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The Effects of Mentoring on Work-parenting Gains and Strains in a Sample of Employed Predominately Female AFDC Recipients

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THE EFFECTS OF MENTORING ON WORK-PARENTING GAINS AND STRAINS IN A SAMPLE OF EMPLOYED PREDOMINATELY FEMALE AFDC RECIPIENTS

by

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ABSTRACT

An abstract of the dissertation of Charlene Rhyne for the Doctor of Philosophy in Public Administration and Policy presented February 11, 1999.

Title: The Effects of Mentoring on Work-parenting Gains and Strains in a Sample of Employed Predominately Female AFDC Recipients

Nationally, as well as locally, the emphasis in public assistance is to assist clients in becoming job ready. To this end, Oregon received waivers necessary to implement an innovative welfare reform effort, JOBS Plus Program (JPP), in 1994. The JPP provided subsidized employment for welfare recipients through the cashing out of public assistance benefits and Food Stamp monies. Employers were required to provide an on-site mentor for subsidized employees as a condition of agreement to participate in the Program.

Mentoring has been shown to positively impact employee overall job satisfaction, tenure, salary and promotion. While mentoring has been seen traditionally as promoting protégé career functioning, another less acknowledged function of the mentor relationship is the psychosocial function. The psychosocial aspect of the mentor relationship includes addressing personal as well as professional issues and concerns. This aspect of the mentor relationship may be of particular importance for working parents.

This study used post-test survey data collected as part of the JOBS Plus Evaluation to test the effect of mentoring on work-family interaction and overall satisfaction with work. Further, the quality of the mentoring relationship was assessed, from the protégés' perspective, in terms of agreement between mentor and protégé on tasks and goals and the degree of bonding between mentor and protégé.

Mentored individuals reported significantly less strains from work and family interaction and greater overall satisfaction with work than non-mentored individuals. The mentor bond sub-scale was significantly associated with work-family strains in the predicted direction. The mentor bond and goal sub-scales were significantly associated with overall satisfaction with work. A model that included mentoring, subsidized and unsubsidized worksite and interaction between mentoring and worksite was tested. This model was significant for overall satisfaction with work; the experience of having a mentor proved to be the significant contribution to explained variance of the overall satisfaction with work outcome variable.

Study findings provide support for the role of mentoring in overall work satisfaction for low income individuals. Policy recommendations include further research on the role of mentoring for public assistance recipients and the inclusion of a module on mentoring in job readiness curricula.

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Despite the authorship, no work of this type is a solitary endeavor. Family, friends, work colleagues and dissertation committee members who lent their unrelenting belief in my ability to complete this research endeavor are the secrets of my success. For without their support, I would not be writing this acknowledgment.

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CHAPTER ONE

INTRODUCTION

Welfare reform efforts in this country reflect the changing philosophy of social policy makers, legislators, and the public around providing public assistance for households living in poverty. The creation of Aid to Dependent Children (ADC), under the Social Security Act of 1935, established the major welfare program for cash assistance to families with poor children. ADC was a more comprehensive program than its forerunner, the state-sponsored Mother's Pension program, and institutionalized the states' response to subsidizing non-working heads of households. It also, for the first time, involved federal financial participation in state-run programs. In the 1960s, the ADC program was renamed Aid to Families with Dependent Children (AFDC) to reflect the shift in reform focus from children to families. The AFDC caseload is comprised mainly of families headed by single women and, almost since its inception, has been surrounded by controversy. Chief among the criticisms was the failure of AFDC to reduce poverty among children and the belief that AFDC created disincentives for poor parents to leave welfare for work. Welfare reform strategies responded to the criticism by focusing on reorienting welfare to workfare.

Legislative responses to a call for welfare reform have resulted in several federal programs designed to move welfare recipients from dependency on public assistance to self-support through employment. The passage of the Work Incentive Program (WIN) in 1967 mandated the registration of every AFDC recipient for work and training, required recipients to accept referrals for training and employment, and required recipients to take any job offer. However, the federal support and commitment to the WIN program was low. Additionally, many states were hesitant to enforce mandatory job requirements believing enforcement would be more costly than maintaining recipients on AFDC. As such, WIN failed to have any effect on the work behavior of AFDC mothers (Rein, 1982) and was seen as ineffective in moving people off welfare.

In 1981, amendments to the Omnibus Budget Reconciliation Act (OBRA) allowed states to require AFDC recipients to work in unpaid jobs in return for welfare benefits. States responded by providing mandatory job-search and workfare activities. Under these programs, states required recipients who were unable to find employment in the private sector to work as unpaid employees in the public sector. Evaluations of these new workfare strategies demonstrated success with modest benefits to recipients as well as budgetary savings to the states. The positive outcomes of these efforts played an important role in the passage of the Family Support Act (FSA) of

1988. The stated objective of the FSA was to encourage self-sufficiency in welfare recipients and represented a shift in welfare policy focus from income support to a mandatory work and training program.

The centerpiece of the Family Support Act was the Jobs Opportunities and Basic Skills (JOBS) program, the employment program linked to AFDC. Under JOBS program requirements, AFDC recipients with children over three years old (states were offered the discretion to lower the age to one year) were required to work to receive assistance. If employment could not be secured, recipients were required to enroll in basic education, job training, work experience program or work search program. Recipients who refused to engage in program activities were subject to reduction in grant support. Incentives for recipients to find employment included 12 months of child care assistance and Medicaid benefits after being terminated from AFDC. State compliance with program requirements was monitored through an enrollment quota system which required states to have a percentage of clients eligible for employment to be enrolled in JOBS program activities.

Thus, since the 1960s, welfare reform initiatives have focused increasingly on workfare activities as a provision of benefits. This focus has been accompanied by increasingly severe sanctions for recipient non-participation. However, it has also become increasingly evident that obtaining employment, while necessary, does not guarantee a person will no longer

need welfare assistance. For many AFDC recipients, the labor market experience is uncertain and unstable. Hershey and Kerachsky (1995) note that up to one-half of recipients who exit welfare because of employment are unable to maintain employment; many of these recipients return to public assistance within a year. In the Berg, Olson, and Conrad (as cited in Hershey & Kerachsky, 1995) evaluation of Project Match (a welfare to work program in inner city Chicago), researchers identified obstacles recipients face in maintaining employment. Some have difficulty in adjusting to the basic requirements of the workplace culture. Many have a stressful and chaotic personal life with little social support from family or friends. In fact, these authors conclude that personal circumstances have a greater impact on job loss than skill level. As Hershey and Kerachsky (1995) suggest, under these circumstances it becomes critical to provide follow-up support to recipients once they start working.

Drawing lessons from these earlier welfare reform demonstrations, Oregon designed a program called the JOBS Plus Program (JPP). In order to implement the program, the state requested and received a waiver from the federal government under Section 1115 of the Social Security Act that allows states to conduct research demonstration projects that will enhance program efficiency and effectiveness. Oregon's program includes the following (USDHHS, 1994):

1. Subsidized employment for JPP participants for up to six months; each six-month employment experience has the possibility of a three-month extension.

2. Salary supports for participating employers to be funded through the cashing out and transfer of public assistance benefits and Food Stamps.

3. JPP participants paid at least at the states' minimum wage and allowed continued participation in government-supported health and child care benefits.

4. After 30 days of subsidized employment with a JPP participant, the employer is required to contribute $1 for each employee hour worked to an Individual Education Account (IEA) which can be used by recipient or family member one month after the participant begins work in an unsubsidized position.

5. Participating employers must assign an on-site mentor for the JPP recipients in subsidized employment.

JOBS Plus was designed as an enhancement to the JOBS program to provide specialized on-the-job training for recipients who were unable to find unsubsidized employment. While all JOBS recipients were required to participate in educational and job training components, only those recipients

who were assigned to the JOBS Plus Program were eligible for subsidized employment services and subsidized employment.

While it is true that employment is one avenue of exit from public assistance for welfare recipients, this exit route is a permanent one only if recipients are able to maintain employment over time. Thus, Oregon's JOBS Plus welfare reform effort was designed to provide a menu of services that enhanced job retention and continued engagement in the labor market at a family wage. In addition to providing support in job search and placement, the JPP package also was to provide a workplace support in the form of an on-site mentor.

Any working parent has anecdotal evidence that the world of work and the world of family are not mutually exclusive and each domain can and will spill over into the other. While mentoring has been forwarded as a strategy to aid women in managing the overlapping demands of work and family, much of the research in this area has focused on the experience of middle-class women (Gilbert & Rossman, 1992; Noe, 1988). Yet, one of the critical adjustments for the welfare women in this study is to learn how to balance the demands of the work place against the demands of parenting. Thus, the extent to which the mentoring process can aid low-income women in coping with personal circumstances that are not directly related to the job, but can have an adverse effect on their work performance, merits further exploration.

This dissertation, using data from the JOBS Plus Demonstration Evaluation, will explore the effects of mentoring on aiding JPP recipients juggle the competing demands of work and family as they transition to the workplace.

CHAPTER TWO

LITERATURE REVIEW

A literature review was undertaken to identify the theoretical aspects of the mentoring literature. The literature review facilitated the identification of key components of the mentor relationship that may contribute to employee's success in balancing the often-competing demands of work and family. The first section of this chapter reviews the construct of mentoring with a focus on the outcomes, characteristics and definition of the mentoring relationship. The second section of this chapter reviews the concept of work-family interaction with a focus on the utility of an assigned mentor as a means of mediating the stress of work-family interaction.

MENTORING

The concept of mentoring was first mentioned in the Greek classic, *The Odyssey* (Chao, Walz, & Gardner, 1992; Jacobi, 1991; Russell & Adams, 1997). In this mythical tale, Odysseus left his son in the care of his trusted friend, Mentor, and the support, guidance and wisdom Mentor provided for his friend's son has come to characterize the mentoring relationship. Today, the mentor relationship is more commonly seen as a reciprocal workplace relationship that serves the dual purpose of enhancing the protégés' tenure in

the organization while at the same time promoting the organization's longevity. The mentor relationship serves to develop employees who are more satisfied and more successful and thus, more committed to the organization (Hunt & Michael, 1983). However, a lesser-recognized characteristic of the mentor relationship, that of social support, provides benefits to the protégé that are more reminiscent of the relationship between Mentor and Odysseus' son. The social support benefits of having a mentor may be particularly important for AFDC recipients as they attempt to balance the demanding and often conflicting roles of parent and worker.

OUTCOMES OF THE MENTORING RELATIONSHIP

Early research on the mentor-protégé relationship focused on the outcomes of the relationship for the protégé as well as for the organization. Research originally focused on the benefits of having a mentor for successful male executives; later research acknowledged the increased labor force participation of women and began to incorporate both men and women into study designs.

The importance of establishing a mentor relationship for the protégé was highlighted in a landmark journal article, Everyone Who Makes It Has A Mentor (Lunding, Clements & Perkins, 1978). The authors' exploration of the mentoring relationship between three successive chief executives of Jewel

Companies suggested that having a mentor is an important component of shaping the organization and in the development of leadership qualities for the protégé.

Mentoring relationships have been cited as a significant determinant of employee success in the workplace, with benefits to the employee as well as to the organization. Roche's (1979) survey of 1,250 top executives found that nearly two-thirds of the respondents had a mentor and mentored executives experienced greater salary gains at a younger age and were more satisfied with their career progress than those who had not experienced the mentor relationship. Riley and Wrench (1985) found that of the 59 women attorneys studied, those that had been mentored reported a significantly higher level of career success and satisfaction than non-mentored women attorneys. In a study of 254 females managers, Baugh, Lankau and Scandura (1997) reported that having a mentor may be associated with a more positive employment experience as well as respondents' perception of greater employment opportunities elsewhere. The authors also reported evidence that the lack of a mentor was seen as a detriment for the respondents in their study. Business school graduates (n=320) with mentorship relationships reported more promotions, higher salaries and greater satisfaction with benefits than a comparable group of graduates with a less extensive mentoring experience (Dreher & Ash, 1990). Whitely et al. (1991) found

career mentoring practices to be significantly related to income and number of promotions. Kram (1985) found mentoring could lead to increased protégé sense of competence and self-worth that in turn led to greater protégé job satisfaction and commitment. Similar findings are reported in Fagenson's (1989) study with mentored individuals having greater access to career enhancing opportunities, which included mobility, promotion and recognition, as well as greater job satisfaction, than non-mentored individuals. Indeed, lack of mentorships for female employees has been suggested to result in reduced job effectiveness and performance due to reduced opportunities to develop interpersonal and task-oriented skills (Ilgen & Youtz and Martinko & Gardner as cited in Noe, 1988b).

Psychological benefits have also been reported as a positive outcome for protégés. Reich (1986) surveyed a group of women executives and academicians and found those who participated in a mentor program reported greater self-confidence and an enhanced awareness and use of skills. It has been suggested (Noe, 1988a) that providing job performance feedback to the protégé, can result in protégés experimenting with new behaviors, which in turn can facilitate the protégé's increased mastery and enhanced sense of competence. Nelson and Quick (1985) found that mentoring can reduce job stress among professional women who often find themselves without a peer group to depend on for psychological support. Further, the impact of social

support in increasing a protégé's self-esteem and self-efficacy was found to be a defining characteristic of the mentoring relationship in a study of public accounting firms (Scandura & Viator, 1994).

Mentors also have been mentioned in the literature as a cure for feelings of powerlessness (Fagenson, 1988; Hunt & Michael, 1983; Kanter, 1977; Zey, 1984) and suggested as a way to help those less advantaged compete successfully in the labor marker (Whitely, Dougherty & Dreher, 1991). Overall (1996) noted that some organizations, such as McDonalds, have developed mentor programs for the unemployed. The goal of these programs is to not only aid in the development of workplace skills but to also instill confidence in the protégé. Thus, having a work place mentor should particularly help those that have been historically rendered powerless and disadvantaged, such as recipients of public assistance.

In the mid-90s, the use of mentors as a social service intervention became more common. Mentors have been used with at-risk and vulnerable adolescents (Mech, Pryde, & Rycraft, 1995), pregnant and parenting African-American teenagers (Klaw & Rhodes, 1995) and teen mothers (Zippay, 1995). In each of the afore-mentioned social service programs, the availability of a mentor was identified as an important resource for the protégés in reducing the stressors of economic disadvantage. The Big Brothers Big Sisters Program utilizes a highly structured and monitored mentoring program that

has proven to be effective in reducing illegal drug use, school absence and other antisocial behaviors (Grossman & Tierney, 1998). Recipients of the mentoring relationship demonstrated a greater confidence about school performance and had less familial conflict than non-mentored boys and girls.

Research to aid in the understanding of the mechanisms of mentoring has focused on behaviors exhibited by the mentor in this relationship. Kram's (1985) content analysis of in-depth interviews of 18 mentor/protégé pairs in a large business organization identified two mentor functions: career functions and psychosocial functions. The career function behaviors included sponsorship, exposure and visibility, coaching, protection and the assignment of challenging work activities. These functions served to enhance the protégé's entry and tenure in the organization. The psychosocial function of the mentoring relationship included role modeling, acceptance and confirmation, counseling and friendship. These functions served to enhance the protégé's sense of personal efficacy. Kram (1985) noted that the psychosocial functions were possible because an interpersonal relationship developed that fostered mutual trust and increasing intimacy. This interpersonal bond permitted the protégé to identify with the mentor and find a model worthy of emulation. A factor analysis conducted by Noe (1988b) of data provided by schoolteachers and administrators also yielded two factors, career function and psychosocial function. He noted that mentors serve dual

interpersonal roles acting as an outlet for protégés to discuss professional as well as personal concerns and issues. Burke & McKeen (1997) found that the psychosocial and career functions of mentoring were significantly and positively intercorrelated in their study of managerial and professional women. That is, the women receiving greater career functions also received greater psychosocial functions from their mentors.

Olian, Carroll, Giannantoio & Ferren's (1988) quantitative analysis of survey responses from 675 business mangers resulted in two empirically derived mentoring functions, instrumental and intrinsic. The instrumental function, which parallels Kram's career enhancing function, involved behaviors that furthered the protégés' image in the organization. The intrinsic function includes behaviors that enhanced the quality, depth and intensity of the interpersonal relationship between the mentor and the protégé. The intrinsic function identified by Olian et al. (1988), while similar to Kram's (1985) psychosocial function, did not include the mentor functioning in a role model or counselor role. The mentor function of role modeling was found to be separate and distinct from other mentoring functions by a number of researchers (Burke, 1984; Scandura, 1992; Scandura & Viator, 1994).

Research findings suggest an observed as well as empirically validated duality in the functions a mentor performs. These functions include those that are external to the relationship which can be job and career benefits as well

as those internal to the relationship which can include the psychological benefits of emotional support and friendship benefits (Olian et al., 1988).

FORMAL AND INFORMAL MENTORING RELATIONSHIPS

Mentoring relationships can occur either through formal or informal means (Chao, Waltz & Gardner, 1992). The informal mentor relationship comes about through either the mentor seeking out a subordinate who has demonstrated potential or the protégé identifying a superior who can provide support and visibility in the organization. The informal mentoring relationship is not formally sanctioned by the organization. In contrast, formal mentoring programs are characterized by an organization purposefully assigning a mentor to a protégé. Formal mentor programs may provide training and other supports to mentors as well as incentives to employees to serve in this capacity.

Historically, the mentor relationship was more often a function of informal relationships. However, formal mentoring programs are becoming more common (Klauss, 1981; Roche, 1979) and differential outcomes of formal versus informal mentoring relationships have been explored in the literature. Chao et al. (1992) compared formally mentored individuals with informally mentored and non-mentored individuals. Individuals were compared along the mentoring dimensions of psychosocial support functions

and career-related support functions. For all outcome variables, non-mentored individuals reported less favorable outcomes than protégés in informal mentorships. Of note, is the finding that there was no significant difference between the two mentored groups in terms of psychosocial function. Noe (1988a) found that protégés in his study of a professional development program for educators reported receiving limited career functions from an assigned mentor; however, these protégés did report receiving beneficial psychosocial outcomes. Fagenson-Eland, Marks and Amendola (1997) found that formally assigned mentors reported less frequent communication with protégés than informally assigned mentors; further findings included formally and informally assigned mentors did not differ in the level of career guidance, psychosocial support or role modeling provided to protégés.

In spite of contradictory and inconsistent findings regarding the extent of benefits within a formal mentor relationship as compared to an informal relationship (Russel & Adam, 1997; McManus & Russell, 1997; Morzinski & Fisher, 1996) research supports the accrual of professional development and psychosocial support benefits to mentored employees. Non-mentored individuals do not report the same gains as reported by mentored individuals. While there are inconsistent research findings as to the extent to which the formal or informal nature of the mentoring relationships provide career

benefits to the protégé, evidence does not support a differential accrual of psychosocial benefits for protégés depending upon the formal or informal nature of the mentoring relationship.

Findings from the literature would suggest that women in general, and working welfare recipients specifically, could benefit from either a formal or informal mentoring relationship. Many of the women currently facing the welfare to work focus of public assistance have deficits in work place skills and behaviors as well as barriers to successfully balancing the concurrent demands of work and family. The impact of mentoring on remediating these deficits merits exploration.

INDIVIDUAL FACTORS RELATED TO WILLINGNESS TO MENTOR

Employee participation in a mentor/protégé relationship can come about in a number of ways. This responsibility can be assumed through the assignment of this role by a supervisor and thus, becomes part of a mentor's formal job requirement. In contrast to this formal assignment, an employee can make the decision to assume the mentor role informally as an addition to normal job responsibilities. Because this decision to informally mentor involves an increased investment in time, not all experienced employees will choose to become a mentor. Identification of what motivates an individual to

mentor may illustrate what type of functions the mentor will provide to the protégé.

Research has identified characteristics of those individuals who are more likely to donate their time to a mentoring relationship. It has been consistently reported in the literature, that those individuals who have been previously involved in a mentoring relationship, either as a mentor or protégé, are more likely to mentor others (Allen et al., 1997; Ragins & Coton, 1993). Further, mentors are more likely to seek out protégés who are similar to themselves in terms of personality, intelligence, background and ambition (Burke, McKeen & McKenna, 1993).

The research literature has addressed what types of employees are more likely to engage in the mentor role and what protégés characteristics are more likely to result in a mentor/protégé match. There is little research, however, that addresses the antecedents of the mentor/protégé match, that is, what would motivate a senior employee to accept the additional requirements of the informal mentor role. Allen, Poteet & Burroughs' (1997) began to explore these issue in their qualitative study of the decision making process to mentor. The authors identified two motivating factors: factors related to improving the welfare of others and to improving the welfare of self. The other focused reasons included wanting to help others and wanting to pass along information. The self focused reasons included the personal

gratification that was generated through the mentoring role and the personal learning that was an outcome of the mentoring process. The authors suggested that further research is warranted to determine how these motivations ultimately play out in the functions provided by the mentor.

SITUATIONAL FACTORS RELATED TO WILLINGNESS TO MENTOR

Regardless of employee desire and motivation to mentor, organizational milieu and structure can enhance or impede the creation of this relationship. In a study of 607 first-line state government supervisors, Allen, Poteet, Russell and Dobbins (1997) explored personal and situational factors that contribute to willingness to mentor. Two situational factors emerged as contributing to willingness to mentor. The first is the quality of the individual's relationship with his or her supervisor. It was suggested by the authors that a positive relationship with a supervisor may deliver some of the same positive outcomes of a mentor relationship and engender a desire on the employees part to engage in a similar relationship with another employee. The second situational factor that emerged was the level of job induced tension. The level of job induced stress did not differentiate between those willing to mentor and those unwilling to mentor. However, those with higher levels of stress were more aware of barriers to mentoring than those with lower levels of stress.

DEFINITION OF THE MENTORING RELATIONSHIP

Mentoring is a complex and complicated construct and thus, an operational definition that is universally accepted has yet to be developed. Nevertheless, certain consistencies exist across the definitions of mentoring found in the literature. Definitions typically acknowledge a relationship, often in an organizational setting, involving a more experienced person (mentor) and a less experienced person (protégé), with the emphasis on the mentor sharing a skill base with the protégé to facilitate the protégé's success.

The following are definitions of mentor or the mentoring relationship that are found in the literature and are illustrative of this consistency.

- "An experienced professional manager who relates to a less-experienced employee and facilitates his or her personal development for the benefit of the organization as well as that of the individual" (Kram as cited in Noe, 1988b, pg.65).
- "A one-to-one relationship between a more experienced person and an inexperienced person, and only until the latter reached maturity" (Collins as cited in Burke, 1984, p. 355).
- "A person who oversees the career and development of another person, usually a junior, through teaching, counseling, providing psychosocial support, protecting, and at times promoting or sponsoring" (Zey, 1984, p. 7).

- "An influential person who significantly helps the individual reach major life goals" (Phillips-Jones, 1982, p.21).
- "A socialization process that occurs when a more experienced, higher ranking individual performs various career and psychosocial functions or roles, beyond normal supervisory guidance, for developing a less experienced individual" (Gaskill, 1991, p. 48).
- "an influential individual in your work environment who has advanced experience and knowledge and who is committed to providing upward mobility and support to your career" (Baugh, Lankau & Scandura, 1997, p.313).

Researchers have attempted to further the definition of mentoring by identifying the roles the mentor plays in relation to the protégé. The mentor can serve as a teacher for the protégé through inspiration and instruction (Zey, 1984). The sponsor or host role permits the mentor to welcome, introduce and protect the protégé (Kram, 1983; Speizer, 1981). Guidance and fostering of confidence building through the role of counselor has been cited as a common role for the mentor (Speizer, 1981; Collins, 1983). Inherent in the mentoring relationship, and noted as a key component for a successful mentoring relationship, is the role of friendship (Kram, 1985; Collins, 1983). The mentor can serve as a role model, worthy of emulation for the protégé

(Scharkett & Haring-Hidore and Shapiro, Haeltine & Rowe as cited in Keenan, Dyer, Morita, & Shaskey-Setright, 1990). Orth, Wilinson and Benfari (1987) suggest that serving as a coach, which they define as a "hands-on process of helping employees recognize opportunities to improve their performance and capabilities" is an essential role for the mentor (1987, p. 67).

For this dissertation proposal, a mentor will be defined as the individual assigned to the protégé by the subsidized employer to serve in this role with the expressed purpose of aiding the employee's transition from reliance on public assistance to successful workplace performance (AFS, 1994). [Adult and Family Services (AFS) oversees the delivery of public assistance in Oregon]. Tasks outlined for the mentor in the JOBS Plus Mentor Handbook (AFS, 1994) include acting as a resource to the protégé and acquainting her with all aspects of the job. As well as orienting the JOBS Plus recipient to work place expectations, the mentor is instructed to help the person resolve problems brought into the work place and to support the recipient in stressful times. Thus, the roles of the mentor as outlined in AFS expectations include functions that parallel Kram's (1985) career enhancing function and psychosocial function.

WORK-FAMILY INTERACTION

For many single mothers, the decision to enroll in AFDC is motivated by their parenting responsibilities and their inability to provide economically for their children. Receiving public assistance is seen as the only viable opportunity to provide for the basic needs of their children (Edin, 1995). However, Webster, Hu and Weeks (1993) found in their analyses of five years of Family Income Study data that the likelihood of employment for mothers receiving public assistance was decreased by 23% with the presence of an infant (child under 12 months) in the household and was decreased by 30% with the presence of a toddler (child one to three years old) in the household. The State of Oregon reported in a study of AFDC clients' characteristics in 1993 that 11% of children were under the age of 1 and 38% of children were under the age of 5 (Glenn, 1993). The presence of younger-aged children in the household has been established as a barrier to sustained employment for welfare mothers and suggests that the area of balancing parenting and work merits further attention.

For any working mother, attachment to the labor force can create multiple and competing demands on her time and energy. Kahn, Wolfe, Quinn, Snoek and Rosentahl (1964) labeled this situation as role conflict and defined the construct as the "simultaneous occurrence of two (or more) sets of pressures such that compliance with one would make more difficult

compliance with the other" (p.19). Greenhaus and Beutell (1985), in recognition of the interdependence of work and family responsibilities, suggested the following definition of work-family conflict: "... a form of interrole conflict in which the role pressures from the work and family domains are mutually incompatible in some respect. That is, participation in the work (family) role is made more difficult by virtue of participation in the family (work) role" (p.77). These role pressures can manifest themselves as a result of time requirements, strain consequences and/or behavioral requirements in one domain restricting participation in another domain. Individual response to these pressures form the basis of the work-family interaction research.

Work-family interaction research emphasis has evolved from a focus on the negative outcomes of multiple role occupancy to a focus on multiple outcomes of concomitant work and family responsibilities. This research stream moves the focus from a single uni-dimensional consequence of combining work and family responsibilities and opens up the exploration into the complexity of multiple role experience. Further, spillover theory suggests that experiences in one domain may moderate experiences and subsequent outcomes, such as stress, in another domain. (Barnett, 1997). Within this framework is the belief that work can spillover into family life as well as family life can spillover into work life. These spillover effects can be positive, negative or both. Thus, the research focus has moved from the identification

of the conflictual outcomes of multiple role occupancy to the to the identification of antecedents and consequences of the reciprocal nature of balancing work and family responsibilities.

The literature on work and family relationships report diverse findings. For example, Kirchmeyer's (1992) sample of business school alumni reported greater agreement with positive statements of nonwork to work spillover than with negative statements. Converse findings were reported in Williams & Alliger's (1994) study of 41 employed parents. Participants reported only negative mood spillover from work to family and from family to work. Positive moods did not spillover either from work to family or from family to work. However, both of the aforementioned studies involved individuals with a least a bachelor level education which limits the generalizability of the findings to working low income parents.

The impact of spillover has been explored in several studies that show positive benefits of work to family spillover for working mothers (Barnett, Davidson & Marshall, 1991; Barnett, Marshall & Sayer, 1992; Barnett, Marshall & Pleck, 1992, Barnett, 1994). In each of these studies, positive work experiences spilled over into the family domain and resulted in less stress associated with child care responsibilities. These findings have particular relevance for women on public assistance who are mandated to work.

Research in the area of work-family interaction has identified factors that may moderate the negative effects of the requirements of multiple roles. Jackson (1992) surveyed 142 single, black, low-income mothers in poverty who were former AFDC recipients. These mothers, at the time of the survey, were employed and balancing work and family roles. Her findings indicated that those mothers who expressed a preference for employment experienced lower role strain and greater life satisfaction. However, all mothers in this study were voluntarily employed and findings cannot be generalized to mothers who are mandated to work search or work activities. Hirsch and Rapkin's (1986) study of 187 married nurses found that interactions with social support networks had an important positive impact on the management of multiple roles. The positive effects of social support in balancing work-family demands were supported in Marshall and Barnett's (1993) study of 300 two-earner families. In this study, the authors found a significant association between social support from friends and family and gains generated from having both work and family responsibilities for both men and women. Further, social support has been shown to facilitate adjustment to work for new employees (Fisher, 1985) and mentorship has been suggested as a means of providing the social support function in the workplace (Fisher, 1985; Nelson & Quick, 1985).

As Zey (1984) suggests, employee life outside the organization can affect employee work performance inside the organization. He further proposes that all mentors will give advice to the protégé regarding problems and issues outside of their organizational responsibility if they think this will improve job performance. One of the critical adjustments for the welfare women in this study is to learn how to balance the demands of the work place against the demands of parenting. Theoretically, the psychosocial function of the mentor relationship could serve to enhance employees' skill development in the arena of work-family interaction. For women working outside of the home, the conflicting demands of work and family are a constant reality. Having a mentor may serve to mitigate this reality that is additionally complicated by poverty and mandated work involvement for women on public welfare.

SUMMARY

Mentoring has been used as an employee training and development tool in facilitating professional development in organizations (Hunt & Michael, 1983) with demonstrated successes in increasing employee satisfaction, tenure, salary and promotions (Burke, 1984; Busch, 1985; Dreher & Ash, 1990; Fagenson, 1989; Gilbert & Rossman, 1992; Green & Bauer, 1995; Hunt & Michael, 1983; Jacobi, 1991; Klauss, 1981; Noe, 1988a, 1988b; Riley &

Wrench, 1985; Scandura, 1992; Viator & Scandura, 1991; Zey, 1988). The mechanisms by which mentoring affects protégés' career experiences include two dimensions of the mentor/protégé relationship: career functions and psychosocial functions (Kram, 1985; Noe, 1988b; Olian, Giannantonio and Carroll cited in Olian, Carroll, Giannantonio & Feren, 1988). Career functions serve to facilitate the protégé's professional advancement in the organization. The psychosocial functions serve to facilitate the protégé's personal sense of competence, worth, identity and effectiveness in a professional role. Thus, through the career and psychosocial functions, the mentoring relationship provides an opportunity for the protégé to discuss her personal issues as well as exchange information about work and non-work experiences (Noe, 1988).

The delivery of the psychosocial and career functions of the mentoring relationships appear to involve a complex interplay between mentor and protégé personal characteristics, degree of formality of the mentor relationship, past mentoring experience and the organizational structure and milieu. Russell and Adams (1997) cite the need for future research to address the lack of an integrated framework through the development of a model that would integrate the diverse literatures and advance the theory building in mentoring.

This dissertation will explore the impact of mentoring on recipients of public assistance. The dissertation sample consists of employed AFDC

clients randomly assigned to receive JOBS Plus services with a comparison group of AFDC clients randomly assigned to receive JOBS services. This group of AFDC clients includes recipients who have been on the job for six to nine months. It has been suggested (Noe, 1988b) that for women, mentoring is most critical in the early stages of career development when psychological support is needed to aid the worker through the entry and accommodation phases of entering an organization. The author notes that these phases are often characterized by anxiety due to the requirement of establishing oneself in a new organizational milieu. For welfare mothers, the requirement to adopt marketable workplace behaviors, in addition to the continuing responsibilities of parenting, may be barriers to successful tenure in the work setting. Mentoring could provide a social support function for low-income women mandated into the work environment and could serve to intervene in the complex personal circumstances that often compound the workplace experiences in this population.

The next chapter describes the research methodology of the JOBS Plus Demonstration Evaluation followed by a description of the dissertation methodology.

CHAPTER THREE

RESEARCH METHODOLOGY

The dissertation study utilizes quantitative and qualitative data from the JOBS Plus Demonstration Evaluation. The first two sections of this chapter present the research design and data collection procedures of the Impact Study and Process Study of the JOBS Plus Demonstration Evaluation. The final section of this chapter presents the research methodology of the dissertation.

JOBS PLUS DEMONSTRATION EVALUATION: IMPACT STUDY

The JOBS Plus Program was evaluated by Portland State University Regional Research Institute for Human Services under a contractual agreement with the federal government and the Oregon Office of Adult and Family Services. The evaluation consisted of three studies: 1) the Impact Study, which utilized a classic experimental pre-post control group design with random assignment to compare the effects of participation in JOBS and JOBS Plus on recipients as well as the AFS system, 2) the Process Study, which utilized semi-structured interviewing of key players in the AFS system, to provide a contextual understanding of the implementation and

operations of JOBS Plus and 3) a Cost Benefit Analysis of JOBS Plus (RRI, 1996).[1]

The research objectives of the Impact Study were to determine: " 1) the impact of knowledge of JOBS Plus assignment upon recipient behavior (e.g. independent job acquisition, referral to other services, or program withdrawal) and 2) the impact of JOBS Plus and JOBS modes of service delivery on the recipients who receive those services " (RRI, 1996, p. 14). Further, the Impact Study sought "to determine the differences between the experimental condition (JOBS Plus) in comparison to the control group (JOBS) on public assistance benefits, economic self-sufficiency, family structure and stability, the well being of children, and food and nutrition (including incidence of acute food shortage, responses to shortage, and perceived adequacy and sufficiency of home food supply)" (RRI, 1996, p. 12). Monthly state-generated client data were used in addition to the project-generated survey data. Appendix A illustrates the conceptual levels and domains of the Impact Study (RRI, 1996).

The JOBS Plus Evaluation population consisted of all AFDC recipients in the four Oregon demonstration counties (Clackamas, Lincoln, Malheur and Washington) during the period of January 2, 1995 to July 1, 1996. New AFDC clients were randomly assigned either to the experimental group (JOBS

[1] The Impact Study section of JOBS Plus Evaluation was conceptualized and written by William Feyerherm and Kevin Corcoran, Principal Investigators. The Process Study section of the JOBS Plus Evaluation was conceptualized

Plus) or control group (JOBS) at the time of enrollment into the AFS system. Existing caseload clients received the random assignment designation in November, 1994. Clients were informed of their random assignment to JOBS or JOBS Plus at either orientation, Life Skills or BASIS testing. Life Skills is a job readiness curriculum that includes skill-building activities for both everyday expectations and workplace behavior. BASIS testing is used to determine client functional literacy. Appendix B, the JOBS Plus Evaluation Design, presents AFS client flow through the delivery system and illustrates the comparable receipt of services by both groups prior to beginning either the control condition of JOBS services or the experimental condition of JOBS Plus services (RRI, 1996).

Pre-test data were collected through a paper and pencil survey administered during routine BASIS testing for new applicants enrolled from mid-August, 1995 to May, 1996. AFS staff administered the pre-test to existing caseload clients either through the mail or on-site completion beginning in the fourth quarter of 1995. Post-tests were scheduled to be administered to both the experimental and control groups nine months after enrollment in the evaluation beginning in the fall of 1995. However, both contract negotiations and end-of-year holidays delayed testing. The first wave of post-testing occurred in January, 1996. Subsequent post-test mailings occurred in March, and June. A follow-up mailing occurred six weeks later for

those participants in the first three waves of post-test data collection who did not return the survey. A fourth and final wave of post-test administration occurred during September, 1996. This final post-test mailing consisted of subjects who had completed the pre-test but had not yet completed the post-test. This final mailing was predicated by the termination of the demonstration period, and thus the Evaluation of JOBS Plus. There was no follow-up mailing for these participants. Clients who completed the post-test survey were remunerated with $10.00. Informed consent was received from all potential participants prior to the pre-test and post-test administration.

The computer scored pre-test was a self-administered 51-item survey that measured clients' mental and physical health, food consumption patterns and perception of food adequacy, child school attendance and health, as well as clients' perceptions of the impact of work on family life and the impact of family life on work place activities. The post-test parallels the pre-test with the addition of measures that assess client mentoring experience, if applicable. Inclusion of a work-family interaction scale and a mentoring scale into the pre- and post-test survey instruments was ancillary to the Evaluation Plan; the research objectives of the Impact Study of the Evaluation Plan do not specifically address the effect of mentoring on work-family interaction. The post-test survey instrument is found in Appendix C.

Monthly client data were also collected from the AFS computerized data systems of JOBS Automated System (JAS) and Client Maintenance System (CMS). The state computerized system data include age, race, number and ages of children, education, utilization patterns of public assistance, services received, and employment history and status. Data specific to the JOBS Plus client were available through the JOBS Plus Database that was submitted to the Evaluation on a monthly basis.

A total of 1,620 post-tests was mailed over the course of the four waves of data collection. One hundred and seventy-five post-tests were returned as undeliverable. Of the 663 completed post-tests, 52 were eliminated due to clients' participation in another research evaluation. Thus, 611 usable post-tests were returned resulting in a 42.3% response rate. Of the 611 usable post-tests, 359 (59%) were from experimental group respondents and 252 (41%) were from control group respondents.

JOBS PLUS DEMONSTRATION EVALUATION: PROCESS STUDY

The Process Study of the JOBS Plus Demonstration Evaluation was designed to serve as a companion piece to the Impact Study. The Process Study results were intended to augment the understanding of participant outcomes by providing a contextual framework of the organizational response

to the Demonstration in terms of program description, development and implementation.

The research objectives of the Process Study were:

1. "To identify and analyze the social, economic, and political forces that could have a bearing on the replication of the intervention or influence the implementation of the JOBS Plus Program;

2. To identify and analyze the organizational aspects of the JOBS Plus Program;

3. To identify and analyze the service aspects of the JOBS Plus Program;

4. To identify and analyze the differences between the JOBS Plus Program and the JOBS Program;

5. To characterize and analyze the subsidized employment of the JOBS Plus participants" (RRI, 1996, p.6).

Process data were to be collected every six months in each of the four demonstration counties through face-to-face interviews with state advisory and implementation councils, AFS administrators, JOBS and JOBS Plus staff and selected participants, selected mentors and employers and welfare advocates. Additional process data included planning and program documentation.

The first round of process data collection began in August, 1995. Interviews with key players in each pilot county consisted of face-to-face open-ended interviews that were recorded and later transcribed for data analysis. Client interviews were delayed and client data were not collected until the second round of process data collection in 1996. The JOBS Plus Evaluation Interview Guide can be found in Appendix E. Findings from this first round of data collection are presented in Interim Process Study Evaluation (Rhyne, Sussex, Strickland, Feyerherm, & Corcoran, 1996) and represent data collected through December 31, 1995. Subsequent data collected, as well as all client interview data, were not analyzed due to the premature termination of the Demonstration that occurred when JOBS Plus was implemented state-wide in 1997.

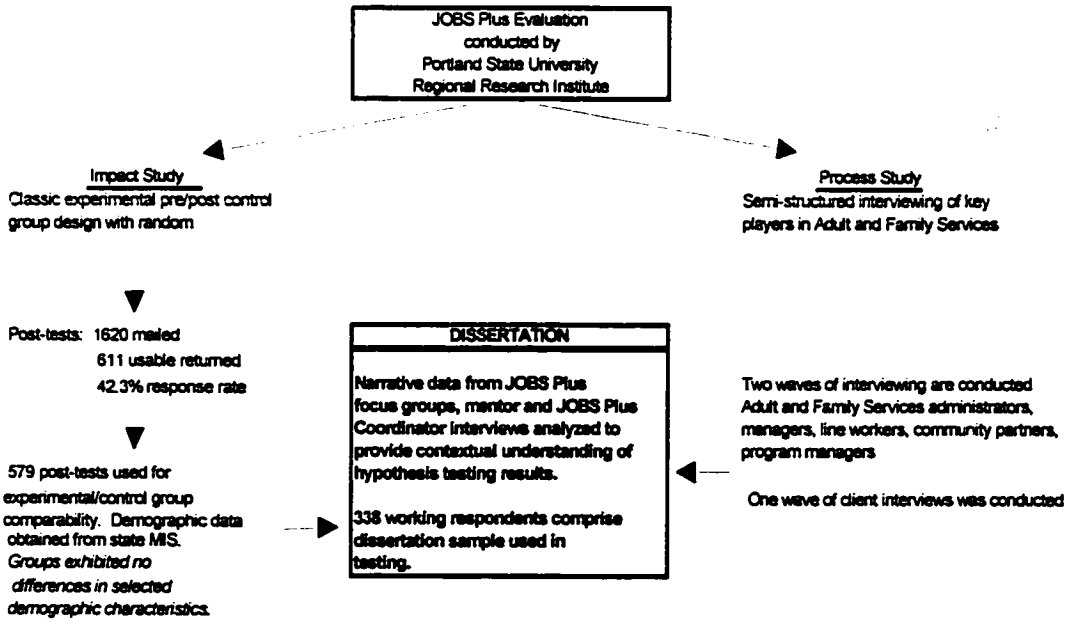
DISSERTATION RESEARCH METHODOLOGY

The purpose of this dissertation is to examine the impact of mentoring on working welfare parents. In particular, to explore the extent to which mentoring can aid these parents in balancing the concurrent demands of working and parenting. Data from JOBS Plus Demonstration Evaluation post-test survey, state-generated MIS, and process evaluation are used. Figure 1 outlines dissertation data sources. This section will present the dissertation sampling design, operational definitions and instrumentation, and hypotheses.

Sampling

The dissertation sample consists of new AFDC applicants as well as existing caseload clients randomly assigned to the JOBS Plus Program or the JOBS Program who returned a post-test survey as part of the JOBS Plus Demonstration Evaluation and who were working prior to administration of the post-test (n=338). Working status was determined through triangulation of Employment Division data and AFS data. Clients were assigned to the working category if one of these data sources indicated client employment of at least one month during the nine months between the pre- and the post-test

FIGURE 1
DISSERTATION DATA



administration. According to Campbell and Stanley (1966), random assignment of subjects into experimental and control group conditions provides a measure of certainty of group comparability and permits utilization of post-test surveys for analysis of group differences. The assumption of random assignment with group comparability is based on no bias in the post-test return rate and will be discussed further in Chapter Five.

Operational Definitions and Instrumentation

The dependent variable of work-family interaction was measured utilizing a modification of the Work-Family Strains and Gains Scale developed by Marshall and Barnett (1993). The Work-Family Strains and Gains Scale has four sub-scales which measure work-family gains, work-family strains, work-parenting gains, and work-parenting strains. The four sub-scales provide a measure of gains and strains that are independent of each other and support the thesis that gains and strains are not mutually exclusive and may, in fact, be experienced concomitantly (Marshall & Barnett, 1993). Cronbach's alphas and item-total correlations for the original measures are shown in Appendix D. Scale items included in the post-test survey are italicized with corresponding survey item numbers inserted parenthetically.

The post-test survey was administered to the JOBS Plus Demonstration Evaluation population with an embedded modified Marshall and Barnett (1993) scale that included the four item work-parenting gains sub-

scale, the six item work-parenting strains sub-scale, and two items from the work-family strains sub-scale to measure clients' perceptions of work-family interactions. Post-test survey size limitations precluded the inclusion of the entire Marshall and Barnett (1993) scale and selected items reflect my interest in work-parenting issues. Respondents answered on a four-point scale from totally agree to totally disagree.

Additionally, a measure of general satisfaction with work/education/ training experience was inserted into the post-test to capture a more global level of satisfaction with the out-of-home experience (item 18 in the post-test). This question reads as follows: *Generally, how satisfied are you with the work/training/education you are involved in right now?* Respondents answered on a five-point scale from totally dissatisfied to totally satisfied. This post-test question was inserted to provide data for the measurement of overall satisfaction with work.

The quality of the mentoring relationship was measured by a modified version of the Working Alliance Inventory (WAI) developed by Adam Horvath (Fischer & Corcoran, 1994). The WAI was developed to measure three aspects of the working alliance between a client and a clinician; the 36-item instrument measures the task, goal and bond components of this relationship. Hovarth and Greenberg (1989) cite the conceptual work of Bordin (1976) in refining and clarifying these terms as follows: "Tasks" refers to the component

of the relationship in which the work done in-session is seen as pertinent and productive by both parties. "Goals" refers to the component of the relationship in which both the client and the therapist share the desired outcome of the intervention. "Bonds" refers to the component of the relationship that results in positive personal attachment. Bordin (as cited Hovarth & Greenberg, 1989) further notes that the primary component of session effectiveness is the quality of mutuality between the clinician and the client. The WAI has one form for the client and one form for the clinician. A shortened 12- item version of the WAI is available. The alphas for the short form of the client WAI are .82 for tasks, .68 for bonds and .87 for goals (Fischer & Corcoran, 1994). The post-test survey utilized the shortened client form modified to reflect a mentor-protégé relationship from the clients' perspective. The WAI responses are on a seven point scale; post-test survey responses were on a four point scale from totally agree to totally disagree.

Reliability of the modified WAI has been explored by Hooper and Corcoran (in press). Utilizing data from 125 JOBS Plus Demonstration post-tests, the authors reported an internal consistency of .92 for the 12-item modified WAI; internal consistency for the sub-scales of tasks, bonds, and goals were .81, .90, and .69, respectively. These findings lend support to the utility of the modified WAI as a reliable measure of alliance with low-income respondents.

Dissertation outcome variables of work-parenting strains, work-parenting gains, work-family strains, and the goals, tasks and bonding components of the mentoring relationship will consist of a single score for each variable calculated by the addition of scores within the variable sub-scale divided by the total number of items within the sub-scale. All variables are measured in the same direction and the derived average composite scores were used in data analysis. Therefore, the higher the composite score, the greater the level of the concept being measured.

Demographic variables such as age, race, gender, educational level and children currently living in household were obtained from the AFS computerized data systems and extracted for use in dissertation analyses. Dissertation sample descriptives are presented in Chapter Five.

HYPOTHESES

The following hypotheses will be tested in the analysis of the post-test survey data:

Hypothesis 1a: Respondents engaged in a mentoring relationship will report greater work-parenting gains than non-mentored respondents.

Hypothesis 1b: Respondents engaged in a mentoring relationship will report less work-parenting strains than non-mentored respondents.

Hypothesis 1c: Respondents engaged in a mentoring relationship will report less work-family strains than non-mentored respondents.

Hypothesis 2: Respondents engaged in a mentoring relationship will report greater overall satisfaction with work/education/training experience than non-mentored respondents.

Hypothesis 3a: There will be a positive relationship between the bonding, task and goal experiences of the mentoring relationship and work-parenting gains.

Hypothesis 3b: There will be a negative relationship between bonding, task and goal experiences of the mentoring relationship and work-family strains.

Hypothesis 3c: There will be a negative relationship between bonding, task and goal experiences of the mentoring relationship and work-parenting strains.

Hypothesis 4: There will be a positive relationship between bonding, task and goal experiences of the mentoring relationship and overall satisfaction with work.

The next chapter presents the organizational description and response to the implementation of JOBS Plus Demonstration with an emphasis on the mentor component. Data used in the following chapter were derived from the qualitative data captured during the Process Study data collection.

CHAPTER FOUR

THE JOBS PLUS PROGRAM: DESCRIPTION AND IMPLEMENTATION

The JOBS Plus Demonstration Evaluation process study was conducted to lend an understanding of the implementation of the JOBS Plus Program and thus, provide a contextual basis for the results of the outcome study. This process data can provide a window on the world of the organizational response to JOBS Plus and aid in the interpretation of the results of the dissertation hypothesis testing. This chapter presents how key informants viewed their responsibilities in implementing the requirements of the JOBS Plus Program. Of particular interest to this dissertation are the interviews with the key informants most closely affiliated with the mentoring component of JOBS Plus, i.e., the JOBS Plus Coordinator, the mentors and the protégé clients.

PROCESS DATA ANALYSIS METHODOLOGY

The following data subsets were extracted from the transcribed process interviews of the JOBS Plus Demonstration Evaluation Process Study:

1. JOBS Plus Coordinator responses to Interview questions collected during the first and second round of process data collection that focused on the mentoring process.

2. Mentor responses to interview questions collected during the first and second round of process data collection that focused on the mentoring relationship.

3. JOBS Plus Focus Group data from program participants in three of the four pilot counties collected during the second round of process data collection. Focus group membership included only those experimental group (JOBS Plus) participants. By the JOBS Plus Demonstration design, the JOBS Plus participants placed into subsidized employment would be the protégé population.

For the purposes of this dissertation a specific content analysis was undertaken regarding the mentor relationship. Two research questions were addressed: (1) How was the mentor component of the JOBS Plus Demonstration implemented and (2) How did the mentor and protégé experience the relationship? The JOBS Plus Coordinator interview data were analyzed for content that explained the Coordinator role, in particular the process of marketing the Program and providing support to those employers who hired JOBS Plus participants. The mentor interview data explored content that described the JOBS Plus protégé, the mentor role and the support received from AFS for serving in a mentor capacity. The focus group data were analyzed for content that spoke to participant lifestyle descriptions

and their experiences with their mentors. Narrative text in quotes represents verbatim responses from key informants.

THE JOBS PLUS COORDINATOR'S PERSPECTIVE

In each of the four demonstration counties, the coordination of the JOBS Plus subsidized employment component was the responsibility of the JOBS Plus Coordinator (JPC). Their duties spanned the continuum of a job placement process, from marketing and recruitment of employers for JOBS Plus subsidized placements to monitoring the client protégés as they fulfilled the six-month tenure in subsidized employment.

The JPCs were hampered by the lack of written policies and procedures regarding the monitoring of the JPP participants during their work place experience (Rhyne, et al, 1996). In lieu of written materials, one JPC noted that frequent contact made with employers served to cement the relationship between a business and AFS:

> "..important to develop a relationship with employer and mentor, to spend a lot of time [with them]. I don't want to be a nag, but must get to know them individually and build a relationship."

The amount of time the JPC would spend with an employer or mentor varied depending on the individual situation. In general:

> "Employers get information when they inquire and when they sign the agreement when a client is hired and get information on an ongoing basis after that. Contact level depends on how well the placement goes and how much the mentor needs. There is not an orientation where the JPC, client, employer and mentor get together."

"We work with mentors when they are not sure how to address issues with participants. The participant can also contact us. The largest share of time we spend with mentors is helping them help a client work through barrier -- why happening, how to stop it, how far do we go to work this out, etc."

"Wish we had funding [to provide] education for mentors; need to include this as a component because it takes a lot of time to staff with the client."

The role of JPC was labor intensive. Nevertheless, they approached their job with enthusiasm and pride. This role was seen as critical to the ongoing success of the JPP. This was due, in part, to the JPCs' willingness to maintain and encourage active collaboration among all those participating in the subsidized employment experience (Rhyne, et al., 1996).

THE MENTORS' PERSPECTIVE

A random sample of mentors was selected to be interviewed for the Process Study. Thirty-five mentors agreed to be interviewed. The mentor could also be a supervisor or owner of the business where the JPP client was placed; many mentors had experience with more than one JPP protégé.

The JOBS Plus Protégé

The mentors who were interviewed for the process study were for the most part very aware of the unique situations the JPP clients brought to the work place. Nevertheless, some mentors reflected that these women were

not unlike many employees bringing the same problems to the work place as others. As noted by one mentor:

> "You really couldn't distinguish them from other folks. Regular employees have child care problems, alcohol and drug problems, too so [they are] really not different. I didn't find people that have different problems. Same issue for all single moms trying to raise families."
>
> "Society stereotypes these folks and assumes things that aren't true. ...treat them as person and employee. We all go through hard times and need help."
>
> "I am a single mom with three sons. I know how difficult it can be."

The JPP protégés as a general rule were treated the same as other employees in the business. That is, they were supervised and evaluated no differently than others. However, a number of mentors noted that they did spend a little more time with their protégés in fulfillment of their mentor responsibilities. One mentor summed up this philosophy by saying:

> "I don't treat them like they're in a special program [I] treat [them] like employees, but do spend some extra time. The mentoring responsibility means I spend [more] extra time than with a person off the street."

The Mentor Role

The mentor could come to this role through many routes. At times, they were the only supervisor in the business and the job of mentor fell to them naturally. Others volunteered to serve in this capacity, citing past experiences or a desire to help someone out. For a number of small businesses, the owner assumed the role of mentor by default. Regardless of

the route the mentor responsibility was assigned, the majority of mentors interviewed took their job seriously and saw this as a "real opportunity to help people get off welfare."

It was obvious from responses to the question *How do you define an effective mentoring relationship?* that the mentors had thought about their responsibilities and could articulate their philosophy:

> "An effective mentoring relationship involves an open door policy. That there is nothing they cannot bring to work with them and share and discuss with them. Open door communication with everyone."
>
> "Patience, understanding of the protégé's background (personal and work experience). The mentor must be available, must be able to help the JPP employee at anytime. "
>
> "One that is open, that the JPP [protégé] can be comfortable asking any questions (even ones they think are stupid); know that person is there for you to show you how to do things; talk about issues that come up in office."

The mentors viewed their primary role as providing work place skill development for their protégés:

> "We try to teach them about work ethic."
>
> "Just like helping people stabilize their lives with job. They're usually young; we can help them learn skills. If it doesn't work out here they can take it elsewhere."
>
> "Quality standards are very high here; the mentor is there to make sure standards are met and also to offer them a job skill and to make sure they are happy."
>
> "Mentoring on actual work as well as how to work in office environment and with other employees."

> "We spend more time [training] because they don't have as much job experience as folks we regularly hire. Expect that as [an] issue, so [it is] no big deal."

There was little agreement among the mentors as to the extent the mentor should become involved in a protégé's personal life. As one mentor noted of her mentoring relationship, "For the most part, there wasn't a lot of discussion about things in personal life." Another mentor echoed this sentiment with: "When JPP comes, I don't even want to know about life issues."

Conversely, other mentors embraced a holistic approach to mentoring and saw their responsibilities to include not only on-the-job issues but off-the-job issues as well:

> "I have done a lot of counseling in my days. I used to be a mentor in college. As part of my job, they come to talk to me -- personal or job issues. ...We meet on Fridays for 20 minutes or so [and talk about] scheduling, juggling children, lives outside work, adjust scheduling [to] accommodate needs.....Put the pieces together -- you can do it, need to believe it first. Talk about work and personal issues as a part of it."

> "We have gone from actually playing the role of psych[ologist] and psychiatrist to how to spell how to get more education, dealing with child care, wife beating. ...Yes, to personal issues. Yes, to juggling, we spend a lot of time trying to explain that with problems at home you need to learn how to take care of them off work time."

Organizational Support for the Mentor

JPP work site opportunities were recruited by the JOBS Plus Coordinator and/or JOBS Placement Specialists in each of the four

demonstration branches of AFS. Once a business had been selected for a JPP work site experience, the JPC handed out a pamphlet that gave the mentor basic information about the mentorship responsibilities. Additionally, there were AFS run support groups for both the mentors and the protégés that met on a bi-monthly basis. However, these supports were not universally known to the mentors. This lack of consistent marketing of mentor supports is illustrated in the following:

> "J. (referring to one JOBS Plus Coordinator) and caseworkers have been more than willing to talk with us and solve problems. We've gotten lots of support. Got printed material way at beginning."
>
> "If support services there, I'm not aware of it. Maybe L. in Human Resources knows. "
>
> "Didn't know had support groups. Possibly if I knew how to deal with problems of the nature the first guy had, I might have been more effective."
>
> "... the program is not as clearly defined as I would like. I am not aware of the resources but I would like to have more clearly defined relationship between AFS and employer."
>
> "The JPC did little explaining of the mentor role."
>
> "Mentor group is poor -- run into gripe session. I see nothing constructive. I also come out thinking, boy, am I glad I do not have to work for those people. Also, not consistent meetings."

In sum, mentors self-reported a high level of interest in providing a boost for the JPP protégé through skill development and to a lesser degree, emotional support around complicated personal issues. Those mentors who believed it was important to provide emotional support reported brain-

storming, problem solving and modeling as tools to aid women transition from welfare to the work place. Unfortunately, the support offered by AFS to the mentors was reported as being inconsistent. Mentors expressed a desire to have a more formalized relationship with AFS that included a clearer definition of their responsibilities as a mentor.

THE JPP PARTICIPANT PERSPECTIVE

The following analyses were based on protégé data from the transcripts of three focus groups. A random sample of JOBS Plus clients was generated from which a total of 16 participants agreed to participate in the focus group interview.

Participant Lifestyle Descriptions

The women who attended the focus groups varied in age, number of children and length of time on welfare. They did share common personal experiences, however, and were quite articulate in describing the demands in their life to balance work and family. One mother described a typical day in the life of a JOBS Plus participant:

> "Yeah, somedays it's like I have to get up at 5:30 to go to work because I have to be there at 7 and get him ready and me ready. The first day, I had to get him up and it was dark out. He's like 'Are you sure it's not 3 o'clock?' He was only five. ...he blames me for getting him up and I don't blame him at all and he has to get up at quarter to six. ... and he is real tough about it and he was at daycare and he told his lady, he goes 'I think I need a nap.' So, it's like, it kind of made me feel really

bad that I make him do that, but it's like you know, this is what we have to do. It's like, 'Get used to it.'"

Other mothers noted that the requirements of work and family created a burden on their children:

"It's really stressful on them to change their whole routine without mom being there. The transportation to and from baby-sitter and then time to get to your job and all that extra time and trying to be home and shop and dinner and bathe and spend time with them. It just totally makes the children just sporadic and uncontrollable."

"Juggle a house with kids and juggle a job, a full-time job, is really chaotic. It's really hard. Especially when you've been home for so many years and haven't been out in that work-site so you don't know how to juggle. So juggling family and juggling a full-time job is chaotic for me. And for the kids. The kids don't know what's going on either. They are not used to it."

Often the protégés concerns focused on child-care and transportation, both of which, were more often than not, inadequate.

(In response to hearing another focus group member say, "I know my son's school does have day care.) "That way you won't be stressed out when you go to work. That's one of the biggest things. My son is going to school this year and I don't know what I am going to do....I have to make sure that I have some kind of day care where the bus can pick him up and all that baloney that goes with it. It's going to be very stressful. I cannot work if I am not content about my children. Make sure that they are safe and they are OK. I am, whew, oh god, I just... That stresses me out."

"That's all part of being a mother is you have to make sure your children are safe before you can be really content and succeed."

"...Car repairs....But once I started going to work and taking my kids to day care, my car, my brakes got worse and worse so they finally blew up. I took it into the first shop I could find and ... it was $700."

The Mentor Experience

Not all the focus group participants were placed on a JOBS Plus work site; some of the members of the group were in the job search component of the JPP process and thus, were unable to respond to the questions regarding their experiences with a mentor. For those members of the focus group who had a mentor, the experiences were mixed. Some of the women were quite positive in talking about the impact of the mentor on their work site experience. Others did not remember if they had a mentor. One JPP participant had a particularly negative experience at the hands of her mentor.

> "See, the first job I had, nobody told me who was my mentor. (in response to facilitator's question, *what about on this job, do you know?)* "Well, I kind of think M. is my mentor, my boss. Just the way she took me out of the reception area and brought me in to teach me. Nobody has ever told me. I just have that feeling, because she is real easy to talk to which is really helpful."
>
> "Mine is my supervisor....she has been really good and she is a really nice person, really a good teacher, too. I have learned more from her than I did from the school."
>
> "I have a mentor I guess."
>
> "I think I do. I was told ... our office manager was to train me and she did a really good job. She is very patient and I ask her questions all the time."
>
> "My mentor, I love her!"
>
> "... and I felt I had troubles with harassment at work and dealing with the belittling, you know. His one comment was 'You can't make a silk purse out of a sow's ear." (Later, this protégé disclosed that her mentor had also touched her inappropriately.)

Generally, these women responded enthusiastically to those assigned to provide on-the-job-training. The term mentor was not widely recognized -- often the protégés would ask if "mentor" was the same as "supervisor." The focus of the interaction between the mentor and protégé was, for the most part, work-related. Family and work interaction issues were not brought up as items of discussion by the protégés as they had been by the mentors.

SUMMARY

The JOBS Plus subsidized employment experience was coordinated by the JOBS Plus Coordinator and the Coordinator position was seen by many as key to the success of the Program. The Coordinators were successful in recruiting employment opportunities and placing recipients into subsidized employment. However, the requirement that subsidized employees have an assigned mentor at the work place appears to have been unevenly implemented. Many of the JOBS Plus recipients were unable to identify a mentor assigned to them. The quality of the relationship was varied and inconsistent for those who could identify someone in the work place they thought was their mentor. The protégés indicated the focus of their relationship with the mentor to be work related. The mentors interviewed noted that there was no training and little written documentation to aid them in carrying out this expectation. Nevertheless, the mentors expressed dedication to their role and saw their primary function as assisting the protégé

in work place skill development. Fewer mentors mentioned the inclusion of personal issues as part of their responsibilities.

In sum, these data would lead us to believe that the mentor requirement was neither consistently implemented nor monitored. Comments from key players provide support that the quality of the mentoring relationship varied from one of simply a supervisory relationship to one that encompassed both personal and work place aspects of the protégé life. Given the ill-defined expectations of the mentor role, it is not surprising that the character of the mentor/protégé relationship seems to be defined by the individual mentor and his/her level of personal investment in the relationship.

CHAPTER FIVE

DESCRIPTIVE ANALYSIS

The analyses reported in this chapter use client demographic data extracted from AFS computerized systems and JOBS Plus Demonstration Evaluation post-test survey data. (See Figure 1 on page 37 for the relationship of the dissertation data to the Evaluation data.) The post-test sample (n=579) reflects the post-tests of the JOBS Plus Demonstration Evaluation after 32 post-tests were eliminated due to lack of sufficient data to ascertain group of random assignment or work status. Of the 579 post-tests, 335 (58%) were from experimental group respondents and 244 (42%) were from control group respondents. This chapter presents post-test sample demographics with experimental and control group comparability analyses. The comparison of experimental and control group demographic variables of the dissertation sub-sample are also presented in this chapter. The dissertation sub-sample consists of the 338 respondents within the post-test sample who were working during the post-test measurement period. Reliability analyses on the modified scales used in the post-test to measure work-family interaction and the mentoring relationship are presented in the final section of the chapter.

All analyses were conducted utilizing Statistical Package for Social Science (SPSS) 6.1, 7.5 or 8.0. Descriptive statistics included frequency, measures of central tendency and dispersion. Comparability checks were run on the experimental and control groups using independent samples t-test for interval variables and Pearson chi-square for nominal variables. Dissertation group comparability checks used one-way ANOVA and Pearson chi-square analyses. Modified scale reliability was assessed using Cronbach's alpha and item-total correlation statistics.

POST-TEST SAMPLE DEMOGRAPHICS (n=579)

As one would predict in a sample of welfare recipients, this group is predominately female (93.8%). The average respondent household has 1.9 children in residence. Although the modal number of children is one, six respondents were pregnant at the time of the post-test and one respondent reported 12 children living in her household. Sample racial make-up includes 88% of the respondents being Caucasian; minority representation includes 7% Hispanic, 1.9% Asian, 1.6% Native American and 1% African American. The sample ranges in age from 17 to 56 years old with an average age of 30.8 years. Average educational attainment approached high school graduation (11.16 years of education) with 57% of the sample having completed at least 12 years of schooling. Fifty-one (9%) of the respondents

have post high school education including two with postgraduate educational experience. Fifty-eight (338) percent of the sample were working at least part-time during the time of post-test administration and comprise the dissertation sample that will be discussed in a later section in this chapter.

The average respondent in the post-test sample is a low-income Caucasian women who qualifies for public assistance despite the fact she is working at least part-time. She is a 31-year-old mother of two who left high school in her senior year without graduating. Table 1 presents post-test sample demographics.

EXPERIMENTAL AND CONTROL GROUP COMPARABILITY

As noted earlier, the JOBS Plus Evaluation utilized a pre/post-test experimental design with random assignment. The random assignment of clients to either the experimental condition of JOBS Plus or the control condition of JOBS would lead us to believe the two groups would be comparable demographically if there is no bias present in the response rate. The experimental and control groups were compared on the following

TABLE 1

POST-TEST SAMPLE DEMOGRAPHICS (n=579)

Age[a]	
M	30.84
SD	8.00
Mode	34
Grade Completed[b]	
M	11.16
SD	2.32
Mode	12
Children in household[a]	
M	1.90
SD	1.14
Mode	1
Race[a]	
White	88.3%
Hispanic	7.3%
Asian	1.9%
Native American	1.6%
African American	1.0%
Gender[a]	
Female	93.8%

[a] n=579 [b] n=577

demographic variables: age, educational completion, number of children in household, racial and gender composition to ascertain the degree to which group comparability existed. Data for these analyses came from the

administrative databases of AFS and therefore, some demographic data are missing.

As indicated by the results of the t-test and chi-square analyses, (Table 2 and Table 3) no significant differences exist between the experimental and control groups in race, gender, children in household, or grade completed. Thus, both the experimental and control group respondents are equivalent in education, children in household, race and gender composition. However, the difference in age approaches statistical significance (p = .068) with the experimental group on average 1.23 years older than the control group.

TABLE 2

EXPERIMENTAL AND CONTROL GROUP T-TEST COMPRABILITY (n=579)

	Experimental[a]	Control[b]	Significance
Age			
M	31.36[a]	30.13[b]	
SD	7.94	8.04	.068
Grade Completed			
M	11.17[a]	11.15[c]	
SD	2.40	2.72	.942
Children in household			
M	1.90[a]	1.80[b]	
SD	1.07	1.23	.294

[a] n = 335. [b] n = 244. [c] n = 242.

TABLE 3

EXPERIMENTAL AND CONTROL GROUP
CHI-SQUARE COMPRABILITY (n=579)

	Experimental[a]	Control[b]	Significance
Race	87% White	90% White	
	9% Hispanic	5% Hispanic	.503
Gender	93% Female	94% Female	.683

[a]n = 335. [b]n = 244.

Experimental and control group clients are designated working or non-working based on employment status during the post-test time frame. The breakdown of survey returns by group assignment and work experience is presented in Table 4. Chi-square analysis indicates a significant difference (p = .000) in the distribution of working/non-working clients between the experimental and control group. The larger number of working clients in the experimental sample is in the expected direction and may be explained by the employment focus of the JOBS Plus intervention.

TABLE 4

POST-TEST SURVEY RETURNS BY GROUP ASSIGNMENT AND WORK EXPERIENCE

	Experimental		Control		Total	
	n	%	n	%	n	%
Working	232	(40%)	106	(18%)	338	(58%)
Non-Working	103	(18%)	138	(24%)	241	(42%)
Total	335	(58%)	244	(42%)	579	(100%)

Pearson x^2 (df=1, N=579) = 38.71 p = 000.

The experience of the independent variable of mentoring is determined through client response to the post-test question, *At your job, was someone assigned to you as a mentor?* Table 5 incorporates the mentoring experience into the sample breakdown and illustrates the distribution of respondents by group assignment, work experience and self-reported mentoring experience. As expected, significant differences (p = .000) exist in the distribution of respondents who endorsed having a mentor across the control and experimental conditions. In this post-test sample, a total of 110 respondents endorsed having a mentor. Almost one-third (31%) of the working experimental sample reported having a mentor as compared to ten percent of the working control sample. Twenty-eight respondents who were not working

during the analytic time frame answered 'yes' to the mentor question; these respondents may have been reflecting upon a prior mentoring experience in responding to the mentoring questions. The 161 experimental working respondents who did not endorse having a mentor represent three possible situations: (1) they did not remember their assigned on-site mentor, (2) they were not assigned an on-site mentor even though it was a stipulated condition of hiring a JOBS Plus client, or (3) they were working on a non-JOBS Plus work site where there was no requirement of an assigned mentor. Further analyses of the mentored working group will be conducted in the dissertation sample description that follows.

In sum, the experimental and control groups are equivalent in race, gender composition, children in household and educational attainment. Slight differences between the groups exist in age and significant differences exist in working status. While both groups are predominately Caucasian females with 11 years of education and approximately 2 children in the home, the experimental group is more than a year older than the control group and is more likely to be working.

TABLE 5

POST-TEST SURVEY RETURNS BY GROUP WORKING EXPERIENCE AND MENTORING ENDORSEMENT

	Mentor		Non-Mentored		
	Working	Non-working	Working	Non-working	Total
	n	n	n	n	n
Exp. Gr. count	71	16	161	87	335
%Exp grp	21%	5%	48%	26%	100%
%Mentor	65%	15%			80%
%Non-ment			34%	18%	52%
%Total	12%	3%	28%	15%	58%
Con.Gr. count	11	12	95	126	244
%Cont grp	6%	5%	39%	52%	100%
%Mentor	10%	10%			20%
%Non-ment			20%	27%	47%
%Total	2%	2%	16%	22%	42%
Total	82	28	256	213	579
% Total	14%	3%	44%	37%	100%

Pearson x^2 (df=3, N=579) = 35.75 p = .000.

DISSERTATION SAMPLE DESCRIPTION (n=338)

As required by the current welfare standards, welfare recipients, for the most part, must either be employed or be actively engaged in seeking work to be eligible for welfare benefits. Three hundred and thirty eight of the post-test sample (58%) were working at least part-time during the period between pre- and post-test administration and are reflective of the current welfare-to-work

focus of reform efforts. This sub-sample of 338 working respondents is the dissertation sample. Sample demographics are found in Table 6.

TABLE 6

WORKING SUB-SAMPLE DEMOGRAPHICS (n = 338)

Age[a]	
M	30.92
SD	7.83
Grade completed[b]	
M	11.25
SD	2.32
Children in Household[a]	
M	1.89
SD	1.16
Race[a]	
White	86.4%
Hispanic	8.9%
Asian	2.7%
Native American	.9%
African American	1.2%
Gender[a]	
Female	93.8%
Male	6.2%

[a] n=338 [b] n=337

The working sub-sample is predominately female (93.8%). The average working respondent household has 1.9 children in residence. Although the modal number of children is one, two respondents were

pregnant at the time of the post-test and one respondent reported 12 children living in the household. The working sub-sample racial make-up is 86% Caucasian; minority representation includes 9% Hispanic, 3% Asian, 1% Native American and 1% African American. The sample ranges in age from 17 to 56 years old with an average age of 31 years. Average educational attainment approached high school graduation (11.25 years of education) with 59% of the working sub-sample having completed at least 12 years of schooling. Thirty-two of the respondents (9%) have post high school education including one with postgraduate educational experience.

Working sub-sample experimental and control group comparability analyses were conducted on the demographic variables of age, race, gender, children in household, and educational attainment (Table 7 and Table 8). No significant differences were found between the experimental and control groups in race, gender, children in household, or grade completed. Thus, both the experimental and control group working respondents are equivalent in education, children in household, race and gender composition. However, there is a significant difference in age ($p = .014$) with the experimental group being on average .6 years older than the control group.

TABLE 7

WORKING SUB-SAMPLE: T-TEST EXPERIMENTAL AND CONTROL GROUP COMPRABILITY (n=338)

	Experimental	Control	Significance
Age			
M	31.63[a]	29.83[b]	
SD	7.82	7.68	.014
Grade Completed			
M	11.20[a]	11.37[c]	
SD	2.44	2.06	.538
Children in household			
M	1.92[a]	1.82[b]	
SD	1.07	1.23	.474

[a] n = 232. [b] n = 106. [c] n = 105.

TABLE 8

WORKING SUB-SAMPLE: CHI-SQUARE EXPERIMENTAL AND CONTROL GROUP COMPRABILITY (n=338)

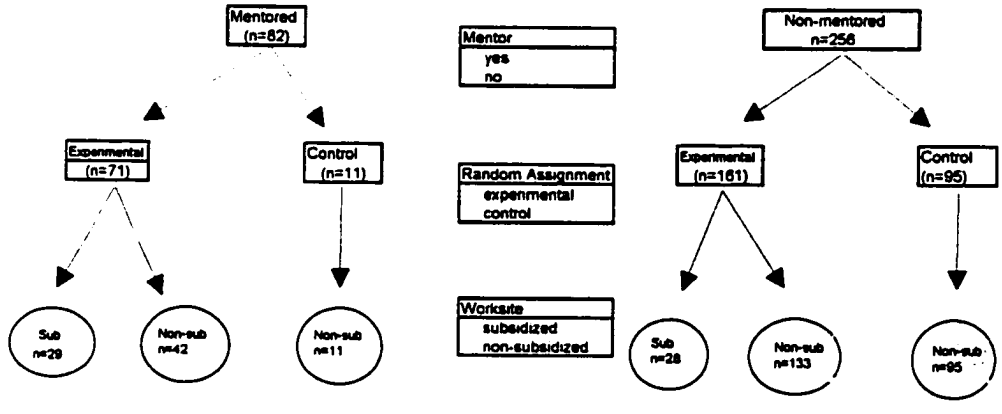
	Experimental[a]	Control[b]	Significance
Race	85% White	89% White	
	10% Hispanic	7% Hispanic	.533
Gender	93% Female	94% Female	.776

[a] n = 232. [b] n = 106.

The average respondent in the dissertation group is a working Caucasian mother who qualifies for public assistance. This 31-year-old mother of two did not graduate from high school. Her demographic profile is very similar to the post-test sample profile.

Six Group Dissertation Sample (n=338)

FIGURE 2
SIX-GROUP DISSERTATION SAMPLE
WORKING RESPONDENTS
(n=338)



Respondents in the dissertation sample represent one of six conditions that are descriptive of working and mentoring conditions. Figure 2 presents the six combinations of work and mentoring possible in this sample. The 338 working respondents have three possible worksite conditions. The worksite conditions include two for the experimental group: JPP subsidized worksite or non-subsidized worksite. The control group respondents have a non-subsidized worksite. Three possible mentoring conditions emerged through

the tabulation of client response to the post-test mentor question: (1) assigned mentors (in conjunction with the JOBS Plus subsidized employment experience), (2) informal mentors (a client identified mentoring experience that was not a result of formal assignment), or (3) no mentoring experience. Thus, the dissertation sample consists of six groups of respondents: (1) mentored experimental subsidized worksite, (2) mentored, experimental non-subsidized worksite, (3) mentored, control, non-subsidized worksite, (4) non-mentored experimental subsidized worksite, (5) non-mentored, experimental non-subsidized worksite, and (6) non-mentored, control, non-subsidized worksite. Table 9 -- Six Group Dissertation Sample Descriptives presents the demographic make-up of the six groups.

ANOVA and chi-square comparability analyses conducted on the six groups in the dissertation sample showed no significant differences among the six groups in educational attainment, number of children in household, gender composition, age or racial composition at the $p = .05$ level of significance. Thus, the six groups demonstrate comparability across all the demographic variables which evidences no post-test survey response bias present in the group.

TABLE 9

SIX GROUP DISSERTATION SAMPLE DESCRIPTIVES

	MENTORED			NON-MENTORED		
	Experimental Subsidized Worksite (n=29)	Non-Subsidized (n=42)	Control (n=11)	Experimental Subsidized Worksite (n=28)	Non-Subsidized (n=133)	Control (n=95)
Age:						
Mean years	31.14	33.02	28.18	33.28	30.94	29.52
SD	7.94	8.76	5.51	7.28	7.56	7.90
Median	28.	33.	28.	34.	30.	27.
Grade:						
Mean years	11.79	10.98	12.09	11.93	10.99	11.29
SD	1.72	2.43	1.04	1.15	2.72	2.14
Median	12.	12.	12.	12.	12.	12.
Children:						
M	1.59	1.95	1.36	2.11	1.94	1.87
SD	.73	1.01	.67	1.23	1.09	1.41
Median	1.	2.	1.	2.	2.	2.
Percent Female	89.7	97.6	81.8	96.4	92.5	95.8
Race:						
White	82.8%	78.6%	100%	89.3%	87.2%	87.4%
Hispanic	10.3%	19.0%			9.0%	7.4%
Native American	3.4%			7.1%		
Asian	3.4%	2.4%			2.3%	4.2%
African American				3.6%	1.5%	1.1%

RELIABILITY ANALYSIS OF MODIFIED WORKING ALLIANCE INVENTORY

The Working Alliance Inventory was modified to reflect the relationship between the mentor and protégé. The modified scale was embedded in the post-test survey and answered by those respondents who answered yes to post-test question number 51, *At your job, was someone assigned to you as a mentor?* The reliability of the modified Working Alliance Inventory was assessed using post-test data from the 69 respondents who answered every question in the modified inventory. The 12-item modified inventory has a Cronbach alpha of .92. The Cronbach alphas for task, bond, and goal sub-scales are .83, .89, and .74, respectively. These compare quite favorably with the Cronbach alphas of the original measure of .82, .68, and .87, for task, bond and goal sub-scales, respectively. Alpha and item-total correlation statistics of the modified inventory are presented in Table 10.

Mentoring Sub-scale: Goal

The mentoring goal sub-scale composite score was derived by summing responses to the following four post-test questions: (55) *My mentor does not understand what I am trying to accomplish in my life*, (57) *My mentor and I are working toward mutually agreed upon goals*, (61) *My mentor and I have different ideas on what my problems are at work*, and (62) *My mentor*

and I have established a good understanding of the kind of changes that would be good for me in terms of my work. The first and third questions were reversed scored to achieve consistency with the remaining two. The sum was then divided by four. The higher the composite scores the greater the level of agreement between the respondent and mentor in terms of goal setting. The working sample averages 3.10 on a four-point scale from 1 - totally disagree to 4 - totally agree.

Mentoring Sub-scale: Task

The mentoring task sub-scale composite score was derived by summing the following four questions: (52) *My mentor and I agree about the things I will need to do to improve my situation*, (53) *What I am doing at work gives me new ways of looking at my situation*, (59) *My mentor and I agree on what is important for me to work on*, and (63) I *believe the way my mentor and I are working on my work situation is correct.* The sum was then divided by four. The higher the composite scores the greater the level of agreement between the respondent and mentor in terms of task setting. The working sample averages 3.43 on a four-point scale from 1- totally disagree to 4 - totally agree.

TABLE 10

MODIFIED WORKING ALLIANCE INVENTORY SUB-SCALES (n=287)

	Alpha	Item-total Correlation
Goal Sub-scale	.74	
My mentor does not understand what I am trying to accomplish in my life.		.55
My mentor and I are working toward mutually agreed upon goals.		.81
My mentor and I have different ideas on what my problems are at work.		.33
My mentor and I have established a good understanding of the kind of changes that would be good for me tin terms of my work.		.82
Task Sub-scale	.83	
My mentor and I agree about the things I will need to do to improve my situation.		.62
What I am doing at work gives me new ways of looking at my situation.		.46
My mentor and I agree on what is important to me to work on.		.80
I believe the way my mentor and I are working on my work situation is correct.		.87
Bond Sub-scale	.89	
I believe my mentor likes me.		.78
I am confident in my mentor's ability to help me at work.		.74
I feel my mentor appreciates me.		.78
My mentor and I trust one another		.76

Mentoring Sub-scale: Bond

The mentoring bond sub-scale composite score was derived by summing the responses to the following four post-test questions: (54) *I believe my mentor likes me,* (56) *I am confident in my mentor's ability to help me at work,* (58) *I feel my mentor appreciates me, and* (60) *My mentor and I trust one another.* The sum was then divided by four. The higher the composite scores the greater the level of bonding the respondent experienced with the mentor. The working sample averages 3.64 on a four-point scale from 1 - totally agree to 4 - totally disagree.

RELIABILITY ANALYSIS OF MODIFIED WORK-FAMILY STRAINS AND GAINS SCALE

The reliability of the modified Marshall and Barnett (1993) Work-Family Strains and Gains Scale was assessed utilizing data from the working sample post-test survey responses. The original scale was shortened from 26 to 12 items; reliability analysis was conducted on those respondents who answered all 12 questions in the scale (n=229). The Cronbach alphas are .82 for the Work-Family Strains Sub-scale, .76 for the Work-Parenting Gains Sub-scale and .82 for the Work-Parenting Strains Sub-scale. These alphas compare favorable with the original measure alphas for female respondents: .81 for the Work-Family Strains Sub-scale, .73 for the Work-Parenting Gains Sub-scale

and .82 for the Work-Parenting Strains Sub-scale. Alpha and item-total correlation statistics for the original measure are presented in Table 11.

Work-Family Strain Sub-Scale

The Work-Family Strain Sub-scale composite score was derived by summing the responses to the following two post-test questions: (19) *Because of my family responsibilities, the time I spend working/training/in education is more pressured,* and (20) *Because of the responsibilities of my work/training/education, my family time is more pressured.* The sum of the two responses was then divided by two. The higher the composite score, the more strain the respondent experienced. The working sample averages 2.85 on the Work-Family Strain Score, on a scale of 1 - totally disagree to 4 - totally agree.

Work-Parenting Gain Sub-scale

The Work-Parenting Gain Sub-scale composite score was derived by summing the responses to the following four post-test questions: (21) *My working/training/education has a positive effect on my children,* (22) *Working/training/education helps me to better appreciate the time I spend with my children,* (23) *Working/training/education makes me feel good about*

TABLE 11

MODIFIED WORK-FAMILY STRAINS AND GAINS SCALES (n=229)

	Alpha	Item- total Correlation
Work –family strains	.81	
Because of my family responsibility, the time I spend working/ training/ in education is more pressured.		.68
Because of the responsibilities of my work/ training/ education, my family time is more pressured.		.68
Work-parenting gains	.80	
My working/ training/ education has a positive effect on my children.		.50
Working/ training/ education helps me to better appreciate the time I spend with my children.		.62
Working/ training/ education makes me feel good about myself, which is good for my children.		.71
The fact that I am working/ in training/ in education makes me a better parent.		.61
Work-parenting strains	.83	
My work/ training/ education creates strains for my children.		.60
Worry about what goes on with my children while I am working/ training/ in education.		.50
Working/ training/ education leaves me with too little time to be the kind of parent I want to be.		.70
Thinking about the children interferes with my performance at work/ training/ education.		.53
Working/ training/ education causes me to miss out on some of the rewarding aspects of being a parent.		.61
Working/ training/ education leaves me with too little energy to be the kind of parent I want to be.		.64

yourself, which is good for my children, and (24) *The fact that I am working/in training/in education makes me a better parent.* The sum was then divided by four. The higher the composite score, the more gain the respondent experienced. The working sample averages 3.20 on the Work-Parenting Gain Score on a scale of 1 - totally disagree to 4 - totally agree.

Work-Parenting Strain Sub-Scale

The Work-Parenting Strain sub-scale was derived by adding the responses to the following six post-test questions: (25) *My working/training/education creates strains for my children*, (26) *I worry about what goes on with my children while I am working/training in education*, (27) *Working/training/education leaves me with too little time to be the kind of parent I want to be*, (28) *Thinking about the children interferes with my performance at work/training/education*, (29) *Working/training/education causes me to miss out on some of the rewarding aspects of being a parent,* and (30) *Working/training/education leaves me with too little energy to be the kind of parent I want to be.* The sum was then divided by six. The higher the composite scores the greater the strain experienced by the respondent. The working sample averages 2.72 on the Work-Parenting Strain Score on a four point scale from 1 - totally disagree to 4 - totally agree.

OVERALL SATISFACTION WITH WORK/TRAINING/EDUCATION

Respondents answered one post-test question regarding global satisfaction with work/training/education: (18) *Generally, how satisfied are you with the work/training/education you are involved in right now?* on a five point scale from 1 - very satisfied to 5 - very dissatisfied. Scores were reversed for data analysis so response direction would be consistent with other outcome variables. The higher the score, the greater the level of overall satisfaction with work/training/education experienced by the respondent. Responses to this question average 3.71 for the working sample.

SUMMARY

The comparability analyses presented in this chapter demonstrate the random assignment of AFS clients to the experimental group of JOBS Plus or the control group of JOBS resulted in no significant demographic difference between the two groups at the post-test sample (n=579) level. That is, the two groups were comparable in age, educational achievement, and number of children in household. Further, the two groups were comparable in racial and gender composition. This comparability held despite the attrition in sample due to the post-test response. The average respondent to the post-test survey is a low income Caucasian female recipient of public assistance. She

is a 31-year-old mother of two who left high school in her senior year prior to graduation.

Comparability analyses with the dissertation sample (working sub-sample of the post-test survey sample) also demonstrate group similarity between the experimental and control conditions. Thus, both the experimental and control group working sub-sample are equivalent in education, children in household, race and gender composition. However, there is a significant difference in age ($p = .014$) with the experimental group being on average .6 years older than the control group. The average working sub-sample respondent's demographic profile is very similar to the post-test sample profile.

The dissertation sample can be broken down further into a 2 x 3 table that represents the two mentoring conditions (self-report receipt of mentoring and self-report non-receipt of mentoring) by the three possible work site placement conditions (experimental subsidized, experimental non-subsidized and control). Comparability analyses show no significant differences among the six groups in terms of educational attainment, number of children in household, age, gender or racial composition.

Characteristics of the mentoring relationship were measured using a modified Working Alliance Inventory scale. The alpha levels demonstrate an acceptable level of internal consistency and suggest that the modified scale

may be used to assess the level of alliance in a mentoring relationship. Average scores for the task, bond and goal sub-scales are 3.43, 3.64 and 3.10 respectively. Scores indicate an overall high level of agreement between the mentor and the protégé across the three mentor sub-scales of task, bond and goal.

The dependent variables of work-family interaction are measured using a modified version of the Marshall and Barnett (1993) Work-Family Strains and Gains Scale. Internal consistency of the modified scale demonstrates scale reliability in assessing the characteristics of work-family interaction in this population. The working sample averages 2.85 on the Work-Family Strain Score, 3.20 on the Work-Parenting Gain Score and 2.72 on the Work - Parenting Strain Score. On average, this sample of working welfare recipients reported between somewhat disagree and somewhat agree on the two strain scores and between somewhat agree and totally agree on the gain score.

Overall satisfaction with work was measured with one question using a reversed five-point scale of 1-very dissatisfied to 5-very satisfied. The higher the score the greater the level of overall satisfaction with work. The dissertation sample averages 3.71. On average, these respondents reported being between neutral and somewhat satisfied overall with work.

The next chapter presents the results of the t-test, correlations and multiple linear regression used in the hypothesis testing.

CHAPTER SIX

HYPOTHESIS TESTING

The hypotheses presented earlier (on pages 41-42) postulate that the respondents who indicate having a mentor as part of their workplace experience will benefit in the following ways: report greater work-parenting gain, report less work-parenting strain and report less work-family strain than those working respondents who did not experience mentoring. Additionally, mentored respondents will report greater overall satisfaction with work/education/training than non-mentored individuals. Further, it is predicted that the mentor experience, represented by three sub-scales, will have a positive relationship with the outcome measure of work-parenting gains and a negative relationship with the outcome measures of work-family strains and work-parenting strains. In this chapter, the results are presented in the following order: test of the effects of mentoring on dependent work-family interaction variables and overall satisfaction with work, correlation analysis of mentor sub-scales with outcome variables, and the multiple linear regression analyses of the role of mentoring and work site placement on the work-family interaction outcome variables and overall satisfaction of work.

MENTORING AND WORK FAMILY INTERACTION

The effect of having a mentor on the outcome variables of Work-Parenting Gains, Work-Family Strains and Work-Parenting Strains was tested using a t-test for independent sample.

TABLE 12

MENTORED AND NON-MENTORED RESPONDENTS' MEAN DEPENDENT VARIABLE SCORES

	N	M	SD	t	df	Sig.
WP Gains						
Mentored	75	3.33	.617			
Non-mentored	201	3.15	.746	1.82	274	.070
WF Strains						
Mentored	73	2.67	.940			
Non-mentored	194	2.92	.931	-1.96	265	.051
WP Strains						
Mentored	73	2.62	.671			
Non-mentored	191	2.76	.772	-1.40	262	.164
Sat work						
Mentored	79	4.05	1.23			
Non-mentored	200	3.58	1.29	2.78	277	.006

As can be seen in Table 12, the difference in each of the work-family interaction sub-scale scores between mentored and non-mentored respondents is in the expected direction. On average, mentored respondents report greater work-parenting gain, less work-family strain and less work-

parenting strain than non-mentored respondents. The difference in average scores, however, reaches significance (p = .051) only in the Work-Family Strains Sub-scale. The difference in average scores in the Work-Parenting Gains Sub-scale approaches significance (p = .070). The difference in average scores in the Work-Parenting Strains Sub-scale is not significant.

The Work-Family Strains Sub-scale is comprised of two items that ask the respondent to indicate their level of agreement with the concept that family life is less enjoyable and more pressured due to the time spent at work and work life is less enjoyable and more pressured due to the time spent with their family. This sub-scale captures the interaction of work and family and taps the spillover effect of each into the other. The analysis gives support to the ameliorative effect of having a mentor as evidenced by the mentored group endorsing less agreement with the two items than the non-mentored group. Thus, those mentored individuals report less work-family strain than non-mentored respondents.

MENTORING AND OVERALL SATISFACTION WITH WORK

Respondents were asked to indicate how satisfied they were overall with the work/education/training they were currently involved in right now on a five-point scale. The higher score indicates greater satisfaction. Mentored respondents reported significantly (p = .006) greater satisfaction with

work/education/training than non-mentored respondents (Table 12). This finding is consistent with the literature that supports the positive impact of mentoring on protégé work satisfaction.

MENTOR SUB-SCALE CORRELATION WITH WORK-FAMILY MEASURES

The relationship between the three sub-scales of the mentor measure - bond, task and goals and the outcome variables of Work-Family Strains, Work-Parenting Gains, and Work-Parenting Strains was tested using Pearson product-moment correlation.

As can be seen from the correlation statistics presented in Table 13, the relationships between the three mentor sub-scales of bond, goal and task and the three work-family interaction outcome variables are in the expected direction. The negative correlation between the three mentor sub-scales and the Work-Family Strains sub-scale indicates the greater the bonding and task and goal agreement between mentor and protégé, the less work-family strain experienced by the protégé. However, only the correlation between the bond sub-scale and the dependent variable of work-family strains achieves significance. The Work-Parenting Gains measure correlates positively with the bond, task and goal setting sub-scales indicating that greater work-parenting gain is associated with a positive mentor relationship. None of these correlations achieve significance. The Work-Parent Strains measure is

positively and significantly (p = .01) correlated with each of the three mentor sub-scales. This moderate association between mentor sub-scales and work-parent strains indicates that strain is reduced through a positive mentoring relationship. Further, of the mentor sub-scales, the goal agreement sub-scale has the strongest association with the reduction of work-parent strains.

TABLE 13

DESCRIPTIVE STATISTICS AND CORRELATIONS AMONG DISSERTATION VARIABLES (n=338)

Variables	M	SD	1	2	3	4	5	6
1. Work-Family Strain Score	2.85 (n=267)	.94						
2. Work-Parenting Gain Score	3.20 (n=276)	.72	.023 (n=250)					
3. Work-Parenting Strain Score	2.72 (n=264)	.75	.561** (n=238)	-.295** (n=249)				
4. Overall Satisfaction with Work/Education/ Training	3.71 (n=279)	1.29	-.197** (n=252)	.167** (n=255)	-.187 (n=242)			
5. Mentor Bond Score	3.64 (n=74)	.65	-.226* (n=68)	.105 (n=69)	-.383** (n=69)	.464** (n=73)		
6. Mentor Goal Score	2.68 (n=62)	.51	-.206 (n=57)	.145 (n=59)	-.445** (n=59)	.376** (n=61)	.731** (n=61)	
7. Mentor Task Score	3.43 (n=52)	.67	-.133 (n=49)	.232 (n=49)	-.381** (n=49)	.232 (n=51)	.800** (n=51)	.702** (n=52)

* p < .05 ** p < .01
Correlation represent listwise n.

MENTOR SUB-SCALE CORRELATION WITH OVERALL SATISFACTION WITH WORK

The three mentoring sub-scales correlate positively and in the expected direction in overall satisfaction with work/education/training (Table 13). Significant (p = .01) relationships exist, however, between the overall satisfaction with work measure and the bonding and goal sub-scales. Therefore, it is the protégé/mentor agreement in goal setting as well as the bonding experienced by the protégé for the mentor, that demonstrate a moderate association with overall satisfaction with work.

MULTIPLE LINEAR REGRESSION

Table 14 summarizes the six group dissertation sample in terms of mean scores on outcome variables. There are no significant differences among the six dissertation group mean scores on the work family interaction outcome variables. Significance (p = .007) exists, however, among the six dissertation groups on the overall satisfaction with work outcome variable. These differences are explored further in Table 19.

In the multiple linear regression analyses, each dependent variable was regressed against two models to determine the extent to which the variance in the outcome variable could be explained by the model. In examining the effect of mentoring on the dependent variables of work-family strains, work-parenting gains, work-parenting strains and overall satisfaction

with work/education/training, attention must be paid to the fact that respondents could have one of three work site experiences. Multiple linear regression was utilized to determine how much having a mentor and work site placement explained each outcome variable. Variables were selected for inclusion into the regression equation on the basis of their relevance to the mentoring and work site placement experience. Because the focus of the regression was on the test of the effects of receiving the experimental condition of mentoring and given the demonstrated comparability of the six dissertation groups, no demographic variables were entered into the regression equation.

TABLE 14

SIX GROUP DISSERTATION SAMPLE AVERAGE OUTCOME VARIABLE SCORE DESCRIPTIVES

	MENTORED			NON-MENTORED		
	Experimental		Control	Experimental		Control
	Subsidized Worksite	Non-Subsidized		Subsidized Worksite	Non-Subsidized	
Work-Parenting Gains Composite:	(n=27)	(n=37)	(n=11)	(n=22)	(n=110)	(n=69)
M	3.32	3.29	3.48	2.88	3.18	3.20
SD	.522	.691	.596	.841	.782	.640
Work-Parenting Strains Composite:	(n=27)	(n=35)	(n=11)	(n=21)	(n=103)	(n=67)
M	2.56	2.49	2.70	3.00	2.73	2.75
SD	.689	.624	.752	.617	.760	.830
Work-Family Strains Composite:	(n=27)	(n=37)	(n=9)	(n=22)	(n=103)	(n=69)
M	2.72	2.66	2.56	2.91	2.82	3.08
SD	.892	.958	1.10	1.05	.940	.869
Overall Satisfaction with Work Composite:*	(n=28)	(n=40)	(n=11)	(n=20)	(n=106)	(n=74)
M	3.82	4.13	4.36	3.00	3.75	3.49
SD	1.33	1.16	1.21	1.45	1.27	1.23

* p = .007

The first model includes one dummy variable with non-mentored being the omitted category and two dummy variables with experimental subsidized employment and experimental non-subsidized employment being the included categories. The workplace setting by group assignment variable permits testing of the three possible workplace settings (one control and two experimental workplace settings). The second model entered into the equation includes all variables in the first model and two additional variables of interaction between the mentor variable and the workplace setting variables. Thus, the first model entered examines the contribution of mentoring and the contribution of the work place setting on the dependent variables. The second model entered examines the contribution of mentoring, effect of workplace setting and the effect of an interaction between mentoring and workplace setting on the dependent variables.

Each regression sample size is based on the number of respondents who answered post-test survey questions from which the dependent variables are derived. For example, 279 responses to the overall satisfaction with work question are available for analyses. Composite score dependent variables were derived from multiple items and required a response from all items to be included in the analyses. Those composite score dependent variables with missing data were treated as missing data and excluded from the analyses.

Multiple Regression with Work-Parenting Gains Dependent Variable

The dependent variable of work-parenting gains was regressed on the two models with neither model achieving significance. However, the independent variable of mentoring did achieve significance (p = .028) in the first model. None of the other variables entered into the multiple regression, either in model one or model two, achieved significance. Thus, the model that

TABLE 15

MULTIPLE REGRESSION ANALYSIS FOR WORK-PARENTING GAINS

	Model 1		Model 2	
	B	Beta	B	Beta
MENTOR/ WORKSITE				
Mentor	.224	.140*	.282	.175
JPP Worksite	-.205	-.109	-.321	-.171
Non-JPP Worksite	-.005	-.034	-.001	-.008
INTERACTION				
Mentor*JPP Worksite			.167	.070
Mentor*No JPP Worksite			-.175	-.083
R^2	.020		.028	
R^2 Change	.020		.028	
	n=276		n=276	
	F = 1.89		F = 1.54	
	p = .131		p = .177	

*p = .028

includes mentor and worksite as well as the model including mentor, worksite and interaction effects does not significantly add to our understanding of work-parenting gains (Table 15).

Multiple Regression with Work-Family Strains Dependent Variable

The dependent variable of work-family strains was regressed on the two models with neither model achieving significance. None of the variables entered into the multiple regression, either in model one or model two, achieved significance.

TABLE 16

MULTIPLE REGRESSION ANALYSIS FOR WORK-FAMILY STRAIN

	Model 1		Model 2	
	B	Beta	B	Beta
MENTOR/ WORKSITE				
Mentor	-.227	-.108	-.524	-.249
JPP Worksite	-.114	-.047	-.171	-.071
Non- JPP Worksite	-.207	-.110	-.259	-.138
INTERACTION				
Mentor*JPP Worksite			.337	.109
Mentor*No JPP Worksite			.366	.135
R^2	.023		.027	
R^2 Change	.023		.004	
	n = 267		n = 267	
	F = 2.099		F = 1.45	
	p = .101		p = .207	

Thus, the model that includes mentor and worksite as well as the model including mentor, worksite and interaction effects does not significantly add to our understanding of work-family strains (Table 16).

Multiple Regression with Work-Parenting Strains Dependent Variable

The dependent variable of work-parenting strains was regressed on the two models with neither model achieving significance. None of the variables entered into the multiple regression, either in model one or model

TABLE 17

MULTIPLE REGRESSION ANALYSIS FOR WORK-PARENTING STRAIN

	Model 1		Model 2	
	B	Beta	B	Beta
MENTOR/ WORKSITE				
Mentor	-.200	-.120	-.005	-.031
JPP Worksite	.208	.107	.251	.130
Non- JPP Worksite	-.005	-.035	-.002	-.015
INTERACTION				
Mentor*JPP Worksite			-.189	-.077
Mentor*No JPP Worksite			-.184	-.084
R^2	.023		.024	
R^2 Change	.023		.001	
	n = 264		n = 264	
	F = 2.01		F = 1.29	
	p = .113		p = .267	

two, achieved significance. Thus, the model that includes mentor and worksite as well as the model including mentor, worksite and interaction effects does not significantly add to our understanding of work-parenting strains (Table 17).

Overall Satisfaction with Work/Education/Training

The dependent variable of overall satisfaction with work/ education/ training was regressed on the two models with the first model significant at the .003 level and the second model significant at the .007 level. The models explain 5% and 6% of the variance in overall satisfaction, respectively. The effect of having a mentor was the only variable entered in each of the models that achieved significance. Table 18 presents the regression analysis for respondent overall satisfaction with work/education/training.

As would be predicted from the mentoring literature, the effect of mentoring has a positive significant contribution on work satisfaction in both models. This finding is underscored when one looks at the average mean satisfaction with work score of each of the six dissertation groups (Table 14). Each of the mentored groups reported higher satisfaction scores than any of the non-mentored groups. The contribution of the work site placement

TABLE 18

MULTIPLE REGRESSION ANALYSIS FOR OVERALL SATISFACTION WITH WORK/ EDUCATION/ TRAINING

	Model 1		Model 2	
	B	Beta	B	Beta
MENTOR/ WORKSITE				
Mentor	.571	.200**	.877	.307*
JPP Worksite	-.380	-.112	-.486	-.143
Non-JPP Worksite	.174	.067	.268	.104
INTERACTION				
Mentor* JPP Worksite			-.005	-.013
Mentor* Non-JPP Worksite			-.507	-.138
R^2	.050		.056	
R^2 Change	.050		.006	
	n = 279		n = 279	
	F = 4.84		F = 3.25	
	p = .003		p = .007	

**p = .001; *p = .032.

to the level of satisfaction was not significant. Nevertheless, it is important to note that the contribution was not in the predicted direction. The interaction effect did not achieve significance, although, it also represents a negative relationship. If we look at the three mentored groups' average satisfaction scores we find that it is the mentored control group who was the most satisfied.

Of the two experimental work place conditions, the non-subsidized group reported greater work satisfaction than did the subsidized group.

Therefore, the two groups that represent the informal mentoring process are the most satisfied with work with the informally mentored control group being the most satisfied of all the mentored groups.

Table 19 presents the results of the anova post-hoc testing using the Bonferroni test of multiple comparison. The Bonferroni test was used for post-hoc testing because it controls for multiple simultaneous comparisons by using a significance level that is computed by dividing the number of comparisons by .05. This test was done after the anova to determine which overall satisfaction with work mean scores differ across the six dissertation groups. The mean scores were significantly different as indicated by the anova (p = .007). As reported in Table 19, significant differences exist between the overall satisfaction with work mean score of the mentored experimental group who were informally mentored and the non-mentored experimental group who were placed in subsidized employment.

TABLE 19

POST HOC T-TEST: BONFERRONI TEST OF MULTIPLE COMPARISONS OF OVERALL SATISFACTION WITH WORK/ EDUCATION/ TRAINING MEAN SCORES

Dissertation Group (I)	Dissertation Group (J)	Mean Difference (I-J)	Sig.
Group 1: Mentored Experimental Subsidized Worksite	Group 2	-.30	1.000
	Group 3	-.54	1.000
	Group 4	.82	.406
	Group 5	.077	1.000
	Group 6	.33	1.000
Group 2: Mentored Experimental Non-subsidized Worksite	Group 1	.30	1.000
	Group 3	-.24	1.000
	Group 4	1.13*	.019
	Group 5	.37	1.000
	Group 6	.64	.157
Group 3: Mentored Control	Group 1	.54	1.000
	Group 2	.24	1.000
	Group 4	1.36	.065
	Group 5	.61	1.000
	Group 6	.88	.486
Group 4: Non- mentored Experimental Subsidized Worksite	Group 1	-.82	.406
	Group 2	-1.13*	.019
	Group 3	-1.36	.065
	Group 5	-.75	.222
	Group 6	-.49	1.000
Group 5: Non-Mentored Experimental Non-subsidized Worksite	Group 1	-.07	1.000
	Group 2	-.37	1.000
	Group 3	-.61	1.000
	Group 4	.75	.222
	Group 6	.27	1.000
Group 6: Non- mentored Control	Group 1	-.33	1.000
	Group 2	-.64	.157
	Group 3	-.88	.486
	Group 4	.49	1.000
	Group 5	-.27	1.000

*$p < .05$.

SUMMARY

The hypotheses presented in Chapter Three are not strongly supported by the findings in this study. Mentoring appears to impact the negative aspects of work-family interaction. Mentored individuals appear to experience more work-parenting gain and less work-family and work-parenting strain than non-mentored individuals. However, while the difference approaches significance for the area of work-parenting gain, it is only in the area of work-family strains that a significant difference is found. The strongest support for the positive effects of mentoring can be found in the area of work satisfaction. In keeping with the findings in the mentoring literature, those individuals who report having a mentor also report significantly greater satisfaction with work.

The mentoring relationship measure is comprised of three component parts that measure the protégé's assessment of: (1) level of agreement between mentor and protégé with task setting, (2) level of agreement between mentor and protégé with goal setting and (3) level of bonding between protégé and mentor. Each of the three work-family interaction sub-scales correlate in the expected direction with the three sub-scales of mentoring. However, it is only in the area of work-parenting strains that a significant relationship is found. In the area of work satisfaction, correlations are in the predicted direction; significance however is achieved only with the bonding and goal setting sub-scales.

Multiple linear regressions were run to determine the amount of explanation contributed to the outcome variables by mentoring, work site and interaction between mentoring and work site. The models did not significantly explain any of the work-family outcome variables. However, the two models (one with mentor and work site and one with mentor, work site and interaction) both proved to be significant in explaining work satisfaction. Of all variables entered into the regression equation, the receipt of mentoring proved to be the only significant factor in work satisfaction.

The next chapter will further discuss the findings of this study and present recommendations for policy and practice considerations.

CHAPTER SEVEN

DISCUSSION AND IMPLICATIONS

This study provides support for the role of mentoring in helping welfare recipients adjust to the demands of work and family, particularly in the reduction of strains that may arise with the intersection of the two. Additionally, significant support was found for the contribution of mentoring to overall satisfaction with work. The findings generate considerations for future research, as well as identify areas to be considered in program development for welfare recipients transitioning into the work force.

The first section of this chapter includes a discussion of the research findings in relation to the research questions and hypotheses. The second section presents a discussion of the study limitations followed by a section on the findings' contribution to the literature. The fourth section presents suggestions for further research, and the final section presents implications for policy and practice.

FINDINGS IN RELATION TO RESEARCH QUESTIONS AND HYPOTHESES

The JOBS Plus Demonstration is one of many welfare reform efforts designed to identify practices that promote the movement of welfare recipients out of dependency on public assistance and into the work place. Although the

Demonstration was eclipsed by the Personal Responsibility and Work Opportunity Reconciliation Act of 1996, Oregon did implement JOBS Plus for two years. The evaluation of the Demonstration provided an opportunity to assess an innovative approach for assisting welfare clients' movement into the market place.

If a major goal of welfare reform is to move recipients into the work place, attention must be paid to the fact that welfare recipients are also parents and for many, the role of parent is the primary focus of their life. If these parents are to maintain employment, skills to balance work demands along with parenting demands must be developed in addition to job retention skills. The JOBS program promotes entry into the work site by providing skill development, work search and on-the-job-training. By providing activities to enhance job acquisition, the JOBS program addresses employment entry issues for recipients. The JOBS Plus Program enhanced the JOBS services through the development of subsidized employment opportunities with a guarantee of at least minimum wage. Further support was supplied for JPP recipients through the provision of a work-site mentor. The mentor was to serve as an assigned resource for the JOBS Plus recipient, facilitating his/her passage into the work place. Duties outlined in the Mentor Handbook include: "answering questions; providing feedback on how the worker is doing; pointing out things that are causing problems such as inappropriate dress or behavior;

helping the person resolve problems he or she brings to you; and supporting the worker in stressful times and encouraging him or her to continue to improve" (1994; p. 3). These instructions to the mentor include work-related as well as other stress-related issues that may arise in the work place.

One research focus of this study is the role of mentoring for welfare recipients, in particular, the role of mentoring in helping working welfare recipients juggle the often conflicting demands of work and family. Kram (1985) identifies two separate and distinct functions of mentoring: career functions and psychosocial functions. She notes the psychosocial functions are possible when an interpersonal relationship develops that fosters trust and intimacy. This trust and intimacy can lead to interactions that include counseling and role modeling on the part of the mentor. As other researchers (Noe, 1988b; Olian et al., 1988) suggest, mentors can provide a venue for the discussion of personal as well as professional issues. This research examines mentoring as a vehicle for problem solving around issues of work and family that could contribute to difficulty with job retention for working welfare recipients.

This study looks at work-family interaction in terms of three dependent measures: work-family strains, work-parenting gains, and work-parenting strains. Unfortunately, the results of the analyses are inconclusive. The first level of analysis included the comparison of mentored and non-mentored

respondents' composite mean scores on the three work-family dependent variables. Mean score differences were in the expected direction for each of the three dependent measures. Significance (p = .051) is reached only for the Work-Family Strains sub-scale although the difference in mean scores approached significance (p = .070) in the Work-Parenting Gains sub-scale.

The Work-Family Strains sub-scale taps the influence of work in reducing enjoyable family time as well as the influence of family in reducing enjoyable work time. The scores reported by mentored respondents on this sub-scale provide support for mentoring in the reduction of stress for working parents. Further, the Work-Parenting Gains sub-scale taps the positive influence of work on parenting such as work making one a better parent and work making one appreciate time spent with children. The mean score differences of mentored and non-mentored respondents approached significance, with those mentored individuals reporting greater work-parenting gain. This finding lends support for further exploration of the role in mentoring for working welfare parents.

The mechanism by which mentoring mediates the dependent variables of work-family interaction is examined through the three sub-scales that comprise the assessment of the mentoring relationship. The three sub-scales measure the level of agreement in goal and task setting and the level of bonding that exists between the mentor and the protégé. Each of the three

sub-scales correlates negatively with the Work Family Strains sub-scale, i.e., the greater the level of bonding, and agreement in goal and task setting, the lower the reported work-family strain. However, significance is not achieved only with the bonding sub-scale.

The three mentoring sub-scales also correlate negatively with the Work Parenting Strains sub-scale and significance is achieved at the .01 level for each. Thus, the greater the level of bonding and agreement in goal and task setting, the lower the reported work-parenting strain.

The impact of the work place assignment in addition to the mentor experience on the work-family dependent variables was tested using regression analysis. Each of the three work-family interaction dependent variables were individually regressed on two models. The first model entered mentor experience and worksite location into the regression. The second model added the interaction of work site location and mentor experience to the first model variables. None of the regressions of the work-family interaction variables achieved significance. These findings indicate that having a mentor and work site placement did not add to our understanding of the work-family interaction dependent variables.

The second research focus in this study is the role of mentoring in overall satisfaction with work. The mentoring literature is replete with findings that demonstrate the positive impact of mentoring on employee job

satisfaction. It has been suggested that satisfied employees have greater tenure and longevity with the organization and experience greater salary gains than non-satisfied employees. These findings have important implications for working welfare recipients in terms of their ability to maintain employment over time and thus reduce dependence on welfare support.

To test this research question, mean overall work satisfaction scores were compared between mentored and non-mentored respondents. Mentored individuals were significantly more satisfied with work than non-mentored respondents. Further, correlation analysis found the mentor sub-scales of bonding and goal setting to be significantly and positively associated with overall satisfaction with work. These findings add further understanding of the mechanisms by which mentoring positively impacts work satisfaction.

The impact of mentoring and work place setting on overall satisfaction with work was also tested using a regression analysis with the two models described above. Both models were significant in explaining overall work satisfaction. The first model, which entered the mentoring experience and the work site placement into the equation, explains 5% of the variance in overall work satisfaction. The second model explains 6% of the variance. Of all the variables entered into the regression equation, the mentor variable was the only variable that achieved significance. Further, it was significant in both

models. Thus, empirical support exists for the mentor experience contributing to the level of overall work satisfaction regardless of work site placement.

STUDY FINDINGS IN RELATION TO IMPLEMENTATION ISSUES

These findings cannot be interpreted without consideration of the conditions of the Demonstration implementation. As noted in Chapter Four The JOBS Plus Program: Description and Implementation, the mentor component of the JOBS Plus Program was unevenly implemented. There was no consistent identification of the mentor among those JOBS Plus recipients interviewed in the focus groups. The finding that the mentor relationship was not implemented as planned in the Demonstration is further substantiated by the report of half of the respondents in the experimental group who were placed in JOBS Plus subsidized employment indicating on the post-test survey that they did not have a mentor. Under the Demonstration design, all these respondents should have reported an assigned mentor since the mentor component was one of the requirements of subsidized employment. While it is possible that these women did not remember their mentor, it is also possible that the expectation of an on-site mentor was not clearly articulated by the JOBS Plus staff. Regardless of the possible explanations, these examples point to the lack of visibility of the mentor component of the Program and by extension, the lack of consistent

and rigorous implementation of the mentor requirement of the subsidized employment component of the JOBS Plus Program.

Further complicating the measure of assigned mentors and their relationship with their protégés is the group of respondents who were in the control group and reported an assigned mentor at their work site. The original study design did not anticipate this group of respondents. Thus, the nature of the relationship between protégé and mentor is based on respondent self-report only.

The selection of the measurement of the mentoring relationship was predicated on the assumption that an assigned mentor relationship would exist and be acknowledged by the JPP protégés. Further, the assigned mentoring relationship was expected to exhibit measurable characteristics such as agreement on goal setting, task setting and bonding that would be an outgrowth of an ongoing and in-depth relationship. The mentor relationship was measured using a modified version of an instrument whose utility has validity within relationships where there is a working alliance. Given the lack of structure and clear expectations for the mentor, coupled with the uneven implementation of the mentor requirement, the validity of this modified instrumentation has yet to be tested.

It is important to note that the completion of the post-test survey was not a requirement of the Demonstration, and as such, the sample may

represent respondents who self-selected to participate. It is possible that knowledge of the personality characteristics of the sample respondents, such as self-esteem, motivation, locus of control, etc., would enhance our understanding of the study findings.

With the above caveats in mind, the findings of this study most strongly support the significance of having a mentor in the overall job satisfaction of the protégé. Mentored respondents express significantly more overall job satisfaction than non-mentored respondents. Additionally, the mentoring experience contributes significantly to the regression models and explains up to 6% of the variance in overall work satisfaction. This significance holds regardless of work site employment.

The study findings contribute less to our understanding of the role of mentoring in helping recipients juggle work and family obligations. Given the caveats noted above as regards the implementation of the mentoring component as well as the question of the appropriateness of the measure given these implementation issues, results must be interpreted with caution.

In sum, the dissertation study findings support the conclusion that mentoring has a significant effect on reducing work-family strain. Study findings also support the positive impact of mentoring on overall work satisfaction. Mentoring was found to increase protégé satisfaction with work through the bonding and goal agreement components of the mentoring

relationship. Further, in regression models, the mentoring experience is the only variable that achieves significance in explaining overall work satisfaction.

STUDY LIMITATIONS

The dissertation study design capitalizes on the classic experimental design with random assignment found in the Impact Study of the JOBS Plus Demonstration Evaluation from which the dissertation data was obtained. The rigor of this design can be seen in the comparability of the six dissertation groups. There was no significant difference among the six groups in age, educational achievement, mean number of children in household, gender and racial distribution. Thus, in spite of a relatively modest survey response rate coupled with the inability to determine the degree to which a non-response bias is present, the dissertation groups present a homogenous sample.

Limitations of this study include the uneven implementation of the mentor component of the JOBS Plus Program. As such, the overall sample under analysis is small and further jeopardized by missing data. The capacity to determine the extent to which mentoring impacts the task of juggling concurrent work-family demands is compromised if the mentoring component of the demonstration was not fully implemented.

Further, the lack of clearly stated expectations for the mentor relationship additionally compromises the extent to which the relationships

were consistently implemented in this study. The study findings would be enhanced with more in-depth data regarding the mentor relationship which would include data regarding the intensity of the mentor/protégé relationship, data from the mentor's perspective as well as data regarding recipients' employment history and current employment experience.

CONTRIBUTIONS TO THE LITERATURE

The focus of the majority of the mentoring literature is on the contribution a mentor can give to the middle class employee in terms of job satisfaction, tenure and associated benefits such as salary and organizational rank. This study found mentoring contributes to job satisfaction with low-income employees as well. The positive outcome of increased job satisfaction for the low -income protégé has far reaching consequences. Many of these employees have limited job readiness skills and therefore are often unable to maintain sustained employment. This research demonstrates that the mentor relationship increases job satisfaction, which, according to the literature, may in turn result in longer periods of employment.

In addition to providing support for the utility of mentoring with low income employees, this research sheds light on the mechanism by which mentoring contributes to increased job satisfaction. The goal component of the mentoring relationship speaks to the level of agreement between the

protégé and the mentor in terms of the work performance issues. The bonding component of the mentoring relationship supports the protégé's confidence in self through the belief that the mentor likes, appreciates and trusts the protégé. In addition, the bonding promotes the protégé's belief that the mentor can help him/her at the work place. Thus, the mentor serves in a capacity that is reminiscent of Odysseus' friend Mentor by acting as a coach, cheer leader and organizational guide for the protégé.

SUGGESTIONS FOR FURTHER RESEARCH

The findings of this study provide direction for future research on the role that mentoring may have on helping welfare recipients successfully transition into the work place. The first area of research concerns future exploration of mentoring and work-family interaction. The results of this study were inconclusive as to the extent mentoring may help welfare recipients to reduce complications from the interaction of work and family demands as they move into the work place. This research question could be explored further in a setting in which the mentoring program was consistently implemented.

Further research into the role of mentoring in helping welfare recipients to move into the work force would be enhanced by borrowing the research design of the JOBS Plus Demonstration and monitoring the implementation of the design more closely. Utilizing a scale that is a standard in the mentoring

literature, such as Noe's (1988a) Mentoring Scale, would generate findings that could be compared and contrasted with other research. It is imperative that the mentor construct be well defined and consistently applied throughout the implementation. Grossman and Tierney (1998) reported that the success of their mentoring program was due to an intensive mentoring experience that provided close supervision, support and training for the volunteer mentors. Protégés could be informed of the role of mentors and urged to use the mentors as a resource. Data from both the mentor and the protégé would add to our understanding of the mentoring relationship. In addition, a longitudinal study of mentored welfare recipients could provide data as to the effect of mentoring on maintaining employment over time for this population.

A second area of future research focuses on the role mentoring plays in increasing the overall work satisfaction of welfare recipients. This study demonstrates that mentoring does positively impact work satisfaction in a sample of working welfare clients despite the low fidelity to the intervention. Further research could enhance our understanding of the impact of formal versus informal mentoring relationships on work satisfaction. The utility of the modified Working Alliance Inventory for mentor/protégé relationships provides another area of future research. The mentoring scales that are found in the literature (Busch, 1985; Dreher & Ash, 1990; Noe, 1988a; Scandura & Viator, 1994) were not selected to be used in this study because the scale items

reflected a more middle class working environment. The Working Alliance Inventory was selected as tool for measuring the mechanisms of the JOBS Plus mentoring relationship because the relationship between the mentor and protégé was, by design, to more closely parallel a therapeutic relationship than a traditional mentor/protégé relationship. As noted earlier, the implementation of this component of the Demonstration was uneven and therefore, the degree to which this tool can illuminate the mechanisms of mentoring has yet to be tested under more rigorous conditions.

POLICY AND PRACTICE IMPLICATIONS

As noted earlier, the evolving emphasis of welfare reform has been to move individuals from public assistance to self-support through employment. Currently, welfare policy supports workfare with the expressed intent of moving individuals off public support and into self-sufficiency. Self-sufficiency is defined as employment. As such, programmatic supports include job entry services, such as job readiness programs. While providing basic employment skill development services, current practices do not address barriers to continued employment that many welfare recipients may experience. If the intent of welfare reform is to get individuals off of public assistance, it is critical to shift the policy focus from mandating work and training to a focus on maintaining employment over time. This focus on sustained employment

would acknowledge and address the unique characteristics of welfare recipients which include poverty, workplace deficits and parenting responsibilities.

This study presents findings that contribute to our understanding of how the parenting role may effect sustained employment of welfare recipients. One focus group participant summed up the experience of many working welfare mothers: "I cannot work if I am not content about my children." Another cited juggling the care demands of their children along with the work place demands as having an interactive effect: "...all part of being a mother is you have to make sure your children are safe before you can be really content and succeed." This study also provides support for the role of mentor in helping working welfare recipients balance the demands of concurrent work and family responsibilities. Mentored respondents reported significantly less work-family strain than non-mentored respondents. Further, mentored respondents were significantly more satisfied with work than non-mentored respondents. These preliminary findings on the positive outcomes of mentoring provide direction for programmatic support for welfare recipients.

Mentoring has proven to be a support that promotes employee job satisfaction and tenure in the work force (Burke, 1984; Busch, 1985; Dreher & Ash, 1990; Fagenson, 1989; Gilbert & Rossman, 1992; Green & Bauer, 1995; Hunt & Michael, 1983; Jacobi, 1991; Klauss, 1981; Noe, 1988a, 1988b; Riley

& Wrench, 1985; Scandura, 1992; Viator & Scandura, 1991; Zey, 1988). In addition to job related benefits, the mentoring literature has also noted personal benefits that accrue from mentoring. Mentored individuals report an enhanced sense of competence, increased self-esteem, self-confidence and self -efficacy (Noe, 1988a; Reich, 1986; Scandura & Viator, 1994). The effect of increased job satisfaction among mentored employees has been replicated in this study and suggest the benefits of including a module on mentoring in the job readiness curriculum for welfare recipients. The focus of the module would be to inform recipients of the benefits of having a mentor, particularly in terms of increased job satisfaction that may contribute to a longer tenure in the work place. Given that the mentoring literature suggests that an informal mentoring relationship may deliver stronger outcomes than assigned mentors, the mentor module curricula would include instruction on how to develop a mentoring relationship on the work site.

One-on-one mentoring is an expensive tool for promoting job retention. Mentoring has been traditionally a dyadic experience – one mentor and one protégé. However, recent discussions in the literature (Russell & Adams, 1997) have suggested alternative forms of mentoring that may have utility with this population. Group mentoring, which consists of one mentor and several protégés, could be used in agencies to reduce costs associated with the more traditional form of mentoring.

SUMMARY AND CONCLUSIONS

This study looks at the role of mentoring in helping working welfare recipients to manage the responsibilities of the work place while also managing the responsibilities of parenting. While the findings are inconclusive in terms of the impact of mentoring on balancing work and family, significant findings emerge as to the role of mentoring and overall satisfaction with work. This research found mentored welfare recipients to be significantly more satisfied with work than non-mentored recipients. The literature on mentoring research reports that mentored individuals have not only a higher level of work satisfaction but also experience greater longevity in the work place than non-mentored individuals. Mentoring has also been shown to promote increased self-esteem, self-confidence and self-efficacy. These findings are of particular importance for welfare recipients as current welfare reform initiatives continue to constrict eligibility criteria for receipt of services.

Program development for welfare recipients can benefit from a focus on strategies that not only increase the employment of recipients but also increase the length of stay in the work force. Pre-employment services that focus on job skill building contribute to initial employment. Services that contribute to job tenure are a necessary addition to welfare support services. Mentoring has been shown to significantly increase job satisfaction and job tenure among middle-class employees. This study extends this finding to

working welfare recipients and suggests a direction for the redesign of welfare reform.

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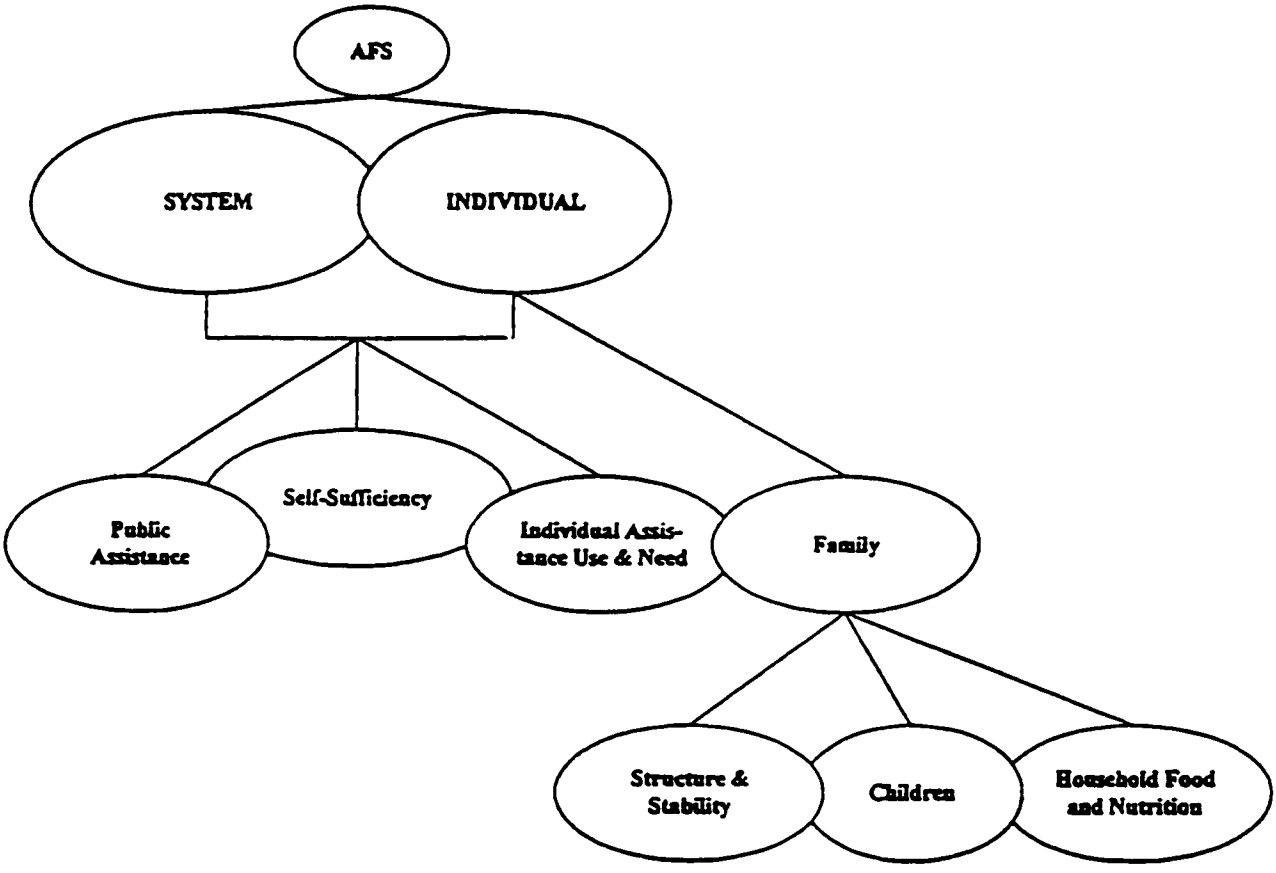
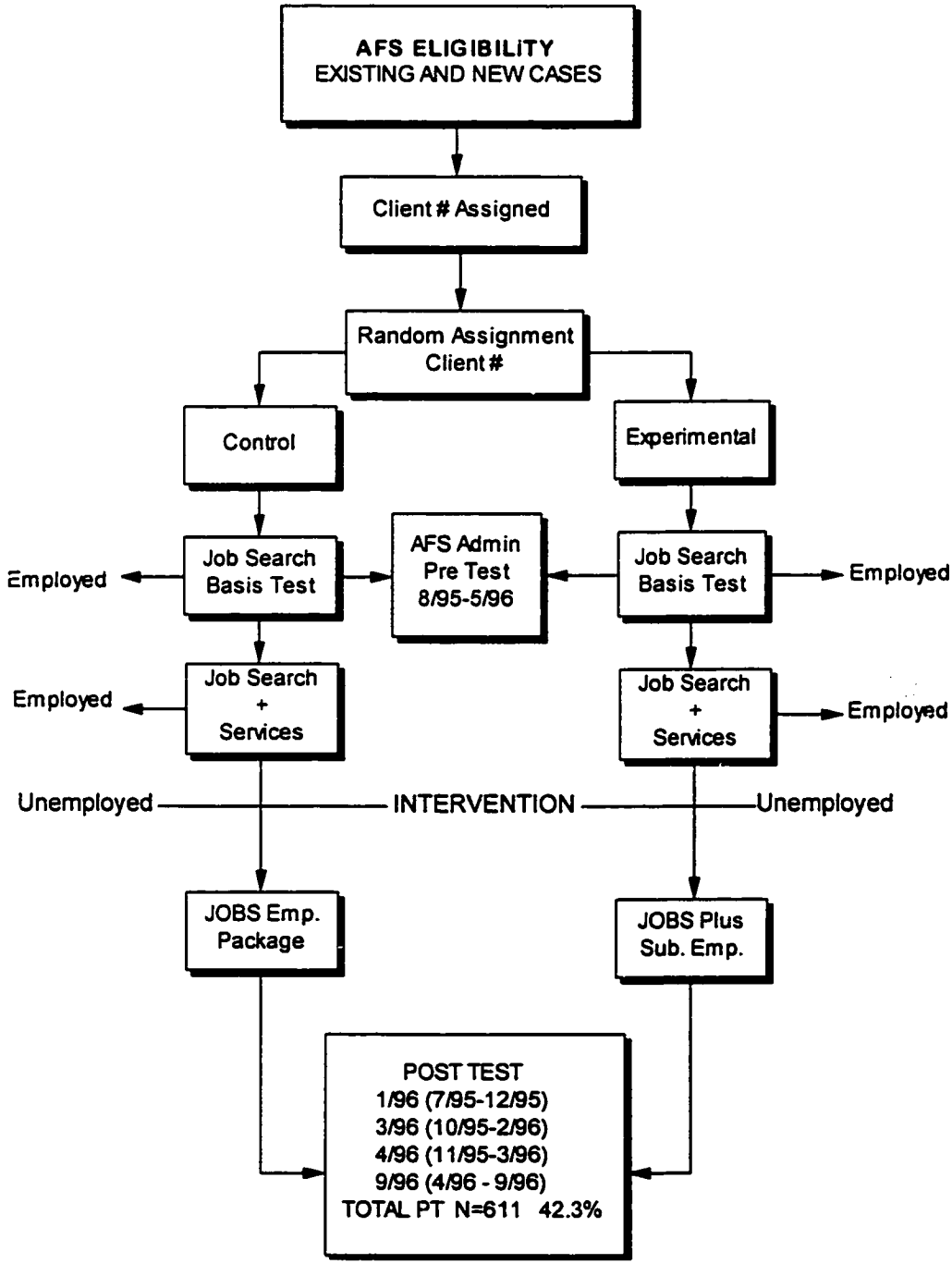
APPENDIX A

CONCEPTUAL LEVELS AND DOMAINS OF THE IMPACT STUDY


AFS
SYSTEM
INDIVIDUAL
Public Assistance
Self-Sufficiency
Individual Assistance Use & Need
Family
Structure & Stability
Children
Household Food and Nutrition

APPENDIX B

JOBS PLUS EVALUATION PLAN


AFS ELIGIBILITY
EXISTING AND NEW CASES
Client # Assigned
Random Assignment
Client #
Control
Experimental
Job Search
Basis Test
AFS Admin
Pre Test
8/95-5/96
Job Search
Basis Test
Employed
Employed
Job Search
+
Services
Job Search
+
Services
Employed
Employed
Unemployed
INTERVENTION
Unemployed
JOBS Emp.
Package
JOBS Plus
Sub. Emp.
POST TEST
1/96 (7/95-12/95)
3/96 (10/95-2/96)
4/96 (11/95-3/96)
9/96 (4/96 - 9/96)
TOTAL PT N=611 42.3%

APPENDIX C

POST-TEST SURVEY INSTRUMENT

SURVEY #2

MARKING INSTRUCTIONS
- Use No. 2 pencil only
- Do not use ink, ballpoint, or felt tip pens.
- Make solid marks that fill the oval completely
- Erase cleanly any marks you wish to change
- Make no stray marks on this form

CORRECT MARK ●

INCORRECT MARKS ⊘ ⊘ ⊖ ⊙

For purposes of this survey, child is defined as any person 18 years of age or younger who resides with you in your household.

Social Security Number

			–		–			
⓪	⓪	⓪		⓪		⓪	⓪	⓪
①	①	①		①		①	①	①
②	②	②		②		②	②	②
③	③	③		③		③	③	③
④	④	④		④		④	④	④
⑤	⑤	⑤		⑤		⑤	⑤	⑤
⑥	⑥	⑥		⑥		⑥	⑥	⑥
⑦	⑦	⑦		⑦		⑦	⑦	⑦
⑧	⑧	⑧		⑧		⑧	⑧	⑧
⑨	⑨	⑨		⑨		⑨	⑨	⑨

What is Today's Date?

MO.		DAY		YR.	
⓪	⓪	⓪	⓪	⓪	⓪
①	①	①	①	①	①
	②	②	②	②	②
	③	③	③	③	③
	④		④	④	④
	⑤		⑤	⑤	⑤
	⑥		⑥	⑥	⑥
	⑦		⑦	⑦	⑦
	⑧		⑧	⑧	⑧
	⑨		⑨	⑨	⑨

CHILD(REN)

1 During the last four weeks, how many days of school has your youngest school age child missed due to illness?
Ⓐ 0 Ⓑ 1-3 Ⓒ 4-6 Ⓓ 7-9 Ⓔ 10 or more

2 During the last four weeks, how many days of school has your youngest school age child been truant or skipped school?
Ⓐ 0 Ⓑ 1-3 Ⓒ 4-6 Ⓓ 7-9 Ⓔ 10 or more

3 During the last four weeks, how many times has your youngest school age child been referred to the office for disciplinary reasons?
Ⓐ 0 Ⓑ 1-3 Ⓒ 4-6 Ⓓ 7-9 Ⓔ 10 or more

4 How satisfied are you with the quality of your child(ren's) child care/day care service?
Ⓐ very satisfied Ⓑ somewhat satisfied Ⓒ neutral Ⓓ somewhat dissatisfied Ⓔ very dissatisfied

5 How many days over the past four weeks have you missed work/training/education due to not having child care?
Ⓐ 0 Ⓑ 1-3 Ⓒ 4-6 Ⓓ 7-9 Ⓔ 10 or more

6 In general, would you say your child(ren)'s health is:
Ⓐ excellent Ⓑ very good Ⓒ good Ⓓ fair Ⓔ poor

HOUSEHOLD

7 During the last four weeks, how many days did your household not have money or food stamps to buy food?
Ⓐ 0 Ⓑ 1-3 Ⓒ 4-6 Ⓓ 7-9 Ⓔ 10 or more

8 During the last four weeks, how many days did anyone in your household skip any meals because there wasn't enough food?
Ⓐ 0 Ⓑ 1-3 Ⓒ 4-6 Ⓓ 7-9 Ⓔ 10 or more

9 How many servings of the following different foods do you think a person your age and sex should eat each day?

Fruit group	Ⓐ 1-2	Ⓑ 3-4	Ⓒ 5-6	Ⓓ 7 or more
Vegetable group	Ⓐ 1-2	Ⓑ 3-4	Ⓒ 5-6	Ⓓ 7 or more
Milk, yogurt, cheese group	Ⓐ 1-2	Ⓑ 3-4	Ⓒ 5-6	Ⓓ 7 or more
Bread, cereal, rice or pasta group	Ⓐ 1-2	Ⓑ 3-4	Ⓒ 5-6	Ⓓ 7 or more
Meat, poultry, fish, dry beans, & eggs group	Ⓐ 1-2	Ⓑ 3-4	Ⓒ 5-6	Ⓓ 7 or more

10 In the last four weeks, did anyone in your household do any of the following because there wasn't enough food to eat?

Borrow food from friends or relatives	Ⓐ yes	Ⓑ no	Eat one or more meals at a church or agency	Ⓐ yes	Ⓑ no
Eat at friends' or relatives' homes	Ⓐ yes	Ⓑ no	Get food from a place like a food bank	Ⓐ yes	Ⓑ no
Borrow money to buy food	Ⓐ yes	Ⓑ no	Steal food	Ⓐ yes	Ⓑ no
Buy or serve less expensive meals	Ⓐ yes	Ⓑ no	Raid garbage cans	Ⓐ yes	Ⓑ no
Serve smaller meals	Ⓐ yes	Ⓑ no			

11 How many days over the past four weeks have you missed work/training/education due to not having enough food?
Ⓐ 0 Ⓑ 1-3 Ⓒ 4-6 Ⓓ 7-9 Ⓔ 10 or more

HOUSEHOLD *continued*

12 Which of the following statements *best* describes the food eaten in your household in the past four weeks?
(A) enough of the kinds of food we want to eat
(B) enough but not always the kinds of food we want to eat
(C) sometimes not enough to eat
(D) often not enough to eat

13 Was the amount of food served in your household yesterday
(A) about usual (B) less than usual (C) more than usual

14 Have any of the following occurred in the past 90 days between you and your husband/wife/partner?

He/she yelled at me	(A) yes	(B) no	He/she hit me with a closed fist	(A) yes	(B) no
I yelled at him/her	(A) yes	(B) no	I hit him/her with a closed fist	(A) yes	(B) no
He/she pushed or shoved me	(A) yes	(B) no	He/she threatened me with a weapon	(A) yes	(B) no
I pushed or shoved him/her	(A) yes	(B) no	I threatened him/her with a weapon	(A) yes	(B) no
He/she slapped me with an open hand	(A) yes	(B) no	He/she used a weapon to harm me	(A) yes	(B) no
I slapped him/her with an open hand	(A) yes	(B) no	I used a weapon to harm him/her	(A) yes	(B) no

15 In the past 90 days, has violence by your husband/wife/partner resulted in your spending a night at any of the following:

Shelter	(A) yes	(B) no	Car	(A) yes	(B) no
Friend's house	(A) yes	(B) no	Street	(A) yes	(B) no
Relatives	(A) yes	(B) no	Other	(A) yes	(B) no

16 How many nights <u>total</u> have you been out of your place of residence in the past 90 days because of violence by your husband/wife/partner?
(A) 0 (B) 1-3 (C) 4-7 (D) 8-14 (E) 15-21 (F) 22 or more

17 How many days over the past four weeks have you missed work/training/education due to violence by your partner?
(A) 0 (B) 1-3 (C) 4-6 (D) 7-9 (E) 10 or more

WORK/TRAINING/EDUCATION

18 Generally, how satisfied are you with the work/training/education you are involved in right now?
(A) very satisfied (B) somewhat satisfied (C) neutral (D) somewhat dissatisfied (E) very dissatisfied (F) does not apply

19 Because of my family responsibility, the time I spend working/training/in education is more pressured.
(A) totally disagree (B) somewhat disagree (C) somewhat agree (D) totally agree (E) does not apply

20 Because of the responsibilities of my work/training/education, my family time is more pressured.
(A) totally disagree (B) somewhat disagree (C) somewhat agree (D) totally agree (E) does not apply

21 My working/training/education has a positive effect on my children.
(A) totally disagree (B) somewhat disagree (C) somewhat agree (D) totally agree (E) does not apply

22 Working/training/education helps me to better appreciate the time I spend with my children.
(A) totally disagree (B) somewhat disagree (C) somewhat agree (D) totally agree (E) does not apply

23 Working/training/education makes me feel good about myself, which is good for my children.
(A) totally disagree (B) somewhat disagree (C) somewhat agree (D) totally agree (E) does not apply

24 The fact that I am working/in training/in education makes me a better parent.
(A) totally disagree (B) somewhat disagree (C) somewhat agree (D) totally agree (E) does not apply

25 My work/training/education creates strains for my children.
(A) totally disagree (B) somewhat disagree (C) somewhat agree (D) totally agree (E) does not apply

26 I worry about what goes on with my children while I am working/training/in education.
(A) totally disagree (B) somewhat disagree (C) somewhat agree (D) totally agree (E) does not apply

WORK/TRAINING/EDUCATION *continued*

27 Working/training/education leaves me with too little time to be the kind of parent I want to be.
(A) totally disagree (B) somewhat disagree (C) somewhat agree (D) totally agree (E) does not apply

28 Thinking about the children interferes with my performance at work/training/education.
(A) totally disagree (B) somewhat disagree (C) somewhat agree (D) totally agree (E) does not apply

29 Working/training/education causes me to miss out on some of the rewarding aspects of being a parent.
(A) totally disagree (B) somewhat disagree (C) somewhat agree (D) totally agree (E) does not apply

30 Working/training/education leaves me with too little energy to be the kind of parent I want to be.
(A) totally disagree (B) somewhat disagree (C) somewhat agree (D) totally agree (E) does not apply

HEALTH

31 Are you currently pregnant? (A) yes (B) no

32 If yes, how far are you along in your pregnancy? (A) 1-3 months (B) 4-6 months (C) 7-9 months

33 In general, I would say my own health is:
(A) excellent (B) very good (C) good (D) fair (E) poor

34 How many days over the past four weeks have you missed work/training/education due to your health?
(A) 0 (B) 1-2 days (C) 3-4 days (D) 5-6 days (E) 7 or more

35 For how long has your health limited you in the kinds or amounts of *vigorous* activities you can do (like lifting heavy objects, running, or participating in strenuous sports)?
(A) limited for more than 3 months (B) limited for 3 months or less (C) not limited at all

36 For how long has your health limited you in the kinds or amounts of *moderate* activities you can do (like moving a table, carrying groceries, or bowling)?
(A) limited for more than 3 months (B) limited for 3 months or less (C) not limited at all

37 For how long has your health limited you in walking uphill or climbing a few flights of stairs?
(A) limited for more than 3 months (B) limited for 3 months or less (C) not limited at all

38 For how long has your health limited you in bending, lifting or stooping?
(A) limited for more than 3 months (B) limited for 3 months or less (C) not limited at all

39 For how long has your health limited you in walking one block?
(A) limited for more than 3 months (B) limited for 3 months or less (C) not limited at all

40 For how long has your health limited you in eating, dressing, bathing or using the toilet?
(A) limited for more than 3 months (B) limited for 3 months or less (C) not limited at all

41 How much time during the past month have you been a very nervous person?
(A) all the time (B) most of the time (C) a good bit of the time (D) a little of the time (E) none of the time

42 During the past month, how much of the time have you felt calm or peaceful?
(A) all the time (B) most of the time (C) a good bit of the time (D) a little of the time (E) none of the time

43 How much of the time during the past month have you felt downhearted or blue?
(A) all the time (B) most of the time (C) a good bit of the time (D) a little of the time (E) none of the time

44 During the past month, how much time have you been a happy person?
(A) all the time (B) most of the time (C) a good bit of the time (D) a little of the time (E) none of the time

45 How often during the past month, have you felt so down in the dumps that nothing could cheer you up?
(A) all the time (B) most of the time (C) a good bit of the time (D) a little of the time (E) none of the time

HEALTH *continued*

46 How many of your close friends are on welfare? (A) 0 (B) 1-2 (C) 3-4 (D) 5-6 (E) 7 or more

47 I am ashamed to admit to people that I am on welfare.
(A) totally disagree (B) somewhat disagree (C) somewhat agree (D) totally agree

48 I often feel angry that people like me never get a fair chance to succeed.
(A) totally disagree (B) somewhat disagree (C) somewhat agree (D) totally agree

49 It's unfair to make people on welfare get a job if they don't want to.
(A) totally disagree (B) somewhat disagree (C) somewhat agree (D) totally agree

50 Did you read the materials on nutrition given to you by the AFS worker?
(A) never received it (C) read it quickly but not thoroughly (D) read it thoroughly and found it useful in my daily meal preparation
(B) received it but haven't read it yet (D) read it thoroughly cover to cover

51 At your job, was someone assigned to you as a mentor? (A) Yes (B) No

52 My mentor at work and I agree about the things I will need to do to improve my situation.
(A) totally disagree (B) somewhat disagree (C) somewhat agree (D) totally agree (E) does not apply

53 What I am doing at work gives me new ways of looking at my situation.
(A) totally disagree (B) somewhat disagree (C) somewhat agree (D) totally agree (E) does not apply

54 I believe my mentor likes me.
(A) totally disagree (B) somewhat disagree (C) somewhat agree (D) totally agree (E) does not apply

55 My mentor does not understand what I am trying to accomplish in my life.
(A) totally disagree (B) somewhat disagree (C) somewhat agree (D) totally agree (E) does not apply

56 I am confident in my mentor's ability to help me at work.
(A) totally disagree (B) somewhat disagree (C) somewhat agree (D) totally agree (E) does not apply

57 My mentor and I are working toward mutually agreed upon goals.
(A) totally disagree (B) somewhat disagree (C) somewhat agree (D) totally agree (E) does not apply

58 I feel my mentor appreciates me.
(A) totally disagree (B) somewhat disagree (C) somewhat agree (D) totally agree (E) does not apply

59 My mentor and I agree on what is important for me to work on.
(A) totally disagree (B) somewhat disagree (C) somewhat agree (D) totally agree (E) does not apply

60 My mentor and I trust one another.
(A) totally disagree (B) somewhat disagree (C) somewhat agree (D) totally agree (E) does not apply

61 My mentor and I have different ideas on what my problems are at work.
(A) totally disagree (B) somewhat disagree (C) somewhat agree (D) totally agree (E) does not apply

62 My mentor and I have established a good understanding of the kind of changes that would be good for me in terms of my work.
(A) totally disagree (B) somewhat disagree (C) somewhat agree (D) totally agree (E) does not apply

63 I believe the way my mentor and I are working on my work situation is correct.
(A) totally disagree (B) somewhat disagree (C) somewhat agree (D) totally agree (E) does not apply

64 How satisfied are you with your family life?
(A) totally dissatisfied (B) very dissatisfied (C) somewhat dissatisfied (D) somewhat satisfied (E) very satisfied (F) totally satisfied

65 How many of your children have dropped out of school? (A) None (B) 1 (C) 2 (D) 3 (E) 4 (F) 5

Thank you very much for participating in this research project. If you have further questions or comments, please do not hesitate to contact Charlene Rhyne (503) 725-8014 or Norm Wyers (503) 725-5136 or Kevin Corcoran (503) 725-5000 at the Regional Research Institute.

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APPENDIX D

WORK-FAMILY STRAINS AND GAINS SCALE

Work-Family Strains and Gains Scales (Marshall & Barnerr, 1993)

	Alpha		Item-total Correlation	
	Male	Female	Male	Female
Work-family gains	.85	.86		
Having both work and family responsibilities:				
a. Makes you a more well-rounded person.			.60	.63
b. Gives your life more variety.			.58	.66
c. Allows you to use all your talents.			.67	.68
d. Challenges you to be the best you can be.			.68	.66
e. Makes you manage your time better.			.57	.63
f. Clarifies your priorities.			.51	.57
Managing work and family responsibilities as well as you you do makes you feel competent.			.64	.60
Work-family strains	.78	.81		
When you spend time with your family, you're bothered by all the things at work that you should be doing.			.31	.42
Because of your family responsibilities, you have to turn down work activities or opportunities that you would prefer to take on.			.28	.41
Because of your family responsibilities, the time you spend working is less enjoyable and more pressured (19).			.47	.58
When you spend time working, you're bothered by all the things at home or concerning your family that you should be doing.			.50	.48
Because of the requirements of your job, you have to miss out on home or family activities that you would prefer to participate in.			.44	.47
Because of the requirements of your job, your family time is less enjoyable and more pressured (20).			.58	.56
During the time set aside for work, you feel resentful because you'd really rather be spending time with your family.			.44	.51
In general, how often do you feel pulled apart from having to juggle conflicting obligations?			.59	.61
How often do the things you do add up to being just too much?			.52	.54

Work-parenting gains	.69	.73		
Your working has a positive effect on your children (21).			.42	.50
Working helps you to better appreciate the time you spend with your children (22).			.34	.38
Working makes you feel good about yourself, which is good for your children (23).			.56	.62
The fact that you are working makes you a better parent (24).			.56	.59
Work-parenting strains	.74	.82		
Your working creates strains for your children (25).			.50	.59
You worry about what goes on with your children while you're at work (26).			.42	.49
Working leaves you with too little time to be the kind of parent you want to be (27).			.72	.70
Thinking about the children interferes with your performance at work (28).			.19	.55
Working causes you to miss out on some of the rewarding aspects of being a parent (29).			.62	.59
Working leaves you with too little energy to be the kind of parent you want to be (30).			.43	.64

APPENDIX E

JOBS PLUS PROCESS EVALUATION GUIDE

JOBS PLUS EVALUATION INTERVIEW GUIDE

Code:
admin = AFS Administrators
cm = Case Mgr
cont = Contractors
crc = Community Resource Coor.
emp = Employers
imp = Local Implementation Council
jd = Job Developer
jobscl = JOBS clients
JPPcl = JOBS PLUS clients
men = Mentors
ops = Operations Mgr
state = State Advisory Bd
weladv = Welfare Advocates

A. STRUCTURE OF THE DELIVERY SYSTEM

The purpose of the following set of questions is to help us understand how the JOBS Program and JOBS Plus are conceptualized within your organization, obtain descriptions of specific program components, and be able to describe a typical client flow through JOBS and JOBS Plus.

2. Could you describe a typical client flow through (the JOBS Program, your service(s) [cm, cont, ops]

Checklist for client flow process:

names of components
length of time of components
who delivers service
names of screening/assessment tools used
names of contractors/sub-contractors/service providers

3. How would the flow you just described be the same and different for a JOBS PLUS client? [cm, ops, cont]

4. Are there any other ways the services provided to JOBS PLUS clients differ from the services provided to JOBS clients? [cm, ops, cont]

5. What are the overall goals and objectives of JOBS? [cont, ops, admin, state, imp]

6. What are the overall goals and objectives of JOBS PLUS? [ops, admin, cont, state, imp]

7 Ask the interviewee for a copy of the contract(s) for JOBS and JOBS PLUS and record arrangements made for obtaining contract(s). Make sure contract(s) include the following information. If not, make arrangements to obtain.

Contracts: [ops, admin, cont]
Program(s) Description: [ops, cont]
Organizational Charts (inc. staffing pattern): [ops, cont]
Prime Contractor/Subcontractor names: [ops, cont]
Client flow charts: [ops, cont]
Budget: [ops, cont]

Outcome measures (ops. cont)

B. DEFINITIONS OF SERVICE COMPONENTS AND ROLES OF PROVIDERS

BI. PLANNING AND IMPLEMENTATION

1. Which state and/or local agencies participated in the planning and design of JOBS PLUS? [ops, admin, prime]

2. What types of input did each agency or group provide for the design and planning of JOBS PLUS? [ops, admin, prime]

3. What was the role, if any, of state politicians or state and community leaders in the planning and design of JOBS PLUS? [ops, admin]

4. What was the rationale for the overall design of the project and for specific components?[ops, admin]

5. What barriers were encountered as JOBS PLUS was planned at the state and/or local level? [ops, admin, prime]

6. What barriers were encountered as JOBS PLUS was implemented at the state and/or local level? [ops, admin, prime]

7. What is the level of funding committed for JOBS PLUS at the state/branch/contractor level? [ops, admin, cont]

8. What is the level of funding committed for JOBS at the state/branch/contractor level? (if JOBS PLUS is part of JOBS budget, what %) [ops, admin, cont]

B2. ORGANIZATIONAL LEVEL

9. What are the responsibilities of the _____ in relation to JOBS/JOBS PLUS? [crc, jd, cont. ops;]

10. Please provide me with the name and number of anyone else who has these responsibilities. [crc, jd, cont, ops]

11. What are the staff qualifications and training requirements for your position?[crc, jd, cont, ops; cm]

12. At the time of implementation of JOBS PLUS, how many new staff (in FTE) were assigned to JOBS PLUS activities in your branch/organization? [ops; cont]

13. At the time of implementation of JOBS PLUS, how many staff (in FTE) were diverted to JOBS PLUS activities in your branch/organization? [ops; cont]

14. Who supervises you? [ops, cm]

15. Whom do you supervise? [ops]

16. How do you monitor and evaluate your supervisees? [ops]

17. How are case manager personnel issues handled? [ops, cm]

B3. SERVICE LEVEL

19. What are your specific responsibilities related to: [cm, cont]

a. orientation
b. intake
c. screening
d. EDP
e. job search assistance
f. dealing with employers
g. dealing with mentors
h. other

20. How are clients informed of random assignment to JOBS/JOBS PLUS? [cont; ops, cm]

21. How are clients informed of programs and services? [cont, ops cm]

22. How are JOBS PLUS clients notified that they are entitled to Earned Income Tax Credit?[cm, emp]

23. What help do you give them in understanding and obtaining Earned Income Tax Credit? [cm, emp]

24. How are JOBS PLUS clients notified that they are entitled to Individual Education Account? [cm, emp]?

25. What help do you give them in understanding and obtaining Individual Education Account? [cm, emp]?

26. How is nutrition education provided to JOBS PLUS clients? [cm, ops, cont]

27. Who determines which potential clients will be exempt from participation in JOBS PLUS/JOBS? [cm]

28. What are the main barriers that prevent clients from participating in JOBS/JOBS PLUS? (PROBE: individual and sytemic barriers) [cm, ops,cont]

29. How do you track JOBS/JOBS PLUS client participation? [cm;cont]

30. Who is responsible for initiating disqualification procedures in each branch? [cm]

31. What are the main reasons for disqualification? [cm;cont]

32. To what extent do staff attempt to resolve problems informally before initiating formal disqualification procedures? [cm]

33. What counseling services are provided for JOBS PLUS/JOBS clients? [cont, cm]

34. At what point(s) does counseling occur in the overall process? [cont, cm]

35. What is your understanding of the role of the mentor for JOBS PLUS clients?[crc, jd, emp; JPPcl]

36. What steps have been taken to recruit employers for JOBS PLUS?[crc, jd, imp]

37. Are you involved in job development activities for unsubsidized employment for JOBS PLUS participants? If no, is anyone doing it? [crc, jd]

38. How do you provide job search assistance for JOBS PLUS clients? [crc, jd, cont]

39. How do you provide job search tracking for JOBS PLUS clients? [crc, jd, cont]

40. To what extent do you provide follow-up activities for JOBS PLUS clients regarding employment? [crc, jd,cont]

B4. COORDINATION QUESTIONS

41. How are clients referred to: [cm, cont]

a. educational services
b. mental health services
c. drug and alcohol services
d. employment training
e. work experience (JOBS)
f. employers (JOBS PLUS)
g. other supportive services

42. How is information transferred between you and: [ops, contractors]

a. AFS
b. prime contractor
c. employer
d. mentor
e. subcontractors

43. How are problems between JOBS PLUS clients and employers resolved? [cm, cont, crc, jd]

44. How are problems between clients and contractors resolved? [cm, cont]

45. How are problems between clients and AFS case managers resolved?[cm, cont]

46 Is there any duplication of services between AFS case managers and contractors? (Probe for types and problems) (cm, cont)

C. OPINIONS ON JOBS AND JOBS PLUS PROGRAM COMPONENTS

1. What do you think of JOBS?[cont, ops, weladv, crc, jd, admin; cm]

2. What do you think of JOBS PLUS [cont, ops,weladv, crc, jd, admin; cm]

3. Is the allocation of staff to operate JOBS/JOBS PLUS sufficient? If not, where are the shortages? [cont, cm, ops]

4. What is the impact of staff shortages on the implementation of JOBS PLUS?[cm, ops; cont]

5. Is the level of funding to operate JOBS PLUS at the state/branch/organizational level adequate? [cont, ops, admin]

6. Is the level of funding committed to operate JOBS at the state/branch/organizational level adequate? [cont, ops, admin]

7 How has JOBS PLUS affected the operations of the JOBS program? [cm, ops]

8. How has JOBS PLUS affected the overall operations in your branch/organization?[cm, ops; cont]

9. How has your role been affected by JOBS PLUS? [cm]

10. How do you define self-sufficiency for JOBS PLUS? [cm, ops]

11. What are the barriers to a client achieving self-sufficiency? [cm,ops]

12. What are the barriers to developing subsidized job placements? [crc, jd, cm, ops, men]

13. What are the barriers to maintaining subsidized job placements? [crc, jd, cm, ops, men, emp]

14. What are the barriers to developing unsubsidized job placements?[crc, jd, cm, ops, men, emp]

15. What are the barriers to maintaining unsubsidized job placements?[crc, jd, cm, ops, men, emp]

16. What are the barriers to developing subsidized job placements at your work site?[emp]

17. How would you define an effective mentoring relationship? [cm, ops, crc, jd, emp]

18. In general, how effective is the mentoring relationship for JOBS PLUS clients? [cm, ops,crc, jd, emp]

19. What are the barriers to building an effective mentoring relationship? [cm, ops, crc, jd, emp]

20. What are the barriers to maintaining an effective mentoring relationship? [cm, ops,crc, jd, emp]

21 What are the incentives for employees becoming mentors? [cm, ops, crc, jd, emp]

22. Do you have any suggestions for improving the mentoring relationship? [crc, jd, ops, cm, men, emp]

23 What is the overall effect of JOBS PLUS on clients? [everyone but clients]

24 Can you identify any economic forces that may have a bearing on the implementation or effectiveness of JOBS PLUS? [everyone but clients]

25. Can you identify any political forces that may have a bearing on the implementation or effectiveness of JOBS PLUS? [everyone but clients]

26. Can you identify any social forces that may have a bearing on the implementation or effectiveness of JOBS PLUS? [everyone but clients]

D. OPINIONS ON LINKAGES, COLLABORATION AND REFERRAL

1. How well do the AFS operational procedures for implementing JOBS Plus work with: [cont, ops]

   a. employers
   b. contractors

2. How effective are the coordination methods between you and: [ops, cont, emp, cm]

   a. AFS (cont, emp)
   b. prime contractor (AFS)
   c. employer (AFS)
   d. other contractors (cm, prime)

3. How would the following issues be addressed: [ops, cont, jd, crc]

   a. a lack of employer compliance with JOBS PLUS requirements [ops, crc, jd]
   b. a breach of agreement by a JOBS contractors [ops]
   c. a breach of agreement by AFS [cont]

4. How are day-to-day problems related to JOBS/JOBS PLUS resolved within AFS? [ops, cm]

5. How are day-to-day problems related to JOBS/JOBS PLUS resolved between AFS and contractors? [ops, cont; cm, crc]

6. How are day-to-day problems related to JOBS PLUS resolved between AFS and employers? [ops; crc, jd]

E. SPECIAL POPULATIONS

1. What services in the areas of substance abuse are being provided to JOBS/JOBS PLUS clients?(probe for names of providers)? (cm, cont, ops)

3. What are the barriers to client participation in substance abuse services? (Probe individual and systemic barriers) (cm. cont. ops)

4. Are the services in the areas of substance abuse adequate? (cm. cont. ops)

5. What services in the areas of mental health are being provided to JOBS clients?(probe for names of providers)? (cm. cont. ops)

6. Are the services for mental health issues different for JOBS PLUS clients? (cm. cont. ops)

7. What are the barriers to client participation in mental health services? (Probe individual and systemic barriers). (cm. cont. ops)

8. Are the services in the areas of mental health adequate? (cm. cont. ops)

9. For non-English speaking clients, how are the following handled: (cm. cont. ops)

a.orientation
b.testing
c.employment placement for JOBS and JOBS PLUS clients
d.case management
e. contracted services
f. Any specialized services?

10. What additional services including support services are available for teen parents and pregnant teens? (cm. cont. ops)

11. Do these services differ for JOBS PLUS clients? (cm. cont. ops)

A1. Let me see if I understand how you view JOBS and JOBS PLUS. It seems that you view JOBS and JOBS PLUS as: (Based on your understanding): a) two separate programs, b) one program, c) one program within another. (Probe as needed).

12. Is there anything else you want to tell me that we haven't covered? (all)

F. UNIQUE TO EMPLOYERS

1. How, if at all, are you involved in the following JOBS PLUS activities?

a. Referral/screening of potential employees
b. Hiring process
c. Supervision of JOBS PLUS employees
d. Working with them around the EITC
e. Working with them around the IEA

2. How are JOBS PLUS employees evaluated?

a. Are you involved in the evaluation?
b. If so, explain your role?

c. Does this evaluation process for JOBS PLUS employees differ from non-JOBS PLUS employees? If so, explain

3. Why did you want to become involved in JOBS PLUS?

4. As you see it, are there barriers for employers to participating in JOBS PLUS?

5. Are there benefits for employers to participating in JOBS PLUS?

6. How much time per week (in hours) do you spend on the job in your JOBS PLUS activities?

7. How much time (in hours) per week do you spend off the job in your JOBS PLUS activities?

G. UNIQUE TO MENTORS

1. What is your role as an on-site mentor in these areas?

a. Selection process
b. Job description as mentor
c. How would you describe the fit between you and the employee you worked with?
d. Do you think it is a good idea to have a mentor?
e. How effective are you in the role of the mentor?
f. What problems have you encountered as the mentor?

2. In your opinion, how satisfied are you with JOBS PLUSemployee(s)?

3. What is your knowledge of how JOBS PLUS employees are evaluated?

a. Are you involved in the evaluation?
b. If so, explain your role?
c. Does this evaluation process for JOBS PLUS employees differ from non-JOBS PLUS employees? If so, explain.

4. Why did you want to become a mentor?

5. As you see it, are there barriers to becoming a mentor in your work site?

6. Are there benefits to being a mentor in your work site?

7. How much time per week (in hours) do you spend on the job in your mentoring activities?

8. How much time (in hours) per week do you spend off the job in your mentoring activities?

H. UNIQUE TO LOCAL IMPLEMENTATION COUNCIL AND STATE ADVISORY BOARD

1. What is the role and function of the local implementation council/advisory board?

2. How were the members of the council/advisory board selected?

3 What is the frequency of the meetings of the council/advisory board?

4. What items are generally on its agenda?

6. What have/has the local implementation councils/advisory board accomplished?

I. UNIQUE TO LOCAL IMPLEMENTATION COUNCIL

1. What is the relationship of the council with the local Private Industry Council?

J. UNIQUE TO STATE ADVISORY BOARD

1. What is the relationship of the Board with other state level board and councils responsible for the employment of low-income Oregonians?

K. UNIQUE TO BOTH JOBS AND JOBS PLUS CLIENTS

1 Tell me what has happened to you as you have moved through the program. (Probe "sifting process").

2. What do you like about JOBS/JOBS PLUS?

3. What don't you like about JOBS/JOBS PLUS?

4. How were you informed about your random assignment?

5. How did you feel when you found out you were going to be in JOBS/JOBS PLUS?

6. How did you hear about the services of JOBS/JOBS PLUS? (Probe by whom?)

7. What are the services of JOBS/JOBS PLUS?

8. Where do you get most of your information about JOBS/JOBS PLUS?

9. Have you gotten services when you needed them? Explain.

10. Following your initial contact with AFS, how much time was there before you began receiving services? (Probe flow/timing of service delivery)

11. How often do you meet with your case manager?

12. Does that work for you?

13. Does your case manager meet your needs?

14. Did anyone at AFS talk with you about barriers or obstacles to your being in JOBS/JOBS PLUS and/or to being "job ready"? (Explore who, when, how. Explore how following barriers were

addressed).

a) referral to A/D services
b) referral to MH services
c) basic education services
d) job training
e) other

15. Tell me about your experience(s) with service providers/agencies (Use language of client) Probe who, what, how, systemic issues.

16. What do you know about the exemption process?

17. What do you know about the disqualification procedures?

18. What do you think about the disqualification procedures?

19. Would anybody be willing to talk about a time your were disqualified or were almost qualified? (PROBE)

20. Who keeps track of your participation? (Probe how it is tracked)

21. Tell me how being in JOBS/JOBS PLUS has affected your life?

a. family issues
b. child care issues
c. transportation issues
d. education issues
e. other

22. What do you think JOBS/JOBS PLUS is trying to do?

23. How do you define "self-sufficiency?"

24. Is there any kind of help you need to become self-sufficient that you are not getting from the JOBS/JOBS PLUS program?

L. UNIQUE TO JOBS PLUS CLIENTS

1. Have you been notified about Earned Income Tax Credit? If so, what is your understanding of it?

2. Have you ever meet with the Job Developer or CRC? If so, describe what happened.

M. UNIQUE TO SUBSIDIZED JOBS PLUS CLIENTS

1. How did you hear about your job? Then what happened? (PROBE)

2. Tell me about your relationship with your mentor?

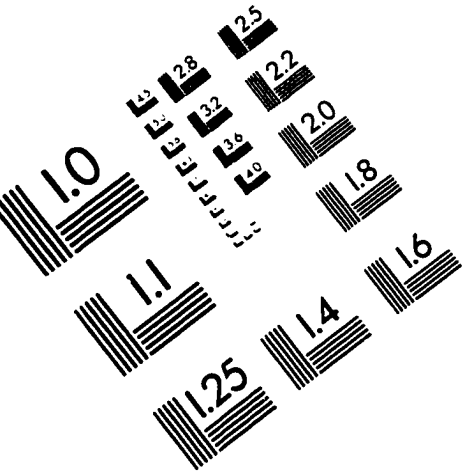
3 Are you treated the same as or different from other employees? Explain

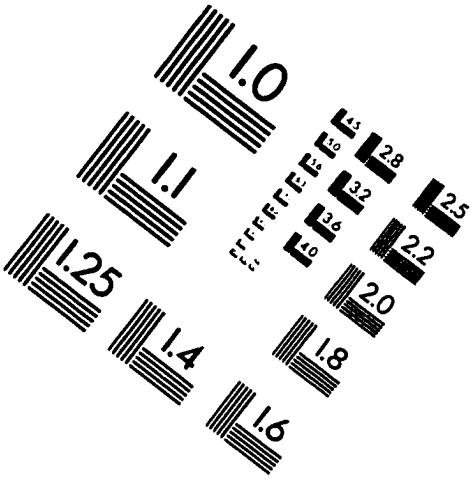
4 What kind of training have you received on the job?

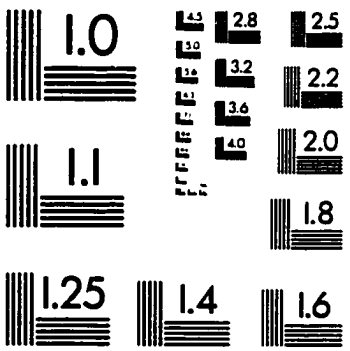
5 Have you been told about the Individual Education Account? If so, what is your understanding of it?

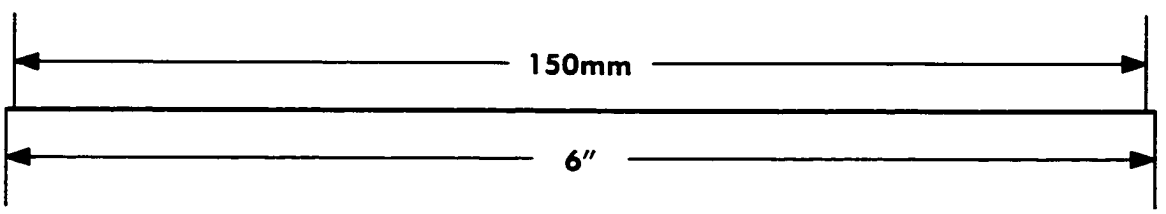
6 Tell me happened as you approached the end of your 6 months placement? end of your 9 months placement?

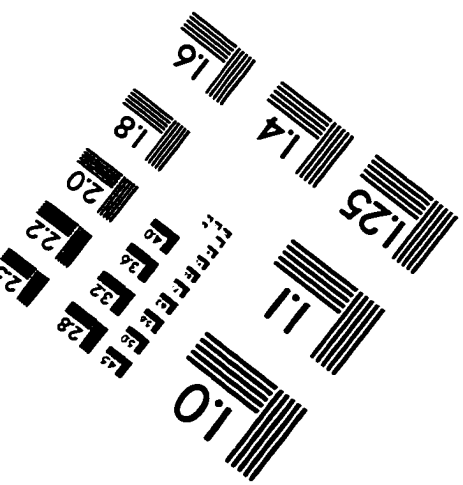
IMAGE EVALUATION
TEST TARGET (QA-3)

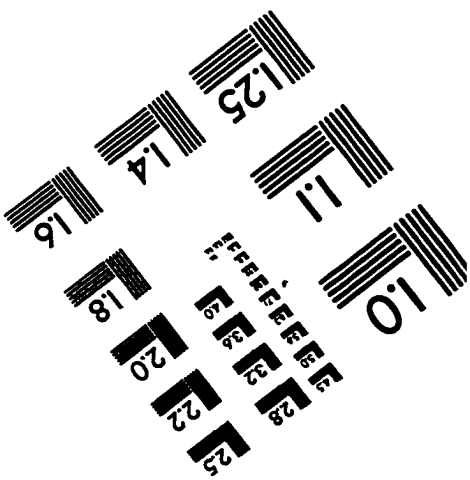












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