or experienced person involved in a mentoring relationship"

Protégé—"A junior or inexperienced person involved in a mentoring relationship"

Descriptive questions included: Are you currently acting as a mentor? If yes, is your protégé one of your immediate subordinates, someone else within your organization or someone outside your organization? If yes, has your protégé advanced in his career since your mentoring relationship began? If yes, describe the advancement. Describe present protégé: gender, age, years of experience, present position. How many hours per month on average do you spend with your protégé? Who initiated the mentoring relationship? Have you ever been mentored? Does your newspaper have a formal mentoring program? If no, would you ever consider implementing a formal mentoring program? If so, under what circumstances? Does your newspaper encourage mentoring relationships?

Twenty-seven other questions were offered in a Likert scale-type format, including statements to more accurately gauge attitude toward mentoring, what format the mentoring is taking and what are the expected outcomes. The scales included five options ranging from agree strongly (5) to disagree strongly (1). The three Likert scales examined how the editor viewed potential benefits to mentors engaged in mentoring relationships, the level of satisfaction the editor experienced with any mentors he has had, and how the

editor viewed potential benefits to protégés engaged in mentoring relationships. The Likert-scale statements were designed to elicit a definite response such as: "Having a mentor helped me achieve career advancement," "Having a mentor helped me develop self-confidence," "Being a mentor helps me improve the performance of my staff," and "Being a mentor gives me personal satisfaction," etc.

A pretest of the survey instrument was conducted to identify any problem questions. The survey was given to a former Tennessee newspaper editor and a Communications professor with a Ph.D. in Communications from the University of Denver. They were asked to answer the survey as completely as possible and note any problems or ambiguities. The wording of several questions was improved, additional instructions were added and three Likert-scale questions were added to the survey as a result of the feedback from the pretest. The survey instrument was then presented to the University of Tennessee Committee on Human Research for approval.

Procedures

To introduce the study, a press release about the study was submitted to *The Tennessee Press,* the monthly trade publication of the Tennessee Press Association, prior to the initiation of the study. The press release ran in both the December and January issues of *The Tennessee Press.* See figure A-2.

The survey instrument was mailed to the editors of 127 TPA newspapers, The reason for the difference between the total number of TPA newspapers and the number of surveys mailed is that two individuals serve as editor for two member newspapers each, and because the author of this study is the editor of *The Herald-News* in Dayton and deemed it inappropriate to complete a questionnaire.

The questionnaires were accompanied by a cover letter explaining the research project and survey in greater detail, soliciting their help in the study and offering to share the results of the survey with them at a later date. See figure A-3. Tommy Wilson, current president of the Tennessee Press Association, also wrote a short memo endorsing the study and asking fellow editors to participate in the study, and a copy of that memo on TPA letterhead was included with each questionnaire. See figure A-4. The survey was accompanied by a stamped, self-addressed envelope to facilitate the return of as many surveys as possible. The surveys, which were mailed on Jan. 7, were followed 11 days later by a postcard mailed on Jan. 18 to each editor thanking those editors who had already returned their surveys and asking those who had not to please do so. See figure A-5. The final deadline was set for Jan. 25.

Three questionnaires were received on Jan. 11, and 11 arrived on Jan. 14. After that the returns tapered off considerably. Only eight additional questionnaires were received after the reminder postcards were mailed. Two

late questionnaires that arrived on Jan. 28 and 29 were included in the study, making for a total of 40 questionnaires received, or 31.5 percent of the total population. One questionnaire that was returned on Feb. 26 was not included in the study because it arrived after analysis had begun. Each returned questionnaire was numbered to facilitate tracking.

Analysis

The Statistical Package for the Social Sciences (SPSS 10.0 for Windows) software was used by the author to conduct summary statistical analysis of the data and prepare frequency distribution tables and cross-tabulation tables based on the quantitative responses from the sample of 40 surveys returned. The results included frequency, percentage, mean, median and mode and cross-tabular statistics. The qualitative responses were entered into a database and then coded for similar themes. These themes were distilled into a set of factors for each set of responses and the responses were identified as relating to one or more of the factors.

CHAPTER IV
RESULTS

Questionnaires were mailed to the editors of 28 daily and 99 non-daily newspapers. See Appendix for list. Questionnaires were returned from 10 daily and 30 non-daily newspapers. Dailies make up 22 percent of Tennessee Press Association membership, while dailies constituted 25 percent of the surveys returned. Of the 28 dailies, only three (10.7 percent) are edited by women, and none of these returned their questionnaires. Of the 99 non-dailies included in the study, 27 (27.3 percent) have women editors, but 37.9 percent of the surveys returned from non-daily papers came from women. In all, women, who account for 23.6 percent of the newspaper editors, returned 27.5 percent of the questionnaires. While women may be underrepresented in senior editorial positions in Tennessee newspapers, particularly at daily papers, they were clearly more responsive to the survey.

The typical respondent to the survey, based on measures of central tendency, is a white male, 45 to 55, who has been in the newspaper business 10-19 years and has been in this particular job almost as long. He has a bachelor's degree and spends 25 to 35 hours per week supervising employees. He is not currently acting as a mentor, but he has had at least two protégés in the past. He has had two mentors of his own and received the most benefit from them between the ages of 25 and 29.

The typical respondent's newspaper publishes weekly, has a circulation of between 5,000 and 9,999 subscribers and is owned by a private corporation. He has five to nine employees on his News Staff and is the sole editor at the paper. His newspaper does encourage mentoring relationships but does not have a formal mentoring program. He would consider implementing a formal mentoring program if the conditions were conducive.

Of the 11 editors who said they were currently mentoring a protégé, their typical protégé is more likely to be a white female who is an immediate subordinate. She is just over 30 years old, has been in the newspaper business two to five years and has been in this particular job almost as long. She has not made significant advancement in her career since the mentoring relationship began. The editor initiated the mentoring relationship and spends 11 to 15 hours per month with his protégé.

The Editors

All of the editors who responded to the survey were 30 or older, and 65 percent of them were between the ages of 40 and 59. As stated before, only 28.2 percent of the respondents were women. See Table 1. Thirty percent of the respondents had 10-19 years of experience as an editor, and 32.5 percent had less than 10 years of experience. Concerning the number of years in their current jobs, 38.5 percent reported working 10-19 years in their present

TABLE 1			
The Newspaper Editors			
Editor's Age ($N = 40$)	Under 25	0	0.0%
	25-29	0	0.0%
	30-39	7	17.5%
	40-49	13	32.5%
	50-59	13	32.5%
	60+	7	17.5%
Editor's Gender ($N = 39$)	Female	11	28.2%
	Male	28	71.8%
Years of Experience As Editor	1 or less	3	7.5%
	2-5	5	12.5%
	6-9	5	12.5%
	10-19	12	30.0%
	20-29	10	25.0%
	30+	5	12.5%
Years in This Particular Job ($N = 39$)	1 or less	3	7.7%
	2-5	6	15.4%
	6-9	7	17.9%
	10-19	15	38.5%
	20-29	5	12.8%
	30+	3	7.7%
Editor's Education ($N = 40$)	High School	5	12.5%
	Some College	7	17.5%
	Associate's Degree	3	7.5%
	Bachelor's Degree	18	45.0%
	Graduate Degree	7	17.5%
Editor's Race ($N = 40$)	African American	0	0.0%
	Asian	0	0.0%
	Hispanic	0	0.0%
	White	40	100%
How Many Hours a Week Spent Supervising Employees ($N = 38$)	1-5	5	13.2%
	6-9	0	0.0%
	10-19	4	10.5%
	20-29	10	26.3%
	30-39	6	15.8%
	40+	13	34.2%
Are You Currently Acting As a Mentor? ($N = 40$)	Yes	11	27.5%
	No	29	72.5%
How Many Protégés have You Had Throughout Your Career? ($N = 35$)	1	6	17.1%
	2-3	17	48.6%
	4-5	5	14.3%
	6-9	1	2.8%
	10-14	3	8.6%
	15+	3	8.6%

job, while 41 percent had worked in the same job for less than 10 years. When asked about their educational background, 62.5 percent reporting having a bachelor's degree or higher, while 12.5 percent indicated they only had a high school diploma and never went to college. All of the editors who responded are white, although the author knows of at least two African American editors at TPA member newspapers. Exactly half of the respondents reported spending at least 30 hours per week supervising employees.

The Newspapers

Seventy-five percent of the editors who responded work for non-daily newspapers, while 25 percent are editors of dailies. Dailies make up 22 percent of the total TPA membership population. Sixty-five percent of the respondents publish just once a week. Three of the papers have circulations below 2,000, and three have circulation figures exceeding 50,000, but 75 percent of the respondents have circulations between 2,000 and 9,999. See Table 2. Fifty-five percent of the papers are owned by a private corporation, while 37.5 percent are family owned and 7.5 percent are owned by public corporations. Fifteen of the newspapers (37.5 percent) have editorial staffs with less than five workers, while on the other end of the spectrum, three (7.5 percent) have news staffs of 100 or more workers. More than half of the papers (57.5 percent) have just one editor, while the three seven-day dailies have 15 or more editors.

TABLE 2

The Newspaper Organizations

Publication Frequency (N = 40)	Weekly	26	65.0%
	Twice Weekly	2	5.0%
	Thrice Weekly	2	5.0%
	Daily	6	15.0%
	Seven-day Daily	4	10.0%
Paid Circulation (N = 40)	Below 2,000	3	7.5%
	2,000-4,999	15	37.5%
	5,000-9,999	15	37.5%
	10,000-19,999	3	7.5%
	20,000-49,999	1	2.5%
	50,000+	3	7.5%
Ownership Structure (N = 40)	Family-owned	15	37.5%
	Private Corporation	22	55.0%
	Public Corporation	3	7.5%
Full-time News Employees (N = 40)	1-4	15	37.5%
	5-9	10	25.0%
	10-19	7	17.5%
	20-49	3	7.5%
	50-99	2	5.0%
	100+	3	7.5%
Number of Editors (N = 40)	1	23	57.5%
	2-3	8	20.0%
	4-6	6	15.0%
	7-10	0	0.0%
	11-14	0	0.0%
	15+	3	7.5%
Newspaper Encourages Mentoring (N = 39)	Yes	28	71.8%
	No	11	28.2%
Newspaper has a Formal Mentoring Program (N = 39)	Yes	4	10.3%
	No	35	89.7%
Characteristics of Formal Mentoring Program (N = 4)	Incentive Pay Offered	2	50.0%
	Release Time Provided	0	0.0%
	Training Provided	4	100.0%
	Periodic Reports Required	1	25.0%
	Company Matches Mentor-Protégé	1	25.0%
	Time Limit Imposed	1	25.0%
Would You Ever Consider Implementing a Formal Mentoring Program? (N=31)	Yes	20	64.5%
	No	11	35.5%

A strong majority of Tennessee newspapers support the concept of mentoring in their newsrooms, according to the survey results. Twenty-eight of the respondents (70 percent) indicated their newspaper supports mentoring relationships, with both daily and non-daily papers receiving the same percentage.

Only four of 39 papers (10.3 percent) were reported as having formal mentoring programs. These included two seven-day dailies, a small daily and a non-daily, both with circulations of 5,000 to 9,999. When these four editors were asked about the characteristics of their formal mentoring programs, all of them indicated that training was provided. Two of them indicated incentive pay was offered for volunteers willing to serve as mentors. One each wrote that periodic reports were required, a time limit on the relationship was imposed and that the company matched the mentor-protégé pair. None of the programs provided release time to facilitate the relationship.

Of those who indicated they did not have a formal mentoring program, 64.5 percent (20) said they would consider establishing a formal mentoring program if the right circumstances existed. This broke down into 66.7 percent of the non-dailies and 57.1 percent of the dailies.

A qualitative question was asked concerning formal mentoring programs. The editors were asked, if their newspaper didn't have a formal mentoring program, "Under what circumstances would you consider implementing a formal mentoring program?" Fifteen of the respondents

offered feedback to this question. The obstacles they said needed to be overcome in order to implement a formal mentoring program were reduced to five factors: lack of a model program, lack of time, lack of funding, lack of protégé prospects and inadequate staff size.

A lack of protégé prospects was cited four times—more than any other obstacle. This factor also may be related to small staff sizes. Three of these mentioned a lack of prospects in connection with high school students, which could include mentoring on a more personal than professional level.

Three editors indicated that their staff was inadequate for a formal mentoring program and that they would need a larger staff from which to draw prospective mentors and protégés.

Respondents cited lack of funding three times and lack of time twice as obstacles to establishing a formal mentoring program. They also seemed skeptical about these situations. One summed it up, indicating they would establish a formal program "If time and funding ever allowed, which seems doubtful."

Finally, three respondents indicated they lacked models of formal mentoring programs that they could implement or adapt. One indicated a readiness to implement a program immediately and a little misunderstanding about the nature of the survey, writing, "After contacting UT and Tennessee Tech with no reply, I gave up. I am ready to go with this program."

Thus, the conditions most conducive to establishment of a formal mentoring program include general support from the owner or publisher, a pool of willing, prospective protégés from which to draw, sufficient time for the editor to establish and supervise the program, sufficient funding to provide for incentive pay, bonuses or nonmonetary rewards, and a workable model of a formal mentoring program to implement or adapt.

Mentoring appears to be taking place at those papers with formal mentoring programs and among the larger daily and non-daily newspapers. Three of the four editors (75 percent) who reported that their papers had formal mentoring programs also said they were involved in a mentoring relationship, while only 27.5 percent of the editors overall said they were acting as mentors. Two of the three editors at seven-day papers with circulation exceeding 50,000 and with editorial staffs of more than 100 workers said they were engaged in mentoring relationships. Editors at larger non-dailies also appear to be engaged in mentoring. Five of the eight non-daily editors engaged in mentoring work for newspapers with circulation over 5,000.

Staff size appears to be an important indicator for mentoring at non-daily newspapers. At the large non-dailies (5,000-9,999 circulation), no mentoring was reported when the size of the editorial staff was less than five, while four of the six editors at large non-dailies with staffs of five or more

reportedly were engaged in a mentoring relationship. It may be that a larger staff gives the editor of a non-daily more time to train and mentor his staff.

The Mentors

Eleven of the 40 respondents (27.5 percent) said they were currently engaged in mentoring relationships, while 87.5 percent said they had had a protégé in the past. Of these, 17.4 percent indicated they had had 10 or more protégés over their careers. Of the six editors that indicated they had had 10 or more protégés over their careers, only two of them indicated they had 20 or more years of experience, so no correlation appears to exist between experience and number of protégés. See Table 3.

Education doesn't seem to be a good predictor of mentors either. While 33.3 percent of those with less than a bachelor's degree indicated they were involved in a mentoring relationship, only 24 percent of those with a bachelor's degree or higher are mentoring. In fact, the most mentoring is taking place in the group with the least education; 40 percent of those with only a high school diploma reported they were in a mentoring relationship.

While several of the studies reviewed earlier point to a greater likelihood of women serving as mentors than men in business or education, that isn't indicated in this sample. In fact, only one of the 11 female editors (9.1 percent) who responded is currently involved in a mentoring relationship, while 32.1 percent of the male editors are mentoring. The one

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TABLE 3			
The Mentors			
Mentor's Age (*N* = 11)	Under 25	0	0.0%
	25-29	0	0.0%
	30-39	2	18.2%
	40-49	3	27.3%
	50-59	4	36.3%
	60+	2	18.2%
Mentor's Gender (*N* = 10)	Female	1	10.0%
	Male	9	90.0%
Years of Experience As Editor (*N* = 11)	1 or less	1	9.1%
	2-5	2	18.2%
	6-9	1	9.1%
	10-19	1	9.1%
	20-29	5	45.4%
	30+	1	9.1%
Years in This Particular Job (*N* = 11)	1 or less	1	9.1%
	2-5	1	9.1%
	6-9	3	27.3%
	10-19	3	27.3%
	20-29	2	18.1%
	30+	1	9.1%
Mentor's Education (*N* = 11)	High School	2	18.2%
	Some College	2	18.2%
	Associate's Degree	1	9.1%
	Bachelor's Degree	4	36.3%
	Graduate Degree	2	18.2%
Mentor's Race (*N* = 11)	African American	0	0.0%
	Asian	0	0.0%
	Hispanic	0	0.0%
	White	11	100%
How Many Hours a Week Spent Supervising Employees (*N* = 10)	1-5	1	10.0%
	6-9	0	0.0%
	10-19	4	40.0%
	20-29	1	10.0%
	30-39	0	0.0%
	40+	4	40.0%
How Many Protégés have You Had Throughout Your Career? (*N* = 10)	1	1	10.0%
	2-3	4	40.0%
	4-5	2	20.0%
	6-9	0	0.0%
	10-14	1	10.0%
	15+	2	20.0%

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female mentor is mentoring a female subordinate, which is consistent with the Sands et al. and other studies, which found female mentors usually mentored other women. Unlike other studies, this sample showed male editors mentoring female subordinates by a 6-5 margin over male subordinates.

Although one might expect more mature editors to be more likely to participate in a mentoring relationship, the results of the survey did not support that hypothesis; the number of mentors remained relatively stable throughout the age groups.

Formal mentoring programs appear to make a difference in the incidence of mentoring. Three of the four editors who reported their company has a formal mentoring program reported they are involved in a mentoring relationship, and eight of the 11 (72.7 percent) of those involved in mentoring relationships either have formal mentoring programs at work or would consider implementing them. Only one of the mentors said they would n•t implement a formal mentoring program given the right circumstances.

The Protégés

Of the 11 editors who said they were currently involved in mentoring relationships, 27.3 percent of their protégés were ages 20-24, and 36.3 percent were ages 30-39. See Table 4. But the editors who responded indicated that 81.1 percent of them received their greatest benefit from their

TABLE 4			
The Protégés (N = 11)			
Protégé's Age	Under 20	2	18.2%
	20-24	3	27.3%
	25-29	0	0.0%
	30-39	4	36.3%
	40-49	1	9.1%
	50-59	1	9.1%
Protégé's Gender	Female	6	54.5%
	Male	5	45.5%
Protégé's Race	African American	0	0.0%
	Asian	0	0.0%
	Hispanic	0	0.0%
	White	11	100.0%
Is Your Protégé...	Immediate Subordinate	7	63.6%
	Someone Else Within News Staff	3	27.3%
	Someone Else Within Organization	1	9.1%
	Someone Outside Organization	2	18.2%
How Many Years Has Your Protégé Been in the Newspaper Business?	1 or less	3	27.3%
	2-5	4	36.3%
	6-9	1	9.1%
	10-19	3	27.3%
	20-29	0	0.0%
	30+	0	0.0%
How Many Years Has Your Protégé Been in This Particular Job?	1 or less	4	36.4%
	2-5	5	45.4%
	6-9	2	18.2%
	10-19	0	0.0%
	20-29	0	0.0%
	30+	0	0.0%
Who Initiated the Mentoring Relationship?	You	6	54.5%
	Your Protégé	0	0.0%
	Mutually Arranged	3	27.3%
	Company Arranged	2	18.2%
Has Your Protégé Advanced In His/Her Career Since Your Relationship Began?	Yes	5	45.5%
	No	6	54.5%
How Many Hours Per Month On Average Do You Spend With Your Protégé?	1-5	2	18.2%
	6-10	2	18.2%
	11-15	4	36.3%
	16-20	1	9.1%
	21-25	2	18.2%
	26-30	0	0.0%

mentors when they were 20-29, which would indicate that these protégés might be too old to receive maximum benefit from having a mentor. None of the protégés were in the pivotal 25-29 age bracket in which many in the newspaper industry make their first upward career move. As mentioned earlier, the majority of protégés were female by a 54.5 percent to 45.5 percent margin. And, as with the editors, all the protégés are white.

The majority of the protégés were the mentors' immediate subordinate by almost a two-to-one margin, while 27.3 percent were someone else within the news staff. Eighteen percent looked outside the organization for their protégés. Over 63 percent of the protégés have been in the newspaper business five years or less in keeping with the junior, inexperienced nature of the protégé definition. But 27.3 percent had reportedly been in the business 10-19 years, which likely coincides with the older average age of this group of protégés. They were also relatively new to the jobs with more than a third of them being in the same job for less than a year and almost 82 percent having been in the same job for five years or less.

More than half the time the mentor indicated he had initiated the mentoring relationship, while the remaining relationships were either mutually arranged or company arranged. They indicated none of the protégés had initiated the relationship. The largest group (36.3 percent) reported spending 11-15 hours per month with their protégé, while the same number

reported spending 10 hours or less each month with their protégé. Only two mentors (18.2 percent) spent more than 20 hours a month with their protégé.

The benefits of mentoring almost universally acclaimed, were not born out in this particular sample. Six of the 11 mentors reported no substantial career advancement since the relationship began, and the other five indicate relatively minor career enhancement. This lack of career enhancement may be attributable to the relatively small number of mentoring relationships or the older than expected age of many of the protégés.

When those editors currently mentoring were asked to describe their protégé's career advancement during their relationship, five responded and indicated only modest advancements. One protégé had moved from being a staff reporter to a section editor, and another was able to go from working two days a week to three days a week. The other advancements cited were related to general increases in knowledge about their specific jobs and about the newspaper business in general.

When we examine the editor as protégé, we find slightly different results. While 87.5 percent of the editors reported having one or more protégés over their career, only 59 percent of them indicated they had had a mentor. Of those who said they had not had a mentor, 86.7 percent said they would have liked to have had a mentor. See Table 5.

The initiation of the mentoring relationships was particularly interesting. In the current sample, 54.5 percent of the mentors said they

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TABLE 5			
The Editor as Protégé			
Have You Had One or More Mentors Throughout Your Career? (*N* = 39)	Yes	23	59.0%
	No	16	41.0%
If You Didn't Have a Mentor, Would You Have Liked to Have Had a Mentor? (*N*=15)	Yes	13	86.7%
	No	2	13.3%
How Many Mentors Have You Had? (*N* = 24)	1	6	25.0%
	2-3	14	58.3%
	4-5	3	12.5%
	6-9	1	4.2%
	10-14	0	0.0%
	15+	0	0.0%
At What Age Did You Receive the Most Benefit From Your Mentoring Relationships? (*N* = 26)	Under 20	1	3.8%
	20-24	10	38.5%
	25-29	11	42.4%
	30-39	1	3.8%
	40-49	1	3.8%
	50-59	2	7.7%
Were Your Mentors... (*N* = 26)	Immediate Superiors	16	61.5%
	Someone Else Within News Staff	7	26.9%
	Someone Else Within Organization	6	23.1%
	Someone Outside the Organization	6	23.1%
Who Initiated the Mentoring Relationships? (*N* = 25)	You	4	16.0%
	Your Mentor	6	24.0%
	Mutually Arranged	14	56.0%
	Company Arranged	1	4.0%

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initiated the mentoring relationship and none were initiated by protégés. When asked about their relationships as protégés, the editors indicated they initiated 16 percent of the mentoring relationships, 56 percent were mutually arranged and only 24 percent were initiated by their mentors. It seems possible that the editors have enhanced their role in initiating mentoring relationships either as protégé or mentor or both.

The editors also indicated they had had fewer mentors than protégés. While three of the editors reported having 15 or more protégés throughout their career, only one editor reported having more than five mentors during his career. In fact, 83.3 percent indicated they only had three or fewer mentors. Over 61 percent of the editors' mentors were their immediate supervisors. The results concerning the relationship of the editor to his mentor closely follow his relationship to his protégé.

Research Question Number One

In answer to Research Question 1 "To what extent is mentoring being practiced formally or informally, in the newsrooms of Tennessee newspapers?" at first blush the survey results suggest that mentoring is not being practiced on a wide scale in Tennessee newsrooms in either informal or formal ways. While almost 72 percent of the newspapers surveyed are reported to encourage mentoring, only 27.5 percent of their editors are doing so at present. But the fact that almost 88 percent of the editors indicated they

had had one or more protégés over the course of their career indicates that mentoring does take place in Tennessee's newsrooms perhaps more frequently than initially believed. Only four of the respondents (28.2 percent) indicated their papers had a formal mentoring program. Two of these were large seven-day daily papers, one was a small daily and one was a large non-daily. Again, this could be misleading, because two-thirds of the editors indicated they would consider implementing a formal mentoring program if the right circumstances existed.

Attitudes Toward Mentoring

While only a little over a quarter of the editors who responded to the survey are actually engaged in a mentoring relationship at present, there is general conceptual approval for mentoring. Almost three-quarters of the newspapers encourage mentoring and two-thirds either have a formal mentoring program or would consider implementing one. Almost 88 percent of the editors have a protégé or have had at least one in their career.

Over 92 percent of the editors indicated they had had a mentor or would have liked to have had a mentor at some point in their careers. Of the 23 editors who reported having at least one mentor throughout their career, they indicated general satisfaction with the assistance they received from their mentors.

TABLE 6 Satisfaction With Assistance From Mentors			
Statement	Mean	Median	Mode
Learning the culture of the profession and specific workplace	4.00	4	4
Advancing my career by championing my work to others	3.77	4	4
Gaining the self-confidence required for leadership positions	4.08	4	4

(1—Very Dissatisfied, 2—Somewhat Dissatisfied, 3—Neutral, 4—Somewhat Satisfied, 5—Very Satisfied)

The most generally accepted functions of the mentor were distilled into three statements: "My mentor helped me learn the culture of the profession and my specific workplace," "My mentor helped me to advance my career by championing my work to others," and "My mentor helped me to gain the self-confidence required for leadership positions." See Table 6. The first two items deal with professional/practical facets of mentoring, while the final statement is more of a psychosocial/person benefit. Three Likert scale items were created to measure the validity of those statements. For all three statements the average response was that the editor was somewhat satisfied with the assistance. It is interesting to note that the statement with the most self-serving connotation received the lowest mean score, while the most altruistic statement, about self-confidence required for leadership, received the highest mean score.

The mean, median and mode for the first statement, "Learning the culture of the profession and specific workplace" were all 4 on a scale of 1 to 5, with 1 being very dissatisfied and 5 being very satisfied. The responses

ranged from 7.7 percent who selected somewhat dissatisfied to 26.9 percent that selected very satisfied, with 53.9 percent selecting somewhat satisfied.

For the statement, "Advancing my career by championing my work to others," the median and mode were 4 and the mean was 3.77. The responses ranged from 3.9 percent (one) who selected very dissatisfied to 19.2 percent who selected very satisfied, with 50 percent choosing somewhat satisfied.

For the final statement, "Gaining the self-confidence required for leadership positions," the median and mode were both 4 and the mean was 4.08. The responses ranged from 23.1 percent who were neutral to 30.8 percent who were very satisfied, with 46.2 percent indicating they were somewhat satisfied.

Research Questions Number Two

The second research question, "What is the prevailing attitude toward mentoring among Tennessee newspaper editors?" can be answered thusly. While the sample indicated an unexpectedly low incidence of current mentoring relationships, all the other evidence points toward Tennessee newspaper editors having a generally favorable attitude toward mentoring. They have been active as mentors and as protégés, they are very receptive to the concept of formal mentoring programs and they view the assistance they received from their mentors with satisfaction.

Benefits to Protégés

Although both mentors and their organizations appear to benefit from mentoring relationships, by design it is the protégé who gains the real advantage from mentoring. A 12-item, five-point Likert scale was developed to measure the benefits to protégés as perceived by the editors. Half of the items dealt with professional benefits of mentoring, the other half with psychosocial benefits. The editors generally perceived the professional benefits more favorably than the psychosocial benefits when not discussing themselves. The six benefits of a professional nature received a mean score of 3.98, while the mean score for the six psychosocial questions was 3.61 on a scale of 1 to 5 with 1 being disagree strongly and 5 being agree strongly. Still, two psychosocial statements scored quite well with "Having a mentor provided me with encouragement," receiving the highest score of all 12 items. See Table 7.

Statement 1—"Having a mentor helped me achieve career advancement," received a mean of 4.18 and median and modes of 4. The scores ranged from 17 percent who were neutral to 35.7 percent who agree strongly, with 46.4 percent who agree somewhat.

Statement 2—"Having a mentor enhanced my professional status," received a mean of 3.82 and a median and mode of 4. The scores ranged from 3.6 percent (one) who disagreed strongly to 28.6 percent who agree strongly, with 35.7 percent who agree somewhat.

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TABLE 7 *Benefits to Protégés*			
Statement	Mean	Median	Mode
Having a mentor helped me achieve career advancement.	4.18	4	4
Having a mentor enhanced my professional status.	3.82	4	4
Having a mentor helped me understand organization's culture.	4.04	4	4
Having a mentor provided me with career advice.	4.07	4	4, 5
Having a mentor helped me develop contacts in my field.	4.14	4	5
Having a mentor helped me deal with office politics.	3.61	4	4
Having a mentor provided me with a role model.	4.18	4	5
Having a mentor helped me make friends within the organization	3.43	3	3
Having a mentor introduced me to coworkers on a social level.	2.89	3	3
Having a mentor helped me develop self-confidence.	3.96	4	4
Having a mentor provided me with encouragement.	4.25	4	4
Having a mentor helped me deal with personal problems.	2.96	3	3

(1—Disagree Strongly, 2—Disagree Somewhat, 3—Neutral, 4—Agree Somewhat, 5—Agree Strongly)

Statement 3—"Having a mentor helped me understand my organization's culture," received a mean score of 4.04 and median and mode both of 4. The scores ranged from 3.6 percent (one) who disagreed somewhat to 32.1 percent who agree strongly, and 42.9 percent who agreed somewhat.

Statement 4—"Having a mentor provided me with career advice," received a mean score of 4.07, with a median of 4 and a mode of 4 and 5. The scores ranged from 3.6 percent (one) who disagreed somewhat, to 35.8 percent who agree strongly.

Statement 5—"Having a mentor helped me develop contacts in my field," receive a mean of 4.14, a median of 4 and a mode of 5. The scores

ranged from 25 percent who were neutral to 39.3 percent who agreed strongly.

Statement 6—"Having a mentor helped me deal with office politics," received a mean of 3.61 and a median and mode of 4. The scores ranged from 3.6 percent who disagreed strongly to 14.3 percent who agreed strongly, with 42.9 percent who agreed somewhat.

Statement 7—"Having a mentor provided me with a role model," received a mean of 4.18, with a median of 4 and a mode of 5. The scores ranged from 28.6 percent who were neutral to 46.4 percent who agreed strongly.

Statement 8—"Having a mentor helped me to make friends within the organization," received a mean of 3.43 and a median and mode of 3. The scores ranged from 3.6 percent who disagreed strongly to 14.3 percent who agreed strongly, with 53.6 remaining neutral.

Statement 9—"Having a mentor introduced me to coworkers on a social level," received a mean of 2.89 and median and mode of 3. The scores ranged from 10.7 percent who disagreed strongly to 3.6 percent who agreed strongly, with 53.6 percent remaining neutral.

Statement 10—"Having a mentor helped me develop self-confidence," received a mean of 3.96 and median and mode of 4. The scores ranged from 3.6 percent who disagreed somewhat to 28.6 percent who agreed strongly, with 42.9 percent agreeing somewhat.

Statement 11—"Having a mentor provided me with encouragement," received the highest mean score of 4.25 and a median and mode of 4. The scores ranged from 14.3 percent who were neutral to 39.3 percent who agreed strongly, with 46.4 percent who agreed somewhat.

Statement 12—"Having a mentor helped me deal with personal problems," received a mean of 2.96 and a median and mode of 3. The scores ranged from 7.1 percent who disagreed strongly to 28.6 percent who agreed somewhat, with 46.4 percent remaining neutral.

The editors who responded to the survey were particularly willing to elaborate upon the benefit they derived from the mentors they had throughout their careers. In all, 21 of the 40 respondents wrote in response to the item, "Describe how your mentors helped advance your career:" Two of the respondents discounted the value of mentoring and wrote that knowledge was only gained through personal experience. But the other 19 were sometimes very specific about the value of having a mentor.

The positive responses were coded into six factors: acquired general newspaper knowledge, gained technical skills, gained decision making ability, acquired people skills, learned ethics of journalism and received personal benefits.

Nine of the open-ended responses concerned the acquisition of general newspaper knowledge. These covered the transmission of general information about the newspaper business and journalism. One editor wrote that his

mentors "made me understand the 'big picture' of the newspaper industry." Another was even more profound. "My editor and publisher taught me everything I know about the business and about writing," she wrote.

Four respondents indicated they acquired people skills from their mentors, learned how to cope with people in difficult situations and how to get along with the public and get the most production from coworkers. One editor's mentors "transferred skills and understanding of how to handle difficult jobs and people." Another four editors mentioned gaining technical skills from their mentors, including writing and computer skills, even learning the QuarkXpress pagination program.

Decision-making skills were cited by four respondents as the primary benefit they learned from their mentors. One editor wrote that he learned from watching his mentors make decisions and then later discussing how they reached a particular decision with them. The mentors also helped their protégés make important career decisions. One weekly editor wrote that his mentor, "guided me to my first newspaper purchase, then gave invaluable advice and counsel through the years."

Three respondents indicated their benefits were of a more personal nature, related to encouragement, understanding, advice and character development. Two editors mentioned their mentors taught them the ethics of journalism and how to make ethical decisions related to newspapers.

Benefits to Mentors

Mentors also gain some benefit from the mentoring relationship, although perhaps not to the same degree as do protégés. A Likert scale containing 12 statements about the benefits of mentoring to the mentor was created. Eight of the statements cover professional or self-interest benefits of mentoring while the remaining four address psychosocial/altruistic benefits. The editors who responded to the survey reported the value of the professional benefits to be the same as the psychosocial benefits; the mean score for the professional benefits was 3.41 and the mean score for the psychosocial benefits was 3.42, on a scale of 1 to 5, with 1 being disagree strongly and 5 being agree strongly. Apparently, the editors were in greater agreement with the stated benefits of mentoring to the protégé than to the mentor, since the overall mean score for benefits to the protégé was 3.8, while the overall mean score for benefits to the mentor was only 3.41. See Table 8.

Statement 1—"Being a mentor helps me develop loyal subordinates," received a mean of 3.86, a median of 4 and a mode of 3 and 5. Scores ranged from 2.7 percent (one) who disagreed strongly to 32.4 who agreed strongly.

Statement 2—"Being a mentor makes future favors from protégés more likely," received a mean of 3.3, and a median and mode of 3. The scores ranged from 2.7 percent who disagreed strongly to 5.4 percent who agreed strongly, with 55.6 percent remaining neutral.

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TABLE 8 *Benefits to Mentors*			
Statement	Mean	Median	Mode
Being a mentor helps me develop loyal subordinates.	3.86	4	3, 5
Being a mentor makes future favors from protégés more likely.	3.30	3	3
Being a mentor lets me experience achievement vicariously.	3.30	3	3, 4
Being a mentor brings me recognition among my peers.	2.57	3	3
Being a mentor helps me advance my own career.	2.81	3	3
Being a mentor helps me fulfill job responsibilities.	3.68	4	4
Being a mentor helps me improve the performance of my staff.	3.86	4	4
Being a mentor helps me maintain professional standards.	3.89	4	4
Being a mentor gives me personal satisfaction.	4.24	4	4
Being a mentor allows me to repay my past mentors.	3.49	4	3
Being a mentor helps me to make friends.	3.32	3	3
Being a mentor allows me to aid minorities.	2.63	3	3

(1—Disagree Strongly, 2—Disagree Somewhat, 3—Neutral, 4—Agree Somewhat, 5—Agree Strongly)

Statement 3—"Being a mentor lets me experience achievement vicariously," received a mean score of 3.3, a median of 3 and a mode of 3 and 4. Scores ranged from 11.1 percent who disagreed strongly to 18.5 percent who agreed strongly, with 44.4 percent remaining neutral and 44.4 percent agreeing somewhat.

Statement 4—"Being a mentor brings me recognition among my peers," received a mean of 2.57 with a median and mode of 3. Scores ranged from 37 percent who disagreed strongly to 2.7 percent who agreed strongly, with 32.4 percent remaining neutral.

Statement 5—"Being a mentor helps me advance my own career," received a mean of 2.81 and a median and mode of 3. Scores ranged 16.2

percent who disagreed strongly to 27 percent who agreed somewhat, with 43.2 percent remaining neutral.

Statement 6—"Being a mentor helps me fulfill my job responsibilities," received a mean of 3.68 and median and mode of 4. Scores ranged from 2.7 percent who disagreed strongly to 10.8 percent who agreed strongly, with 54.1 percent who agreed somewhat.

Statement 7—"Being a mentor helps me improve the performance of my staff," received a mean of 3.86 and a mode and median of 4. Scores ranged from 2.7 percent that disagreed strongly to 24.3 percent that agreed strongly, with 46 percent agreeing somewhat.

Statement 8—"Being a mentor helps me maintain professional standards," received a mean of 3.89 and median and mode of 4. Scores ranged from 2.7 percent who disagreed strongly to 24.3 percent that agreed strongly, with 51.4 percent agreeing somewhat.

Statement 9—"Being a mentor gives me personal satisfaction," received a mean of 4.24 with a median and mode of 4. Scores ranged from 2.7 percent who disagreed strongly to 40.5 percent who agreed strongly, with 48.6 agreeing somewhat.

Statement 10—"Being a mentor allows me to repay my past mentors," received a mean of 3.49, a median of 4 and a mode of 3. Scores ranged from 8.1 percent who disagreed strongly to 21.6 percent who agreed strongly, with 32.4 percent remaining neutral.

Statement 11—"Being a mentor helps me make friends," received a mean of 3.32 with median and mode of 3. Scores ranged from 5.4 percent who disagreed strongly to 10.8 percent who agreed strongly, with 51.4 percent remaining neutral.

Statement 12—"Being a mentor allows me to aid minorities," received a mean of 2.63 with median and mode of 3. Scores ranged from 18.9 percent who disagreed strongly to 16.2 percent who agree somewhat, with 46 percent remaining neutral. These responses may have been low due in part to the absence of any minorities among the editors returning surveys.

Immediately following this Likert scale, the survey provided the editors with an open-ended opportunity to list any other benefits of mentoring, asking, "Do you have any other reasons for mentoring not on this list?" Only six respondents provided a written answer. One indicated he did it because he would have appreciated a mentor himself when he was starting out. Two wrote they wanted to provide students with experience. One of them wrote, "Teaching young people about the newspaper business and about responsibility." One respondent was even more altruistic and wrote that he mentored others because, "Being of help where possible is simply the right thing to do—an instance of the Golden Rule."

Research Question Number Three

Research Question 3 "What are the benefits of mentoring as perceived by Tennessee newspaper editors," can now be answered. The newspaper editors who responded tend to view mentoring as being of greater benefit to the protégés than to the mentors and give greater weight to the professional benefits of mentoring than the psychosocial benefits. Specifically, the benefits of mentoring to the protégé they supported most strongly include providing encouragement, helping achieve career advancement and providing a role model. The editors gave equal weight to the professional and psychosocial benefit to the mentors themselves. The benefits they agreed with most strongly include personal satisfaction, maintaining professional standards, developing loyal subordinates and improving staff performance.

CHAPTER V
DISCUSSION

Virtually nothing was known about formal or informal mentoring within Tennessee newspaper organizations prior to this study. This study was intended to assess the extent to which mentoring activities are taking place within Tennessee newspaper newsrooms, what forms those activities take, what are the perceived benefits of those mentoring activities by senior editors and what are their attitudes toward mentoring. This study provides some insight into these questions and points to a rich area for future research.

The current literature has little to say in a quantitative context about mentoring in newspaper organizations, although anecdotal reports indicate that mentoring by senior editors may prove beneficial to junior editors and reporters in their career development. The vast body of current literature on mentoring is focused almost exclusively on the fields of education and business, but some of the lessons learned in these fields can be extrapolated to newspaper organizations. This study validates that extrapolation to a certain extent.

All three Research Questions were answered although perhaps not has decisively as one would have hoped. In answer to Research Question 1, "To what extent is mentoring being practiced formally or informally, in the newsrooms of Tennessee newspapers?" the survey results suggest that

mentoring is not being practiced on a wide scale in Tennessee newsrooms in formal ways, but the results are mixed on informal mentoring. Although only 27.5 percent of the editors are mentoring at present, the fact that 87.7 percent of the editors indicated they had had one or more protégés over the course of their career seems to indicate more mentoring may be taking place than first thought. The second research question, "What is the prevailing attitude toward mentoring among Tennessee newspaper editors?" was also answered. Most of the evidence points toward Tennessee newspaper editors having a generally favorable attitude toward mentoring. They have been active as mentors and as protégés, they are very receptive to the concept of formal mentoring programs, and they view the assistance they received from their mentors with satisfaction. Finally, the editors who responded found benefit for both protégé and mentor in mentoring relationships, but the value was markedly greater for the protégé. The benefits of mentoring to the protégé they viewed most strongly include providing encouragement, helping achieve career advancement and providing a role model. The editors gave equal weight to the professional and psychosocial benefit to the mentors themselves. The benefits they agreed with most strongly include personal satisfaction, maintaining professional standards, developing loyal subordinates and improving staff performance. This answers Research Question 3, "What are the benefits of mentoring as perceived by Tennessee newspaper editors."

The editors listed several of the characteristics of successful mentors identified by Dagarin and Rowley in describing how their mentors helped them. Nine of the editors cited the transmission of general newspaper knowledge, which correlated to Dagarin's desire to share hard-earned experience and wisdom. Four of the respondents wrote that their mentors helped them acquire people skills, which related to Rowley's quality of effectiveness in different interpersonal contexts. Four editors also mentioned gaining technical skills from their mentors, which correlates with Rowley's assertion that good mentors are skilled at providing technical support. Four editors wrote that their mentors helped them gain decision-making skills, which is similar to Dagarin's mentor who assists protégés with work habits, organizational skills and priorities. Finally, two editors indicated their mentors provided them with encouragement, understanding, advice and character development which parallel Rowley's qualities of acceptance and ability to communicate hope and optimism.

The similarity of the responses to the characteristics outlined by Dagarin and Rowley suggests that successful mentoring relationships in the newspaper industry are not dissimilar from mentoring relationships in other fields.

This clearer understanding of the mentoring relationship within Tennessee newspaper organizations should provide a basis for further research and for development of formal peer mentoring programs, including

training and incentives for senior editors to participate in both formal and informal mentoring relationships to the benefit of themselves, their protégés and their organizations.

Mentoring Programs

Although several of the editors who participated in the study indicated they would implement a formal mentoring program if a model were available, no readily available models of mentoring programs were uncovered in the course of this study. It was not the purpose of this study to develop such a model, but both the survey results and the literature offer some suggestions for the framework for such a future model.

Any formal mentoring program must be voluntary to be effective as more than one study indicates. But a newspaper could encourage its employees to participate in a voluntary mentoring program and provide inducements to make participation more attractive. Probably the most effective inducement for prospective mentors would be incentive pay during the period of the mentoring relationship, but a promotion or title change, additional vacation time or even a gift certificate could provide enough incentive for the small newspaper not able to raise salaries. New reporters or other new newsroom employees would likely be eager to be a part of a mentoring relationship because it would allow them to assimilate more

quickly and easily into the culture of the paper, help them learn their job more quickly and make friends more quickly.

The model mentoring program should begin with an orientation session or handout for prospective participants to outline the program. The program should provide written guidelines for the mentoring relationships including parameters on when and how often they should meet, an ending date for the mentoring relationship, cautions against allowing the relationship to become romantic and restrictions on where and when and under what circumstances they can meet. Ideally the organization should provide an hour or two of release time each week to allow the mentor and protégé to get together during the workday rather than after hours. An outline for discussions should also be provided, and new mentors should be required to go through a training session to orient them to their new responsibility. Mentoring relationships lasting six to 12 months, depending on the organization's needs, should be long enough to accomplish the goals of the mentoring program.

Although the organization could match up volunteer participants, the literature indicates these pairings are not typically among the most successful. Volunteers could be given a time frame in which to seek out a partner after which any who have not been paired could be matched up by the organization. At the initial meeting between mentor and protégé, they should go over the program's guidelines and establish any additional

parameters for their mentoring relationship at that time. The mentoring program should include definitions of mentoring, coaching, mentor, protégé/mentee, and examples of its successful implementation. Both mentor and protégé should prepare a one-page monthly report on the progress of their mentoring relationship for review by the organization. If either party were to feel uncomfortable with the relationship, the organization must reserve the right to immediately intervene and counsel the parties or give them new partners.

Further Research

This survey has only scratched the surface in terms of examining the mentoring relationship in Tennessee newsrooms or any other journalism organization. There are additional ways of looking at the data from this study that have not been explored, and the study suggests many other facets of the mentoring relationship that are as yet unexplored. In particular, this study was limited by its method and the small size of its sample. Telephone surveys and intensive interviews would likely render information far richer in its analytic and descriptive qualities than this study uncovered. Also, a focus group possibly could be conducted at a Tennessee Press Association convention.

Areas for fruitful research include in-depth studies of the mentor-protégé relationship within journalism organizations, including analysis from

the protégé's point of view, a study of why editors aren't mentoring and a comparative analysis of case studies of the few newspapers that have formal mentoring programs. Longitudinal studies could be conducted both during and after a mentoring relationship to examine actual benefits of mentoring. They also could be conducted to examine attitudinal changes before and after implementation of a formal mentoring program.

It is the author's hope that this study will serve as a springboard for more in-depth quantitative and qualitative research into the nature and benefits of mentoring within journalism organizations.

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APPENDIX

Survey of Mentoring in Tennessee Newspapers

This questionnaire should take about 15 minutes to complete. Please select or provide the single best answer to each question. When you are finished, please place this questionnaire in the provided self-addressed, stamped envelope and mail it back by Jan. 25. Do not put your name or the name of your newspaper on this form.

Definitions

Mentoring—"An interpersonal relationship in which a mentor helps a protégé learn about the profession and workplace, achieve career advancement and address social and personal issues that may arise. It can arise out of an informal relationship or a formal mentoring program."
Mentor—"A senior or experienced person involved in a mentoring relationship"
Protégé—"A junior or inexperienced person involved in a mentoring relationship"

The Newspaper Organization (Please circle the best answer)

1. What is the frequency of your paper's publication?

Weekly   Twice weekly   Daily   Seven-day Daily

2. What is your paper's paid circulation?

Below 2,000   2,000-4,999   5,000-9,999   10,000-19,999   20,000-49,999   50,000+

3. Is your paper's ownership: Family-owned   Private Corporation

                               Public Corporation   Other _____

4. How many full-time employees are on your staff (writers, photographers, editors, artists)?

1-4   5-9   10-19   20-49   50-99   100+

5. How many editors are on your news staff (not including copy editors)?

1   2-3   4-6   7-10   11-14   15+

6. Does your newspaper encourage mentoring relationships?   Yes   No

7. Does your newspaper have a formal mentoring program?   Yes   No

8(a). If the answer to #7 is yes, what are its characteristics? (Circle all that apply)

Incentive pay offered   Release time provided   Training provided

Periodic reports required   Company matches mentor-protégé   Time limit imposed

8(b). If the answer to #7 is No, would you ever consider implementing one?   Yes   No

9. If the answer to #8(b). is Yes, under what circumstances? Please explain. _____

_____

_____

_____

_____

Figure A-1. The Survey Questionnaire.

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The Editor (Please circle the best answer)

10. What is your age?

Under 25   25-29   30-39   40-49   50-59   60+

11. What is your gender?   Male   Female

12. How many years have you been an editor?

1 or less   2-5   6-9   10-19   20-29   30+

13. How many years have you been in this particular job?

1 or less   2-5   6-9   10-19   20-29   30+

14. What is the extent of your education?

High School   Some College   Associate's Degree

Bachelor's Degree   Graduate Degree

15. What is your racial/ethnic group?

African America   Asian   Hispanic   White   Other: _____

16. How many hours a week do you spend supervising employees?

1-5   6-9   10-19   20-29   30-39   40+

17. Are you currently acting as a mentor?   Yes   No

If the answer to Question #17 is No, please skip to Question #28
If the answer to Question #17 is Yes, please answer Questions #18-27

18. Is your protégé (Circle the best answer):

An immediate subordinate   Someone else within the news staff

Someone else within the newspaper organization   Someone outside the organization

19. What is your protégé's gender?   Male   Female

20. What is your protégé's age?

Under 20   20-24   25-29   30-39   40-49   50-59

21. What is your protégé's racial/ethnic group?

African America   Asian   Hispanic   White   Other: _____

22. How many years has your protégé been in the newspaper business?

1 or less   2-5   6-9   10-19   20-29   30+

Figure A-1. Continued.

23. How many years has your protégé been in this particular job?

1 or less   2-5   6-9   10-19   20-29   30+

24. Who initiated the mentoring relationship?

You   Your protégé   Mutually arranged   Company arranged

25. Has your protégé advanced in his/her career since your relationship began?   Yes   No

26. If the answer to Question #25 is yes, please describe the advancement _____

_____

27. How many hours per month on average do you spend with your protégé?

1-5   6-10   11-15   16-20   21-25   26-30

28. How many protégés have you had throughout your career?

1   2-3   4-5   7-9   10-14   15+

The following is a list of statements about potential benefits to mentors engaged in mentoring relationships. Indicate your level of agreement with each statement by circling one number. (1—Disagree Strongly, 2—Disagree Somewhat, 3—Neutral, 4—Agree Somewhat, 5—Agree Strongly.)

29.	Being a mentor helps me develop loyal subordinates.	1	2	3	4	5
30.	Being a mentor makes future favors from protégés more likely.	1	2	3	4	5
31.	Being a mentor lets me experience achievement vicariously.	1	2	3	4	5
32.	Being a mentor brings me recognition among my peers.	1	2	3	4	5
33.	Being a mentor helps me advance my own career.	1	2	3	4	5
34.	Being a mentor helps me fulfill job responsibilities.	1	2	3	4	5
35.	Being a mentor helps me improve the performance of my staff.	1	2	3	4	5
36.	Being a mentor helps me maintain professional standards.	1	2	3	4	5
37.	Being a mentor gives me personal satisfaction.	1	2	3	4	5
38.	Being a mentor allows me repay my past mentors.	1	2	3	4	5
39.	Being a mentor helps me to make friends.	1	2	3	4	5
40.	Being a mentor allows me to aid minorities.	1	2	3	4	5
41.	Do you have any other reasons for mentoring not on this list? _____					

_____

_____

42. Have you had one or more mentors during your career?   Yes   No

43(a). If the answer to Question #42 is No, would you have liked to have a mentor?   Yes   No

Figure A-1. Continued.

43(b). If the answer to Question #42 is Yes, how many mentors have you had?

| 1 | 2-3 | 4-5 | 7-9 | 10-14 | 15+ |

44. At what age did you receive the most benefit from your mentoring relationships?

| Under 20 | 20-24 | 25-29 | 30-39 | 40-49 | 50-59 |

45. Were your mentors (Circle all that apply):

Immediate superiors   Someone else within the news staff

Someone else within the newspaper organization   Someone outside the organization

46. Who initiated the mentoring relationships?

| You | Your mentor | Mutually arranged | Company arranged |

47. Describe how your mentors helped advance your career: _____

_____

_____

On a scale of 1 to 5, with 1 being very dissatisfied and 5 being very satisfied, describe your level of satisfaction with the assistance your mentors provided in the following areas:

48.	Learning the culture of the profession and specific workplace	1	2	3	4	5
49.	Advancing my career by championing my work to others	1	2	3	4	5
50.	Gaining the self-confidence required for leadership positions	1	2	3	4	5

The following is a list of statements about potential benefits to protégés engaged in mentoring relationships. Indicate your level of agreement with each statement by circling one number. (1—Disagree Strongly, 2—Disagree Somewhat, 3—Neutral, 4—Agree Somewhat, 5—Agree Strongly.)

51.	Having a mentor helped me achieve career advancement.	1	2	3	4	5
52.	Having a mentor enhanced my professional status.	1	2	3	4	5
53.	Having a mentor helped me understand the organization's culture.	1	2	3	4	5
54.	Having a mentor provided me with career advice.	1	2	3	4	5
55.	Having a mentor helped me develop contacts in my field.	1	2	3	4	5
56.	Having a mentor helped me deal with office politics.	1	2	3	4	5
57.	Having a mentor provided me with a role model.	1	2	3	4	5
58.	Having a mentor helped me make friends within the organization.	1	2	3	4	5
59.	Having a mentor introduced me to coworkers on a social level.	1	2	3	4	5
60.	Having a mentor helped me develop self-confidence.	1	2	3	4	5
61.	Having a mentor provided me with encouragement.	1	2	3	4	5
62.	Having a mentor helped me deal with personal problems.	1	2	3	4	5

Thank you for your participation in this study.
Please place this questionnaire into the enclosed self-addressed, stamped envelope now and mail it back.

Figure A-1. Continued.

Editor asks others' help with survey on mentoring

Mentoring as a means of organizational communication is a hot topic in management circles. But are communication organizations such as Tennessee newspapers using this method of organizational communication? That's what a study by one veteran Tennessee newspaper editor seeks to discover.

John Carpenter has been editor of The Herald-News in Dayton for the past 12 years. He is also a graduate student at the University of Tennessee at Knoxville, working on his master's degree in Communications with a concentration in journalism management. He is conducting a survey of mentoring in Tennessee newspapers for his thesis study.

"I started out in this business with very little formal education in journalism and management," Carpenter said. "Fortunately, several individuals along the way—some of them members of TPA—have mentored me and provided me with the tools needed to succeed. I decided to undertake this study to see how much mentoring is going on at other Tennessee newspapers and whether any papers have formal mentoring programs."

Carpenter plans to mail a survey form in early January to the editor or managing editor of each newspaper that is a member of the Tennessee Press Association. The four-page survey should take about 15 minutes to complete.

"I know that editors have little enough time for surveys—I've thrown away plenty of them myself—but I think this one is particularly important for Tennessee editors," Carpenter explained. "I also decided to send the surveys in early January, which is typically one of the slowest times in the newsroom."

The anonymous survey will ask questions about the editor and his experience, the size and frequency of the paper and the number of newsroom employees. It will also ask questions about whether the editor has ever been a mentor or a protégé/mentee and what was the nature and value of those relationships. Finally, the survey will ask questions about any formal mentoring program the paper may have.

Editors will be asked to return the survey forms in the stamped, self-addressed envelopes by Jan. 19. The results of the survey will be made available to participating editors later in the spring.

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Figure A-2. *Tennessee Press* Article, December, 2001.

336 Joe Nixon Ln.
Dayton, TN 37321

January 7, 2002

Tennessee Newspaper Editors

Let me introduce myself. My name is John Carpenter, and I have been editor of *The Herald-News* in Dayton for the past 12 years. I have met many of you over the years at TPA conventions and know of most of the rest of you by reputation or through mutual friends. I plan on graduating this spring from the University of Tennessee at Knoxville with a master's degree in communications and a concentration in journalism management. My thesis is a study of the mentoring relationship in Tennessee newspapers. You may have read about my study in an article in the most recent issue of *Tennessee Press*.

Mentoring is one of the hottest topics in business management circles today. Newspapers, like other businesses, are constantly seeking ways to improve efficiencies. Mentoring is not only a way of advancing young reporters' careers, but it serves as a method of organizational learning and organizational communication that can empower and enrich newspaper organizations.

I need your help in completing the enclosed questionnaire. It shouldn't take more than about 15 minutes, and I deliberately chose this time of year because it is the closest thing to a slow time that many newsrooms experience. The questions are simple and straightforward. Please select or provide the most appropriate answer for each question.

At the completion of the questionnaire, place it in the enclosed, self-addressed, stamped envelope and mail it back to me by Jan. 25. For the purpose of confidentiality, please do not include your name or the name of your newspaper anywhere on the questionnaire or envelope. Return of the questionnaire will constitute your informed consent to participate in the study.

After the conclusion of the study, the results will be summarized in an article to be published in *Tennessee Press* later this spring. A Web site URL will be included in the article for those who wish to read the entire study.

Thank you for your help in completing this questionnaire. I hope the results will be a benefit to all of us who manage Tennessee's newsrooms.

Sincerely,

John B. Carpenter
Editor

Figure A-3. Cover Letter for Survey Questionnaire.

Tennessee Press Association
6915 Office Park Circle • Knoxville, TN 37909-1162
Phone: (865) 584-5761 • Fax: (865) 558-8687

DATE: 1/7/02

TO: TPA Editors and Managing Editors

FROM: Tommy Wilson, President

SUBJECT: Mentoring Survey

One of our own needs your help.

In this month's issue of The Tennessee Press, we reported on the efforts of John Carpenter, editor of The Herald-News in Dayton, to survey mentoring activities and programs taking place at Tennessee's newspapers. John is also a graduate student at the University of Tennessee in Knoxville. The survey is for his thesis study.

Enclosed you will find the four page survey that John assures me will only take about 15 minutes to complete. A self-addressed stamped envelope is enclosed for your convenience.

I encourage each of you to participate. The rewards are two-fold: 1.) you will be helping a fellow editor; and, 2.) participating editors will receive the results of the survey this spring.

Thank you.

Figure A-4. Tennessee Press Association Support Memo.

Help!

A little over a week ago you received a survey concerning mentoring in Tennessee newspapers. I have received several questionnaires back already, and the responses look very interesting. But I still need your help. If you haven't already completed your survey, I'd appreciate it if you would fill it out and **mail it this week.**

The deadline for the study is Jan. 25

If you have already filled out the questionnaire and mailed it back, thanks so much for your help!

Once my thesis is complete, an article summarizing the results will be published in Tennessee Press and the entire study will be available online.

Thanks again,

John Carpenter

Figure A-5. Follow-up Postcard.

LIST OF NEWSPAPERS AND EDITORS INCLUDED IN STUDY

NON-DAILY NEWSPAPERS

Editor	Newspaper	City
Robert B. Sims	The Crockett Times	Alamo
Helen T. Stagner	Your Community Shopper	Ardmore
Tim Adkins	Ashland City Times	Ashland City
Chip Turner	Bartlett Express	Bartlett
Ingrid Buehler	Polk County News	Benton
Anne Ingle	The Bolivar Bulletin-Times	Bolivar
Jay Albrecht	The States-Graphic	Brownsville
James E. Hill	Pickett County Press	Byrdstown
Joan Hatley	The Camden Chronicle	Camden
Eddie West	Carthage Courier	Carthage
Ed Cahill	Citizen-Statesman	Celina
Brad Martin	Hickman County Times	Centerville
Earl Williams	Hamilton County Herald	Chattanooga
Ken Leinart	The Courier News	Clinton
Clay Morgan	The Cordova Beacon	Cordova
George T. Whitley	The Covington Leader	Covington
Mike Moser	The Crossville Chronicle	Crossville
Cameron Collins	The Dickson Herald	Dickson
F. Gene Washer	The Stewart-Houston Times	Dover
Jeff Washburn	Dresden Enterprise	Dresden
Linda Faye Rogers	The Dunlap Tribune	Dunlap
Cindy East	The Tri-City Reporter	Dyer
Mark A. Stevens	The Erwin Record	Erwin
Nancy Phillips Stephens	The Fairview Observer	Fairview
Lucy Carter	Elk Valley Times	Fayetteville
Andy Mitchell	Jackson County Sentinel	Gainesboro
Fred Brooks	The News-Examiner	Gallatin
Gail F. Mills	Germantown News	Germantown
William A. Klutts	The Halls Graphic	Halls
Paul Parson	The Harriman Record	Kingston
Sara Parker	The Hartsville Vidette	Hartsville
Steven Oden	Chester County Independent	Henderson
Byrne K. Dunn	Lewis County Herald	Hohenwald
Danny Wade	The Chronicle	Humboldt
Shirley Nanney	Carroll County News-Leader	Huntingdon
Bill Bowden	Fentress Courier	Jamestown
Allen Kirk	The Jasper Journal	Jasper
Dale C. Gentry	The Standard Banner	Jefferson City
Bryan Stevens	Herald and Tribune	Jonesborough
Rick Hooper	The Roane County News	Kingston
Truett Langston	Macon County Times	LaFayette

Larry K. Smith	The Advance-Sentinel	LaFollette
Linda Thurston	The LaFollette Press	LaFollette
Jim Crawford Jr.	The Democrat-Union	Lawrenceburg
Tommy A. Bryan	The Wilson World	Lebanon
Linda Brewer	The News-Herald	Lenoir City
Rhonda Poole	Lewisburg Tribune	Lewisburg
Mike Reed	The Lexington Progress	Lexington
Randy Mackin	Buffalo River Review	Linden
James A. Mitchell	Livington Enterprise	Livingston
Dewain Peek	Overton County News	Livingston
Marilyn Craig	The Moore County News	Lynchburg
Tommy Wilson	The Democrat/Laker	Madisonville
Mary Reeves	Manchester Times	Manchester
Laura Lytle	Weakley County Press	Martin
Elbra Davis	News Leader	Maynardville
Joel Washburn	The McKenzie Banner	McKenzie
James Clark	Southern Standard	McMinnville
Bill Wellborn	Memphis Business Journal	Memphis
Bob Parkins	The Milan Mirror-Exchange	Milan
Andrew Bell	The Millington Star	Millington
Clint Brewer	Mt. Juliet News	Mt. Juliet
Deidra J. Smith	The Tomahawk	Mountain City
Henrietta Hayword	Nashville Record	Nashville
Paula U. Winters	Westview	Nashville
Paul Roy	Independent Herald	Oneida
Richard Magyar Jr.	Scott County News	Oneida
Sam Kennedy	The News Leader	Parsons
Linda Lewanski	Tennessee Star Journal	Pigeon Forge
Ruth Burton	The Bledsonian Banner	Pikeville
Byron Edwards	The Portland Leader	Portland
Scott Stewart	The Giles Free Press	Pulaski
Terry R. Ford	Lauderdale County Enterprise	Ripley
Jay Heath	The Lauderdale Voice	Ripley
Darrell Richardson	The Rockwood Times	Kingston
Kevin L. Burcham	Rogersville Review	Rogersville
Linda Witt	Grainger County News	Rutledge
Jim Thompson	The Courier	Savannah
Janet Rail	The Independent-Appeal	Selmer
Chris Tramel	The Middle Tennessee Times	Smithville
William R. Fryar	Smithville Review	Smithville
Gary Frazier	The Rutherford Courier	Smyrna
Don Dowdle	Fayette County Review	Somerville
Buth Rhea	Fayette Falcon	Somerville
Beenea Hyatt	South Pittsburg Hustler	South Pittsburg
Suzanne Dickerson	The Expositor	Sparta
Sandy Crain	The Mountain View	Spencer
Toni Dew	Robertson County Times	Springfield

Jason Reagan	Monroe Co. Advocate-Democrat	Sweetwater
Richard Evans	The Claiborne Progress	Tazewell
Evan S. Jones	The Lake County Banner	Tiptonville
Jeffery D. Fishman	Grundy County Herald	Tracy City
Danny Jones	The Herald Gazette	Trenton
Bob Kyer	The Tullahoma News	Tullahoma
Judy Underwood	Morgan County News	Kingston
Grey Collier	The News-Democrat	Waverly
Dan A. Cole Jr.	The Wayne County News	Waynesboro
Davis Sons	The Herald-Chronicle	Winchester
Andy Bryson	Cannon Courier	Woodbury

DAILY NEWSPAPERS

Editor	Newspaper	City
Doug Headrick	The Daily Post-Athenian	Athens
Tom English Jr.	Bristol Herald Courier	Bristol
Tom Griscom	Chattanooga Times Free Press	Chattanooga
Richard Stevens	The Leaf-Chronicle	Clarksville
Larry C. Bowers	Cleveland Daily Banner	Cleveland
Chris Fletcher	The Daily Herald	Columbia
Charles Denning	Cookeville Herald-Citizen	Cookeville
Bob Slate	State Gazette	Dyersburg
Guy L. Austin	Elizabethton Star	Elizabethton
Mindy Tate	The Review Appeal	Franklin
John M. Jones Jr.	The Greeneville Sun	Greeneville
Richard A. Schneider	The Jackson Sun	Jackson
John A. Jones	Johnson City Press	Johnson City
Ted Como	Kingsport Times-News	Kingsport
Jack McElroy	The Knoxville News-Sentinel	Knoxville
Sam Hatcher	The Lebanon Democrat	Lebanon
Larry Aldridge	The Daily Times	Maryville
Henry Stokes	The Commercial Appeal	Memphis
Kathleen Burt	The Daily News	Memphis
Wayne Knuckles	Citizen Tribune	Morristown
Mike Pirtle	The Daily News Journal	Murfreesboro
Frank Sutherland	The Tennessean	Nashville
David Popiel	The Newport Plain Talk	Newport
Dale McConnaughay	The Oak Ridger	Oak Ridge
Michael Williams	The Paris Post-Intelligencer	Paris
Jeannie Brandstetter	The Mountain Press	Sevierville
Mark McGee	Shelbyville Times-Gazette	Shelbyville
David Critchlow Jr.	Union City Daily Messenger	Union City.

QUALITATIVE RESPONSES TO OPEN-ENDED QUESTIONS

1. **Under what circumstances would you consider implementing a formal mentoring program?**

- "After contacting UT and Tennessee Tech with no reply, I gave up. I am ready to go with this program." (5)

- "Time constraints." (8)

- "If time and funding ever allowed, which seems doubtful." (11)

- "If we could evaluate a few programs and decide what is best for us." (13)

- "I frankly see no need for a formal program. Mentoring operates here informally on "as needed" and "as wanted" basis. Almost all staff are 30+." (14)

- "Our staff is very small, but we are always glad to use our experience to help others learn. I have helped both the junior high and high school with their newspapers, and we have let fledgling writers bring us articles for critique or to publish." (16)

- "Once staff increased." (17)

- "Availability of interested students". (18)

- "If we grow large enough, we might need to start, but with a small staff, a formal program is not necessary." (19)

- "Coach as we go but would prefer more formal programs for employees." (22)

- "If the publishers will fund it. During the last decade, we have provided high school students an opportunity to set type and report on high school sports, when we can find interested students." (29)

- "Have not given it enough serious thought to know." (33)

- "Willing to use students to write sports and feature articles." (34)

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- "Won't for less than normal salary, sort of an internship." (36)

- "Would offer a learning environment for someone interested in a small-town atmosphere. Would include training in all areas of running a small newspaper, which includes writing, editing, photos, selling and making up ads." (37)

2. Describe protégé's career advancement:

- "Section editor from general staff." (2)

- "Knowledge advanced. Made it possible to retain his job as a manager." (9)

- "She has learned a lot tremendously on what stance a news article must take." (22)

- "Has learned much about small newspaper operation." (38)

- "From two days per week to three days per week." (39)

3. Do you have any other reasons for mentoring not on this list?

- "Can't find many prospective employees who have the needed skills in the weekly field." (3)

- "Being of help where possible is simply the right thing to do—An instance of the Golden Rule." (14)

- "Teaching young people about the newspaper business and about responsibility." (16)

- "Helping students gain real on-the-job experience." (29)

- "Would have appreciated a mentor myself in the beginning years." (37)

- "It has been a help to have assistance with sports coverage—some take to it better than others." (38)

4. Describe how your mentors helped advance your career:

- "Important knowledge only gained through experience." (2)

- "Learning technical details: Quark, computers." (4)

- "Seeing their decision making and discussing on a daily basis." (5)

- "Made me understand the "big picture" of the newspaper industry." (6)

- "Advice, understanding, leadership." (8)

- "Transferred skills and understanding of how to handle difficult jobs and people." (9)

- "Helped me make the right decisions." (10)

- "Almost all of my job skills were learned under tough editors who demanded excellence." (11)

- "Just imparted some experience-based wisdom about dealing with people, situations." (14)

- "My editor and publisher taught me everything I know about the business and about writing, yet they taught me to use my mind. (16)

- Gained knowledge/wisdom with going through experience myself. (17)

- Taught me the ethics of the jobs." (22)

- "Guided me to my first newspaper purchase, then gave invaluable advice and counsel through the years." (24)

- "Encouraged and advised." (25)

- "Taught me responsibility, dedication, how to get along with fellow employees and public, how to appreciate and get the most production from coworkers." (26)

- "Taught me the basics and I grew from their experience." (27)

- "Simply providing answers and examples." (29)

- "Guidance in how to work with people, writing style, confidence." (34)

- "They taught me how to do my job and to take pride in what I do." (35)

- "Knowledge of the business." (39)

- "I had two—one was a college professor; he was wonderful. The second was my superior at work, and it was more about learning what was expected of me." (40)

VITA

John B. Carpenter was born in Montpelier, Vermont, and grew up in Meriden, New Hampshire and Peabody, Massachusetts. He graduated high school from Ben Lippen School in Asheville, North Carolina, where he was a National Merit Scholarship Semi-finalist.

He attended Bryan College in Dayton, Tennessee, Houghton College in Buffalo, New York, and the State University of New York at Buffalo before graduating with a Bachelor of Arts degree in History and Secondary Education Certification from Bryan College in 1986.

After deciding that Dayton, Tennessee, was the perfect place on earth in which to live, he joined the staff of *The Herald-News* there in 1987. He was promoted to editor in 1989 and has served in that capacity until the present. Along the way he has turned *The Herald-News* into one of the finest small papers in East Tennessee, winning eight First Place Awards in the Tennessee Press Association-University of Tennessee Press Awards for Editorials, Public Service and Promotion of Newspapers.

He is or has been a member of the Tennessee Press Association, National Newspaper Association, East Tennessee Chapter of the Society of Professional Journalists, Chattanooga Press Association, Journalism Education Association, Association of Christian Collegiate Media Advisors, Bryan College Student Publications Committee, Rhea County Literacy

Council, Rhea County Council of Community Services, Dayton Kiwanis Club and Rhea County Civil Service Board.

His writings have been published in *Tennessee Press*, *Chattanooga News-Free Press*, *Chattanooga Times*, *World* magazine, Crosswalk.com, *The Herald-News*, Bryan College *Triangle* and *Bryan Life*.

Since 1999, he has taught journalism courses at Bryan College as an adjunct member of the faculty and served as faculty advisor to the student newspaper, *Triangle*.

After entering the University of Tennessee's College of Communication's distance education program in 1998, he received his Master of Science degree in May 2002, majoring in Communications with a concentration in Journalism Management.