EXPLORING LINKAGES BETWEEN GENERATIVITY, MENTORING, AND JOB
SATISFACTION AMONG FEDERAL GOVERNMENT EMPLOYEES

by

Jeffrey W. Curry
A Dissertation
Submitted to the
Graduate Faculty
of
George Mason University
In Partial Fulfillment of
The Requirements for the Degree
of
Doctor of Philosophy
Biodefense

Committee:

_____	A. Trevor Thrall, Chair
_____	Paul L. Posner
_____	John Marvel
_____	A. Trevor Thrall, Program Director
_____	Ming Wan, Division Chair
_____	Mark J. Rozell, Dean
Date: _____	Summer Semester 2015 George Mason University Fairfax, VA

Exploring Linkages between Generativity, Mentoring, and Job
Satisfaction among Federal Government Employees

A Dissertation submitted in partial fulfillment of the
requirements for the degree of Doctor of Philosophy at
George Mason University

By

Jeffrey W. Curry
Master of Human Relations
University of Oklahoma, 2003
Bachelor of Science
Campbell University, 1996

Director: A. Trevor Thrall, Professor
Department of Biodefense Program

Summer Semester 2015
George Mason University
Fairfax, VA

DEDICATION

      This is dedicated to Dr. Frances V. Harbour, a true scholar, educator, mentor, and friend. Her passion for people and making the world a better place lives on in me and those who were fortunate enough to know her!

ACKNOWLEDGEMENTS

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

ABSTRACT

EXPLORING LINKAGES BETWEEN GENERATIVITY, MENTORING, AND JOB
SATISFACTION AMONG FEDERAL GOVERNMENT EMPLOYEES

Jeffrey W. Curry, Ph.D.

George Mason University, 2015

Dissertation Director: Dr. A. Trevor Thrall

This study examines the association between job
satisfaction among United States Federal agency employees
and agency mentoring programs, such as those provided by
the National Security Agency (NSA), the Senior Executive
Service Candidate Development Program (SESCDP), and the
Presidential Management Fellow Program (PMF). Faced with
the looming departure of significant numbers of baby
boomers, the Federal government is tasked with developing
the next generation of workers comprising the civilian
workforce who currently perform a range of mission-critical
duties. While mentoring programs have been extensively
studied in the private sector, scant attention has been
paid to the unique challenges faced by Federal agencies and

their need to foster generativity, that is, concern for developing the next generation of workers. Personnel reductions, furloughs, pay freezes, and budget cuts, along with record numbers of retirement-eligible workers, have contributed to a potentially crippling knowledge gap within the remaining civilian workforce. This study, underpinned by a theoretical framework based on Maslow's hierarchy of needs and Erikson's concept of generativity, identifies factors that affect job satisfaction and intention to quit. The study analyzes these factors in correlation with the perceived effectiveness of government agency mentoring programs. Findings can be used to inform best practices for developing generativity-conscious leaders to fill the void that will be left in the coming years by departing Federal workers. As a result, the Department of Defense (DOD) and Federal agencies will be in a better position to grow and develop the civilian workforce, resulting in improved organizational outcomes.

CHAPTER ONE

INTRODUCTION

The Federal government cannot successfully operate without skilled Federal workers to drive agencies' high performance. The Federal civilian workforce fills a range of critical positions including such functions as doctors, scientists, engineers, clerical, technical and blue collar workers, cybersecurity specialists, and financial and program managers. Agency operations require deployment of Federal workers in the correct numbers and at the appropriate place and time to meet complex national challenges involving disaster response, national and homeland security, economic stability and other national issues as they arise. Given the reality that civilians fill many mission-critical positions, the Federal government faces the challenges of maintaining a workforce that meets performance needs, while at the same time meeting fiscal constraints on controlling personnel costs.

Balancing these competing constraints calls for effective human capital policies and practices.[1]

Mentoring practices should play a significant role in these policies. The practice of mentoring benefits the mentor, the mentee and the Federal agency, and it offers a potent management strategy to promote job satisfaction and skill development. Mentoring, as influenced by generativity-focused leadership concerned with hiring the next generation of skilled Federal workers, must consider factors impacting job satisfaction and intentions to quit. This study explores the correlation between job satisfaction among United States Federal agency employees and agency mentoring programs. Some agencies have already recognized the importance of mentoring programs. The National Security Agency (NSA), the Senior Executive Service Candidate Development Program (SESCDP), and the Presidential Management Fellow Program (PMF) are among agencies that have implemented formal mentoring programs. However, according to Government Accountability Office

---

[1] U.S. Government Accountability Office (GAO). *Federal Workforce: Recent Trends in Federal Civilian Employment and Compensation*. Online. GAO Access. 29 January 2014. Available: http://www.gao.gov/products/GAO-14-215

(GAO) reports[2], still more comprehensive efforts are needed given the potential impending departure of significant numbers of baby boomers.

Agencies are responsible for developing the next generation of Federal workers making up the civilian workforce who currently perform a range of mission-critical duties. A review of the literature shows that mentoring programs have been extensively studied in the private sector, but less research has studied the unique challenges faced by Federal agencies. If agencies are to successfully meet strategic human capital goals, they must foster generativity[3], that is, concern for developing the next generation of workers. Since the 1990s, personnel reductions, furloughs, pay freezes, and budget cuts, along with record numbers of retirement-eligible workers, have contributed to a potentially crippling knowledge gap within the remaining civilian workforce.[4] This study, underpinned

---

[2] Ibid.

[3] Generativity. (n.d.). *Medical Definition and More from Merriam-Webster*. Retrieved September 11, 2013 from http://www.merriam-webster.com/medical/generativity. Merriam-Webster defines generativity as "a concern for people besides self and family that usually develops during middle age; *especially*: a need to nurture and guide younger people and contribute to the next generation."

[4] "Defense.gov News Article: Speech." Secretary of Defense Chuck Hagel Speech, Washington D.C., Tuesday, November 05, 2013. Available: http://www.defense.gov/speeches/speech.aspx?speechid=1814. See also

by a theoretical framework based on Maslow's hierarchy of needs and Erikson's concept of generativity[5], identifies factors that affect job satisfaction and intention to quit.

Through surveys of hundreds of USG employees at 65 agencies, this study assesses the impact of mentoring on job satisfaction, etc. Based on the results, I argue that mentoring has a significant impact on both factors and can thus play an important role in DOD's strategic human capital management efforts. The study expands existing knowledge about these factors in the context of their effectiveness resulting from government agency mentoring programs. This knowledge can then inform best practices for developing generativity-conscious leaders to fill the void that will be left in coming years by departing Federal workers. DOD and Federal agencies will be better able to grow and develop the civilian workforce to achieve improved organizational outcomes.

"Defense.gov News Article: DOD Memo Provides Specifics for Headquarters Spending Cuts." August 18 2013. Available: http://www.defense.gov/News/NewsArticle.aspx?ID=120565. See also U.S. General Accounting Office."Defense Force Management: Expanded Focus in Monitoring Civilian Force Reduction is Needed." 18 March 1992.

[5] Erik H. Erikson. *Childhood and Society*. New York: Norton, 1950. Generativity, as originally described in Erik H. Erikson's psychosocial theory, is the phase of life when we are most concerned with "establishing and guiding the next generation."

The Problem: Rising Challenges for DOD Human Capital Management

GAO, Congress, and other stakeholders recognize that Federal agencies have encountered problems resolving human capital management challenges. These problems have been decades in the making but become increasingly urgent as substantial numbers of Federal workers approach retirement eligibility. This study focuses on three factors in particular that contribute to the urgency of Federal workforce planning: retirement trends, effects of previous DOD downsizing, and the weakening of workforce morale.

Challenge #1 Retirement Trends

Retirement eligibility for significant numbers of Federal employees signals a potentially crippling government-wide talent drain. By September 2017, nearly 600,000 employees - 31 % of the Federal civilian workforce - will reach retirement eligibility, heralding a potential crisis for various Federal agencies due to a convergence of factors.[6] Approximately 21 % of Department of Homeland Security (DHS) staff on board as of September 2012 will

---

[6] U.S. GAO. "*Federal Workforce,*" *p. 1.*

reach retirement eligibility by 2017.[7] More than 42 % of Department of Housing and Urban Development (HUD) and the Small Business Administration (SBA) staff will be eligible to retire in 2017. Specific occupations, such as air traffic controllers and program managers, will also experience significantly high retirement eligibility rates by 2017.[8] Whereas retirement rates remained flat or fell during the recession, they have since climbed back in 2011 and 2012 to pre-recession rates.[9] Not all eligible employees will actually retire at the earliest opportunity; however the possibility of large numbers of departing employees in the near-term can pose significant management challenges.

When properly managed and anticipated, a certain level of retirement and attrition is beneficial for creating restructuring opportunities and bringing in fresh skills. However, this turnover requires strategic management to avoid skill imbalances and erosion of institutional knowledge. The loss of specialized knowledge and experience occurring, when skilled Federal workers leave,

---

[7] Ibid., 8.

[8] Ibid.

[9] Ibid., 1.

creates skills gaps and poses management challenges that
potentially jeopardize agencies' ability to carry out their
missions. It is critical that Federal agencies manage
attrition rates in such a way that gaps do not develop in
institutional knowledge and leadership as skilled employees
leave. GAO has consistently called attention to trends in
Federal civilian employment that indicate the need to
develop talent management strategies addressing these
challenges. In 2011 and again in 2013, GAO noted the risks
resulting from skills gaps that existing human capital
management policies have not addressed.[10] [11] In spite of
these notices, a large number of Federal agencies continue
without having developed appropriate workforce planning
strategies.[12]

---

[10] U.S. GAO. "*DOD Civilian Workforce: Observations on DOD's Efforts to Plan for Civilian Workforce Requirements*. ONLINE. GAO Access. 26 July 2012. Available: http://www.gao.gov/products/GAO-12-962T [5 September 2013].

[11] U.S. GAO. "Critical Skills and Competency Assessments Should Help Guide DOD Civilian Workforce Decisions," January 2013. Retrieved from GAO Reports Main Page via GPO Access database: http://www.gpoaccess.gov/gaoreports/index.html

[12] Ibid.

Challenge #2 DOD Downsizing

GAO has repeatedly advocated the adoption of improved workforce management strategies, citing skills gaps and other deficits resulting from DOD efforts to downsize the civilian workforce. During the 1990s, DOD focused on civilian workforce downsizing rather than shaping the makeup of its workforce, with resultant imbalances in shape, skills, and retirement eligibility. Whereas voluntary attrition, hiring freezes, and financial separation incentives helped to mitigate some of the impacts of civilian workforce reductions, these actions did not effectively manage workforce skills imbalances.[13] During this period, the DOD workforce came to be affected by an increasing gap between older, more experienced employees and younger, less experienced ones. In addition, GAO reported that DOD downsizing efforts lacked a clear strategy and lacked sufficient data on workers, workload, and projected force reductions that would achieve its goals. Additionally, DOD efforts sometimes resulted in unintended consequences. For example, following 11 consecutive years of downsizing, the Department found

---

[13] U.S. GAO, "DOD Civilian Workforce: Observations*."*

itself on the verge of a retirement-driven talent drain in its civilian acquisition workforce.[14]

A clear need exists for DOD to improve its approach to workforce planning and the strategies used to meet its goals. Since 2006 the Department has been required to have a civilian workforce strategic plan. This plan must include an evaluation of skills, competencies and gaps, projected workforce trends, and required funding of its civilian workforce. Even though GAO reported improvements in DOD's efforts to manage its civilian workforce, GAO continued to be concerned with shortcomings such as DOD's failure to conduct a competency gap analysis for the department's financial management workforce.[15] GAO reported in 2013 that it has listed strategic human capital management as a government-wide area of high risk. GAO further noted that serious human capital shortfalls jeopardized the capability of many Federal agencies to achieve their missions. This shortcoming remains an area of concern throughout the Federal government because of a failure to engage in planning for and managing current and

---

[14] U.S. GAO, "Observations."

[15] Ibid.

emerging critical skill and competency gaps.[16] [17] Having

once identified competency gaps, DOD is then obligated to

develop and implement recruitment and retention strategies

to meet workforce planning goals. Further expansions of

mentoring programs that promote Federal worker job

satisfaction and mitigate turnover intentions provide one

such talent management strategy. Additional research on

mentoring and its impacts helps to inform such strategies.

GAO also noted that DOD's skill and competency gaps

undermine agencies' ability to meet vital missions provided

by the efforts of its large, diverse Federal civilian

workforce.[18] Vital missions affected by skills gaps include

maintaining national security. GAO reported that as of

September 2012, DOD had completed competency gap

assessments for only 8 of 22 mission critical occupations.

In the absence of a fully developed workforce plan, with

---

[16] U.S. GAO. "Critical Skills and Competency Assessments Should Help Guide DOD Civilian Workforce Decisions," January 2013. Retrieved from GAO Reports Main Page via GPO Access database: http://www.gpoaccess.gov/gaoreports/index.html.

[17] A competency gap is defined as the difference between the current competency level of employees and the required competency level, as described in "Determine Employees' Competency Gap to Facilitate Training and Talent Management." 2014. Available: http://www.strategic-human-resource.com/competency-gap.html

[18] U.S. GAO, "Critical Skills"

all completed gap assessments, DOD is less able to make informed decisions concerning strategic reductions in its workforce. This shortcoming contributes to DOD's ineffectiveness in developing strategies to mitigate skill shortages that affect achieving the mission.[19] GAO noted this inability was an ongoing problem for DOD, which GAO had reported in 2009 and again in 2012. DOD concurred, at least in part, with GAO observations about its efforts to strategically manage its civilian workforce while maintaining requisite critical skills and competencies.

DOD's workforce consists of military personnel, civilians, and contractors. In her 2012 Congressional subcommittee testimony, Director of Defense Capabilities and Management Brenda Farrell noted that 30 % of DOD's workforce would be eligible to retire by March 31, 2015.[20] While not every eligible worker will retire at this time, the number of retirement-eligible employees offers perspective on the magnitude of the potential talent drain that confronts DOD. Given the requirement to reduce its dependence on contractors, DOD acknowledged the difficulty it would face in meeting the mandated reduction. DOD's

---

[19] U.S. GAO, "DOD Civilian Workforce," p.1

[20] U.S. GAO, "DOD Civilian Workforce," p. 12.

difficulties are further exacerbated by the fact that voluntary attrition and force reductions tend to induce the separation of more valuable employees.

Challenge #3 Demoralized Workforce

The Army's Center for Army Leadership Annual Survey of Army Leadership (CASAL) also reflects concerns by Army personnel with ongoing workforce challenges. The 2012 CASAL results showed that even though leaders' commitment to the Army was at an all-time high, nearly 50 % of the Army's leaders felt that the Army was not equally committed to them. The CASAL report described this perception as "not unexpected" given uncertainty concerning the future of the Army end strength created by downsizing, reduced promotion rates, and mandated end strength reductions implemented by the qualitative service program (QSP), and selective early retirement boards (SERB). The report further advises that monitoring reciprocal commitment provides an indication to senior leaders of the cascading effects that uncertainty produces. The report cites

consequences that include driving down morale, exacerbating the loss of quality leaders, and eroding unit cohesion.[21]

The CASAL survey also reflects criticism of Army leaders' capacity to develop others. The survey showed that *Developing Others* was the core leader competency most needing improvement. This observation was similar across all levels, showing that while leaders lead subordinates well, leaders needed to improve in developing future leaders in areas such as mentoring, coaching, counseling, listening, and sharing.[22] Even though there was a slight increase in favorable ratings from 2011 to 2012, from 59 % to 62 % indicating a rating for this category as effective or very effective, 19 % of Army leaders were rated as ineffective or very ineffective at developing subordinates.[23] Further, even though the Army places great value on developing the leadership skills of subordinates, about two-thirds of all active component and reserve component leaders reported that leaders develop the

---

[21] Ryan Riley, Trevor Conrad, and Heidi Keller-Glaze. *2012 Center for Army Leadership Annual Survey of Army Leadership (CASAL): Army Civilian Leaders*. May 2013. Center for Army Leadership. Available: http://usacac.army.mil/cac2/CAL/repository/2012CASALArmyCivilianLeaders TechnicalReport2013-2.pdf

[22] Ibid, p. viii.

[23] Ibid, p. 9.

leadership skills of their subordinates to only a 'slight' or moderate degree, with one-tenth reporting this behavior occurs 'not at all.'[24] The report acknowledges that the priority assigned to leadership development has frequently been moderate to low.

The CASAL report cites similar findings in another recent study conducted by the Center for the Army Profession and Ethic in 2011. This study reported that fewer than half the respondents, 44 %, agreed that leaders in their unit or organization invested their time and efforts in developing them.[25] Considered together, these findings consistently indicate the need for DOD to improve its efforts to mentor and develop the workforce, both civilian and military components. In further findings reflective of workforce attitudes, the survey also captured another negative perception that affects job satisfaction and turnover. Confronted with the challenges of downsizing and reduced budgets, more than half the Army's leaders reported that stress resulting from a demanding workload was a moderate to serious problem in their current organization. Recognizing that workload impacts the

---

[24] Ibid, p. 65.

[25] Ibid.

success of mentoring programs, this study augments agencies' capacity to manage its civilian workforce by assessing these factors. Mentoring offers a solution to workforce planning challenges that have been identified; studying the effectiveness of mentoring provides insights into management of these challenges.

The 2014 Best Places to Work survey shows similar declines in Federal employee satisfaction with jobs and workplaces. For the fourth consecutive year, government-wide satisfaction and commitment dropped, falling to 56.9 out of 100.[26] This score is derived from three different questions in OPM's Federal Employee Viewpoint Survey (FEVS) asking if the employees recommends the organization as a good place to work, if the employee is satisfied with their job, and if the employee is satisfied with their organization.[27] The continued decline in employee satisfaction from 2011 to 2014 is believed to result from several occurrences, including 2013 across-the-board budget cuts known as sequestration; three years of pay freezes;

---

[26] Partnership for Public Service. "The Big Picture: Government-wide Analysis." 2015. Available: http://bestplacestowork.org/BPTW/rankings/governmentwide.

[27] Partnership for Public Service. "FAQs". 2015. Available: http://bestplacestowork.org/BPTW/about/faqs.php

hiring slowdowns; and a partial government shutdown

resulting in the furloughing of 850,000 employees.[28]

Is Mentoring the Solution?

Federal agencies must hire, develop, and retain

skilled workers in numbers that prevent a prospective

talent drain from materializing. A potentially important

solution to these challenges is the use of mentoring

programs to promote job satisfaction and mitigate turnover

intentions. Mentoring programs have been found to help

with these problems in other contexts, leading to better

morale, better trained people, and lower attrition rates,

etc.[29] Moreover, recent research by the USG itself reveals

a lack of mentoring within DOD organizations. This absence

suggests that DOD might be able to make significant gains

in organizational performance by instituting effective

mentoring practices.

The 2012 Army Leadership Annual Survey (CASAL) results

highlighted this need, reporting that "Developing others is

the core leader competency most in need of improvement.

---

[28] Partnership for Public Service. "The Big Picture."

[29] Wharton University. "Workplace Loyalties Change, but the Value of Mentoring Doesn't." Knowledge@Wharton. May 16, 2007. Available: http://knowledge.wharton.upenn.edu/article/workplace-loyalties-change-but-the-value-of-mentoring-doesnt/

Leaders lead their subordinates well, but more attention is needed on developing them to be leaders of the future."[30] This finding was consistent with previous surveys, including the 2010 CASAL reporting similar results. Only 55 % of the 7,277 Army civilian respondents assigned a favorable rating for the *Develops Others* leadership competency. The results indicate Army civilians "believe improvements could be made in developing their subordinate leaders, building effective teams, creating a positive environment, leading by example, and communication."[31] Management experts hold that mentoring produces benefits that promote these goals.[32]

Outline of the Study

This study assesses relationships between generativity, mentoring, job satisfaction, and turnover intentions. The study evaluates Federal civilian workforce

---

[30] Ryan Riley, Trevor Conrad, and Heidi Keller-Glaze. *2012 Center for Army Leadership Annual Survey of Army Leadership (CASAL): Army Civilian Leaders*. ONLINE. May 2013. Center for Army Leadership. Available: http://usacac.army.mil/cac2/CAL/repository/2012CASALArmyCivilianLeaders TechnicalReport2013-2.pdf. p. viii.

[31] McIlvaine, Rob. *Survey Shows Lack of Army Civilian Leader Development*. 7 November 2011. Army News Service. Available: http://www.army.mil/article/68841/

[32] Wharton University, "Workplace Loyalties Change, but the Value of Mentoring Doesn't." Knowledge@Wharton. May 16, 2007. Available: http://knowledge.wharton.upenn.edu/article/workplace-loyalties-change-but-the-value-of-mentoring-doesnt/

mentoring programs and generative behavior as practiced by mentors and mentees. The primary objective of the study is to determine if job satisfaction is related to mentoring for Federal employees and to understand the implications of that correlation for workforce development and retention strategies. Generative behavior is demonstrated by the adult's concern for promoting the well-being of the next generation. Because generativity is believed to be one of the factors motivating workers to mentor other members of the workforce, I surveyed Federal employees to explore this association. The survey examines the mentoring process to determine which practices are effective and to gain insights into their organizational impact. In addition to items evaluating generative behavior and mentoring programs, the survey explores workers' job satisfaction and intentions to quit.

I theorized, based on previous research by Maslow, Erikson, and others, that mentoring would have a positive relationship with job satisfaction, and a negative correlation with turnover intentions of Federal workers. Mentoring as currently practiced at Federal agencies takes place in a recently evolved career context wherein the employment contract between individuals and employers has

18

altered significantly. Organizational restructuring has become commonplace, and job security has largely vanished. Technology, along with evolving organizational structures, has had a considerable impact on individuals' careers and career development. In practical terms, the mentee may have limited access to a mentor inside an organization because the mentor may be affected by relocation, job redefinition, or organizational change. At the same time that mentoring builds critical relationships, it may need to serve other needs as well. Federal agencies confront the challenges of defining these requirements and more as they implement mentoring programs.

Maslow's hierarchy of needs motivational model provides a theoretical framework that guides this study.[33] According to Maslow, people are driven by a series of needs, with more basic physiological needs taking precedence over others. Maslow arranged these needs into a hierarchy, placing physiological and survival needs at the bottom and placing life experience needs such as self-esteem and self-actualization higher up the hierarchy. Maslow believed that our actions are driven in part by

---

[33] Abraham H. Maslow. *A Theory of Human Motivation." Psychology Review* 50 (1943): 370-396.

basic needs relating to survival which must be at least partially satisfied before more complex needs related to psychological growth can influence our behavior. According to Maslow, people move through the levels of this hierarchy as they seek to fulfill each set of needs.

Maslow's hierarchy of needs relates to organizational behavior by providing a motivation system with which to understand employees' needs. Maslow's theory is used to examine employee motivation as it affects job satisfaction. This theory of motivation allows conclusions to be drawn regarding employees' need for safety, for example, in relation to job security. In the context of Federal government workforce staffing challenges, employees who perceive their employment as unstable or insecure will experience their need for safety as going unmet. This perception has implications for turnover and job satisfaction as employees attempt to meet their unsatisfied need by seeking employment elsewhere in other organizations that better satisfy the need for safety.

Maslow's hierarchy also posits that employees are motivated to fulfill their potential by a need for self-actualization. The self-actualization concept is associated with satisfaction of human needs through

participation in mentoring activities. Because mentoring

promotes a sense of self-esteem, achievement, mastery, and

status, it is associated with satisfaction of self-esteem

needs. Similarly, self-actualization is associated with

achievement, realizing one's full potential, and personal

growth. Maslow's concepts of self-esteem and self-

actualization illuminate organizational challenges to

provide opportunities for employees to achieve meaning,

purpose, and professional development. Maslow's needs

theory provides a basis for viewing mentoring as an

organizational mechanism to promote self-actualization.

This research explores how mentoring affects employee

motivation across multiple levels of the needs hierarchy,

from the physiological to the self-actualized. This study

uses Maslow's theory to better understand employee

motivation and its role in improved managerial practices

and higher productivity that result from lower turnover and

increased job satisfaction. Self-actualized workers should

comprise a more generative workforce, with civilians

desiring to leave behind a legacy that outlasts their

tenure.

   In addition, Erikson's concept of generativity

provides a framework for the study of Federal agency

mentoring programs. Introduced in the context of personality development, generativity is conceived of as an adult's expression of commitment to guiding the next generation. According to Erikson, the principle developmental challenge of the mature adult is contributing to the next generation, which intention is embodied in teaching, mentoring, and other behaviors directed at passing on a positive legacy of the self.[34] Erikson's concept of generativity then allows for viewing mentoring as an organizational mechanism for leaving a legacy for the next generation of workers. This legacy is embodied in mentoring relationships, allowing the mentor to pass on skills and competencies to the mentee.

The current study expands the capability of government agencies to address prospective skill and competency gaps in the civilian workforce. The DOD workforce experienced the demoralizing results of personnel drawdowns in the 1990s and early 2000s; consequently, many civilian employees were discouraged from considering a long-term

[34] Keith S. Cox, Joshua Wilt, Brad Olson, and Dan P. McAdams. "Generativity, the Big Five, and Psychosocial Adaptation in Midlife Adults." *Journal of Personality* 78 (2010): 1185-1208.

career in public service.[35] In addition, government civilians are assuming roles and responsibilities previously assigned to military personnel,[36] further adding to the challenges of workforce planning. Multiple factors are converging that could lead to a mass exodus of senior U.S. Federal civilian employees, thereby creating a knowledge gap that could be detrimental to national security and mission success. DOD relies upon the civilian workforce to perform a number of key missions, including Navy carrier support, cyber security missions, and Special Operations Command.[37] Moreover, the civilian workforce performs a wide range of activities that include policy development, intelligence collection and analysis, financial management, acquisition and maintenance of weapons systems, and logistics support.[38] By better understanding how mentoring influences job satisfaction, Federal agencies will be

[35] Mayes, Matthew. (2012). *The DOD Civilian Workforce: An Undervalued Resource*. Air War College, Maxwell AFB, AL.

[36] U.S. Government Accountability Office. *DOD Civilian Workforce: Observations on DOD's Efforts to Plan for Civilian Workforce Requirements*. ONLINE. GAO Access. 26 July 2012. Available: http://www.gao.gov/products/GAO-12-962T

[37] United States Department of Defense. (2013). *Defense Budget Priorities and Choices Fiscal Year 2014*. Available: http://www.defense.gov/pubs/DefenseBudgetPrioritiesChoicesFiscalYear2014.pdf

[38] Mayes, *The DOD Civilian Workforce.*

better able to achieve goals of improved organizational performance when these workforce requirements are met.

Mentoring programs are a relatively recent Federal government initiative, which accounts for gaps in research and relevant literature. Many agencies are establishing mentoring programs to grow and develop their civilian workforce; however, initial research suggests several Federal agencies lack mentoring programs and would benefit from research into mentoring effectiveness. Of those agencies that do utilize mentoring programs, most demonstrate varying degrees of implementation. Understanding the significance of factors that contribute to employee satisfaction can help agencies build more effective mentoring programs and identify lessons learned to help grow generative leaders in a funding and personnel diminished environment. Scholarly literature has not examined this phenomenon in-depth, the need to foster generativity[39] within the Federal civilian workforce, nor has the literature explored all aspects of the relationship between mentoring programs and levels of job satisfaction and turnover within the civilian workforce.

---

[39] Ibid.

This study employs a survey to examine relationships between study variables: generative behavior, mentoring, job satisfaction, and turnover intentions. It was expected that regression analysis of survey data would indicate that mentoring mediates generativity and the resulting effects on job satisfaction and turnover intentions. Survey data confirmed the relationship between these variables.

The next chapter, Literature Review, will discuss a review of the literature on generativity, mentoring, and job satisfaction as well as the theoretical framework based on Erikson's personality development theory and Maslow's hierarchy of needs. Chapter Three, Data and Methods, discusses the chosen methodology, research design, and accessing survey participants.

This chapter also discusses data collection, organization and analysis, and addresses issues concerning reliability and validity. Chapter Four, Findings, discusses findings from the research and the applicability of these results to Federal government workforce staffing and human capital management needs. The final chapter, Perceptions, Challenges, and Implications discusses employee perceptions of mentoring practices and programs,

and policy implications for developing USG mentoring

programs.

CHAPTER TWO

LITERATURE REVIEW

The composition of the Federal workforce has changed

in recent years as Federal jobs increasingly require more

advanced skills at higher levels than in years past.

Moreover, the challenges of balancing size and workforce

composition loom large in the current era of fiscal

austerity. Not only must the Federal workforce possess the

capabilities to deliver high quality services required by

taxpayers, but they must do so within the constraints of

budgetary restrictions. Without the needed planning to

meet these objectives, agencies may find themselves unable

to carry out their missions.[40] In the absence of adequate

understanding of the difficulties of workforce planning to

meet these constraints, agencies run the risk of not being

able to deploy the right skills as needed. This management

challenge is made even more critical by the reality that

---

[40] U.S. Government Accountability Office. *Federal Workforce: Recent Trends in Federal Civilian Employment and Compensation*. GAO Access. 29 January 2014. Available: http://www.gao.gov/products/GAO-14-215.

the Federal workforce currently consists of sizable numbers of employees who are eligible for retirement. While some level of attrition is desirable to make way for new employees with fresh and innovative ideas to come on board, this turnover must be strategically managed. Without the needed attention to monitoring and controlling turnover in a way that promotes enhanced organizational performance, high turnover can lead to gaps in institutional knowledge and leadership in the wake of employees leaving. Consequently, agencies need to develop a strategic approach to workforce planning. GAO notes the need for agencies to develop talent management strategies that address potential skills gaps.[41] The use of generativity-based mentoring offers such a strategic approach, which is the focus of this study.

A review of the literature on generativity, mentoring, and job satisfaction reveals relevant themes that shed light on their interactions. There are four themes that are important to this project: the role of generativity in promoting mentoring, mentoring impact on job satisfaction,

---

[41] Ibid.

the importance of mentoring for employee retention, and relevant best practices in managing human capital.

The Role of Generativity in Promoting Mentoring

Personality development research has shown that generativity, the adults' interest in and focuses on furthering the well-being of future generations, is a combination of positive societal involvement and individual well-being. Generativity is a useful approach for augmenting Federal government efforts to address career development and workforce planning challenges. From the perspective of human personality development, generative traits have been shown to be associated with psychosocial adaptation occurring in midlife. Generative adults tend to be commitment-oriented, enthusiastic, and self-confident individuals focused on achieving a positive difference in the world.[42] These traits then lend themselves to effective mentoring relationships with mentees, resulting in higher job satisfaction for both.

Erikson (1950) addressed this maturational trend in his treatment of the generativity versus stagnation stage of psychosocial development. Erikson's model posits that

---

[42] Cox et al., *Generativity,* 1185-1208.

there are eight stages of psychosocial development, with
each stage marked by crisis or strain between two
conflicting challenges. These oppositional tensions serve
as a catalyst to weaken or strengthen the ego, with
complete psychosocial development achieved only after all
eight stages have been positively resolved.

During the generativity versus stagnation stage
occurring in midlife, the adult reaches a point in ego
development where there is a struggle between taking on a
sense of responsibility toward the next generation and
continuing in a position of self-absorption.[43] The primary
developmental challenge of midlife is preparation of the
next generation. This preparation takes the form of
teaching, mentoring, and a broad range of behaviors that
promote the individual's ability to leave a positive legacy
of self for future generations.[44] Erikson's concept of
generativity and his theory of personality development lend
theoretical support to Federal agency decisions to
implement mentoring programs. Seen in this context,

---

[43] Rosanna M. Bertrand, Rosanna and Margie E. Lachman, "Personality
Development in Adulthood and Old Age," in *Handbook of Psychology*,
Volume 6 Developmental Psychology, edited by Richard Lerner, m.
Ann Easterbrooks, and Jayanthi Mistry.(Hoboken NJ: John Wiley &
Sons, 2003), 467.

[44] Erikson, *Childhood and Society*. New York: Norton, 1950.

mentoring is understood as a mechanism for nurturing and

directing the next generation of Federal workers and

enabling their ability to achieve high levels of

organizational performance.

Researchers have developed a number of measures to

operationalize features of generativity models. This study

makes use of a measure based in part on the Loyola

Generativity Scale (LGS) (see Appendix B), which predicts

behaviors linked to generativity.[45] The study adapts items

from an additional measure of generativity, the Generative

Behavior Checklist (GBC) (see Appendix B), which assesses

generative acts performed in the recent past.[46] Studies

have shown a positive correlation between GBC scores and

the LGS, typically in the r = .30 to .50 range.[47]   The

study also adapts items from the Aberdeen Proving Ground

Mentorship Survey Instrument that were used to assess

respondents' experience with mentoring as both a mentor and

---

[45] Dan P. McAdams and Ed de St. Aubin. (1992). "A Theory of Generativity and Its Assessment through Self-Report, Behavioral Acts, and Narrative Themes in Autobiography." *Journal of Personality and Social Psychology*, 62, 1003-1015.

[46] Ibid.

[47] Dan. P. McAdams, Holly. M. Hart, and Shadd Maruna, "The Anatomy of Generativity," In Dan. P. McAdams & Ed. de St. Aubin (Eds.), Generativity and adult development: How and why we care for the next generation (pp. 7-43). Washington, DC: American Psychological Association Press, 1998.

mentee.[48] Survey validity was determined by peer review of members of the Senior Service College Fellowship at Aberdeen Proving Ground.

Expanding upon Erikson's model, Kotre[49] proposed four types of generativity (biological, parental, technical, and cultural), with cultural generativity as the primary driver of midlife adults. Generative organizations, as proposed by Schwarz,[50] disperse reactive behaviors and inspire individuals to go beyond their best past performance. This inspiration is the cultural catalyst for a flourishing institution, company, or government organization. Viewing organizations within the U.S. Department of Defense (DOD) and the Federal government from this perspective introduces the question of whether they are generative; and if not, what are the consequences?

Various theories of generativity, mentoring, and job satisfaction provide a framework for describing the interaction of these variables and their connection to

---

[48] Anthony J. Subrizi and Stephen Kreider. Mentoring of the Acquisition Workforce at Aberdeen Proving Ground, Maryland. Research Report 10-004.

[49] John N. Kotre, *Outliving the Self: How We Live on in Future Generations*. New York: Norton. (1984).

[50] William J. Schwarz. *The Generative Organization: Going From Reactive Behavior to Inspired Performance*. Salt Lake City: Aardvark. (2006).

organizational performance. Maslow's hierarchy of needs[51]

also provides a framework for integrating the concepts of

generativity with mentoring, job satisfaction, and turnover

intentions. Maslow's theory holds that people are

motivated to fulfill certain needs: physiological, safety,

love, esteem, and self-actualization. The implications of

Maslow's theory for strategic workforce planning are

significant, predicting that employee's unmet needs

resulting from the effects of fiscal austerity, workforce

reductions, and pay and hiring freezes will contribute to

increased turnover and resulting skills gaps.

While the benefits of mentoring are increasingly

better researched and understood, given its social utility,

more progress is desirable in the development of mentoring

theory. Noting that mentoring theory tends to focus on

ideas intended to improve organizational performance,[52] [53]

Bozeman and Feeney (2007) argued that findings regarding

---

[51] Maslow. "A Theory of Human Motivation*." Psychology Review* 50 (1943): 370-396.

[52] Stephanie C. Payne and Ann H. Huffman. "A Longitudinal Examination of the Influence of Mentoring on Organizational Commitment and Turnover." *Academy of Management Journal*. 48 (2005): 158-168.

[53] Val Singh, Divindra Bains, and Susan Vinnicombe. "Informal Mentoring as an Organisational Resource." *Long Range Planning, 35(2002)* (4), 389-405.

mentoring theory were abundant, but explanations were

lacking.[54] The researchers noted that mentoring research

was frequently based on "one off" studies of limited

samples that primarily focus on correlations as opposed to

causality. The result was that fundamental, conceptual,

and theoretical issues have been sidestepped. This lack of

satisfactory explanations regarding the effects of

mentoring may in part account for the absence of

government-wide programs that could address workforce

planning solutions and their not having been fully

implemented to date.

Because of complex interactions with job satisfaction

and turnover intentions, generativity in organizations

implies more than mentoring practices. Effective coaching

and leadership skills require a generative approach to

communications skills as well. Organizations need to

produce effective and cohesive teams. Coaching involves

getting individuals to connect as members or teams or

members of the organization. Dunham (2009) argued for

generativity in organizational communications, noting that

---

[54] Barry Bozeman and Mary K. Feeney. "Toward a Useful Theory of mentoring: A Conceptual Analysis and Critique." *Administration & Society.* 39 (2007): 719 – 739.

speaking is the ability to listen to the listening of the listener, and then adjusting how one speaks to make connecting and communication possible. Speaking effectively and using generative communication is based on the ability to perceive how others listen to our speaking. It is the generative dimensions of effective communication, including leadership and coordination, which produce results.[55] When used as tools within the mentoring relationship, generative communication promotes effective mentoring and coaching, which in turn leads to organizational alignment between team members.

The Significance of Mentoring

Researchers have explored mentoring as a formal or informal relationship, typically occurring between two individuals, one the senior mentor and the other the junior mentee or protégé.[56] Intended to foster employee learning and development, the mentoring relationship is typically distinct from other organizational relationships. Those involved in mentoring may or may not formally work

---

[55] Robert Dunham. "The Generative Foundations of Action in Organizations: Speaking and Listening." *International Journal of Coaching in Organization*s, 2009, 7(2), 43-63.

[56] Allen and Poteet, "Developing Effective Mentoring Relationships," 1.

together, and non-work issues may also be addressed within

the framework of the relationship.

As implemented within the Federal government,

mentoring frequently comprises different types of

development including comprehensive career development

programs such as the Senior Executive Service Candidate

Development Program (SESCDP), the Executive Leadership

Program (ELP), and the Presidential Management Fellowship

(PMF) Program.[57] The purpose of mentoring in such programs

was furthering the mentee's development and advancing

successful completion of the program. Mentoring

relationships are seen as promoting positive outcomes for

organizations and individuals, but their effectiveness

depends on adequate planning, implementation, and

evaluation.

The Office of Personnel Management (OPM) describes the

need for government wide mentoring programs to facilitate

workforce development.[58] They cite the increased need for

---

[57] US OPM Best Practices: Mentoring. September 2008. Available:
http://www.opm.gov/hrd/lead/BestPractices-mentoring.pdf

[58] US OPM Labor Management Relations Council. "Government Wide Mentoring
'Hub' Business Case," Accessed June1, 2015. Available:
http://www.lmrcouncil.gov/meetings/handouts/Mentoring%20Business%20Case
%20-%20Handout%20for%20Career%20Dev%20Subcom%20Presentation.pdf]. 2-3.

mentoring as a response to dramatic changes in economic and
social factors and workforce demographics. Advances in
technology, the need to close skill gaps within mission
critical occupations and competencies, as well as the need
for inclusion of diverse groups necessitate a government
wide strategy for mentoring. Knowledge sharing and
transfer promote collaboration by matching mentors and
mentees not just within an agency, but across government.
Nonetheless, mentoring does not take place consistently
across the Federal government to achieve the expected
benefits. As a result, OPM introduced a "Hub" to provide
one-stop shopping for Federal mentoring needs. OPM intends
that the Hub will contribute to agency retention and
decrease turnover costs estimated at $8400 per employee.[59]

Organizations benefit from formal mentoring programs
for a variety of reasons that range from increased morale
to improved organizational productivity and career
development. In addition, organizations anticipating
reorganization can benefit from mentoring as a way to
facilitate continuity of performance and knowledge

---

[59] Ibid.

transfer. Mentoring also provides the following benefits to the mentor:

- Renewed enthusiasm for the role of expert within the organization

- Increased understanding of obstacles encountered at lower levels of the organization

- Enhanced ability to coach, counsel, listen, and model

- Development and practice of a more personal style of leadership

- Demonstration and sharing of knowledge

- Increased generational knowledge[60]

Moreover, mentoring provides the following benefits to the mentee:

- Enables an easier transition into the workforce

- Promotes his/her professional development

- Promotes access to career development opportunities

- Complements formal study programs, training, and development activities

- Allows for demonstrating strengths and exploring potential

---

[60] US OPM Best Practices: Mentoring.

- Grows career networks and enhances agency exposure[61]

Mentoring as a career development strategy benefits the organization, the mentor, and the mentee. As compared with employees who do not receive mentoring, effectively mentored employees experience increased career satisfaction, commitment, and mobility.[62] Additionally, mentoring is essential to satisfying developmental needs associated with making a significant contribution to future generations.[63] Beyond realizing the benefits of mentoring, agencies have additional motivation to implement mentoring programs. Agencies must also comply with the Federal Workforce Flexibility Act of 2004 which requires them in consultation with OPM to provide training to managers on mentoring employees.

Mentoring is positively associated with the mentor's perception of his or her career success. Ragins, Cotton and Miller found the amount of mentoring that respondents

---

[61] Ibid.

[62] Brad Gilbreath, Gail Rose, and Kim Dietrich, "Assessing Mentoring in Organizations: An Evaluation of Commercial Mentoring Instruments," *Mentoring & Tutoring: Partnership in Learning*, 16, 4(2008): 379-393.

[42] Belle Rose Ragins, John. L. Cotton and Janice S. Miller. "Marginal Mentoring: The Effects of Type of Mentor, Quality of Relationship, and Program Design on Work and Career Attitudes." *Academy of Management Journal, 43 (2000),* 1177–1194.

(*n* = 176) reported having provided was positively

associated with objective and subjective career success and

further, with the amount of mentoring they reported they

had received.[64] An individual who has been mentored is more

likely to provide mentoring, which is indicative of the

generative aspect of mentoring. Findings confirmed the

hypothesized association between the amount of mentoring

mentors provided and the amount of mentoring they had

received as mentees during their careers. The researchers

further noted that for managers, providing mentoring for

subordinates may be more important than receiving

mentoring.[65] All these findings have significant

implications for career development practices for Federal

agencies. Providing and receiving mentoring promotes

perceptions of career success among managers, indicating an

additional generative component to the mentoring process.

Mentoring best practices have also been documented.

In a study to establish ideal mentor characteristics,

participants commented that the ideal mentor needs to

possess a broad range of skills and knowledge, listening

---

[64] Ibid.

[65] Nikos Bozionelos, "Mentoring provided: Relation to Mentor's Career Success, Personality, and Mentoring Received," *Journal of Vocational Behavior*, 64 (2004), 24-46.

and communication skills, industry knowledge, and the ability to understand others.[66] Findings of this nature have implications with respect to identifying, recruiting, selecting, and training potential mentors. Organizations can benefit from taking a standardized approach to mentoring in which mentors are selected for mentoring programs based on their displaying the required personal characteristics. Effective and well-developed procedures for selecting mentors allows for formally training mentors to address deficient characteristics, such as a lack of listening and communication skills. Formal training for mentors grows the pool of potential mentors and increases the likelihood of a successful mentoring relationship.

Not all researchers agree upon the value of a mentor relationship. Kram noted that while some individuals may feel challenged or spurred to creativity by the process of providing mentoring and sharing wisdom, others may experience a sense of rivalry and feel threatened by the mentee's growth and advancement.[67] An individual who

[66] Allen and Poteet, "Developing Effective Mentoring Relationships"

[67] Kathy Kram, *Mentoring at Work: Developmental Relationships in Organizational Life.* Glenview, IL: Scott, Foresman. 1985,609.

perceives further career advancement for himself or herself is unlikely may find midlife challenging and the prospect of mentoring troublesome. Moreover, as the mentor relationship develops and alters, it may no longer fulfill the functions that gave it earlier significance. This progression through separation and redefinition phases suggest that inevitably, the special valued support that the mentoring relationship provides comes to an end.[68]

The Impact of Mentoring on Job Satisfaction and Turnover

Mentoring theory predicts that effective mentoring leads to positive job attitudes and career outcomes.[69] In addition, mentoring researchers have questioned whether the type of mentoring, formal versus informal, affects the quality of the mentoring relationship.[70] Studies indicate that significant variation exists in the degree of satisfaction resulting from mentoring relationships.[71] [72] In

---

[68] Kathy Kram and Lynn Isabella, "The Role of Peer Relationships in Career Development," *The Academy of Management Journal*, 28, 1 (1985), 111.

[69] Kram, "Mentoring at Work."

[70] Belle Rose Ragins et al., "Marginal Mentoring."

[71] Tammy D. Allen and Mark. L. Poteet, "Developing Effective Mentoring Relationships: Strategies from the Mentor's Viewpoint," *Career Development Quarterly,* 48 (1999):59-73.

the case of informal mentoring, the relationship is frequently driven by developmental needs.[73] The mentoring relationship may provide the mentor a means of addressing midlife issues and offering a sense of generativity and contributing to future generations.[74] Ragins, Cotton, and Miller (2000) found that mentoring effectiveness is not an all-or-nothing occurrence but instead takes place along a continuum.[75] These findings raise the question of whether studies showing a significant relationship between the presence of a mentor and positive work attitudes examined the full range of mentoring relationships and whether the results may be somewhat misleading. For Federal agencies, these findings highlight the need for additional research to inform decisions about mentoring practices. Mentoring support for mentees has been associated with increased job satisfaction, increased career satisfaction, favorable

---

[72] Belle Rose Ragins and T. A. Scandura, "Burden or Blessing? Expected Costs and Benefits of Being a Mentor." *Journal of Organizational Behavior,"* 20 (1999): 493-509.

[73] Kram, "Mentoring at Work."

[74] Erikson, *Childhood and Society.*

[75] Ragins et al. "Marginal Mentoring"

career-related outcomes, and increased success.[76] Mentoring

research has also examined the influence of mentoring on

organizational commitment. Previous research found

mentoring to be negatively associated with turnover

intentions and actual departure from the organization.[77] In

a survey of more than 1,000 Army officers over a two-year

period, Payne and Huffman (2005) found that mentoring was

positively related to affective commitment and negatively

related to turnover behavior.[78] The study also revealed

that the relationship with affective commitment was

moderated by supervisory versus nonsupervisory conditions

of mentorship, but not by the type of mentoring support

provided, psychosocial versus career-related. Extending

Payne and Huffman's research, Xu and Payne (2011) showed the

mediating effects of mentoring on job satisfaction. The

researchers found that satisfaction with mentoring reduced

turnover intentions by increasing both job satisfaction and

---

[76] Tammy D. Allen, Lillian T. Eby, Mark L. Poteet, Elizabeth Lentz, and
Lizette Lima, (2004). Career benefits associated with mentoring for
protégés: A meta-analysis. *Journal of Applied Psychology, 89,* 127-136.

[77] Melanie J. Lankau and Terri A. Scandura. "An Investigation of
Personal Learning in Mentoring Relationships: Content, Antecedents, and
Consequences." *Academy of Management Journal*, *45 (2002):* 779-790.

[78] Stephanie C. Payne and Ann H. Huffman, "A Longitudinal Examination of
the Influence of Mentoring on Organizational Commitment and Turnover."
Academy of Management Journal, *48 (2005):* 158-168.

affective commitment. They noted that the mediated effect of satisfaction with mentoring through job satisfaction was significantly greater than that through affective commitment.[79] Implications of these findings for organizational mentoring practices is that satisfied mentees are less likely to report intentions to quit because they experience higher job satisfaction and affective commitment.

Mentoring Contributions to Organizational Best Practices

Mentoring lends itself to a series of organizational best practices that promote acquisition of organizational capabilities. Agencies establish mentoring programs as part of their efforts to achieve higher levels of workforce performance. With respect to the onboarding and initiation process, mentoring facilitates the ability of new recruits, trainees, and graduates to acclimate to the organization. Mentoring also promotes skills enhancement by encouraging experienced, competent staff to share their expertise with others needing to acquire specific skills. Further,

---

[79] Xiaohong Xu and Stephanie C. Payne, "Quantity, Quality, and Satisfaction with Mentoring: What Matters Most?" Paper presented at the 71st Annual Meeting of the Academy of Management Conference, San Antonio, TX, August 2011.

mentoring is also a critical aspect of career development, assisting employees in planning, developing and managing their careers. Additionally, during periods of change or transition, mentoring helps employees become more resilient and self-reliant; employees become more capable as self-directed learners.[80] Mentoring programs then offer a means of achieving strategic workforce planning objectives that address critical skill and competency gaps, particularly in the aftermath of mandated workforce reductions.

In 2014, the Federal government acknowledged the importance of mentoring with its implementation of Phased Retirement, a human resources (HR) tool that offers unique mentoring opportunities for employees at the same time that it enables increased access to the storehouse of institutional knowledge and experience that retirees can offer. Intended to promote continuity of operations and facilitate knowledge management, the program allows full-time employees work part-time schedules while beginning to withdraw retirement benefits as they mentor others.[81] It

---

[80] US OPM Best Practices: Mentoring. September 2008. Available: http://www.opm.gov/hrd/lead/BestPractices-mentoring.pdf

[81] US OPM Phased Retirement. n.d. Available: https://www.opm.gov/retirement-services/phased-retirement/

also allows agencies to select applicants to fulfill this formal mentoring role within their organizations.

This study also assessed employee perceptions with regards to formal versus informal mentoring relationships. Both formal and informal mentoring programs provide assistance to mentees, however, formal relationships may serve some but not all of the same functions as informal relationships. A study of a large Federal agency employed multiple methodologies including the critical incidents technique, a focus group and surveys.[82] Sponsorship, protection, and exposure were found to be less the focus in formal mentoring. Formal mentors in the focus group also reported that they tried to avoid intervening on behalf of their protégés and providing assistance with challenging assignments. Understanding the differences may help agencies benefit by preparing individuals for realistic expectations concerning the types of support and assistance that mentors are likely to offer. This knowledge will help agencies make better determinations regarding when informal and formal mentoring will improve employee learning and performance.

---

[82] Sarah A. Hezlett, "How Do Formal Mentors Assist Their Protégés? A Study of Mentors Assigned to Cooperative Education Students and Interns." ERIC Number ED492458.

Mentoring within the Federal civilian workforce is particularly important for its ability to achieve knowledge transfer and exchange of information between employees of different organizations. Equally important, mentoring promotes the development of leadership and management competencies. Because these competencies may be more easily acquired through example, mentoring offers a means of guided practice that may not be available through other education and training. Moreover, mentoring plays a critical role in organizational development and culture change by communicating the values, vision, and mission of the organization.

The one-to-one focus of the mentoring relationship helps employees understand and adapt to organizational culture. In addition, mentoring promotes staff retention through its coaching, teaching and role modeling activities. Mentoring assists recruitment efforts by providing additional incentives to prospective employees. Mentoring practices also offer a means of showing employees that they are valued contributors and that the organization's future includes them.[83]

---

[83] Ibid.

Generativity-based mentoring is effective in additional management approaches to effective strategic workforce planning and development. The use of technology as an innovation that promotes mentoring is one such management approach. Along with the evolution of online applications for teaching and learning, e-mentoring or tele-mentoring, the electronic version of mentoring, is increasing in use. Technologies that include instant messaging, audio and video conferencing, and online discussion boards are increasingly being used to facilitate interactions that occur in mentoring relationships.[84]

An advantage of e-mentoring is its ability to link mentor and mentee across the boundaries of location and time-zones, allowing contact between individuals who would be otherwise unable to interact. However, online forms of communication differ significantly from face-to-face or even telephone interaction, creating the potential for misinterpretation and miscommunication. E-mentoring relationships must be organized in such a way that technology complements rather than replaces face-to-face

---

[84] Talmadge Guy, "Telementoring: Shaping mentoring relationships for the 21st century." *Critical Perspectives on Mentoring: Trends and Issues* (2002): 27-37.

communication. Decentralized work environments, consulting, and work-at-home arrangements can make physical access to mentors more limited.

E-mentoring offers another means of providing contact between senior members of the organization and mentees. Nonetheless, disadvantages of tele-mentoring must be considered, including privacy concerns. Privacy and confidentiality are essential to mentoring relationships. Communications using the employer's computer networks are subject to monitoring by other members of the organization, which can result in the mentee's reluctance to discuss organizational problems with mentors via email or instant messaging. New technologies may continue to advance e-mentoring in new forms and new directions. These factors must be considered if tele-mentoring is to be used effectively to promote mentoring relationships.[85] Given the increase in workforce globalization, tele-commuting and permeable work boundaries, e-mentoring offers further

---

[85] Ibid.

opportunities to expand developmental networks in the workplace.[86]

Research Questions and Hypotheses

To investigate relationships between generativity, mentoring, job satisfaction, and turnover intentions, this study addressed the following research questions:

- How effective are U.S. Federal agency mentoring programs at fostering generativity in the civilian workforce?

- What are the primary components (variables) contained in the mentoring programs utilized by U.S. Federal government agencies?

- Is there a correlation between mentoring programs and employee job satisfaction?

- Is there a correlation between mentoring programs and intention to quit?

- Which variables predict job satisfaction?

- Which variables predict turnover intentions?

---

[86] Belle Rose Ragins and Kathy Kram, "The Landscape of Mentoring in the 21st Century," in *The Handbook of Mentoring at Work*, New York: Sage Publications (2007), 659-687.

To explore these research questions, the following hypotheses were tested:

- H1 = Federal workers who are more generative will express a greater interest in mentoring.

- H2 = Federal workers who received mentoring will have higher job satisfaction than non-mentored employees.

- H3 = Federal workers who received mentoring will have lower turnover intentions than non-mentored employees.

- H4 = The quality and quantity of mentoring participation is relational to the (perceived) effectiveness of mentoring practices.

The following diagram, Figure 1, depicts the theorized relationship between the variables studied in this research. It is believed that workers who are more generative will be more interested in mentoring; they will report higher job satisfaction and lower turnover; and the quality and quantity of mentoring will be relational to the perceived effectiveness of mentoring.
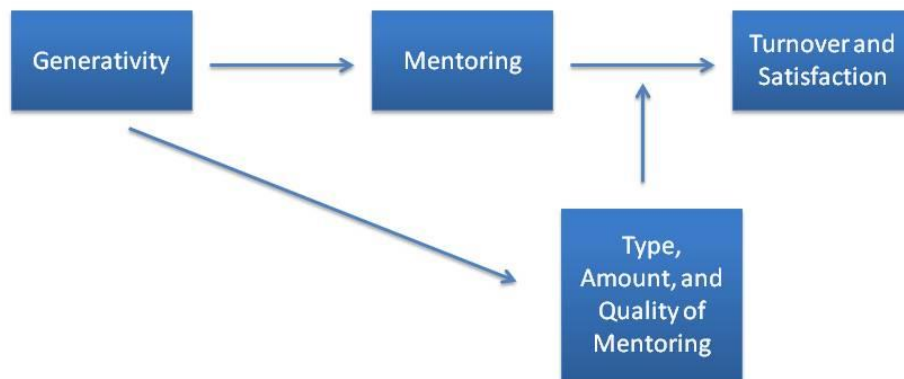
Figure 1 Generativity, Mentoring, Job Satisfaction, and Turnover.

The survey assessed various aspects of mentoring that account for its effects, including the following shown in Figure 2:

- Quality of match between mentor and mentee

- Types of mentoring activities engaged in by mentor and mentee

- Existence of formal mentoring programs

- Effectiveness of having an internal mentor within
  the organization versus an external mentor
  outside the organization

- Whether the employee's workload accommodates
  mentoring

- Whether the mentor serves as a career advocate
  for the mentee

- Whether the organization values mentoring

In addition to mentoring indicators shown in Figure 2, the
survey also assessed other factors which affect how much
impact mentoring produces: how the mentor served as a
career advocate, whether the employee was provided
information to facilitate him or her benefitting from
mentoring, as well as satisfaction with the mentoring
program.
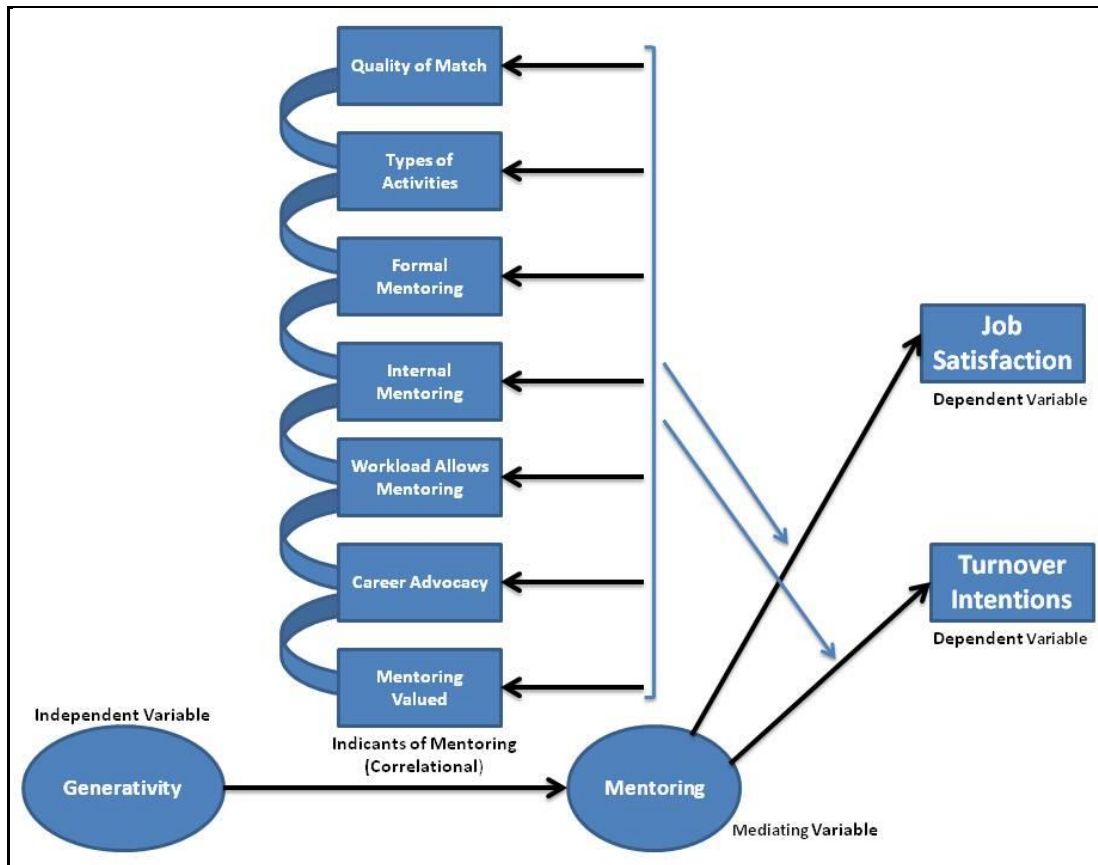
Figure 2 Relationships between Variables

Research Procedures: Population, Sampling, and Data Collection

The study used convenience sampling to access the population of Federal civilian workers employed in various government agencies. Primary considerations for selecting this sample were convenience for participants, accessibility, and motivation to participate. Subjects included in this study were employed as part of the civilian workforce of 65 Federal agencies and

organizations, including U.S. Department of State, U.S.

Department of Justice, U.S. Environmental Protection

Agency, U.S. Department of Homeland Security, and U.S.

Department of Defense (including all 4 US Military Service

branches) (See Appendix C, Agency List, for a complete

listing). The web-based survey was administered using the

Qualtrics online survey tool.

    Data were collected using a survey instrument

consisting of Likert-scale items, demographic information,

and open-ended questions (See the Appendix for Survey

Instrument). Federal employees from accepting government

organizations were invited to participate via an email

message with a link to the survey using a distribution list

obtained from HR. GovLoop, the government community social

networking site, distributed the survey link through an

article in their daily newsletter on March 30, 2015.

Responses were collected during March and April 2015. On

average, survey completion took approximately 10 minutes.

CHAPTER THREE

DATA AND METHODS

The overall purpose of this study is to explore relationships between generativity, mentoring, job satisfaction, and turnover intentions, as evinced in Federal government mentoring programs. A total of 396 respondents answered questions about their experiences related to their roles as mentors, mentees, both, or neither. In this chapter the researcher describes methods used to investigate relationships between variables.

Methodology

The study surveyed U.S. Federal civilian workers to analyze factors associated with the perceived effectiveness of government agency mentoring practices. The researcher distributed the survey to a targeted sample population of Federal civilian employees using the Qualtrics web-based survey platform. Survey items assessed generative behaviors, mentoring relationships, job satisfaction, and turnover intentions. The researcher's theory posits

mentoring provides a means of expressing generativity, which in turn leads to higher job satisfaction, lower turnover, and perceived higher effectiveness of mentoring.

Data Analysis Techniques

This research used descriptive statistics to summarize the data describing relationships between study variables. Statistical analysis was performed using IBM SPSS version 23.0. Cross-tabulation analysis was used to examine the inter-relationship between the independent, mediating, and dependent variables. The researcher used the Chi-square statistic to compare the observed data with hypotheses this research tested, as well as compared means, correlations, frequencies, and *t*-test assessments. Responses to open-ended items were coded, reviewed, and analyzed for major themes relating to generativity, mentoring, job satisfaction, and turnover intentions.

Validity and Reliability

To achieve validity and reliability, the researcher employed two of the most commonly used self-report questionnaires for measuring generativity. Survey items were adapted from the Generative Behavior Checklist (GBC), designed by the Foley Center's School of Education and

Social Policy at Northwestern University, measures used extensively by McAdams and St. Aubin. The measures were shown to exhibit internal consistency, retest reliability, and strong positive association with reports of actual generative acts and themes of generativity in narrative accounts of important autobiographical episodes.[87]

The exact degree of sampling error for this study is unknown because the sample is drawn from email distribution lists with unknown size and characteristics. Because sampling error may be reduced by increasing sample size, the researcher expanded the number of U.S. Federal agencies and personnel invited to participate in this research (*n* = 396). Average sample sizes in the 400-600 range are believed to result in acceptable levels of sampling error for online surveys. Convenience samples may also be subject to forms of selection bias, such that the sample may not be exactly representative on demographic, attitudinal, or behavioral dimensions.

Assumptions, Limitations, and Delimitations

The study population is employees within the Federal civilian workforce. However, the sample is non-random and

---

[87] McAdams and St. Aubin, "A Theory of Generativity," 1003.

is not strictly representative. How people respond in surveys may not always correspond to their actual attitudes, beliefs, or intentions. This discrepancy is more likely to occur with certain questions like those assessing whether the respondent is considering seeking another job or retiring within a given timeframe, particularly if respondents were concerned about anonymity. This researcher took steps to assure respondents of the confidentiality of their responses, and many individuals reported intentions to leave.

Survey participation was also limited to individuals having computer and email access in the event that respondents completed the survey away from their offices. Finally, because the sample is non-random the researcher cannot assume that the respondents themselves are representative of the population. However, the researcher believes the relationships between the attitudes, beliefs, and intentions are the same across the population. Thus, the data can still provide insights into Federal civilian employee behaviors and perceptions.

The study's interpretive and predictive value may be limited by sample size and agency participation, with the majority (31%) of the responses coming from a single

Federal agency. The adaptation of survey items from

previously validated surveys and scales may have introduced

limitations of internal and external validity and construct

validity. In particular, this research used fewer items to

assess generativity than were included in the original GBC.

Findings from this study, while preliminary, are consistent

with prior research. It is the intent of the current

research to provide a platform from which future research

can be conducted.

The size of the study was based on the number of

respondents participating in the survey, which may affect

generalizability. Delimitations include agencies agreeing

to participate after being contacted by the researcher and

obtaining proper protocol approval. Research indicates

that agencies vary with respect to layoffs, mentoring

programs, attrition rates and so on, all of which may

affect responses.

Human Participants and Ethics Precautions

Potential risks to participants arose from the

possibility that survey questions probed sensitive areas,

including occupation information such as salary adequacy,

dissatisfaction with workload, planned retirement, and

turnover intentions. The introduction to the survey included an appropriate notice, and respondents were informed of the option to advance to other portions of the survey or discontinue responding to the survey completely. These notifications were presented in the survey's opening screens along with information regarding informed consent. Respondents were required to indicate having read this information and agreeing to their informed consent before being allowed to proceed with the survey. In accordance with the guidelines of George Mason University regarding the protection of human participants, the Institutional Review Board reviewed and approved the request to survey participants for this study. (See Appendix A1 through A4 for copies of the Survey Instruments, including the Informed Consent paragraph).

The researcher acknowledges possible conflicts of interest and personal bias that might have been introduced by my employment at a Federal agency. To minimize the possibility that such issues may have influenced the research, the researcher pre-tested survey questions and incorporated feedback into the survey instrument design. First, to determine the effectiveness of U.S. Federal agency mentoring programs at fostering generativity in the

civilian workforce, correlations were calculated for analyzing the variables of mentoring, job satisfaction, and turnover intentions. The researcher conducted cross-tabulation analysis on the entire sample to examine associations between study variables. Survey data were analyzed according to the data analysis plan included in Appendix D; however, not all results are included in this report due to resource constraints.

Second, the researcher conducted thematic analysis of responses to open-ended survey items assessing mentoring benefits, activities, and challenges. Responses were grouped by categories and presented in tabular format ranked by frequency. Comments have been excerpted to provide additional depth useful in interpreting survey responses.

This research uses self-report items adapted from two measures, the Loyola Generativity Scale (LGS), and the Generative Behavior Checklist (GBC) (see Appendix B). The LGS is a commonly used generativity scale consisting of 20 items that assess an individual's concern for and

commitment to providing for the next generation.[88] The questionnaire includes items such as "I have important skills that I try to teach others," "I try to pass along the knowledge I have gained through my experiences," and "People come to me for advice." The GBC provides an objective assessment of generative acts performed in the recent past. This measure asked respondents to report how many times they performed an act such as "taught somebody a skill" or "was elected or promoted to a leadership position" during the past 2 months. McAdams and de St. Aubin found the two generativity measures were positively and significantly correlated with each other (r(126) = .48, p< .001), and both the GBC and LGS had acceptable internal consistency (GBC, α = .83; LGS, α = .74).[89]

A primary intention of this study is to explore whether generativity, as expressed through mentoring programs at U.S. Federal agencies correlate with employees' job satisfaction and turnover intentions. Analysis was used to examine whether the type, amount, and quality of mentoring predict job satisfaction and turnover.

---

[88] Dan P. McAdams and Ed de St. Aubin. (August 2010) "Generativity, the Big Five, and Psychosocial Adaptation in Midlife Adults." *Journal of Personality and Social Psychology*, 78, 4, 1192.

[89] Cox et al., "Generativity," 1194.

Descriptive Statistics

Of the total surveys analyzed, respondents self-identified as follows:

- 396 Federal government civilian participants

- 65 Federal government agencies represented (See Appendix C, Agency List, for a complete listing of all agencies)

- 98 respondents were Mentees

- 119 respondents were Mentors

- 63 respondents were both Mentee and Mentor (a subset of the previously listed 217 respondents who were Mentees or Mentors)

Additional demographic statistics are shown in the following table:

Table 1 Demographic statistics

	Mean (M)	Minimum	Maximum
Respondents' Age	50 years of age	20 years of age	65 years and older
Education	Graduate school	High school diploma	Graduate degree
Years in Government	11-15 years	< 1 year	> 31 years
Pay category	General Scale	Max = Senior Executive Service	

The demographic statistic describing employees with 26 or more years of employment is noteworthy because of concerns over a potential talent drain due to retirement. These employees amounted to just over 19% of the sample population. Employees were asked "How many years have you been a Federal government employee (excluding military service)?" Almost 28% worked for the Federal government from 6 to 10 years, while just over 20% had from 1 to 5 years of employment.

To evaluate the relationship between age and job satisfaction, the analysis primarily used three age groups: Under 40 who were <40 years old, Aged 41-59, and >60 years of age, based on 325 out of 396 respondents answering this question. Age category responses are listed in the following table.

Table 2 Percentage of respondents by Federal civilian age group

Age Groups	Age	Valid Percent
Under 40	< 40	17
Aged 41 - 59	40-59	55
60 and older	>60	12

Employees were asked their highest education level. By far the largest numbers of respondents were those holding a graduate or professional degree, comprising 59% of the sample. The loss of these employees through turnover or retirement could potentially worsen erosion of institutional knowledge. These individuals would presumably be most likely to hold mission-critical jobs requiring specialized knowledge or skills. Employees having a 4-year college degree were the next largest group, making up 19 % of the sample.

The vast majority of respondents were in the general schedule or similar pay category, comprising 86 % of respondents. Presumably the bulk of potential retirees or individuals considering leaving Federal government employment will come from this group and their departure could have a large impact on competency gaps.

Employees were also asked their gender. Of 341 respondents, 199 were male, 125 were female, and 17 preferred not to answer. There was no analysis to determine if gender was correlated to generative behaviors, mentoring activities, job satisfaction, or turnover intentions.

Federal civilian respondents were asked to indicate their age. Employees age 60 and older made up 11.9% of the sample. Employees in this age group are likely to be closest to retirement eligibility and also most likely to be concerned with developing the next generation of Federal civilian employees. When asked their race, 4.7% were of Hispanic or Latino origin, with 9.1% preferring not to answer. Most respondents were White, (57%), followed by Black or African American, at just under 10%.

Generativity

A Generativity Index (GI) score was calculated using questions from the Generative Behavior Checklist. The respondents were grouped into the following Generative categories (by percentage): Low (31.0%), Medium (39.4%), and High (29.6%) according to their respective age groups. According to Erikson, workers become more generative as they approach middle age, wanting to develop the next generation of workers through activities such as mentoring. The GI score describes these generative tendencies. Whereas the researcher expected employees aged 40-59 to have the highest GI scores, their scores were lower for two of the three generativity categories than employees in the

68

20-39 year-old age group. This may have occurred because younger workers just starting their careers are more interested in mentoring activities, which exposed them to generative behaviors.

Table 3 Federal worker Generativity Category by age group

	20-39 Years of Age		40-59 Years of Age		60 and Over	
	%	N	%	N	%	N
Low Generativity	29.9%	20	29.0%	62	39.0%	16
Medium Generativity	32.8%	22	42.5%	91	36.6%	15
High Generativity	37.3%	25	28.5%	61	24.4%	10

Mentoring

The following analysis is based upon respondents (39%) who reported they were involved in mentoring activities. To assess whether more mentoring activities were related to outcomes, the researcher created a Mentoring Activities Index (MAI) which includes the total types of mentoring activities in which Mentors or Mentees participated.

Federal civilian workers who participated in mentoring were grouped into one of four mentoring categories based on their reporting of current or prior mentoring participation: Mentee, Mentor, both Mentee and Mentor, or neither Mentee nor Mentor. These categories are listed by age group in the table below. Across all age groups, most employees, from 56% to 71%, have not participated in mentoring (61%).

Table 4 Federal Worker Mentoring Participation by Age Group

	Mentee	Mentor	Mentee and Mentor	Neither	n
20-39 Years of Age	16.4%	3.0%	13.4%	67.2%	67
40-59 Years of Age	7.4%	18.0%	18.9%	55.8%	217
60 and Over	0%	24.4%	4.9%	70.7%	41
Total percentage	9%	14%	16%	61%	

*Percentages and totals reflect respondents who answered both questions
**Percentages of respondents who only answered mentoring participation question

Out of all the surveyed Federal workers, 88% responded to both the mentoring participation and generativity questions. Survey respondents were grouped by mentoring categories based on their response to their current or

prior mentoring participation and their respective

generativity category in the following table.

Table 5 Federal Worker Mentoring Participation by Generativity Category

	Mentee	Mentor	Mentee / Mentor	Neither	** Total	n
Low Generativity	7.4%	11.1%	10.2%	71.3%	31%	108
Medium Generativity	8.8%	12.4%	15.3%	63.5%	39.4%	137
High Generativity	7.8%	21.4%	22.3%	48.5%	29.6%	103
*Total percentage	8%	14.7%	15.8%	61.5%		

*Percentages of mentoring participation by mentoring group
** Percentages of mentoring participation by Generative category

Job Satisfaction

Eighty-seven of surveyed Federal civilian workers

completed the 14 questions in the survey's Job Satisfaction

section. The researcher created a Job Satisfaction Index

(JSI), averaging the nine JSI-related questions. Items

were reverse-scored as needed so that higher numbers

represented higher satisfaction. Results showed a steady

progression indicating that as employees grew older, job

71

satisfaction increased in those who were involved in mentoring.

A reliability test using Cronbach's alpha was run to measure the internal consistency of the nine JSI-related questions to determine the degree to which all nine items measure the construct of job satisfaction. Cronbach's alpha was equal to .830 for the nine items, indicating a strong degree of internal consistency.

Consistent with the literature on self-actualization, 80% of respondents agreed to some degree that the work they do is meaningful. More than 65 % agreed to some degree that their pay was satisfactory. Satisfaction with compensation influences overall job satisfaction and turnover intentions.

Career development and training are an important aspect of job satisfaction. Employees were asked if their immediate supervisor encourages their career development. Most respondents (56%) agreed to some degree that their immediate supervisor encouraged their career development. Nearly 25% of surveyed Federal workers would not recommend their agencies as a place to work. The following table lists responses by percentage.

Table 6 Federal Worker Job Satisfaction Index (JSI)
questions

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Don't Know / Can't Judge
The work I do is meaningful to me	41%	39%	9.5%	6%	4%	.6%
Overall, I am satisfied with my current pay	21.1%	45.3%	15.5%	11.7%	6.9%	.6%
I am often bored with my job	7.7%	10.6%	16.9%	33%	30.7%	1.1%
My immediate supervisor encourages my career development	20.7%	35.1%	22.7%	10.1%	10.6%	.9%
In general, I am satisfied with my job	19.8%	48.4%	15.5%	8%	7.7%	.6%
I would recommend this agency as a place to work	17.6%	39.5%	17.6%	15.3%	9.5%	.6%
I receive the training I need to perform my job	10.4%	47.3%	19.9%	14.1%	7.5%	.9%
My present job makes good use of my skills and abilities	18.4%	44.4%	11%	13.5%	11.8%	.9%
I might be laid off or fired	.9%	5.5%	18.7%	33.3%	35.6%	6%

Job Satisfaction and Generativity Pearson Correlation

The researcher created a Generativity Index (GI) based on responses to questions in the generativity section to measure total generativity. A higher total generativity score indicates increased generativity. A Pearson correlation was conducted between the JSI score and GI scores to assess linear correlation (dependence between these two variables). Among older Federal workers (50 years and older) who took this survey (n = 171), there is a statistically significant moderate positive relationship (r = .35, p < .001) between job satisfaction and generativity.

A Pearson correlation on younger government employees under the age of 40 shows they are less generative (r = .2). The correlation for this age group did not prove to be statistically significant, likely due to the small number of younger participants. A Pearson correlation for surveyed Federal civilian workers between the ages of 50-54 showed the strongest positive correlation between job satisfaction and generativity of any age group surveyed (r =.51), p = < .001.

Erikson's Generativity versus Stagnation stage posits that generativity begins around the age of 40. The

findings of this research are consistent with Erikson's theory (developed in the 1950s) when one considers that American men and women are living about 10 years longer on average now than they were in the 1950's when this theory was first published.[90] As a result, people are more likely to engage in generative behaviors at a later age.

Respondents were grouped into Low, Medium, or High generative categories (GenCats) to determine if there was a relationship between job satisfaction and the GenCats. There was a statistically significant, moderate positive correlation between Job Satisfaction and how respondents scored in their respective Low, Medium, or High Generative category ($r(132) = .174$, $p = .044$). When studying generativity in these categories, respondents in the Low category had the lowest Mean (3.4), and it progressively increased in the Medium (M = 3.69) and High (M = 3.8) generative categories.

Employees were asked if they agreed that hiring freezes and previous or pending workforce reduction announcements affect whether they are satisfied with their

[90] 1950 Life expectancy in the USA was 65.6 years for males and 71.1 years for females. 2015. Available: *demog.berkeley.edu/~andrew/1918/figure2.html.* See also US CDC NCHS Data Brief: Mortality in the United States, 2012. The CDC assessed it rose to 76.4 years for men and 81.2 years for females in 2012 2015. Available: http://www.cdc.gov/nchs/data/databriefs/db168.htm

jobs: 58% agreed or strongly agreed, while 18% disagreed or strongly disagreed. These findings have implications not only for job satisfaction, but for turnover intentions as well. As Maslow's motivational theory posits, employees who feel insecure about their jobs will experience a lack of safety, motivating them to change jobs.[91] Given this need for security, personnel actions that cause employees to experience a lack of security and safety would be expected to have a negative effect on job satisfaction. When asked if their work unit has been downsized in the last 5 years, 56% agreed or strongly agreed. The large number of employees reporting experiences with downsizing within their units has implications for workforce planning and retention strategies as well. Survey responses suggest hiring freezes and downsizing demotivate employees and lower morale.

More than one out of five respondents (22%) in this survey sample reported inadequate work agency mentoring training. This finding suggests the need to expand mentoring programs. Survey participants were not concerned that they might be laid off or fired. Only 6% agreed or strongly agreed with this statement, while nearly 69%

---

[91] Maslow. "*A Theory of Human Motivation." Psychology Review* 50 (1943): 370-396

disagreed or strongly disagreed. Less than 8% agreed or
strongly agreed that downsizing helped make their work unit
more efficient, while 59% disagreed or strongly disagreed.
When asked whether downsizing has seriously eroded the
institutional memory or knowledge in their work unit, 44%
agreed or strongly agreed, while 20% disagreed or strongly
disagreed. These results have implications for managing
competency and skills gaps, including the use of tools such
as phased retirement. The following table indicates
employee perceptions about downsizing and hiring freeze
impacts.

*Table 7 Employees rate their agreement with the statements
that hiring freezes affect job satisfaction; that their
work unit has been downsized in the last 5 years*

Hiring freezes affect job satisfaction			Work unit has been downsized last 5 years		
Response	**%**	***n***	**Response**	**%**	***n***
Strongly agree	22.6	79	Strongly agree	23.9	83
Agree	35.8	125	Agree	32.0	111
Neither agree nor disagree	21.8	76	Neither agree nor disagree	9.5	33
Disagree	11.5	40	Disagree	17.9	62
Strongly disagree	5.7	20	Strongly disagree	12.7	44
Don't know/ Can't judge	2.6	9	Don't know/ Can't judge	4.0	14

Total		100	349	Total		100	347

Turnover Intentions

An index to account for turnover intentions was not created because the individual questions in this section contain unrelated responses. Each question exploring turnover intentions was individually assessed to discern its relationship to mentoring. There is not an understandable correlation between a mentoring index and TOI probably because younger respondents are not considering retirement yet and are trying to establish themselves in their current position.

There is a correlation between age and years of service which may best relate to turnover intentions. As shown in the following chart, the number of employees in the 50-59 age group also have the longest Federal government careers, particularly with more than 25 years of employment. This graph gives some indication of the magnitude of the looming exodus of large numbers of retirement-eligible employees whose departure may seriously erode institutional knowledge.
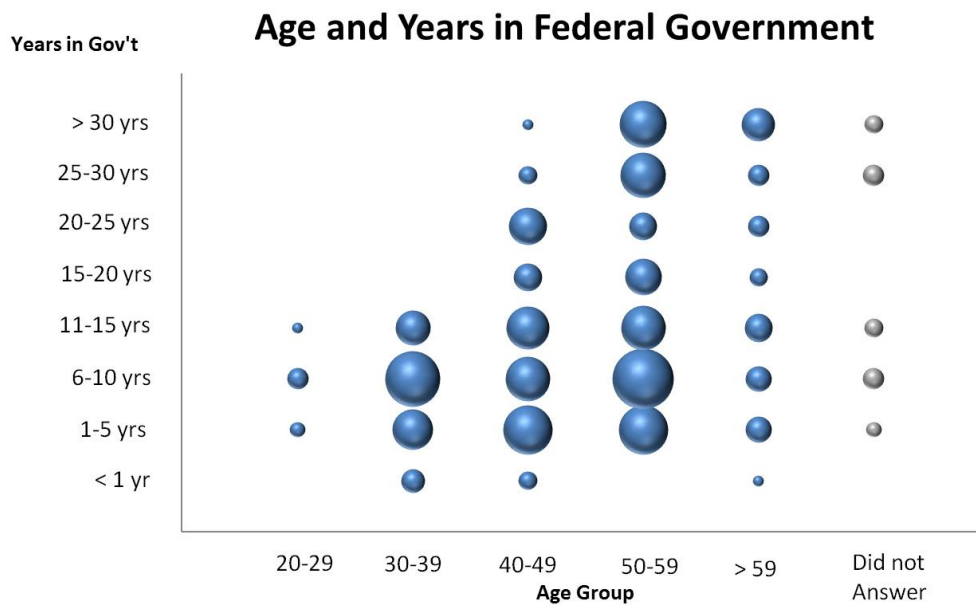
Figure 3 Age and years in Federal government

More than 56 % of respondents agreed to some degree
that hiring freezes and previous or pending workforce
reduction announcements affected whether they planned to
look for another job or resign. These results also suggest
significant implications for workforce planning efforts as
large numbers of Federal employees consider their options
for retirement or finding other jobs. However, there was a
diversity of opinions on this matter, as seen in Table 8,
with nearly 28% of respondents disagreeing to some extent.

Table 8 Employees rate their agreement with the statement that hiring freezes affect plans to look for another job or resign

Response	%	N
Strongly agree	18.8	64
Agree	23.5	80
Somewhat agree	14.4	49
Neither agree nor disagree	15.3	52
Somewhat disagree	3.5	12
Disagree	16.8	57
Strongly disagree	7.6	26
Total	**100**	**340**

Employees were asked how likely they were to submit for Phased Retirement, the Federal government partial retirement plan that encourages mentoring opportunities by letting retirees pass on institutional knowledge and experience while beginning to draw retirement benefits. Almost 13% of respondents indicated they are somewhat likely, likely, or very likely to join this program. But, nearly one-third of the respondents were unaware of the program, which indicates a need for the Federal government to better promote and publicize phased retirement, thereby

increasing mentoring opportunities. Table 9 summarizes the
results.

Table 8 Employees' answers how likely they were to submit for phased retirement

Response	%	n
Very likely	3.8	13
Likely	2.9	10
Somewhat likely	5.6	19
Undecided	28.1	96
Somewhat unlikely	2.3	8
Unlikely	10.8	37
Very unlikely	14.3	49
Never heard of it until now	32.2	110
Total	**100**	**342**

Employees were asked to report their turnover
intentions by responding to the question, "How likely are
you to retire from the Federal government?" Almost 25%
indicated they were very likely or likely to retire within
5 years, while just over half indicated they were very
unlikely or unlikely to retire within 5 years. Nearly one
in four employees reporting the likelihood of retiring has
significant workforce planning implications for managers.

When asked if they were eligible to retire, almost 16% were currently eligible to retire, while just over 60% indicated they were eligible to retire within more than 5 years.

Asked when were they most likely to resign or retire from the Federal government, nearly 25% responded that they plan to retire within 1 year of becoming eligible to retire. Another 12% plan to retire within 2 years of becoming eligible. Responses for this question should be considered with those for the preceding question; the percentages – 19.8 and 21.4 % respectively - of employees eligible and likely to retire within one year are similar. Taken together, these results show consistency between those employees reporting they are able to retire and those reporting they are likely to retire. These numbers suggest that as many as 1 in 5 employees who can retire within the next year are actually positioned to follow through on their turnover intentions.

When asked if in the coming year, they plan to look for another job, workers' responses produced some of the most substantial results of this study that would be of interest to managers of Federal government employees. Of 345 respondents, nearly 55% plan to look for another position within the coming year. These responses have

compelling implications for workforce attrition rates.

Table 10 summarizes the results.

Table 9 Employees' answers whether they plan to look for another job in the coming year

Response	%	n
Yes, but only within the Federal Government	30.7	106
Yes, but only outside the Federal Government	2.9	10
Yes, I plan to look inside and outside the Federal Government	23.2	80
No	43.2	149
Total	**100**	**345**

The survey asked how likely were employees to leave their organization for another Federal Government job within the next 5 years. Almost 49% of employees indicated they were very likely or likely to retire within 5 years, while just over 30% indicated they were very unlikely or unlikely to retire within 5 years.

Mentoring Quality and Quantity

Nearly 40% of the respondents reported being involved in multiple types of mentoring activities. Almost 69% of Mentors and Mentees reported participating in Supervisory mentoring, 60% reported participating in Situational mentoring, and 54% were involved in Peer mentoring. The next highest reported activity was Flash mentoring (27%). Of the 10 possible responses, very few respondents selected more than 8 mentoring activities, with the majority selecting approximately 3 activities (M = 2.8, SD = 1.76).

The researcher developed a Mentoring Activity Participation (MAP) index score by averaging the numbers of mentoring related activities registered by the respondents. The MAP index score was used to explore the relationships between mentoring activities of respondents and the three primary age group categories in this study. The analysis compared the average of the MAP index score (mean) to the respondents' age groups (younger < 40, Mid-aged 40-59, and older <50). The average number of mentoring activities is reported lowest increases with the youngest age group and increases to its highest level in the older age group. The increasing MAP mean illustrates that respondents are more

likely to participate in a wider variety of mentoring

activities, as indicated below.

Table 10 Federal Worker Mentoring Activity Participation by Age Group

	20-39 Years of Age	40-59 Years of Age	60 and Over
Mean	2.68	3.09	3.25
n	22	96	12
SD	2.01	1.54	2.18

Most employees indicated some degree of

dissatisfaction with the quantity and quality of mentoring

in which they were involved. Employees had varying

responses when asked to indicate their agreement with the

statement, "My workload (or work schedule) allows adequate

time for a structured mentoring program." Nearly half the

respondents, 47%, somewhat agreed, agreed, or strongly

agreed, while 38% disagreed to some extent. Given that a

large number of employees do not perceive that their

schedules allow for mentoring programs, successful program

outcomes may be at risk. These findings suggest that when

mentoring tasks are prioritized lower than other

responsibilities because of workload conflicts, the

likelihood increases that employees will neglect mentoring. Results are summarized in Table 12.

Table 11 Employees rate their agreement with the statement that their workload allows time for mentoring

Response	%	n
Strongly agree	7	27
Agree	22	81
Somewhat agree	18	66
Neither agree nor disagree	14	53
Somewhat disagree	14	53
Disagree	14	52
Strongly disagree	10	37
Total	**100**	**369**

When asked if their Mentor also served as a career advocate, 52% of respondents answered *Yes*. Respondents were asked in what ways has their Mentor served as a career advocate. Mentees most often indicated that the Mentor provided career advice, expanded the Mentee's perception of what he or she could do, and that the Mentor promoted the Mentee's visibility. All these behaviors are expressions of generative tendencies. Mentors' concern for developing

86

the next generation of workers should form a key component
of talent development and employee retention strategies.
Some of the respondents selected multiple career advocacy
categories.

Agencies do not appear to be effectively promoting
information on mentoring programs. When employees were
asked if they were getting information on how to get the
most out of being mentored, 53 % responded *No*, and 11%
responded *Don't know/Not sure*.

Good / Bad Mentoring Matches

Respondents who were Mentors or Mentees were asked
about the quality of the match with their Mentor and
Mentee. If a respondent was both a Mentor and a Mentee,
the question was asked for them to respond from each
perspective to allow for comparing responses and
determining similarities or differences. Mentors and
Mentees rated their respective matches about the same
percentage between "Excellent" and "Very good". The major
difference is in Mentees rating the match with their Mentor
about 9% lower in the "Good" category. Approximately 7% of
Mentees also rated their Mentor match as "Poor" or "Very

Poor", and only about 2% of Mentors assessed their Mentee match as "Poor."

Employees were asked to indicate their agreement with the statement that their agency values the mentoring program. While 35% of respondents agreed or strongly agreed with this statement, 27% disagreed or strongly disagreed. This perception by one in four employees that their agency does not value mentoring suggests significant challenges for agencies to successfully implement and manage employee development strategies.

The following table 10 shows the Mentor-Mentee groups. Of the total number of respondents, most employees were neither Mentors nor Mentees (61%). The next largest group of participants consisted of those who were both Mentors and Mentees, followed closely behind by those who were Mentors only, and lastly by those who were Mentees only.

Table 12 Mentoring involvement

Involvement in Mentoring	%	n
Mentees	9	35
Mentors	14	56
Both	16	63
Neither	61	238

Nearly 88% of the Federal workers responded to all of the questions regarding turnover intent (TOI). When conducting cross tabulation analysis between TOI questions with those have participated in Mentoring (MG) with those who have not been involved in mentoring (Non-MG), virtually all assessments proved inconclusive. Although there are no significant relationships between TOI and mentoring participation, there are some indications that current mentoring practices may increase turnover. Here are the key findings from the analysis:

- The MG reported they are "very likely" to retire from the Federal government within 5 years (21.5%) as compared to the NMG (15.5%).

- Asked when they were most likely to resign or retire from the Federal government, the MG reported 32.1% and the NMG reported 25.2% within the next year.

- Most of the NMG (51.4%) reported they are likely to leave their organization for another Federal government job within the next 5 years compared to the MG (44.8%).

- An equal number (43%) of both groups stated they did not plan to look for another job in the coming year.

- When asked if hiring freezes and workforce reduction
  announcements affect whether they plan to look for
  another job or resign, almost half the NMG reported
  (46.9%) reported that such announcements affected
  their turnover intentions compared to 35.1% of the MG.

Summary

This chapter presented univariate descriptive
statistics summarizing the sample of Federal civilian
employees. This description of the data set is the basis
for interpreting findings discussed in the following
Chapter Four, Findings. This chapter presents inferential
statistics that investigate relationships between
generativity expressed through mentoring and employee job
satisfaction and turnover intentions.

CHAPTER FOUR

FINDINGS

This chapter discusses results pertaining to this study's survey responses. For the goals of this research, the researcher conducted statistical analyses that yielded the following results:

- Generativity is linked to mentoring; more generative Federal workers showed greater interest in mentoring activities.

- Mentoring has a moderate positive correlation with higher job satisfaction.

- Mentoring was not related to lower turnover intentions.

- The quality and quantity of mentoring was related to the perceived effectiveness of mentoring.

Generativity and Mentoring

The researcher found a relationship between generativity and mentoring. It was believed that more generative employees would express their generative tendencies through involvement in mentoring activities, and this hypothesis was confirmed. Analysis of Federal worker participation by generativity category shows a correlation between the two variables. For employees who were Mentors, Mentees, or both, mentoring participation increased from low (31%) to medium generativity (39.4%). As might be expected, employees who were both Mentors and Mentees showed the highest total percentage of participation by mentoring group (22.3%). Mentoring participation was also higher for Mentors when compared with Mentees. These findings illustrate that more generative employees engage in mentoring. In addition, it is also possible that engaging in mentoring encourages employees to be more generative since this finding does not establish causality, only correlation between variables.

Mentoring and Job Satisfaction

The researcher found that people involved in mentoring activities are likely to be more satisfied with their jobs. Mentors are much more likely to be satisfied with their

jobs, as are Mentees, although to a somewhat lesser extent. The Job Satisfaction Index (JSI) averaged the 9 job satisfaction questions. When correlated with the Generativity Total, the JSI showed a statistically significant moderate positive relationship ($r = .35$, $p < .001$) between job satisfaction and generativity for older Federal workers (50 years and older). The strongest positive correlation between job satisfaction and generativity of any age group surveyed ($r = .51$), $p = < .001$ was shown for Federal workers between the ages of 50-54. Moreover, this finding was consistent with personality development theory which posits that generativity begins in middle age. Older employees would be expected to be more generative.

However, a substantial percentage of employees, (61%) have not been involved in any mentoring at all. Many employees (27%) indicated that their agency did not value mentoring, and they gave a number of comments in their open-ended responses that substantiate this perception. Their comments reported that many did not know mentoring programs existed, while others felt that their workload left little time for mentoring. Given that three out of five employees currently do not participate in mentoring

93

activities, one can conclude that agencies are failing to institute a valuable strategy that could enhance career development and job satisfaction.

Findings indicate that participating in mentoring in any capacity increases job satisfaction. Federal workers who were involved in mentoring as both Mentors and Mentees reported higher job satisfaction (M = 3.76, SD = .74) than Federal employees who were not involved in mentoring (M = 3.55, SD = .74), t(3.26), p = .013. Federal workers who were Mentors only reported the highest job satisfaction (M = 3.82, SD = .76), t(3.26), p = .001.

Federal employees who were Mentees also reported higher job satisfaction (M = 3.67, SD = .66) than employees who were not involved in mentoring (M = 3.47, SD = .77). However, the difference is not statistically significant because roughly 5% of the respondents were under 40 years old. Increasing the number of younger survey takers will improve statistical significance. These findings indicate that both Mentors and Mentees have higher job satisfaction than employees not involved in mentoring. Mentors reported statistically significant higher job satisfaction (M = 3.82, SD = .76) than employees who were not involved in mentoring (M = 3.54, SD = .72), t(3.26), p = .001. Federal

employees who were Mentees also reported higher job

satisfaction (M = 3.67, SD = .66) than employees who were

not involved in mentoring (M = 3.47, SD = .77).

T-test analysis conducted for job satisfaction was

calculated to be statistically insignificant. Since it is

reasonable to assume that younger employees are more likely

to need Mentors than older employees, increasing the number

of younger survey takers may improve statistical

significance. The Mentee job satisfaction mean was lower

than that of Mentors, suggesting that being a Mentor likely

increases job satisfaction more than being a Mentee. This

is consistent with Erikson's and Maslow's theories, but

could also mean that Mentees are not getting as much from

mentoring participation as Mentors.

Mentoring and Turnover Intentions

This study does not illustrate a statistically

significant correlation that participation in mentoring

decreases turnover intentions. It was expected that

employees involved in mentoring would be less likely to

retire or resign, but the analysis did not show clear

consistent patterns. However, those involved in mentoring

are somewhat less likely to report that they intend to

retire before they are eligible (6.8%) compared with those

not involved in mentoring (9.7%). A probable explanation

is that there were too few survey responses overall, a high

number of "Don't know / Not sure" responses (23.6%), and

too few people who intend to retire before they become

eligible to retire.

There were an unexpected number of respondents who

were older employees but new to the Federal government.

Thirty percent of survey respondents between 40-59 years of

age reported being a civilian employee for 10 years or less

(n = 101 out of 339). This result is supported by 47% of

the middle age category respondents reporting they are

somewhat or very likely to leave for another Federal

civilian job within the next 5 years (30% of overall

respondents). This result indicates older workers are more

ready to move on to other employment opportunities if they

become available.[92] A more telling statistic is that 60% of

the youngest age category (39 and younger) reported they

are somewhat to very likely to leave within the next 5

---

[92] This percentage increased by 4% when factoring in those 60 years of age and older serving less than 5 years as a Federal civilian employee. Also, there were an unexpected number of older respondents who were new to the Federal government: Eighty percent of respondents were 40 years and old (n = 275 out of 342).

years. Although this study does not provide evidence of a clear correlation that mentoring leads to lower turnover intentions, it provides meaningful insights into civilian workforce intentions. A larger sample may be required to provide statistically significant indications of the relationship between mentoring and turnover intentions.

Mentoring Quality and Quantity

Federal workers clearly believe that the quality and quantity of mentoring participation contributes to mentoring effectiveness. More than half (52%) of the respondents reported their mentors served as career advocates and promoted the employee's visibility. Additionally, almost 40% of respondents were involved in multiple mentoring activities, in spite of dissatisfaction with scheduling constraints or other aspects of mentoring programs.

These findings suggest that employees believe they benefit from mentoring, but that more and better mentoring is needed. Only 24% of respondents were satisfied to some degree with their agency's approach to mentoring. Employees feel mentoring activities are inadequate for purposes of career development, knowledge transfer, or onboarding and socialization. With workload constraints

and mentoring program challenges, many employees do not
feel strongly that they benefit from mentoring
opportunities currently offered.

Summary

Data analysis suggests an association between job
satisfaction and mentoring, and to a lesser extent, between
turnover intentions and mentoring. Hypothesis 1 stated
that more generative employees express greater interest in
mentoring. Hypothesis 1 was confirmed. Hypothesis 2
stated that Federal workers who received mentoring would
have higher job satisfaction than non-mentored employees.
Hypothesis 2 was confirmed. Hypothesis 3 stated that
Federal workers who received mentoring would have lower
turnover intentions than non-mentored employees.
Hypothesis 3 was neither confirmed nor rejected.
Hypothesis 4 stated that the amount and quality of
mentoring participation would be relational to the
perceived effectiveness of mentoring practices. Hypothesis
4 was confirmed.

These findings inform the development of
mentoring practices, workforce staffing, and talent
management strategies as the Federal government prepares
for significant numbers of employees to retire in the

coming years. Chapter 5, Challenges, Implications and Recommendations, discusses the role of generativity in successful mentoring programs and policy implications of these findings.

CHAPTER FIVE

CHALLENGES, IMPLICATIONS AND RECOMMENDATIONS

Support for hypothesized relationships between generativity, mentoring, and job satisfaction is evident in the current research. Generativity leads to mentoring, and mentoring leads to superior organizational outcomes including increased job satisfaction. However, the research also uncovers a series of challenges and hindrances to successful mentoring programs. These obstacles include the need for more mentoring, ineffective mentoring, to poorly implemented mentoring. This chapter explores additional challenges and implications of the survey before providing recommendations.

Insufficient Mentoring Opportunities

Many agencies simply do not have mentoring programs. More than a quarter (28%) of respondents reported their agencies did not have a formal mentoring program. After time and workload constraints, the lack of a mentoring program was the most frequently cited criticism voiced in

open-ended comments. One respondent noted that "There is

no mentoring program in our office. I choose to mentor

others voluntarily in order to help others learn and grow."

Federal agencies need to provide formal mentoring programs

for generative-minded employees like this one.

Survey data indicates that, in many cases, the

employees who most need and desire mentoring are least

likely to be receiving it. Assuming this sample is

reasonably representative, 61% of those surveyed have not

participated in mentoring activities. Broken down by age

groups, 67% of employees between ages 20-39 did not

participate in mentoring. This means that two out of three

employees who are most likely to be in the early stages of

their Federal employee careers and most in need of

mentoring did not receive it. Given that mentoring is

associated with greater job satisfaction, this statistic

helps explain one source of frustration for younger

employees.

One reason may be organizations may feel they do not

have enough time during the workday for personnel to

participate in mentoring, or some personnel are just simply

too busy with job-related functions that they cannot

participate in mentoring activities, if such a program

exists in their organization. Regardless, there are too

few mentoring activities available across Federal agencies,

and too many employees feel they cannot spare the time to

be involved in mentoring. Respondents to this believe

their workloads do not allow sufficient time to optimize

the mentoring relationship. Given the realities of a

demanding schedule, they believe mentoring is a low-

priority activity; consequently, facing productivity

requirements and deadlines, there is an understandable

tendency to place mentoring on the back burner. The result

is that neither the agency nor the employee receives the

full benefit of mentoring under those conditions.

Responses to this study showed employees wanted more

time for mentoring. By far, the most frequently cited

concern when asked, What were the greatest challenges of

the mentoring program" was related to time and workload

constraints (36%), followed by the lack of a mentoring

program. Respondents consistently discussed their workload

as a factor that influences whether mentoring achieves the

desired goals. One respondent succinctly noted the

greatest challenge of the mentoring program was "Finding

time to assist and still do my own job," while another

noted scheduling conflicts: "Time constraints. Too much

workload forcing me to prioritize mentoring as an optional event."

Many employees also feel that not enough mentoring opportunities are available. In addition to workload challenges, Federal civilian workers believe that there are structural problems within mentoring programs that interfere with its effectiveness. Employees perceived there was a shortage of qualified mentors, particularly outside their chain of command. Other problems employees identified include cronyism, inadequate goal-setting, and restrictions such as geographically remote locations.

This study also highlighted the potential talent drain that is looming, with a substantial number of employees reporting turnover intentions that include resigning or looking for another position as soon as they are eligible. As one employee noted "Most of our senior subject matter experts have already retired, or are in that process, and all that knowledge has and is going out the door with them." This erosion of institutional knowledge is even more critical because of the high number of employees with technical degrees and specialized skill sets who are most likely to leave Federal agency employment in the near future. If only a fraction of eligible employees reporting

intentions to quit actually follow through, agencies face a
very real problem of lacking a workforce with the requisite
skills and competencies to operate at a sufficiently high
level to achieve their missions.

While budget cuts and personnel drawdowns are a fact
of life for the Federal civilian workforce, these
organizational challenges can be better met thru talent
management strategies that involve effective mentoring.
Employees' need for security, growth and self-
actualization, as described in the literature, are
reflected in their survey responses discussing factors that
prompt them to retire as early as possible or to seek other
employment. At the same time, Federal government managers
must still meet workforce planning challenges to support
mission-critical levels of skills and competencies. As
employees noted in their comments and survey responses,
mentoring helps to solve all these problems, resulting in
increased job satisfaction and lower attrition rates.

Ineffective Mentoring Practices

Ineffective mentoring is also a challenge for Federal
agencies. Mentoring is not effective when it does not
promote agency success by accomplishing multiple goals,

including career development, increasing employee job satisfaction, and transferring institutional knowledge. Employees want to benefit from effective mentoring practices. One measure of effectiveness is rating the quality of the match between Mentor and Mentee. Some 16% of Mentors rated their match as fair or poor, while 20% of Mentees felt their matches were fair or poor. For example one respondent said, "Challenges were often the individuals selected by leadership and were a family member or close friend to leadership." Not only do these employees and their agencies currently get less out of mentoring, but there is the very real risk that employees will be discouraged from future participation in mentoring programs.

One-third of employees being mentored report their mentors do not serve as career advocates. Another 15% did not know or were not sure. At the very least, agencies need clearly established goals that allow mentors and mentees to mutually agree upon expectations about what their mentoring relationship is expected to accomplish. Another concern that employees cited frequently as a mentoring challenge was poor matching between mentor and mentee. Mentoring program procedures were repeatedly

criticized as well, with another respondent noting "Since I did not get any feedback even though mentees were given the opportunity I assumed that my mentoring was not useful to them, i.e. I was not as good at it as I thought I would be. So I did not participate again after the one formal mentoring program." Such comments provide a clear indication that some Federal civilian employees do not perceive mentoring practices as being effective.

When asked to comment on mentoring practices, job satisfaction, or related issues, one employee responded "If command has a plan for succession, it is a closely guarded secret." Agency mentoring programs need to be aligned with other workplace development efforts, such as succession planning. Ideally, mentoring should develop people to fulfill future leadership positions, which is a major goal of succession planning. These programs should be working together to shape the younger generation to assume roles of increasing responsibility within the organization as these opportunities become available.

Poorly Implemented Mentoring Programs

In many instances, agencies have mentoring programs, but they are poorly implemented. Employees noted programs

as being deficient in training mentors on how to mentor, mentoring programs that were primarily "paper" programs, mentor unavailability, supervisors who appeared threatened by the success of subordinates, and programs hampered by a shortage of good mentors.

Almost a third of respondents did not know or were not sure if their agency had a formal mentoring program. Even when mentoring programs exist, respondents reported they have not been well-publicized, and many Federal workers were unaware of their existence. Phased retirement remains a relatively unknown option even though significant numbers of employees are approaching retirement eligibility. Almost one-third of survey respondents (32%) had not heard of this mentoring opportunity until taking the survey. Even as agencies move to establish their specific phased retirement qualifications, they are falling short in getting the word out to employees about this program.

Employees reported other indications that mentoring has been poorly implemented. Three out of ten employees reported they were dissatisfied to some extent with their agency's approach to mentoring. Further, 27% expressed some level of disagreement that their agency valued mentoring.

Recommendations

Mentoring is necessary for the Federal government to effectively staff its workforce by attracting and retaining well-qualified employees. As part of this effort, agencies need to establish more and better mentoring programs. Neither employees nor agencies can benefit from mentoring programs if employee schedules do not allow adequate time for mentoring activities. At a minimum, agencies need to mentor more employees, and the mentoring needs to begin in the early stages of employees' careers.

In addition, Federal agencies are not implementing mentoring correctly. It appears that mentoring programs do not reflect an accurate understanding of what motivates employees to engage in generative behaviors such as mentoring. Generativity is a reflection of organizational culture, and a culture that values employees is a culture that stresses the importance of developing the next generation of workers. Mentoring signals to employees that they make a valuable contribution to agency success, and employees correctly infer that the agency is willing to invest in them for this reason. For these reasons, without an effective mentoring program, employees are less likely to experience the same degree of job satisfaction and

loyalty as they would.

All these factors mean that the Federal government must establish a culture of generativity. Moreover agency mentoring programs need to be designed to reflect the realities of having to attract workers from the Millennial generation. Research on Millennial attitudes about job tenure indicates a job-hopping culture; by comparison with previous generations, fewer Millennials view loyalty to the organization as an especially appealing value.[93] Millennials expect frequent career or job changes. The Federal government must compete with private sector organizations that attract Millennials by offering perks focusing on benefits such as health insurance, pensions, onsite daycare, and policies that promote work-life balance. Mentoring provides a means of differentiation to help the Federal government stand out as a more attractive employer.

Future research directions should include follow-on research investigating whether mentoring is strongly correlated with increased job satisfaction and reduced

---

[93] Ray Williams. "How the Millennial Generation will change the Workplace." *Psychology Today* online. 2015. Available: https://www.psychologytoday.com/blog/wired-success/201403/how-the-millennial-generation-will-change-the-workplace

turnover rates in agencies and organizations displaying more and less positive and supportive cultures. So, can mentoring swim upstream and make a larger impact? Additional research could reveal if certain cultural variables moderate this relationship and a quality mentoring program could be one of the easier ones to implement, since many more government agencies are getting heavily involved in them now. Organizational culture needs to be explored, just as is done with diversity and other formal policies. Additional research may be useful to determine to what extent is organizational culture more influential and important than policies.

Agencies must also meet the challenge of delivering continuity and consistency in mentoring practices. Leadership changes may have greater negative impacts than expected, some of which are a result of government drawdowns, funding cutbacks, and the consolidation /reorganization of government organizations to meet future manning and budget requirements. A change in leadership often precedes a change in culture. This may restrict the sustainability of mentoring programs in affected agencies and hinder those who are beginning these types of activities. It may be easier to start a successful

mentoring program, with sustaining the program over time
offering the more difficult challenge. Nevertheless,
consistency, over time, is vital in sustaining mentoring's
influence and significance, not only by enabling generative
workers to leave their legacy in the organization, but by
helping to foster needed generative-conscious leaders for
generations to come.

Summary

This research on job satisfaction and mentoring
consistently points to the need to expand mentoring best
practices to include additional agencies and employees.
The recommended solutions will promote employee retention
and mitigate the effects of personnel actions that
demoralize the workforce and contribute to a talent drain.
Given the pressures of competition from private sector
employers and employees' own needs for job satisfaction and
security, the Federal government can better meet its
obligations to employees, customers, and other stakeholders
by improving its ability to develop and retain employees.
This study showed an association between motivation to
express generative behavior through mentoring and factors
influencing job satisfaction that should be used to inform

111

workforce management strategies.

   This research builds on literature examining employee job satisfaction and how it influences decisions relating to career development and attrition. Given the previously discussed limitations, future research is recommended, including surveying organizations with good, average, and poor mentoring programs. Participation by more agencies and more employees could lead to greater understanding of the relationship between generativity and mentoring and support mentoring as a predictor of increased job satisfaction and reduced turnover. Mentoring offers real benefits to agencies when effectively used as a talent management strategy. Mentoring lets employees express their generative concern for developing the next generation of Federal workers. As a result of mentoring, employees experience heightened satisfaction. For agencies, mentoring can stem the tide of departing institutional knowledge. Programs such as phased retirement offer win-win strategies that benefit both retiring employees and agencies. The power of mentoring is such that even when poorly implemented, employees still recognize its inherent value. As one Federal civilian worker noted, "What can be

learned from good and bad mentors is immeasurably

valuable."

MENTOR SURVEY

Federal Government Employees Job Satisfaction and Mentoring Survey
Informed Consent

This research is being conducted to examine the relationship between areas such as mentoring, job satisfaction, phased retirement, and federal workforce tendencies to encourage, guide, and contribute to the next generation of federal employees. This is not the Federal Employee Viewpoint Survey (FEVS), but complimentary in its attempt to assess issues impacting civilian personnel and the workplace.

RESEARCH PROCEDURES: This study will capture data not amassed in any other survey. If you agree to participate, you will be asked to complete a survey which should take approximately 10 minutes.

RISKS: The foreseeable risks or discomforts include the possibility that participants may find some questions about job conditions to be sensitive.

BENEFITS: There are no direct benefits to you for participating in the research. However, your participation may help further research to improve Federal government management practices within the Federal Civilian workforce.

CONFIDENTIALITY: The data accrued in this study is *completely confidential*. Survey responses will be collected anonymously. Names and other identifiers will not be placed on surveys or other research data.

PARTICIPATION: Your participation is voluntary, and you may withdraw from the study at any time and for any reason. If you decide not to participate or if you withdraw from the study, there is no penalty or loss of benefits to which you are otherwise entitled. There are no costs to you or any other party.

CONTACT: This research is being conducted by the Principal Investigator, Dr. A. Trevor Thrall and Co-Investigator/Student Researcher, Jeffrey Curry, from the School of Policy, Government, and International Affairs, at George Mason University. Dr. Thrall may be reached at (703) 993-3724 and Mr. Curry at (540) 446-1136 for questions or to report a research-related problem. You may contact the George Mason University Office of Research Integrity & Assurance at (703) 993-4121 if you have questions or comments regarding your rights as a participant in the research.

The George Mason University Office of Research Integrity & Assurance and the Institutional Review Board reviewed and approved the procedures governing your participation in this essential research.

□ I agree to participate

□ I do not agree to participate

1. **Do you currently participate or have you participated in mentoring as a Mentor and/or a Mentee? (<u>Select both Mentor and Mentee if applicable</u>)**
   - **Mentee** is sometimes referred to as Protégé or Mentoree, and is listed as Mentee for this survey.
     - ☐ Mentor
     - ☐ Mentee
     - ☐ Neither

2. **Does your work agency have a formal mentoring program?**
   - **Agency** is the governmental component where you work. If you work in an independent agency, such as the Environmental Protection Agency or the Office of Personnel Management, that would be your "agency."
   - **A formal mentoring program** is an official, agency sponsored activity that matches Mentees with Mentors and is set within a specific timeframe (i.e. a 9-month time period).
     - ☐ Yes
     - ☐ No
     - ☐ Don't know/Not sure

3. **Select all the types of mentoring you participated in as a Mentor or Mentee**:
   - ☐ **Flash mentoring**: An initial one-hour mentoring session after which the Mentor and Mentee decide whether to continue the relationship
   - ☐ **Group mentoring**: One Mentor is teamed with several Mentees who meet at the same time
   - ☐ **Peer mentoring**: Usually a relationship with an individual within the same grade, organization, or job series
   - ☐ **Reverse mentoring**: Mentoring of a senior person (in terms of age, experience, or position) by a junior person (in terms of age, experience, or position)
   - ☐ **Situational mentoring**: Provides the right help at the right time by a Mentor when a Mentee needs guidance / advice; usually short term addressing an immediate situation but can transition to a more long-term connection
   - ☐ **Speed mentoring**: Individuals to receive information from one or more Mentors in a time-controlled environment; modeled after the 'Speed Dating' concept
   - ☐ **Supervisory mentoring**: Usually informal and related to day-to-day guidance about the current job
   - ☐ **Team mentoring**: Involves more than one Mentor working with one Mentee or a group of Mentees

- **Virtual mentoring**: Uses videoconferencing, the Internet, and e-mail to mentor individuals
- **Other** (please specify)_____

4. **How satisfied are you with your agency's approach to mentoring?**
   - ☐ Very Satisfied
   - ☐ Satisfied
   - ☐ Somewhat Satisfied
   - ☐ Neutral
   - ☐ Somewhat Dissatisfied
   - ☐ Dissatisfied
   - ☐ Very Dissatisfied
   - ☐ Don't Know/Can't Judge

5. **As a Mentor, please rate the quality of the match between you and your Mentee**.
   - ☐ Excellent
   - ☐ Very Good
   - ☐ Good
   - ☐ Fair
   - ☐ Poor
   - ☐ Very Poor

6. **What types of activities have you done with your current / most recent Mentor or Mentee? (Select all that apply)**
   - ☐ Job shadowing
   - ☐ Met at my workplace
   - ☐ Met elsewhere
   - ☐ Telephone conversations
   - ☐ Other (please specify)_____

7. **At my agency, a formal mentoring program is more effective than informal mentoring.**
   - **Informal mentoring** typically occurs when Mentees seek Mentors on their own, does not have an official start/end date, and is often conducted outside the agency's purview.
     - ☐ Strongly Agree
     - ☐ Agree
     - ☐ Somewhat Agree
     - ☐ Neither Agree nor Disagree
     - ☐ Somewhat Disagree

☐ Disagree

☐ Strongly Disagree

8. **Having a Mentee within the agency is more effective than having a Mentee outside the agency**.

   ☐ Strongly Agree

   ☐ Agree

   ☐ Somewhat Agree

   ☐ Neither Agree nor Disagree

   ☐ Somewhat Disagree

   ☐ Disagree

   ☐ Strongly Disagree

9. **My workload (or work schedule) allows adequate time for a structured mentoring program.**

   ☐ Strongly Agree

   ☐ Agree

   ☐ Somewhat Agree

   ☐ Neither Agree nor Disagree

   ☐ Somewhat Disagree

   ☐ Disagree

   ☐ Strongly Disagree

10. **I believe my organization values the mentoring program.**

    ☐ Strongly Agree

    ☐ Agree

    ☐ Neither Agree nor Disagree

    ☐ Disagree

    ☐ Strongly Disagree

    ☐ Don't Know/Can't Judge

11. **What were the greatest challenges of the mentoring program?**

    _____

12. **What mentoring goals would you like your agency to address?**

    _____

13. **How many times during the past two months have you taught someone a skill?**

    ☐ More Than Once

    ☐ Once

    ☐ None

14. **How many times during the past two months have you listened to someone tell you his or her personal problems?**

☐ More Than Once

☐ Once

☐ None

15. **How many times during the past two months have you written someone up for an award?**

☐ More Than Once

☐ Once

☐ None

16. **How many times during the past two months have you drawn upon past experiences to help a person adjust to a situation?**

☐ More Than Once

☐ Once

☐ None

17. **How many times during the past two months have you learned a new skill?**

☐ More Than Once

☐ Once

☐ None

18. **How many times during the past two months have you written a letter to a newspaper, magazine, Congressman, etc. about a social issue?**

☐ More Than Once

☐ Once

☐ None

19. **How many times during the past two months have you been elected or promoted to a leadership position?**

☐ More Than Once

☐ Once

☐ None

20. **How many times during the past two months have you done something others considered to be unique and important?**

☐ More Than Once

☐ Once

☐ None

21. **How many times during the past two months have you received an award?**

☐ More Than Once

☐ Once

☐ None

22. **How many times during the past two months have you made a decision that influenced many people?**
    - ☐ More Than Once
    - ☐ Once
    - ☐ None
23. **How many times during the past 18 months have you voted for a political candidate or some other elected position?**
    - ☐ More Than Once
    - ☐ Once
    - ☐ None
24. **How important is it to encourage, guide, and contribute to the development of younger Federal workers?**
    - ☐ Extremely Important
    - ☐ Very Important
    - ☐ Somewhat Important
    - ☐ Neither Important nor Unimportant
    - ☐ Somewhat Unimportant
    - ☐ Very Unimportant
    - ☐ Not at all Important
25. **The work I do is meaningful to me.**
    - ☐ Strongly Agree
    - ☐ Agree
    - ☐ Neither Agree nor Disagree
    - ☐ Disagree
    - ☐ Strongly Disagree
    - ☐ Don't Know/Can't Judge
26. **Overall, I am satisfied with my current pay.**
    - ☐ Strongly Agree
    - ☐ Agree
    - ☐ Neither Agree nor Disagree
    - ☐ Disagree
    - ☐ Strongly Disagree
    - ☐ Don't Know/Can't Judge
27. **I am often bored with my job.**
    - ☐ Strongly Agree
    - ☐ Agree
    - ☐ Neither Agree nor Disagree

- ☐ Disagree
- ☐ Strongly Disagree
- ☐ Don't Know/Can't Judge

28. **My immediate supervisor encourages my career development.**
- ☐ Strongly Agree
- ☐ Agree
- ☐ Neither Agree nor Disagree
- ☐ Disagree
- ☐ Strongly Disagree
- ☐ Don't Know/Can't Judge

29. **Hiring freezes and previous or pending workforce reduction announcements affect whether I am satisfied with my job.**
- ☐ Strongly Agree
- ☐ Agree
- ☐ Neither Agree nor Disagree
- ☐ Disagree
- ☐ Strongly Disagree
- ☐ Don't Know/Can't Judge

30. **In general, I am satisfied with my job.**
- ☐ Strongly Agree
- ☐ Agree
- ☐ Neither Agree nor Disagree
- ☐ Disagree
- ☐ Strongly Disagree
- ☐ Don't Know/Can't Judge

31. **I would recommend this agency as a place to work.**
- ☐ Strongly Agree
- ☐ Agree
- ☐ Neither Agree nor Disagree
- ☐ Disagree
- ☐ Strongly Disagree
- ☐ Don't Know/Can't Judge

32. **My work unit has been downsized in the last 5 years.**
- ☐ Strongly Agree
- ☐ Agree
- ☐ Neither Agree nor Disagree
- ☐ Disagree

☐ Strongly Disagree

☐ Don't Know/Can't Judge

33. **I receive the training I need to perform my job.**

☐ Strongly Agree

☐ Agree

☐ Neither Agree nor Disagree

☐ Disagree

☐ Strongly Disagree

☐ Don't Know/Can't Judge

34. **Downsizing has helped make my work unit more efficient.**

☐ Strongly Agree

☐ Agree

☐ Neither Agree nor Disagree

☐ Disagree

☐ Strongly Disagree

☐ Don't Know/Can't Judge

35. **My present job makes good use of my skills and abilities.**

☐ Strongly Agree

☐ Agree

☐ Neither Agree nor Disagree

☐ Disagree

☐ Strongly Disagree

☐ Don't Know/Can't Judge

36. **Downsizing has seriously eroded the institutional memory or knowledge in my work unit.**

☐ Strongly Agree

☐ Agree

☐ Neither Agree nor Disagree

☐ Disagree

☐ Strongly Disagree

☐ Don't Know/Can't Judge

37. **I might be fired or laid off.**

☐ Very Likely

☐ Somewhat Likely

☐ Neither Likely nor Unlikely

☐ Somewhat Unlikely

☐ Very Unlikely

☐ Not Sure

38. **I could find a job with another employer with about the same pay and benefits I have now.**
☐ Very Likely
☐ Somewhat Likely
☐ Neither Likely nor Unlikely
☐ Somewhat Unlikely
☐ Very Unlikely
☐ Not Sure

39. **Within the next 5 years, how likely are you to retire from the Federal Government?**
☐ Very Likely
☐ Likely
☐ Somewhat Likely
☐ Undecided
☐ Somewhat Unlikely
☐ Unlikely
☐ Very Unlikely

40. **When are you eligible to retire?**
☐ I am currently eligible to retire
☐ Less than one year
☐ Within the next 5 years
☐ Greater than 5 years

41. **Considering your Federal career overall, which statement best describes when are you most likely to resign or retire from the Federal government?**
☐ Before I become eligible to retire
☐ Within 6 months after I become eligible to retire
☐ 6-12 months after I become eligible to retire
☐ 1-2 years after I become eligible to retire
☐ 3-5 years after I become eligible to retire
☐ More than 5 years after I become eligible to retire
☐ Don't Know/Not Sure

42. **In the coming year, do you plan to look for another job?**
☐ Yes, but only within the Federal Government
☐ Yes, but only outside the Federal Government
☐ Yes, I plan to look both inside and outside the Federal Government
☐ No

43. **Within the next 5 years, how likely are you to leave your organization for another Federal Government job?**
   - ☐ Very Likely
   - ☐ Somewhat Likely
   - ☐ Neither Likely nor Unlikely
   - ☐ Somewhat Unlikely
   - ☐ Very Unlikely
   - ☐ Don't Know/Not Sure

44. **Hiring freezes and previous or pending workforce reduction announcements affect whether I plan to look for another job or resign.**
   - ☐ Strongly Agree
   - ☐ Agree
   - ☐ Somewhat Agree
   - ☐ Neither Agree nor Disagree
   - ☐ Somewhat Disagree
   - ☐ Disagree
   - ☐ Strongly Disagree

45. **How many years have you been a Federal Government employee (excluding military service)?**
   - ☐ Less than 1 year
   - ☐ 1 to 5 years
   - ☐ 6 to 10 years
   - ☐ 11 to 15 years
   - ☐ 16 to 20 years
   - ☐ 21 to 25 years
   - ☐ 26 to 30 years
   - ☐ 31 years or more

46. **Are you:**
   - ☐ Male
   - ☐ Female
   - ☐ Prefer not to answer

47. **What is your age?**
   - ☐ Under 20
   - ☐ 20-29
   - ☐ 30-39
   - ☐ 40-49
   - ☐ 50-54

- 55-59
- 60-64
- 65 or older
- Prefer not to answer

48. **What is your highest educational level?**
- Less than high school diploma
- High school diploma or GED
- High school diploma or GED plus some college or technical school
- 2-year college degree (AA, AS)
- 4-year college degree (BA, BS, or other bachelor's degree)
- Some graduate or professional school
- Graduate or professional degree

49. **What is your pay category?**
- General schedule or similar
- Wage grade
- Executive (SES or equivalent)
- Other

50. **How likely are you to submit for Phased Retirement?**
- Very Likely
- Likely
- Somewhat Likely
- Undecided
- Somewhat Unlikely
- Unlikely
- Very Unlikely
- Never heard of it until now

51. **Are you of Hispanic or Latino origin?**
- Yes
- No

52. **What race do you consider yourself to be? (Select all that apply)**
- American Indian or Alaskan Native
- Asian
- Black or African American
- Native Hawaiian or other Pacific Islander
- White

53. **Where do you work?**
- Defense Agencies

☐ Other DoD

☐ Other

54. **To which retirement system do you belong?**

☐ FERS

☐ CSRS

☐ Other

☐ Don't know

55. **Please list any final comments you have about mentoring practices, job satisfaction, or related issues.**

_____

_____

MENTEE SURVEY

Federal Government Employees Job Satisfaction and Mentoring Survey Informed Consent

This research is being conducted to examine the relationship between areas such as mentoring, job satisfaction, phased retirement, and federal workforce tendencies to encourage, guide, and contribute to the next generation of federal employees. This is not the Federal Employee Viewpoint Survey (FEVS), but complimentary in its attempt to assess issues impacting civilian personnel and the workplace.

RESEARCH PROCEDURES: This study will capture data not amassed in any other survey. If you agree to participate, you will be asked to complete a survey which should take approximately 10 minutes.

RISKS: The foreseeable risks or discomforts include the possibility that participants may find some questions about job conditions to be sensitive.

BENEFITS: There are no direct benefits to you for participating in the research. However, your participation may help further research to improve Federal government management practices within the Federal Civilian workforce.

CONFIDENTIALITY: The data accrued in this study is *completely confidential*. Survey responses will be collected anonymously. Names and other identifiers will not be placed on surveys or other research data.

PARTICIPATION: Your participation is voluntary, and you may withdraw from the study at any time and for any reason. If you decide not to participate or if you withdraw from the study, there is no penalty or loss of benefits to which you are otherwise entitled. There are no costs to you or any other party.

CONTACT: This research is being conducted by the Principal Investigator, Dr. A. Trevor Thrall and Co-Investigator/Student Researcher, Jeffrey Curry, from the School of Policy, Government, and International Affairs, at George Mason University. Dr. Thrall may be reached at (703) 993-3724 and Mr. Curry at (540) 446-1136 for questions or to report a research-related problem. You may contact the George Mason University Office of Research Integrity & Assurance at (703) 993-4121 if you have questions or comments regarding your rights as a participant in the research.

The George Mason University Office of Research Integrity & Assurance and the Institutional Review Board reviewed and approved the procedures governing your participation in this essential research.

☐ I agree to participate
☐ I do not agree to participate

1. **Do you currently participate or have you participated in mentoring as a Mentor and/or a Mentee? (<u>Select both Mentor and Mentee if applicable</u>)**
   - Mentee is sometimes referred to as Protégé or Mentoree, and is listed as Mentee for this survey.
   - ☐ Mentor
   - ☐ Mentee
   - ☐ Neither
2. **Does your work agency have a formal mentoring program?**
   - Agency is the governmental component where you work. If you work in an independent agency, such as the Environmental Protection Agency or the Office of Personnel Management, that would be your "agency."
   - A formal mentoring program is an official, agency sponsored activity that matches Mentees with Mentors and is set within a specific timeframe (i.e. a 9-month time period).
   - ☐ Yes
   - ☐ No
   - ☐ Don't know/Not sure
3. **Select all the types of mentoring you participated in as a Mentor or Mentee**:
   - ☐ **Flash mentoring**: An initial one-hour mentoring session after which the Mentor and Mentee decide whether to continue the relationship
   - ☐ **Group mentoring**: One Mentor is teamed with several Mentees who meet at the same time
   - ☐ **Peer mentoring**: Usually a relationship with an individual within the same grade, organization, or job series
   - ☐ **Reverse mentoring**: Mentoring of a senior person (in terms of age, experience, or position) by a junior person (in terms of age, experience, or position)
   - ☐ **Situational mentoring**: Provides the right help at the right time by a Mentor when a Mentee needs guidance / advice; usually short term addressing an immediate situation but can transition to a more long-term connection
   - ☐ **Speed mentoring**: Individuals to receive information from one or more Mentors in a time-controlled environment; modeled after the 'Speed Dating' concept

- ☐ **Supervisory mentoring**: Usually informal and related to day-to-day guidance about the current job
- ☐ **Team mentoring**: Involves more than one Mentor working with one Mentee or a group of Mentees
- ☐ **Virtual mentoring**: Uses videoconferencing, the Internet, and e-mail to mentor individuals
- ☐ **Other** (please specify)_____

4. **How satisfied are you with your agency's approach to mentoring?**
   - ☐ Very Satisfied
   - ☐ Satisfied
   - ☐ Somewhat Satisfied
   - ☐ Neutral
   - ☐ Somewhat Dissatisfied
   - ☐ Dissatisfied
   - ☐ Very Dissatisfied
   - ☐ Don't Know/Can't Judge

5. **As a Mentee, please rate the quality of the match between you and your Mentor.**
   - ☐ Excellent
   - ☐ Very Good
   - ☐ Good
   - ☐ Fair
   - ☐ Poor
   - ☐ Very Poor

6. **What types of activities have you done with your current / most recent Mentor or Mentee? (Select all that apply)**
   - ☐ Job shadowing
   - ☐ Met at my workplace
   - ☐ Met elsewhere
   - ☐ Telephone conversations
   - ☐ Other (please specify)_____

7. **At my agency, a formal mentoring program is more effective than informal mentoring.**
   - Informal mentoring typically occurs when Mentees seek Mentors on their own, does not have an official start/end date, and is often conducted outside the agency's purview.
   - ☐ Strongly Agree

- ☐ Agree
- ☐ Somewhat Agree
- ☐ Neither Agree nor Disagree
- ☐ Somewhat Disagree
- ☐ Disagree
- ☐ Strongly Disagree

8. **Having a Mentor within the agency is more effective than having a Mentor outside the agency.**
    - ☐ Strongly Agree
    - ☐ Agree
    - ☐ Somewhat Agree
    - ☐ Neither Agree nor Disagree
    - ☐ Somewhat Disagree
    - ☐ Disagree
    - ☐ Strongly Disagree

9. **Do you also have a Mentor who is external / outside of your work organization?**
    - ☐ Yes
    - ☐ No
    - ☐ Don't Know/Not Sure

10. **My workload (or work schedule) allows adequate time for a structured mentoring program.**
    - ☐ Strongly Agree
    - ☐ Agree
    - ☐ Somewhat Agree
    - ☐ Neither Agree nor Disagree
    - ☐ Somewhat Disagree
    - ☐ Disagree
    - ☐ Strongly Disagree

11. **In addition to helping you develop knowledge and professional expertise, does your Mentor also serve as a career advocate?**
    - ☐ Yes
    - ☐ No
    - ☐ Don't Know/Not Sure

12. **In what ways has your mentor served as a career advocate? (Select all that apply)**
    - ☐ Expanded my perception of what I can do
    - ☐ Promoted my visibility

☐ Established connections with senior leaders

☐ Connected me to career opportunities

☐ Advised me on my appearance and self-presentation

☐ Made connections outside agency

☐ Provided career advice

☐ Made a case for my advancement

☐ Helped me attain a promotion or pay raise

☐ None of the above

13. **Are you getting information on how to get the most out of being mentored?**

☐ Yes

☐ No

☐ Don't Know/Not Sure

14. **I believe my organization values the mentoring program.**

☐ Strongly Agree

☐ Agree

☐ Neither Agree nor Disagree

☐ Disagree

☐ Strongly Disagree

☐ Don't Know/Can't Judge

15. **What has been the greatest benefit you received from mentoring?**

_____

16. **What were the greatest challenges of the mentoring program?**

_____

17. **What mentoring goals would you like your agency to address?**

_____

18. **How many times during the past two months have you taught someone a skill?**

☐ More Than Once

☐ Once

☐ None

19. **How many times during the past two months have you listened to someone tell you his or her personal problems?**

☐ More Than Once

☐ Once

☐ None

20. **How many times during the past two months have you written someone up for an award?**

☐ More Than Once

- [ ] Once
- [ ] None

21. **How many times during the past two months have you drawn upon past experiences to help a person adjust to a situation?**
    - [ ] More Than Once
    - [ ] Once
    - [ ] None

22. **How many times during the past two months have you learned a new skill?**
    - [ ] More Than Once
    - [ ] Once
    - [ ] None

23. **How many times during the past two months have you written a letter to a newspaper, magazine, Congressman, etc. about a social issue?**
    - [ ] More Than Once
    - [ ] Once
    - [ ] None

24. **How many times during the past two months have you been elected or promoted to a leadership position?**
    - [ ] More Than Once
    - [ ] Once
    - [ ] None

25. **How many times during the past two months have you done something others considered to be unique and important?**
    - [ ] More Than Once
    - [ ] Once
    - [ ] None

26. **How many times during the past two months have you received an award?**
    - [ ] More Than Once
    - [ ] Once
    - [ ] None

27. **How many times during the past two months have you made a decision that influenced many people?**
    - [ ] More Than Once
    - [ ] Once
    - [ ] None

28. **How many times during the past 18 months have you voted for a political candidate or some other elected position?**

- ☐ More Than Once
- ☐ Once
- ☐ None

29. **How important is it to encourage, guide, and contribute to the development of younger Federal workers?**
    - ☐ Extremely Important
    - ☐ Very Important
    - ☐ Somewhat Important
    - ☐ Neither Important nor Unimportant
    - ☐ Somewhat Unimportant
    - ☐ Very Unimportant
    - ☐ Not at all Important

30. **The work I do is meaningful to me.**
    - ☐ Strongly Agree
    - ☐ Agree
    - ☐ Neither Agree nor Disagree
    - ☐ Disagree
    - ☐ Strongly Disagree
    - ☐ Don't Know/Can't Judge

31. **Overall, I am satisfied with my current pay.**
    - ☐ Strongly Agree
    - ☐ Agree
    - ☐ Neither Agree nor Disagree
    - ☐ Disagree
    - ☐ Strongly Disagree
    - ☐ Don't Know/Can't Judge

32. **I am often bored with my job.**
    - ☐ Strongly Agree
    - ☐ Agree
    - ☐ Neither Agree nor Disagree
    - ☐ Disagree
    - ☐ Strongly Disagree
    - ☐ Don't Know/Can't Judge

33. **My immediate supervisor encourages my career development.**
    - ☐ Strongly Agree
    - ☐ Agree
    - ☐ Neither Agree nor Disagree

- ☐ Disagree
- ☐ Strongly Disagree
- ☐ Don't Know/Can't Judge

34. **Hiring freezes and previous or pending workforce reduction announcements affect whether I am satisfied with my job.**
    - ☐ Strongly Agree
    - ☐ Agree
    - ☐ Neither Agree nor Disagree
    - ☐ Disagree
    - ☐ Strongly Disagree
    - ☐ Don't Know/Can't Judge

35. **In general, I am satisfied with my job.**
    - ☐ Strongly Agree
    - ☐ Agree
    - ☐ Neither Agree nor Disagree
    - ☐ Disagree
    - ☐ Strongly Disagree
    - ☐ Don't Know/Can't Judge

36. **I would recommend this agency as a place to work.**
    - ☐ Strongly Agree
    - ☐ Agree
    - ☐ Neither Agree nor Disagree
    - ☐ Disagree
    - ☐ Strongly Disagree
    - ☐ Don't Know/Can't Judge

37. **My work unit has been downsized in the last 5 years.**
    - ☐ Strongly Agree
    - ☐ Agree
    - ☐ Neither Agree nor Disagree
    - ☐ Disagree
    - ☐ Strongly Disagree
    - ☐ Don't Know/Can't Judge

38. **I receive the training I need to perform my job.**
    - ☐ Strongly Agree
    - ☐ Agree
    - ☐ Neither Agree nor Disagree
    - ☐ Disagree

☐ Strongly Disagree

☐ Don't Know/Can't Judge

39. **Downsizing has helped make my work unit more efficient.**

☐ Strongly Agree

☐ Agree

☐ Neither Agree nor Disagree

☐ Disagree

☐ Strongly Disagree

☐ Don't Know/Can't Judge

40. **My present job makes good use of my skills and abilities.**

☐ Strongly Agree

☐ Agree

☐ Neither Agree nor Disagree

☐ Disagree

☐ Strongly Disagree

☐ Don't Know/Can't Judge

41. **Downsizing has seriously eroded the institutional memory or knowledge in my work unit.**

☐ Strongly Agree

☐ Agree

☐ Neither Agree nor Disagree

☐ Disagree

☐ Strongly Disagree

☐ Don't Know/Can't Judge

42. **I might be fired or laid off.**

☐ Very Likely

☐ Somewhat Likely

☐ Neither Likely nor Unlikely

☐ Somewhat Unlikely

☐ Very Unlikely

☐ Not Sure

43. **I could find a job with another employer with about the same pay and benefits I have now.**

☐ Very Likely

☐ Somewhat Likely

☐ Neither Likely nor Unlikely

☐ Somewhat Unlikely

□ Very Unlikely

□ Not Sure

44. **Within the next 5 years, how likely are you to retire from the Federal Government?**

□ Very Likely

□ Likely

□ Somewhat Likely

□ Undecided

□ Somewhat Unlikely

□ Unlikely

□ Very Unlikely

45. **When are you eligible to retire?**

□ I am currently eligible to retire

□ Less than one year

□ Within the next 5 years

□ Greater than 5 years

46. **Considering your Federal career overall, which statement best describes when are you most likely to resign or retire from the Federal government?**

□ Before I become eligible to retire

□ Within 6 months after I become eligible to retire

□ 6-12 months after I become eligible to retire

□ 1-2 years after I become eligible to retire

□ 3-5 years after I become eligible to retire

□ More than 5 years after I become eligible to retire

□ Don't Know/Not Sure

47. **In the coming year, do you plan to look for another job?**

□ Yes, but only within the Federal Government

□ Yes, but only outside the Federal Government

□ Yes, I plan to look both inside and outside the Federal Government

□ No

48. **Within the next 5 years, how likely are you to leave your organization for another Federal Government job?**

□ Very Likely

□ Somewhat Likely

□ Neither Likely nor Unlikely

□ Somewhat Unlikely

□ Very Unlikely

☐ Don't Know/Not Sure

49. **Hiring freezes and previous or pending workforce reduction announcements affect whether I plan to look for another job or resign.**
- ☐ Strongly Agree
- ☐ Agree
- ☐ Somewhat Agree
- ☐ Neither Agree nor Disagree
- ☐ Somewhat Disagree
- ☐ Disagree
- ☐ Strongly Disagree

50. **How many years have you been a Federal Government employee (excluding military service)?**
- ☐ Less than 1 year
- ☐ 1 to 5 years
- ☐ 6 to 10 years
- ☐ 11 to 15 years
- ☐ 16 to 20 years
- ☐ 21 to 25 years
- ☐ 26 to 30 years
- ☐ 31 years or more

51. **Are you:**
- ☐ Male
- ☐ Female
- ☐ Prefer not to answer

52. **What is your age?**
- ☐ Under 20
- ☐ 20-29
- ☐ 30-39
- ☐ 40-49
- ☐ 50-54
- ☐ 55-59
- ☐ 60-64
- ☐ 65 or older
- ☐ Prefer not to answer

53. **What is your highest educational level?**
- ☐ Less than high school diploma
- ☐ High school diploma or GED

- ☐ High school diploma or GED plus some college or technical school
- ☐ 2-year college degree (AA, AS)
- ☐ 4-year college degree (BA, BS, or other bachelor's degree)
- ☐ Some graduate or professional school
- ☐ Graduate or professional degree

54. **What is your pay category?**
- ☐ General schedule or similar
- ☐ Wage grade
- ☐ Executive (SES or equivalent)
- ☐ Other

55. **How likely are you to submit for Phased Retirement?**
- ☐ Very Likely
- ☐ Likely
- ☐ Somewhat Likely
- ☐ Undecided
- ☐ Somewhat Unlikely
- ☐ Unlikely
- ☐ Very Unlikely
- ☐ Never heard of it until now

56. **Are you of Hispanic or Latino origin?**
- ☐ Yes
- ☐ No

57. **What race do you consider yourself to be? (Select all that apply)**
- ☐ American Indian or Alaskan Native
- ☐ Asian
- ☐ Black or African American
- ☐ Native Hawaiian or other Pacific Islander
- ☐ White

58. **Where do you work?**
- ☐ Defense Agencies
- ☐ Other DoD
- ☐ Other

59. **To which retirement system do you belong?**
- ☐ FERS
- ☐ CSRS
- ☐ Other
- ☐ Don't know

60. **Please list any final comments you have about mentoring practices, job satisfaction, or related issues.**

_____

_____

BOTH MENTOR AND MENTEE SURVEY

Federal Government Employees Job Satisfaction and Mentoring Survey

Informed Consent

This research is being conducted to examine the relationship between areas such as mentoring, job satisfaction, phased retirement, and federal workforce tendencies to encourage, guide, and contribute to the next generation of federal employees. This is not the Federal Employee Viewpoint Survey (FEVS), but complimentary in its attempt to assess issues impacting civilian personnel and the workplace.

RESEARCH PROCEDURES: This study will capture data not amassed in any other survey. If you agree to participate, you will be asked to complete a survey which should take approximately 10 minutes.

RISKS: The foreseeable risks or discomforts include the possibility that participants may find some questions about job conditions to be sensitive.

BENEFITS: There are no direct benefits to you for participating in the research. However, your participation may help further research to improve Federal government management practices within the Federal Civilian workforce.

CONFIDENTIALITY: The data accrued in this study is *completely confidential*. Survey responses will be collected anonymously. Names and other identifiers will not be placed on surveys or other research data.

PARTICIPATION: Your participation is voluntary, and you may withdraw from the study at any time and for any reason. If you decide not to participate or if you withdraw from the study, there is no penalty or loss of benefits to which you are otherwise entitled. There are no costs to you or any other party.

CONTACT: This research is being conducted by the Principal Investigator, Dr. A. Trevor Thrall and Co-Investigator/Student Researcher, Jeffrey Curry, from the School of Policy, Government, and International Affairs, at George Mason University. Dr. Thrall may be reached at (703) 993-3724 and Mr. Curry at (540) 446-1136 for questions or to report a research-related problem. You may contact the George Mason University Office of Research Integrity & Assurance at (703) 993-4121 if you have questions or comments regarding your rights as a participant in the research.

The George Mason University Office of Research Integrity & Assurance and the Institutional Review Board reviewed and approved the procedures governing your participation in this essential research.

☐ I agree to participate

☐ I do not agree to participate

1. **Do you currently participate or have you participated in mentoring as a Mentor and/or a Mentee? (Select both Mentor and Mentee if applicable)**

   - Mentee is sometimes referred to as Protégé or Mentoree, and is listed as Mentee for this survey.

   ☐ Mentor

   ☐ Mentee

   ☐ Neither

2. **Does your work agency have a formal mentoring program?**

   - Agency is the governmental component where you work. If you work in an independent agency, such as the Environmental Protection Agency or the Office of Personnel Management, that would be your "agency."

   - A formal mentoring program is an official, agency sponsored activity that matches Mentees with Mentors and is set within a specific timeframe (i.e. a 9-month time period).

   ☐ Yes

   ☐ No

   ☐ Don't know/Not sure

3. **Select all the types of mentoring you participated in as a Mentor or Mentee**:

   ☐ **Flash mentoring**: An initial one-hour mentoring session after which the Mentor and Mentee decide whether to continue the relationship

   ☐ **Group mentoring**: One Mentor is teamed with several Mentees who meet at the same time

   ☐ **Peer mentoring**: Usually a relationship with an individual within the same grade, organization, or job series

   ☐ **Reverse mentoring**: Mentoring of a senior person (in terms of age, experience, or position) by a junior person (in terms of age, experience, or position)

   ☐ **Situational mentoring**: Provides the right help at the right time by a Mentor when a Mentee needs guidance / advice; usually short term addressing an immediate situation but can transition to a more long-term connection

   ☐ **Speed mentoring**: Individuals to receive information from one or more Mentors in a time-controlled environment; modeled after the 'Speed Dating' concept

   ☐ **Supervisory mentoring**: Usually informal and related to day-to-day guidance about the current job

   ☐ **Team mentoring**: Involves more than one Mentor working with one Mentee or a group of Mentees

   ☐ **Virtual mentoring**: Uses videoconferencing, the Internet, and e-mail to mentor individuals

☐ **Other** (please
specify)_____

4. **How satisfied are you with your agency's approach to mentoring?**
   - ☐ Very Satisfied
   - ☐ Satisfied
   - ☐ Somewhat Satisfied
   - ☐ Neutral
   - ☐ Somewhat Dissatisfied
   - ☐ Dissatisfied
   - ☐ Very Dissatisfied
   - ☐ Don't Know/Can't Judge

5. **As a Mentor, please rate the quality of the match between you and your Mentee**.
   - ☐ Excellent
   - ☐ Very Good
   - ☐ Good
   - ☐ Fair
   - ☐ Poor
   - ☐ Very Poor

6. **As a Mentee, please rate the quality of the match between you and your Mentor**.
   - ☐ Excellent
   - ☐ Very Good
   - ☐ Good
   - ☐ Fair
   - ☐ Poor
   - ☐ Very Poor

7. **What types of activities have you done with your current / most recent Mentor or Mentee? (Select all that apply)**
   - ☐ Job shadowing
   - ☐ Met at my workplace
   - ☐ Met elsewhere
   - ☐ Telephone conversations
   - ☐ Other (please specify)_____

8. **At my agency, a formal mentoring program is more effective than informal mentoring.**
   - **Informal mentoring** typically occurs when Mentees seek Mentors on their own, does not have an official start/end date, and is often conducted outside the agency's purview.

- ☐ Strongly Agree
- ☐ Agree
- ☐ Somewhat Agree
- ☐ Neither Agree nor Disagree
- ☐ Somewhat Disagree
- ☐ Disagree
- ☐ Strongly Disagree

9. **Having a Mentee within the agency is more effective than having a Mentee outside the agency.**
   - ☐ Strongly Agree
   - ☐ Agree
   - ☐ Somewhat Agree
   - ☐ Neither Agree nor Disagree
   - ☐ Somewhat Disagree
   - ☐ Disagree
   - ☐ Strongly Disagree

10. **Having a Mentor within the agency is more effective than having a Mentor outside the agency.**
    - ☐ Strongly Agree
    - ☐ Agree
    - ☐ Somewhat Agree
    - ☐ Neither Agree nor Disagree
    - ☐ Somewhat Disagree
    - ☐ Disagree
    - ☐ Strongly Disagree

11. **Do you also have a Mentor who is external / outside of your work organization?**
    - ☐ Yes
    - ☐ No
    - ☐ Don't Know/Not Sure

12. **My workload (or work schedule) allows adequate time for a structured mentoring program.**
    - ☐ Strongly Agree
    - ☐ Agree
    - ☐ Somewhat Agree
    - ☐ Neither Agree nor Disagree
    - ☐ Somewhat Disagree
    - ☐ Disagree

☐ Strongly Disagree

13. **In addition to helping you develop knowledge and professional expertise, does your Mentor also serve as a career advocate?**
   ☐ Yes
   ☐ No
   ☐ Don't Know/Not Sure

14. **In what ways has your mentor served as a career advocate? (Select all that apply)**
   ☐ Expanded my perception of what I can do
   ☐ Promoted my visibility
   ☐ Established connections with senior leaders
   ☐ Connected me to career opportunities
   ☐ Advised me on my appearance and self-presentation
   ☐ Made connections outside agency
   ☐ Provided career advice
   ☐ Made a case for my advancement
   ☐ Helped me attain a promotion or pay raise
   ☐ None of the above

15. **Are you getting information on how to get the most out of being mentored?**
   ☐ Yes
   ☐ No
   ☐ Don't Know/Not sure

16. **I believe my organization values the mentoring program.**
   ☐ Strongly Agree
   ☐ Agree
   ☐ Neither Agree nor Disagree
   ☐ Disagree
   ☐ Strongly Disagree
   ☐ Don't Know/Can't Judge

17. **What has been the greatest benefit you received from mentoring?**
   _____

18. **What were the greatest challenges of the mentoring program?**
   _____

19. **What mentoring goals would you like your agency to address?**
   _____

20. **How many times during the past two months have you taught someone a skill?**
   ☐ More Than Once

☐ Once

☐ None

21. **How many times during the past two months have you listened to someone tell you his or her personal problems?**

☐ More Than Once

☐ Once

☐ None

22. **How many times during the past two months have you written someone up for an award?**

☐ More Than Once

☐ Once

☐ None

23. **How many times during the past two months have you drawn upon past experiences to help a person adjust to a situation?**

☐ More Than Once

☐ Once

☐ None

24. **How many times during the past two months have you learned a new skill?**

☐ More Than Once

☐ Once

☐ None

25. **How many times during the past two months have you written a letter to a newspaper, magazine, Congressman, etc. about a social issue?**

☐ More Than Once

☐ Once

☐ None

26. **How many times during the past two months have you been elected or promoted to a leadership position?**

☐ More Than Once

☐ Once

☐ None

27. **How many times during the past two months have you done something others considered to be unique and important?**

☐ More Than Once

☐ Once

☐ None

28. **How many times during the past two months have you received an award?**

- ☐ More Than Once
- ☐ Once
- ☐ None

29. **How many times during the past two months have you made a decision that influenced many people?**
    - ☐ More Than Once
    - ☐ Once
    - ☐ None

30. **How many times during the past 18 months have you voted for a political candidate or some other elected position?**
    - ☐ More Than Once
    - ☐ Once
    - ☐ None

31. **How important is it to encourage, guide, and contribute to the development of younger Federal workers?**
    - ☐ Extremely Important
    - ☐ Very Important
    - ☐ Somewhat Important
    - ☐ Neither Important nor Unimportant
    - ☐ Somewhat Unimportant
    - ☐ Very Unimportant
    - ☐ Not at all Important

32. **The work I do is meaningful to me.**
    - ☐ Strongly Agree
    - ☐ Agree
    - ☐ Neither Agree nor Disagree
    - ☐ Disagree
    - ☐ Strongly Disagree
    - ☐ Don't Know/Can't Judge

33. **Overall, I am satisfied with my current pay.**
    - ☐ Strongly Agree
    - ☐ Agree
    - ☐ Neither Agree nor Disagree
    - ☐ Disagree
    - ☐ Strongly Disagree
    - ☐ Don't Know/Can't Judge

34. **I am often bored with my job.**

- ☐ Strongly Agree
- ☐ Agree
- ☐ Neither Agree nor Disagree
- ☐ Disagree
- ☐ Strongly Disagree
- ☐ Don't Know/Can't Judge

35. **My immediate supervisor encourages my career development.**
    - ☐ Strongly Agree
    - ☐ Agree
    - ☐ Neither Agree nor Disagree
    - ☐ Disagree
    - ☐ Strongly Disagree
    - ☐ Don't Know/Can't Judge

36. **Hiring freezes and previous or pending workforce reduction announcements affect whether I am satisfied with my job.**
    - ☐ Strongly Agree
    - ☐ Agree
    - ☐ Neither Agree nor Disagree
    - ☐ Disagree
    - ☐ Strongly Disagree
    - ☐ Don't Know/Can't Judge

37. **In general, I am satisfied with my job.**
    - ☐ Strongly Agree
    - ☐ Agree
    - ☐ Neither Agree nor Disagree
    - ☐ Disagree
    - ☐ Strongly Disagree
    - ☐ Don't Know/Can't Judge

38. **I would recommend this agency as a place to work.**
    - ☐ Strongly Agree
    - ☐ Agree
    - ☐ Neither Agree nor Disagree
    - ☐ Disagree
    - ☐ Strongly Disagree
    - ☐ Don't Know/Can't Judge

39. **My work unit has been downsized in the last 5 years.**
    - ☐ Strongly Agree

☐ Agree

☐ Neither Agree nor Disagree

☐ Disagree

☐ Strongly Disagree

☐ Don't Know/Can't Judge

40. **I receive the training I need to perform my job.**

☐ Strongly Agree

☐ Agree

☐ Neither Agree nor Disagree

☐ Disagree

☐ Strongly Disagree

☐ Don't Know/Can't Judge

41. **Downsizing has helped make my work unit more efficient.**

☐ Strongly Agree

☐ Agree

☐ Neither Agree nor Disagree

☐ Disagree

☐ Strongly Disagree

☐ Don't Know/Can't Judge

42. **My present job makes good use of my skills and abilities.**

☐ Strongly Agree

☐ Agree

☐ Neither Agree nor Disagree

☐ Disagree

☐ Strongly Disagree

☐ Don't Know/Can't Judge

43. **Downsizing has seriously eroded the institutional memory or knowledge in my work unit.**

☐ Strongly Agree

☐ Agree

☐ Neither Agree nor Disagree

☐ Disagree

☐ Strongly Disagree

☐ Don't Know/Can't Judge

44. **I might be fired or laid off.**

☐ Very Likely

☐ Somewhat Likely

- ☐ Neither Likely nor Unlikely
- ☐ Somewhat Unlikely
- ☐ Very Unlikely
- ☐ Not Sure

45. **I could find a job with another employer with about the same pay and benefits I have now.**
    - ☐ Very Likely
    - ☐ Somewhat Likely
    - ☐ Neither Likely nor Unlikely
    - ☐ Somewhat Unlikely
    - ☐ Very Unlikely
    - ☐ Not Sure

46. **Within the next 5 years, how likely are you to retire from the Federal Government?**
    - ☐ Very Likely
    - ☐ Likely
    - ☐ Somewhat Likely
    - ☐ Undecided
    - ☐ Somewhat Unlikely
    - ☐ Unlikely
    - ☐ Very Unlikely

47. **When are you eligible to retire?**
    - ☐ I am currently eligible to retire
    - ☐ Less than one year
    - ☐ Within the next 5 years
    - ☐ Greater than 5 years

48. **Considering your Federal career overall, which statement best describes when are you most likely to resign or retire from the Federal government?**
    - ☐ Before I become eligible to retire
    - ☐ Within 6 months after I become eligible to retire
    - ☐ 6-12 months after I become eligible to retire
    - ☐ 1-2 years after I become eligible to retire
    - ☐ 3-5 years after I become eligible to retire
    - ☐ More than 5 years after I become eligible to retire
    - ☐ Don't Know/Not Sure

49. **In the coming year, do you plan to look for another job?**
    - ☐ Yes, but only within the Federal Government

☐ Yes, but only outside the Federal Government

☐ Yes, I plan to look both inside and outside the Federal Government

☐ No

50. **Within the next 5 years, how likely are you to leave your organization for another Federal Government job?**

☐ Very Likely

☐ Somewhat Likely

☐ Neither Likely nor Unlikely

☐ Somewhat Unlikely

☐ Very Unlikely

☐ Don't Know/Not Sure

51. **Hiring freezes and previous or pending workforce reduction announcements affect whether I plan to look for another job or resign.**

☐ Strongly Agree

☐ Agree

☐ Somewhat Agree

☐ Neither Agree nor Disagree

☐ Somewhat Disagree

☐ Disagree

☐ Strongly Disagree

52. **How many years have you been a Federal Government employee (excluding military service)?**

☐ Less than 1 year

☐ 1 to 5 years

☐ 6 to 10 years

☐ 11 to 15 years

☐ 16 to 20 years

☐ 21 to 25 years

☐ 26 to 30 years

☐ 31 years or more

53. **Are you:**

☐ Male

☐ Female

☐ Prefer not to answer

54. **What is your age?**

☐ Under 20

☐ 20-29

- ☐ 30-39
- ☐ 40-49
- ☐ 50-54
- ☐ 55-59
- ☐ 60-64
- ☐ 65 or older
- ☐ Prefer not to answer

55. **What is your highest educational level?**
   - ☐ Less than high school diploma
   - ☐ High school diploma or GED
   - ☐ High school diploma or GED plus some college or technical school
   - ☐ 2-year college degree (AA, AS)
   - ☐ 4-year college degree (BA, BS, or other bachelor's degree)
   - ☐ Some graduate or professional school
   - ☐ Graduate or professional degree

56. **What is your pay category?**
   - ☐ General schedule or similar
   - ☐ Wage grade
   - ☐ Executive (SES or equivalent)
   - ☐ Other

57. **How likely are you to submit for Phased Retirement?**
   - ☐ Very Likely
   - ☐ Likely
   - ☐ Somewhat Likely
   - ☐ Undecided
   - ☐ Somewhat Unlikely
   - ☐ Unlikely
   - ☐ Very Unlikely
   - ☐ Never heard of it until now

58. **Are you of Hispanic or Latino origin?**
   - ☐ Yes
   - ☐ No

59. **What race do you consider yourself to be? (Select all that apply)**
   - ☐ American Indian or Alaskan Native
   - ☐ Asian
   - ☐ Black or African American

☐ Native Hawaiian or other Pacific Islander

☐ White

60. **Where do you work?**

☐ Defense Agencies

☐ Other DoD

☐ Other

61. **To which retirement system do you belong?**

☐ FERS

☐ CSRS

☐ Other

☐ Don't know

62. **Please list any final comments you have about mentoring practices, job satisfaction, or related issues.**

_____

_____

NEITHER MENTOR NOR MENTEE SURVEY

Federal Government Employees Job Satisfaction and Mentoring Survey
Informed Consent

This research is being conducted to examine the relationship between areas such as mentoring, job satisfaction, phased retirement, and federal workforce tendencies to encourage, guide, and contribute to the next generation of federal employees. This is not the Federal Employee Viewpoint Survey (FEVS), but complimentary in its attempt to assess issues impacting civilian personnel and the workplace.

RESEARCH PROCEDURES: This study will capture data not amassed in any other survey. If you agree to participate, you will be asked to complete a survey which should take approximately 10 minutes.

RISKS: The foreseeable risks or discomforts include the possibility that participants may find some questions about job conditions to be sensitive.

BENEFITS: There are no direct benefits to you for participating in the research. However, your participation may help further research to improve Federal government management practices within the Federal Civilian workforce.

CONFIDENTIALITY: The data accrued in this study is *completely confidential*. Survey responses will be collected anonymously. Names and other identifiers will not be placed on surveys or other research data.

PARTICIPATION: Your participation is voluntary, and you may withdraw from the study at any time and for any reason. If you decide not to participate or if you withdraw from the study, there is no penalty or loss of benefits to which you are otherwise entitled. There are no costs to you or any other party.

CONTACT: This research is being conducted by the Principal Investigator, Dr. A. Trevor Thrall and Co-Investigator/Student Researcher, Jeffrey Curry, from the School of Policy, Government, and International Affairs, at George Mason University. Dr. Thrall may be reached at (703) 993-3724 and Mr. Curry at (540) 446-1136 for questions or to report a research-related problem. You may contact the George Mason University Office of Research Integrity & Assurance at (703) 993-4121 if you have questions or comments regarding your rights as a participant in the research.

The George Mason University Office of Research Integrity & Assurance and the Institutional Review Board reviewed and approved the procedures governing your participation in this essential research.

      ☐ I agree to participate

☐ I do not agree to participate

1. **Do you currently participate or have you participated in mentoring as a Mentor and/or a Mentee? (Select both Mentor and Mentee if applicable)**
   - **Mentee** is sometimes referred to as Protégé or Mentoree, and is listed as Mentee for this survey.
     ☐ Mentor
     ☐ Mentee
     ☐ Neither

2. **Does your work agency have a formal mentoring program?**
   - **Agency** is the governmental component where you work. If you work in an independent agency, such as the Environmental Protection Agency or the Office of Personnel Management, that would be your "agency."
   - **A formal mentoring program** is an official, agency sponsored activity that matches Mentees with Mentors and is set within a specific timeframe (i.e. a 9-month time period).
     ☐ Yes
     ☐ No
     ☐ Don't know/Not sure

3. **How satisfied are you with your agency's approach to mentoring?**
     ☐ Very Satisfied
     ☐ Satisfied
     ☐ Somewhat Satisfied
     ☐ Neutral
     ☐ Somewhat Dissatisfied
     ☐ Dissatisfied
     ☐ Very Dissatisfied
     ☐ Don't Know/Can't Judge

4. **At my agency, a formal mentoring program is more effective than informal mentoring.**
   - **Informal mentoring** typically occurs when Mentees seek Mentors on their own, does not have an official start/end date, and is often conducted outside the agency's purview.
     ☐ Strongly Agree
     ☐ Agree
     ☐ Somewhat Agree
     ☐ Neither Agree nor Disagree

154

- ☐ Somewhat Disagree
- ☐ Disagree
- ☐ Strongly Disagree

5. **My workload (or work schedule) allows adequate time for a structured mentoring program.**
   - ☐ Strongly Agree
   - ☐ Agree
   - ☐ Somewhat Agree
   - ☐ Neither Agree nor Disagree
   - ☐ Somewhat Disagree
   - ☐ Disagree
   - ☐ Strongly Disagree

6. **I believe my organization values the mentoring program.**
   - ☐ Strongly Agree
   - ☐ Agree
   - ☐ Neither Agree nor Disagree
   - ☐ Disagree
   - ☐ Strongly Disagree
   - ☐ Don't Know/Can't Judge

7. **What mentoring goals would you like your agency to address?**

   _____

8. **How many times during the past two months have you taught someone a skill?**
   - ☐ More Than Once
   - ☐ Once
   - ☐ None

9. **How many times during the past two months have you listened to someone tell you his or her personal problems?**
   - ☐ More Than Once
   - ☐ Once
   - ☐ None

10. **How many times during the past two months have you written someone up for an award?**
    - ☐ More Than Once
    - ☐ Once
    - ☐ None

11. **How many times during the past two months have you drawn upon past experiences to help a person adjust to a situation?**

☐ More Than Once

☐ Once

☐ None

12. **How many times during the past two months have you learned a new skill?**

☐ More Than Once

☐ Once

☐ None

13. **How many times during the past two months have you written a letter to a newspaper, magazine, Congressman, etc. about a social issue?**

☐ More Than Once

☐ Once

☐ None

14. **How many times during the past two months have you been elected or promoted to a leadership position?**

☐ More Than Once

☐ Once

☐ None

15. **How many times during the past two months have you done something others considered to be unique and important?**

☐ More Than Once

☐ Once

☐ None

16. **How many times during the past two months have you received an award?**

☐ More Than Once

☐ Once

☐ None

17. **How many times during the past two months have you made a decision that influenced many people?**

☐ More Than Once

☐ Once

☐ None

18. **How many times during the past 18 months have you voted for a political candidate or some other elected position?**

☐ More Than Once

☐ Once

☐ None

19. **How important is it to encourage, guide, and contribute to the development of younger Federal workers?**
    - ☐ Extremely Important
    - ☐ Very Important
    - ☐ Somewhat Important
    - ☐ Neither Important nor Unimportant
    - ☐ Somewhat Unimportant
    - ☐ Very Unimportant
    - ☐ Not at all Important

20. **The work I do is meaningful to me.**
    - ☐ Strongly Agree
    - ☐ Agree
    - ☐ Neither Agree nor Disagree
    - ☐ Disagree
    - ☐ Strongly Disagree
    - ☐ Don't Know/Can't Judge

21. **Overall, I am satisfied with my current pay.**
    - ☐ Strongly Agree
    - ☐ Agree
    - ☐ Neither Agree nor Disagree
    - ☐ Disagree
    - ☐ Strongly Disagree
    - ☐ Don't Know/Can't Judge

22. **I am often bored with my job.**
    - ☐ Strongly Agree
    - ☐ Agree
    - ☐ Neither Agree nor Disagree
    - ☐ Disagree
    - ☐ Strongly Disagree
    - ☐ Don't Know/Can't Judge

23. **My immediate supervisor encourages my career development.**
    - ☐ Strongly Agree
    - ☐ Agree
    - ☐ Neither Agree nor Disagree
    - ☐ Disagree
    - ☐ Strongly Disagree
    - ☐ Don't Know/Can't Judge

24. **Hiring freezes and previous or pending workforce reduction announcements affect whether I am satisfied with my job.**
    - ☐ Strongly Agree
    - ☐ Agree
    - ☐ Neither Agree nor Disagree
    - ☐ Disagree
    - ☐ Strongly Disagree
    - ☐ Don't Know/Can't Judge

25. **In general, I am satisfied with my job.**
    - ☐ Strongly Agree
    - ☐ Agree
    - ☐ Neither Agree nor Disagree
    - ☐ Disagree
    - ☐ Strongly Disagree
    - ☐ Don't Know/Can't Judge

26. **I would recommend this agency as a place to work.**
    - ☐ Strongly Agree
    - ☐ Agree
    - ☐ Neither Agree nor Disagree
    - ☐ Disagree
    - ☐ Strongly Disagree
    - ☐ Don't Know/Can't Judge

27. **My work unit has been downsized in the last 5 years.**
    - ☐ Strongly Agree
    - ☐ Agree
    - ☐ Neither Agree nor Disagree
    - ☐ Disagree
    - ☐ Strongly Disagree
    - ☐ Don't Know/Can't Judge

28. **I receive the training I need to perform my job.**
    - ☐ Strongly Agree
    - ☐ Agree
    - ☐ Neither Agree nor Disagree
    - ☐ Disagree
    - ☐ Strongly Disagree
    - ☐ Don't Know/Can't Judge

29. **Downsizing has helped make my work unit more efficient.**

- ☐ Strongly Agree
- ☐ Agree
- ☐ Neither Agree nor Disagree
- ☐ Disagree
- ☐ Strongly Disagree
- ☐ Don't Know/Can't Judge

30. **My present job makes good use of my skills and abilities.**
- ☐ Strongly Agree
- ☐ Agree
- ☐ Neither Agree nor Disagree
- ☐ Disagree
- ☐ Strongly Disagree
- ☐ Don't Know/Can't Judge

31. **Downsizing has seriously eroded the institutional memory or knowledge in my work unit.**
- ☐ Strongly Agree
- ☐ Agree
- ☐ Neither Agree nor Disagree
- ☐ Disagree
- ☐ Strongly Disagree
- ☐ Don't Know/Can't Judge

32. **I might be fired or laid off.**
- ☐ Very Likely
- ☐ Somewhat Likely
- ☐ Neither Likely nor Unlikely
- ☐ Somewhat Unlikely
- ☐ Very Unlikely
- ☐ Not Sure

33. **I could find a job with another employer with about the same pay and benefits I have now.**
- ☐ Very Likely
- ☐ Somewhat Likely
- ☐ Neither Likely nor Unlikely
- ☐ Somewhat Unlikely
- ☐ Very Unlikely
- ☐ Not Sure

34. **Within the next 5 years, how likely are you to retire from the Federal Government?**
   - ☐ Very Likely
   - ☐ Likely
   - ☐ Somewhat Likely
   - ☐ Undecided
   - ☐ Somewhat Unlikely
   - ☐ Unlikely
   - ☐ Very Unlikely

35. **When are you eligible to retire?**
   - ☐ I am currently eligible to retire
   - ☐ Less than one year
   - ☐ Within the next 5 years
   - ☐ Greater than 5 years

36. **Considering your Federal career overall, which statement best describes when are you most likely to resign or retire from the Federal government?**
   - ☐ Before I become eligible to retire
   - ☐ Within 6 months after I become eligible to retire
   - ☐ 6-12 months after I become eligible to retire
   - ☐ 1-2 years after I become eligible to retire
   - ☐ 3-5 years after I become eligible to retire
   - ☐ More than 5 years after I become eligible to retire
   - ☐ Don't Know/Not Sure

37. **In the coming year, do you plan to look for another job?**
   - ☐ Yes, but only within the Federal Government
   - ☐ Yes, but only outside the Federal Government
   - ☐ Yes, I plan to look both inside and outside the Federal Government
   - ☐ No

38. **Within the next 5 years, how likely are you to leave your organization for another Federal Government job?**
   - ☐ Very Likely
   - ☐ Somewhat Likely
   - ☐ Neither Likely nor Unlikely
   - ☐ Somewhat Unlikely
   - ☐ Very Unlikely
   - ☐ Don't Know/Not Sure

39. **Hiring freezes and previous or pending workforce reduction announcements affect whether I plan to look for another job or resign.**
- ☐ Strongly Agree
- ☐ Agree
- ☐ Somewhat Agree
- ☐ Neither Agree nor Disagree
- ☐ Somewhat Disagree
- ☐ Disagree
- ☐ Strongly Disagree

40. **How many years have you been a Federal Government employee (excluding military service)?**
- ☐ Less than 1 year
- ☐ 1 to 5 years
- ☐ 6 to 10 years
- ☐ 11 to 15 years
- ☐ 16 to 20 years
- ☐ 21 to 25 years
- ☐ 26 to 30 years
- ☐ 31 years or more

41. **Are you:**
- ☐ Male
- ☐ Female
- ☐ Prefer not to answer

42. **What is your age?**
- ☐ Under 20
- ☐ 20-29
- ☐ 30-39
- ☐ 40-49
- ☐ 50-54
- ☐ 55-59
- ☐ 60-64
- ☐ 65 or older
- ☐ Prefer not to answer

43. **What is your highest educational level?**
- ☐ Less than high school diploma
- ☐ High school diploma or GED
- ☐ High school diploma or GED plus some college or technical school

- ☐ 2-year college degree (AA, AS)
- ☐ 4-year college degree (BA, BS, or other bachelor's degree)
- ☐ Some graduate or professional school
- ☐ Graduate or professional degree

44. **What is your pay category?**
- ☐ General schedule or similar
- ☐ Wage grade
- ☐ Executive (SES or equivalent)
- ☐ Other

45. **How likely are you to submit for Phased Retirement?**
- ☐ Very Likely
- ☐ Likely
- ☐ Somewhat Likely
- ☐ Undecided
- ☐ Somewhat Unlikely
- ☐ Unlikely
- ☐ Very Unlikely
- ☐ Never heard of it until now

46. **Are you of Hispanic or Latino origin?**
- ☐ Yes
- ☐ No

47. **What race do you consider yourself to be? (Select all that apply)**
- ☐ American Indian or Alaskan Native
- ☐ Asian
- ☐ Black or African American
- ☐ Native Hawaiian or other Pacific Islander
- ☐ White

48. **Where do you work?**
- ☐ Defense Agencies
- ☐ Other DoD
- ☐ Other

49. **To which retirement system do you belong?**
- ☐ FERS
- ☐ CSRS
- ☐ Other
- ☐ Don't know

50. **Please list any final comments you have about mentoring practices, job satisfaction, or related issues.**

_____

_____

Loyola Generativity Scale (LGS) Instrument

<u>Instructions</u>. For each of the following statements, please indicate how often the statement applies to you, by marking either a "0," "1," "2," or "3" in the space in front.
Mark "0" if the statement <u>never</u> applies to you.
Mark "1" if the statement only <u>occasionally</u> or <u>seldom</u> applies to you.
Mark "2" if the statement applies to you <u>fairly often</u>.
Mark "3" if the statement applies to you <u>very often</u> or <u>nearly always</u>.

_____1. I try to pass along the knowledge I have gained through my experiences.

_____2. I do not feel that other people need me.

_____3. I think I would like the work of a teacher.

_____4. I feel as though I have made a difference to many people.

_____5. I do not volunteer to work for a charity.

_____6. I have made and created things that have had an impact on other people.

_____7. I try to be creative in most things that I do.

_____8. I think that I will be remembered for a long time after I die.

_____9. I believe that society cannot be responsible for providing food and shelter for all homeless people.

_____10. Others would say that I have made unique contributions to society.

_____11. If I were unable to have children of my own, I would like to adopt children.

_____12. I have important skills that I try to teach others.

_____13. I feel that I have done nothing that will survive after I die.

_____14. In general, my actions do not have a positive effect on other people.

_____15. I feel as though I have done nothing of worth to contribute to others.

_____16. I have made many commitments to many different kinds of people, groups, and activities in my life.

_____17. Other people say that I am a very productive person.

_____18. I have a responsibility to improve the neighborhood in which I live.

_____19. People come to me for advice.

_____20. I feel as though my contributions will exist after I die.

Generative Behavior Checklist (GBC)

Instructions. Below is a list of specific behaviors or acts. Over the past two months, it is likely that you may have performed some of these behaviors. It is also likely that you have not performed many of them as well during this time. Please consider each behavior to determine whether or not you have performed the behavior during the past two months. If you have performed the behavior, please try to determine how many times you have performed it during the past two months. For each behavior, provide one of the following ratings:

Write a "0" in the blank before the behavior if you have not performed the behavior during the past two months.
Write a "1" in the blank if you have performed the behavior one time during the past two months.
Write a "2" in the blank if you have performed the behavior more than once during the past two months.

_____1. Taught somebody a skill.

_____2. Served as a role model for a young person.

_____3. Won an award or contest.

_____4. Went to see a movie or play.

_____5. Gave money to a charity.

_____6. Did volunteer work for a charity.

_____7. Listened to a person tell me his or her personal problems.

_____8. Purchased a new car or major appliance (e.g., dishwasher, television set).

_____9. Taught Sunday School or provided similar religious instruction.

_____10. Taught somebody about right and wrong, good and bad.

_____11. Told somebody about my own childhood.

____12. Read a story to a child.

____13. Babysat for somebody else's children.

____14. Participated in an athletic sport.

____15. Gave clothing or personal belongings to a not-for-profit organization (such as the "Good Will," "Salvation Army," etc.).

____16. Was elected or promoted to a leadership position.

____17. Made a decision that influenced many people.

____18. Ate dinner at a restaurant.

____19. Produced a piece of art or craft (such as pottery, quilt, woodwork, painting, etc).

____20. Produced a plan for an organization or group outside my own family.

____21. Visited a nonrelative in a hospital or nursing home.

____22. Read a novel.

____23. Made something for somebody and then gave it to them.

____24. Drew upon my past experiences to help a person adjust to a situation.

____25. Picked up garbage or trash off the street or some other area that is not my property.

____26. Gave a stranger directions on how to get somewhere.

____27. Attended a community or neighborhood meeting.

____28. Wrote a poem or story.

____29. Took in a pet.

____30. Did something that other people considered to be unique and important.

____31. Attended a meeting or activity at a church (not including conventional worship service such as Mass, Sunday morning service, etc.).

____32. Offered physical help to a friend or acquaintance (e.g., helped them move, fix a car, etc.).

____33. Had an argument with a friend or family member.

____34. Contributed time or money to a political or social cause.

____35. Planted or tended a garden, tree, flower, or other plant.

____36. Wrote a letter to a newspaper, magazine, Congressman, etc. about a social issue.

____37. Cooked a meal for friends (nonfamily members).

____38. Donated blood.

____39. Took prescription medicine.

____40. Sewed or mended a garment or other object.

____41. Restored or rehabbed a house, part of a house, a piece of furniture, etc.

____42. Assembled or repaired a child's toy.

____43. Voted for a political candidate or some other elected position.

____44. Invented something.

____45. Provided first aid or other medical attention.

____46. Attended a party.

____47. Took an afternoon nap.

____48. Participated in or attended a benefit or fund-raiser.

____49. Learned a new skill (e.g., computer language, musical instrument, welding, etc.).

____50. Became a parent (had a child, adopted a child, or became a foster parent).

APPENDIX C

Agency List

Respondents from 65 agencies/organizations including U.S.
Department of State, U.S. Department of Justice, U.S.
Environmental Protection Agency, U.S. Department of
Homeland Security, and U.S. Department of Defense
(including all 4 U.S. Military Services):

Army Corps of Engineers
Bureau of Land Management
Bureau of Land Management (Interior)
Centers for Disease Control and Prevention
Defense Contract Management Agency
Defense Human Resources Activity
Defense Logistics Agency
Defense Media Activity
Defense Threat Reduction Agency
Department of the Army
Department of Commerce
Department of Energy
Department of Energy/Natl. Nuclear Security Administration
Department of Homeland Security
Department of the Interior
Department of the Navy
Department of State
Department of Transportation
Department of Treasury
Department of Veterans Affairs
Deputy Under Secretary of the Army Test & Evaluation
Dugway Proving Ground
Edgewood Chemical Biological Center
Farm Service Agency
Federal Communications Commission
Federal Emergency Management Agency
Food Safety and Inspection Service
Government Accountability Office
Housing and Urban Development

Internal Revenue Service
Joint Chiefs of Staff
Joint Program Executive Office for Chemical and Biological
      Defense
Library of Congress
Military District of Washington
National Credit Union Administration
National Institutes of Health
National Oceanic and Atmospheric Administration
Naval Research Laboratory
Naval Surface Warfare Center Dahlgren Division
Office of the Assistant Secretary of Defense for Health
      Affairs
Office of the Secretary of Defense
Pension Benefit Guaranty Corporation
Space and Naval Warfare Systems Command
U.S. Agency for International Development
U.S. Air Force
U.S. Army Armament Research, Development, and Engineering
      Center
U.S. Army Surgeon General Office
U.S. Army Test and Evaluation Command
U.S. Assistant Secretary of the Army for Acquisition,
      Logistics, and Technology
U.S. Department of Commerce
U.S. Department of Interior- Bureau of Reclamation
U.S. Department of Homeland Security
U.S. Department of Agriculture
U.S. Department of Housing & Urban Development
U.S. Department of Health and Human Services
U.S. Department of State
U.S. Department of Veterans Affairs
U.S. Department of Justice
U.S. Department of Homeland Security Veterans Health
      Administration
U.S. Environmental Protection Agency
U.S. Fish and Wildlife Service
U.S. Marine Corps
U.S. Postal Service
U.S. Small Business Administration
USDA Forest Service - Research Unit
Veterans Affairs Medical Center
Veterans Health Administration

APPENDIX D

Data Analysis Plan

(Next Page)

Survey Question	Research Question(s)	Question Name	Study Variables: Mentoring = M, Job Satisfaction = JS, Turnover Intentions = TOI	Data Analysis	Mentor = M, Mentee (Protégé) = P, Neither = N , ALL = M, P & N	Required = Must answer question to move on; Prompt = Prompt survey taker to answer question, but allows them to move on; NA if neither
SECTION I:	**MENTORING**					
(1) Do you currently participate or have you participated in mentoring as a Mentor and/or a Mentee? (Select both Mentor and Mentee if applicable)	To what extent, and in which federal agencies, are mentoring programs utilized in the workplace? How effective are U.S. federal agency mentoring programs at fostering generativity in the civilian workforce?	Mentor or Mentee **(M or P?)**	M	• Look at the percentage of respondents that checked each answer option to understand their relative occurrence. Use bivariate analysis to determine what percentage of the population are mentor, mentee, or both.	ALL	Required
(2) Does your work agency have a formal mentoring program?	To what extent, and in which federal agencies, are mentoring programs utilized in the workplace? How effective are U.S. federal agency mentoring programs at fostering generativity in the civilian workforce?	Formal mentoring **(Formal MP?)**	M	• Look at the percentage of respondents that chose yes or no. This gives an indication of what percentage of those in the target population have access to formal mentoring.	ALL	Required
(3) Select all the types of mentoring you participated in as a Mentor or Mentee?	To what extent, and in which federal agencies, are mentoring programs utilized in the workplace? How effective are U.S. federal agency mentoring programs at fostering generativity in the civilian workforce?	Types of mentoring **(MP Types?)**	M	• Look at the percentage of respondents that checked each answer option to understand their relative occurrence. Use bivariate analysis to understand the joint distribution of the variables, mentor, Mentee, or both with the type of mentoring. • Look at the percentage of respondents that checked each answer option. Rank them from high to low. • This highlights the types of mentoring that occur most frequently among the respondents. Low frequency may indicate organizational preferences or constraints.	M, P (only asked once if both)	Prompt
(4) How satisfied are you with your agency's approach to mentoring?	Is there a correlation between mentoring programs and employee job satisfaction? How effective are U.S. federal agency mentoring programs at fostering generativity in the civilian workforce?	Mentoring satisfaction **(Like MP?)**	M, JS	• Look at the percentage of respondents that chose each option. This gives an indication of what percentage of those in the target population are satisfied, neutral, or dissatisfied with the available mentoring.	ALL, Only once if both M, P	
(5) Please rate the quality of the match between you and your Mentor/Mentee. [Question is asked twice if survey taker is both]	Is there a correlation between mentoring programs and employee job satisfaction? Is there a correlation between mentoring programs and intention to quit? How effective are U.S. federal agency mentoring programs at fostering generativity in the civilian workforce?	Match quality **(MP match?)**	M, JS	• Look at the percentage of respondents that chose each option. This gives an indication of what percentage of those in the target population feel the match between mentor and Mentee is excellent, very good, satisfactory, poor, or very poor. Bivariate analysis with age and gender.	M, P **(TWICE if both)**	Prompt

(6) What types of activities have you done with your current / most recent Mentor or Mentee? (Select all that apply)	What are the primary components (variables) contained in the mentoring programs utilized by US federal agencies? Is there a correlation between mentoring programs and employee job satisfaction? How effective are U.S. federal agency mentoring programs at fostering generativity in the civilian workforce?	Mentoring activities (MP events)	M, JS	• Look at the percentage of respondents that checked each answer option to understand their relative occurrence. This may give an indication of what works well and what doesn't in mentoring programs. This question should be considered in conjunction with Question 16 (Mentoring benefits), 17 (Mentoring challenges), 18 (Mentoring goals), and 41 (Comments).	M, P (once if both)	
(7) At my agency, a formal mentoring program is more effective than informal mentoring?	What are the primary components (variables) contained in the mentoring programs utilized by US federal agencies?	Internal agency mentoring (Frmlbetter)	M	• Look at the percentage of respondents that chose each option. This gives an indication of what percentage of those in the target population feel that formal mentoring programs are more effective than informal programs. This response may also correlate with Question 3 (Types of mentoring).	ALL, Only once if both M, P	Prompt
(8) Having a Mentee within the organization is more effective than having a Mentee outside the organization.	What are the primary components (variables) contained in the mentoring programs utilized by US federal agencies? Is there a correlation between mentoring programs and employee job satisfaction? What are the varying aspects (variables) that separate the best places to work from the rest of the federal agencies?	Internal Mentor effectiveness (Intl P btr)	M, JS	• This item builds on Question 10 (External mentor) and shows respondent preference for a mentor inside or outside the organization.	M	
(9) Having a Mentor within the organization is more effective than having a Mentor outside the organization.	What are the primary components (variables) contained in the mentoring programs utilized by US federal agencies? Is there a correlation between mentoring programs and employee job satisfaction? What are the varying aspects (variables) that separate the best places to work from the rest of the federal agencies?	Internal Mentee effectiveness (Intl M btr)	M, JS	• This item builds on Question 10 (External mentor) and shows respondent preference for a mentor inside or outside the organization.	P	
(10) Do you also have a Mentor who is external / outside of your agency?	What are the primary components (variables) contained in the mentoring programs utilized by US federal agencies?	External Mentor (Extrnl M?)	M	• Look at the percentage of respondents that chose yes or no. This indicates what percentage of those in the target population have external mentors.	P	
(11) My workload (or work schedule) allows adequate time for a structured mentoring program.	What are the primary components (variables) contained in the mentoring programs utilized by US federal agencies? Is there a correlation between mentoring programs and employee job satisfaction? What are the varying aspects (variables) that separate the best places to work from the rest of the federal agencies?	Workload	M, JS	• Look at the percentage of respondents that chose each option. This survey question gives an indication of what percentage of those in the target population feel that workload prevents their participation in mentoring.	ALL! If both M and P, it is only asked once	Prompt

(12) In addition to helping you develop knowledge and professional expertise, does your Mentor also serve as a career advocate?	Is there a correlation between mentoring programs and employee job satisfaction?	Career advocate (M Advocate?)	M, JS	• Look at the percentage of respondents that chose yes or no. This indicates what percentage of those in the target population have mentors who are career advocates as well.	P	
(13) In what ways has your Mentor served as a career advocate? (Select all that apply)	Is there a correlation between mentoring programs and employee job satisfaction? What are the varying aspects (variables) that separate the best places to work from the rest of the federal agencies?	Advocate how (Advct how?)	M, JS	• This item builds on Question 12(Career advocate). Look at the percentage of respondents that checked each option.	P	
(14) Are you getting information on how to get the most out of being mentored?	What are the primary components (variables) contained in the mentoring programs utilized by US federal agencies? Is there a correlation between mentoring programs and employee job satisfaction? How effective are U.S. federal agency mentoring programs at fostering generativity in the civilian workforce?	Mentoring information (M Info?)	M, JS	• Look at the percentage of respondents that chose yes or no. This indicates what percentage of those in the target population are receiving information on mentoring.	P	
(15) I believe my agency values the mentoring program.	What are the primary components (variables) contained in the mentoring programs utilized by US federal agencies? What are the varying aspects (variables) that separate the best places to work from the rest of the federal agencies?	Valuing mentoring (MP valued?)	M	• Look at how the answers are distributed. The results show how much respondents believe their organization values mentoring.	ALL, Only once if both M, P	Prompt
(16) What has been the greatest benefit you received from mentoring?	Is there a correlation between mentoring programs and employee job satisfaction? How effective are U.S. federal agency mentoring programs at fostering generativity in the civilian workforce?	Mentoring benefit (Grtst Bene)	M, JS	• Create survey coding categories and compare results with job satisfaction and turnover intentions.	P	Prompt
(17) What were the greatest challenges of the mentoring program?	Is there a correlation between mentoring programs and employee job satisfaction? How effective are U.S. federal agency mentoring programs at fostering generativity in the civilian workforce?	Mentoring challenges (Grtst Chal)	M, JS	• Create survey coding categories and compare results with job satisfaction and turnover intentions.	M, P (only asked once if both)	Prompt
(18) What mentoring goals would you like your agency to address?	What are the varying aspects (variables) that separate the best places to work from the rest of the federal agencies? How effective are U.S. federal agency mentoring programs at fostering generativity in the civilian workforce?	Mentoring Goals (+ M goals)	M, JS, TOI	• Create survey coding categories and compare results with job satisfaction and turnover intentions responses.	ALL, Only once if both M, P	Prompt

SECTION II:	GENERATIVITY				
(19.1) How many times during the past two months have you **taught** someone a skill?	Is there a correlation between generativity, mentoring programs, and employee job satisfaction? How effective are U.S. federal agency mentoring programs at fostering generativity in the civilian workforce?	Taught a skill (Gen Behvr1)	M, JS	• Determine scoring by summing the total point values for responses: None = 0; Once = 1; More than once = 2. • Determine ranking between maximum value of 22 and minimum value of 0.	ALL
(19.2) How many times during the past two months have you **listened** to a someone tell you his or her personal problems?	Is there a correlation between generativity, mentoring programs, and employee job satisfaction? How effective are U.S. federal agency mentoring programs at fostering generativity in the civilian workforce?	Listened (Gen Behvr2)	M, JS	• Determine scoring by summing the total point values for responses: None = 0; Once = 1; More than once = 2. • Determine ranking between maximum value of 22 and minimum value of 0.	ALL
(19.3) How many times during the past two months have you **wrote** someone up for an **award**?	Is there a correlation between generativity, mentoring programs, and employee job satisfaction? How effective are U.S. federal agency mentoring programs at fostering generativity in the civilian workforce?	Wrote award (Gen Behvr3)	M, JS	• Determine scoring by summing the total point values for responses: None = 0; Once = 1; More than once = 2. • Determine ranking between maximum value of 22 and minimum value of 0.	ALL
(19.4) How many times during the past two months have you **drew** upon past experiences to help a person adjust to a situation?	Is there a correlation between generativity, mentoring programs, and employee job satisfaction? How effective are U.S. federal agency mentoring programs at fostering generativity in the civilian workforce?	Past experiences (Gen Behvr4)	M, JS	• Determine scoring by summing the total point values for responses: None = 0; Once = 1; More than once = 2. • Determine ranking between maximum value of 22 and minimum value of 0.	ALL
(19.5) How many times during the past two months have you **learned** a new skill?	Is there a correlation between generativity, mentoring programs, and employee job satisfaction? How effective are U.S. federal agency mentoring programs at fostering generativity in the civilian workforce?	Learned new skill (Gen Behvr5)	M, JS	• Determine scoring by summing the total point values for responses: None = 0; Once = 1; More than once = 2. • Determine ranking between maximum value of 22 and minimum value of 0.	ALL
(19.6) How many times during the past two months have you **wrote a letter** to a newspaper, magazine, Congressman, etc. about a social issue?	Is there a correlation between generativity, mentoring programs, and employee job satisfaction? How effective are U.S. federal agency mentoring programs at fostering generativity in the civilian workforce?	Wrote letter (Gen Behvr6)	M, JS	• Determine scoring by summing the total point values for responses: None = 0; Once = 1; More than once = 2. • Determine ranking between maximum value of 22 and minimum value of 0.	ALL
(19.7) How many times during the past two months have you been **elected** or promoted to a leadership position?	Is there a correlation between generativity, mentoring programs, and employee job satisfaction? How effective are U.S. federal agency mentoring programs at fostering generativity in the civilian workforce?	Elected or promoted (Gen Behvr7)	M, JS	• Determine scoring by summing the total point values for responses: None = 0; Once = 1; More than once = 2. • Determine ranking between maximum value of 22 and minimum value of 0.	ALL
(19.8) How many times during the past two months have you done something others considered to be unique and **important**?	Is there a correlation between generativity, mentoring programs, and employee job satisfaction? How effective are U.S. federal agency mentoring programs at fostering generativity in the civilian workforce?	Done something unique (Gen Behvr8)	M, JS	• Determine scoring by summing the total point values for responses: None = 0; Once = 1; More than once = 2. • Determine ranking between maximum value of 22 and minimum value of 0.	ALL

Question	Research Question	Variable	Analysis	Scoring	Pop.	
(19.9) How many times during the past two months have you **received an award**?	Is there a correlation between generativity, mentoring programs, and employee job satisfaction? How effective are U.S. federal agency mentoring programs at fostering generativity in the civilian workforce?	Received award **(Gen Behvr9)**	M, JS	• Determine scoring by summing the total point values for responses: None = 0; Once = 1; More than once = 2. • Determine ranking between maximum value of 22 and minimum value of 0.	ALL	
(19.10) How many times during the past two months have you made a decision that **influenced many people**?	Is there a correlation between generativity, mentoring programs, and employee job satisfaction? How effective are U.S. federal agency mentoring programs at fostering generativity in the civilian workforce?	Influencing decision **(Gen Behvr10)**	M, JS	• Determine scoring by summing the total point values for responses: None = 0; Once = 1; More than once = 2. • Determine ranking between maximum value of 22 and minimum value of 0.	ALL	
(20) How many times during the past *18* months have you voted for a political candidate or some other elected position?	Is there a correlation between generativity, mentoring programs, and employee job satisfaction? How effective are U.S. federal agency mentoring programs at fostering generativity in the civilian workforce?	Voted **(Gen Vote)**	M, JS	• Determine scoring by summing the total point values for responses: None = 0; Once = 1; More than once = 2. • Determine ranking between maximum value of 22 and minimum value of 0.	ALL	
(21) How important is it to encourage, guide, and contribute to the development of younger Federal workers?	Is there a correlation between generativity, mentoring programs, and employee job satisfaction? How effective are U.S. federal agency mentoring programs at fostering generativity in the civilian workforce?	Importance of Generativity **(Gen Improt)**	M, JS	• Look at the percentage of respondents that chose each option. This gives an indication of the percentage of respondents who feel that developing younger workers is important	ALL	
SECTION III:	**JOB SATISFACTION**					
(22.1) The work I do is meaningful to me.	What are the varying aspects (variables) that separate the best places to work from the rest of the federal agencies?	Meaningful work **(JS Mtrx1.1)**	JS	• Look at the percentage of respondents that chose each option. This gives an indication of the percentage of respondents who feel they do meaningful work.	ALL	
(22.2) Overall, I am satisfied with my current pay.	What are the varying aspects (variables) that separate the best places to work from the rest of the federal agencies? Which variables predict job satisfaction?	Pay satisfaction **(JS Mtrx1.2)**	JS, TOI	• Look at the percentage of respondents that chose each option. The results show the number of respondents who are satisfied with their current pay level.	ALL	
(22.3) I am often bored with my job.	What are the varying aspects (variables) that separate the best places to work from the rest of the federal agencies?	Bored **(JS Mtrx1.3)**	JS	• Look at the percentage of respondents that chose each option. This gives an indication of the percentage of respondents who feel their jobs are boring.	ALL	
(22.4) My immediate supervisor encourages my career development.	What are the varying aspects (variables) that separate the best places to work from the rest of the federal agencies? Which variables predict job satisfaction?	Supervisor encouragement **(JS Mtrx1.4)**	JS	• Look at the percentage of respondents that chose each option. The results show how respondents feel about their supervisor encouraging careers development. Bivariate analysis with Question 22.6 (General job satisfaction).	ALL	
(22.5) Hiring freezes and previous or pending workforce reduction announcements affect whether I am satisfied with my job.	What are the varying aspects (variables) that separate the best places to work from the rest of the federal agencies? Which variables predict job satisfaction?	Workforce reduction job satisfaction **(JS Mtrx1.5)**	JS	• Look at the percentage of respondents that chose each option. The results show if hiring freezes and workforce reductions affect job satisfaction.	ALL	

(22.6) In general, I am satisfied with my job.	What are the varying aspects (variables) that separate the best places to work from the rest of the federal agencies? Which variables predict job satisfaction?	General job satisfaction **(JS Mtrx1.6)**	JS	• Look at the percentage of respondents that chose each option. The results show the level of job satisfaction among respondents.	ALL
(23.1) I would recommend this Agency as a place to work.	What are the varying aspects (variables) that separate the best places to work from the rest of the federal agencies?	Recommend this agency **(JS Mtrx2.1)**	JS	• Look at the percentage of respondents that chose each option. This gives an indication of the percentage of respondents who would recommend working at their agency.	ALL
(23.2) My work unit has been downsized in the last 5 years.	What are the varying aspects (variables) that separate the best places to work from the rest of the federal agencies?	Unit downsized **(JS Mtrx2.2)**	JS, TOI	• Look at the percentage of respondents that chose each option. The results show the number of respondents whose work units have been downsized.	ALL
(23.3) I receive the training I need to perform my job	What are the varying aspects (variables) that separate the best places to work from the rest of the federal agencies?	Received training **(JS Mtrx2.3)**	JS, TOI	• Look at the percentage of respondents that chose each option. The results show the number of respondents who believe they received the training necessary to do their jobs.	ALL
(23.4) Downsizing has helped make my work unit more efficient.	What are the varying aspects (variables) that separate the best places to work from the rest of the federal agencies? Which variables predict job satisfaction? Which variables predict turnover intentions?	Downsizing efficiency increase **(JS Mtrx2.4)**	JS, TOI	• Look at the percentage of respondents that chose each option. The results show if respondents associate downsizing with increased efficiency.	ALL
(23.5) My present job makes good use of my skills and abilities.	What are the varying aspects (variables) that separate the best places to work from the rest of the federal agencies?	Use of skills **(JS Mtrx2.5)**	JS, TOI	• Look at the percentage of respondents that chose each option. The results show the number of respondents who believe their jobs make good use of their skills.	ALL
(23.6) Downsizing has seriously eroded the institutional memory or knowledge in my work unit.	What are the varying aspects (variables) that separate the best places to work from the rest of the federal agencies? Which variables predict job satisfaction? Which variables predict turnover intentions?	Downsizing erosion **(JS Mtrx2.6)**	JS, TOI	• Look at the percentage of respondents that chose each option. The results show if respondents associate downsizing with erosion of institutional memory.	ALL
(24.1) I might be fired or laid off.	What are the varying aspects (variables) that separate the best places to work from the rest of the federal agencies? Which variables predict job satisfaction? Which variables predict turnover intentions?	Expecting to be let go **(JS Mtrx3.1)**	JS, TOI	• Look at the percentage of respondents that chose each option. Multivariate analysis with Question 22.6 (General job satisfaction) and Question 29 (Likely to leave 5 years).	ALL
(24.2) I could find a job with another employer with about the same pay and benefits I have now.	Which variables predict job satisfaction? Which variables predict turnover intentions?	Another job same pay **(JS Mtrx3.2)**	JS, TOI	• Look at the percentage of respondents that chose each option. Use multivariate analysis with Question 22.6 (General job satisfaction) and Question 29 (Likely to leave 5 years)	ALL
SECTION III:	**TURNOVER INTENTIONS**				
(25) When are you eligible to retire?	Which variables predict turnover intentions?	Eligible to retire now **(When Ret?)**	TOI	• Look at the percentage of respondents that chose each option. Use bivariate analysis with Question 26 (Likely to retire in 5 years).	ALL
(26) Within the next 5 years, how likely are you to retire from the Federal Government?	Which variables predict turnover intentions?	Likely to retire 5 years **(LklyRetFG5)**	TOI	• Look at the percentage of respondents that chose each option. Use bivariate analysis with question 25 (Eligible to retire).	ALL

Question		Measure		Analysis		
(27) Considering your Federal career overall, which statement best describes when are you most likely to resign or retire from the Federal government?	What are the varying aspects (variables) that separate the best places to work from the rest of the federal agencies? Which variables predict turnover intentions?	Retiring when (Likly2Ret?)	JS, TOI	• Look at the percentage of respondents that checked each answer option. • For each option in question 27, look at how answers are distributed among the incremental periods • The results will show how important specific retirement options are. For example, respondents may care a lot about retiring as soon as they are eligible as opposed to waiting 5 years.	ALL	
(28) In the coming year, do you plan to look for another job?	Which variables predict turnover intentions?	Seeking another job (Lk4Job1yr)	TOI	• Look at the percentage of respondents that chose each option. The results show whether respondents will look both within and outside the Federal Government.	ALL	
(29) Within the next 5 years, how likely are you to leave your organization for another Federal Government job?	Which variables predict turnover intentions?	Likely to leave 5 years (Lv4Job5yr)	TOI	• Look at the percentage of respondents that chose each option. The results show whether respondents are likely to consider continued Federal Government employment over the next 5 years.	ALL	
(30) Hiring freezes and previous or pending workforce reduction announcements affect whether I plan to look for another job or resign.	Which variables predict turnover intentions?	Downsizing affecting retirement (HireFrzJS)	TOI	• Look at the percentage of respondents that checked each answer option. The results will show how likely respondents are to retire during each period, if at all.	ALL	
SECTION IV:	**DEMOGRAPHICS**					
(31) How many years have you been a Federal Government employee (excluding military service)?	Which variables predict job satisfaction? Which variables predict turnover intentions?	Years of service (YrsinFedG)	JS, TOI	• For each of these demographic items, look at the distribution of responses among the choices. • This shows the demographic profile of those who returned the survey. This profile should be compared with the demographics of federal civilian employee population. This sample may over- or under-represent certain groups. • Multivariate analysis with Question 26 (Likely to retire 5 years) and Question 27 (Retiring when).	ALL	
(32) Are you male or female?	Which variables predict job satisfaction? Which variables predict turnover intentions?	Gender (M/F?)	JS, TOI	• For each of these demographic items, look at the distribution of responses among the choices. • This shows the demographic profile of those who returned the survey. This profile should be compared with the demographics of federal civilian employee population. This sample may over- or under-represent certain groups.	ALL	

(33) What is your age?	Which variables predict job satisfaction? Which variables predict turnover intentions?	Age (AgeGrp)	JS, TOI	• For each of these demographic items, look at the distribution of responses among the choices. • This shows the demographic profile of those who returned the survey. This profile should be compared with the demographics of federal civilian employee population. This sample may over- or under-represent certain groups. • Multivariate analysis with Question 25 (Likely to retire 5 years) and Question 27 (Retiring when).	ALL	
(34) What is your highest educational level?	Which variables predict job satisfaction? Which variables predict turnover intentions?	Education (HighestEd)	JS, TOI	• This shows the demographic profile of those who returned the survey. This profile should be compared with the demographics of federal civilian employee population. This sample may over- or under-represent certain groups. • Use multivariate analysis with Question 26 (Likely to retire 5 years) and Question 27 (Retiring when).	ALL	
(35) What is your pay category?	Which variables predict job satisfaction? Which variables predict turnover intentions?	Pay category (PayCat?)	JS, TOI	• For each of these demographic items, look at the distribution of responses among the choices. • This shows the demographic profile of those who returned the survey. This profile should be compared with the demographics of federal civilian employee population. This sample may over- or under-represent certain groups.	ALL	
(36) How likely are you to submit for Phased Retirement?	Which variables predict job satisfaction? Which variables predict turnover intentions? Is there a correlation between generativity, mentoring programs, and employee job satisfaction? How effective are U.S. federal agency mentoring programs at fostering generativity in the civilian workforce?	Phased Retirement Plan (PhasedRet)	JS, TOI	• For each of these demographic items, look at the distribution of responses among the choices. • Use multivariate analysis with Question 36 (Likely to leave 5 years) and Question 27 (Retiring when), and Question 22.6 (General job satisfaction).	ALL	
(37) Are you of Hispanic or Latino origin?	Which variables predict job satisfaction? Which variables predict turnover intentions?	Hispanic (Hisp/Latin)	JS, TOI	• For each of these demographic items, look at the distribution of responses among the choices. • This shows the demographic profile of those who returned the survey. This profile should be compared with the demographics of federal civilian employee population. This sample may over- or under-represent certain groups.	ALL	
(38) What race do you consider yourself to be? (Select all that apply)	What are the varying aspects (variables) that separate the best places to work from the rest of the federal agencies?	Race (Race?)	JS, TOI	• For each of these demographic items, look at the distribution of responses among the choices. • This shows the demographic profile of those who returned the survey. This profile should be compared with the demographics of federal civilian employee population. This sample may over- or under-represent certain groups.	ALL	

(39) Where do you work?	What are the varying aspects (variables) that separate the best places to work from the rest of the federal agencies? Which variables predict job satisfaction? Which variables predict turnover intentions? Does the size of the federal agency have any effect on the effectiveness of its mentoring program?	Where employed (WorkAgency)	JS, TOI	• For each of these demographic items, look at the distribution of responses among the choices. • This shows the demographic profile of those who returned the survey. This profile should be compared with the demographics of federal civilian employee population. This sample may over- or under-represent certain groups.	ALL	
(40) Which retirement system do you belong to?	Which variables predict job satisfaction? Which variables predict turnover intentions?	Retirement system (RetSys?)	JS, TOI	• For each of these demographic items, look at the distribution of responses among the choices. • This shows the demographic profile of those who returned the survey. This profile should be compared with the demographics of federal civilian employee population. This sample may over- or under-represent certain groups.	ALL	
(41) Please list any final comments you have about mentoring practices, job satisfaction, or related issues.	What are the varying aspects (variables) that separate the best places to work from the rest of the federal agencies? How effective are U.S. federal agency mentoring programs at fostering generativity in the civilian workforce? Which variables predict job satisfaction? Which variables predict turnover intentions?	Final Comments (FinalCmnt)	M, JS, TOI	• Create survey coding categories and compare results between mentoring, job satisfaction, and turnover intentions.	ALL	

BIBLIOGRAPHY

Allen, Tammy D., & Mark L. Poteet, "Developing effective mentoring relationships: Strategies from the mentor's viewpoint," *Career Development Quarterly,* 48 (1999): 59-73.

Bozeman, Barry and Mary K. Feeney. "Toward a Useful Theory of mentoring: A Conceptual Analysis and Critique," *Administration & Society.* 39 (2007): 719 – 739.

Bozionelos, Nikos. "Mentoring provided: Relation to Mentor's Career Success, Personality, and Mentoring Received," *Journal of Vocational Behavior*, 64 (2004), 24-46.

Cox, Keith S., Joshua Wilt, Brad Olson, and Dan P. McAdams. "*Ge*nerativity, the Big Five, and Psychosocial Adaptation in Midlife Adults". *Journal of Personality* 78 (2010): 1185-1208.

Denning, Peter J, and Robert Dunham. Innovation as Language Action. *Communications of the ACM.* 49 (5 May 2006): 47-52.

Dunham, Robert. "The Generative Foundations of Action in Organizations: Speaking and Listening," *International Journal of Coaching in Organization*s, 2009 7(2), 43-63.

Erikson, Erik H. *Childhood and Society* (2nd Ed.). New York: Norton, 1963.

Gilbreath, Brad, Gail Rose, and Kim Dietrich. "Assessing mentoring in organizations: An evaluation of commercial mentoring instruments," *Mentoring & Tutoring: Partnership in Learning*, 16, 4(2008): 379-393.

Hezlett, Sarah A. "How Do Formal Mentors Assist Their Protégés? A Study of Mentors Assigned to Cooperative Education Students and Interns." ERIC Number ED492458.

Kram, Kathy. E... *Mentoring at work: Developmental Relationships in Organizational Life.* Glenview, IL: Scott, Foresman. 1985.

Lewis, Gregory. B., and Yoon Jik Cho. "The Aging of the State Government Workforce: Trends and Implications." *The American Review of Public Administration,* 41,1 (2011): 48–60. doi:10.1177/0275074009359308.

Maslow, Abraham H. "A Theory of Human Motivation." *Psychology Review* 50 (1943): 370-396.

McAdams, Dan P., & Ed de St. Aubin, (1992). "A theory of generativity and its assessment through self-report, behavioral acts, and narrative themes in autobiography." *Journal of Personality and Social Psychology*, 62, 1003–1015.

McAdams, Dan P. and Ed de St. Aubin. (August 2010) "Generativity, the Big Five, and Psychosocial Adaptation in Midlife Adults." *Journal of Personality and Social Psychology*, 78, 4, 1185–1208.

McAdams, Dan. P., Holly M. Hart, and Shadd Maruna, (1998). The anatomy of generativity. In D. P. McAdams & E. de St. Aubin (Eds.), *Generativity and adult development: How and why we care for the next generation* (pp. 7–43). Washington, DC: American Psychological Association Press.

Payne, Stephanie and Ann H. Huffman. "A Longitudinal Examination of the Influence of Mentoring on Organizational Commitment and Turnover." *Academy of Management Journal, 48* (2005): 158–168.

Partnership for Public Service. "The Big Picture: Government-wide Analysis." 2015. Available: http://bestplacestowork.org/BPTW/rankings/governmentwide.

Partnership for Public Service. "FAQs" 2015. Available:
    http://bestplacestowork.org/BPTW/about/faqs.php

Ragins, Belle Ragins, John L. Cotton, and Janice S. Miller.
    "Marginal mentoring: The Effects of Type of Mentor,
    Quality of Relationship, and Program Design on Work
    and Career Attitudes." *Academy of Management Journal,
    43 (2000),* 1177–1194.

Riley, Ryan, Trevor Conrad, and Heidi Keller-Glaze. *2012
    Center for Army Leadership Annual Survey of Army
    Leadership (CASAL): Army Civilian Leaders.* May 2013.
    Center for Army Leadership. Available:
    http://usacac.army.mil/cac2/CAL/repository/2012CASALAr
    myCivilianLeadersTechnicalReport2013-2.pdf

Schwarz, William J. *The Generative Organization: Going From
    Reactive Behavior to Inspired Performance.* Salt Lake
    City: Aardvark. (2006).

Singh, Val, Divindra Bains, and Susan Vinnicombe, "Informal
    mentoring as an organisational resource," *Long Range
    Planning, 35,* 4(2002): 389-405.

Subrizi, Anthony J. and Stephen Kreider. Mentoring of the
    Acquisition Workforce at Aberdeen Proving Ground,
    Maryland. Research Report 10-004. 2010.

Sull, Donald N. and Charles Spinosa. "Using Commitments to
    Manage Across Units." *MIT Sloan Management Review.*
    2005. 47(1): 73-81.

U.S. Government Accountability Office. "Critical Skills and
    Competency Assessments Should Help Guide DOD Civilian
    Workforce Decisions," January 2013. Retrieved from GAO
    Reports Main Page via GPO Access database:
    http://www.gpoaccess.gov/gaoreports/index.html

U.S. General Accounting Office. "Federal Workforce: Recent
    Trends in Federal Civilian Employment and
    Compensation," ONLINE. GAO Access. 29 January 2014.
    Available: http://www.gao.gov/products/GAO-14-215
    [January 2014].

U.S. General Accounting Office. *DOD Civilian Workforce: Observations on DOD's Efforts to Plan for Civilian Workforce Requirements*. ONLINE. GAO Access. 26 July 2012. Available: http://www.gao.gov/products/GAO-12-962T [5 September 2013].

U.S. OPM Best Practices: Mentoring. Accessed March 1, 2014. Available: http://www.opm.gov/hrd/lead/BestPractices-mentoring.pdf [September 2008].

U.S. OPM Best Practices: Mentoring guidebook. Accessed February 17, 2014. Available: http://www.opm.gov/wiki/uploads/docs/Wiki/OPM/training/BestPractices-Mentoring.pdf

U.S. OPM Labor Management Relations Council. "Government Wide Mentoring "Hub" Business Case," Accessed June 1, 2015. Available: http://www.lmrcouncil.gov/meetings/handouts/Mentoring%20Business%20Case%20-%20Handout%20for%20Career%20Dev%20Subcom%20Presentation.pdf

U.S. OPM Phased Retirement. Accessed July 12, 2015. Available: https://www.opm.gov/retirement-services/phased-retirement/

Williams, Ray. "How the Millennial Generation will Change the Workplace." *Psychology Today* online. 2014. Available: https://www.psychologytoday.com/blog/wired-success/201403/how-the-millennial-generation-will-change-the-workplace

BIOGRAPHY

Jeffrey W. Curry graduated from McArthur High School, Hollywood, Florida, in 1982. He served 22 years in the U.S. Marine Corps, serving about half of his military career in Reconnaissance before becoming a Nuclear, Biological, and Chemical Defense Officer in 1993. In 1996, he received his Bachelor of Science from Campbell University and a Masters from the University of Oklahoma in 2003. After retiring from the Marines in 2005, he began working for the Federal government where he plans to nurture and grow generative-conscious leaders.