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Protégé and Mentor Characteristics:
Examining Individual Differences in Effective Mentoring Relationships

by

Elizabeth Lentz

A dissertation submitted in partial fulfillment
of the requirements for the degree of
Doctor of Philosophy
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mentorship learning, personal learning, mentorship quality, career success

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Dedication

I would like to dedicate this dissertation to three very special people in my life who have provided me with endless support, encouragement, and love. First, to my parents, who have always been there for me when I needed them and truly are my heroes and source of inspiration. I know I would not have come this far without knowing they were supporting me, every step of the way. I would also like to dedicate this dissertation to my wonderful husband, Damon, who has been my rock throughout this journey. He has always encouraged me to pursue my dreams and strive to be better than I thought I could be. I love you all more than words could ever express and would like to dedicate this dissertation and advanced degree to the three of you!

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Protégé and Mentor Characteristics:

Examining Individual Differences in Effective Mentoring Relationships

Elizabeth Lentz

ABSTRACT

The purpose of this study was to identify and examine the role of dispositional characteristics in effective mentoring relationships. A learning and development framework was incorporated to examine the relationships of protégé and mentor characteristics, mentoring provided, and developmental mentoring outcomes. First, relationships between individual characteristics and mentoring provided were examined. Second, relationships between individual characteristics and partner developmental outcomes were examined. Third, mentoring provided was examined as a mediator of individual characteristics and partner developmental outcomes.

The final sample consisted of 93 protégé-mentor pairs. Protégés and mentors were asked to complete an online survey measuring learning goal orientation, locus of control, self-efficacy for development, mentoring received/mentoring provided, and multiple assessments of relationship effectiveness. In general, the hypotheses were not supported, but supplemental analyses provided support for the importance of examining individual characteristics. Key findings contribute to the mentoring literature by illustrating the role of learning goal orientation and self-efficacy for development in effective mentoring relationships. Future research should investigate additional underlying mechanisms that further explain the mentorship learning exchange processes.

Chapter One

Introduction

Organizations are continuously working to develop their internal talent. One successful strategy to promote career development and employee growth is workplace mentoring programs. In general, a review of the workplace mentoring literature suggests positive outcomes are related to individuals engaging in traditional or informal mentoring relationships (Wanberg, Welsh, & Hezlett, 2003). Given these benefits, it is surprising that research investigating individual characteristics of participants engaging in workplace mentoring relationships is sparse. Of the limited research, the focus has primarily been on demographic variables such as gender, race, and age (e.g., Allen & Eby, 2004; Burke & McKeen, 1997; Dreher & Cox, 1996; Fagenson-Eland, Marks, & Amendola, 1997; Ragins & McFarlin, 1990). Moreover, research that has included characteristics beyond demographic variables has generally focused on the relationships between individual characteristics and the propensity to mentor others, motivation to mentor others, or protégé/mentor attraction (e.g., Allen, Poteet, & Burroughs, 1997; Allen, Poteet, & Russell, 2000; Allen, Poteet, Russell, & Dobbins, 1997; Olian, Carroll, & Giannantonio, 1993; Ragins & Scandura, 1999). Therefore, a study examining dispositional characteristics of protégés and mentors as predictors of mentoring functions and outcomes is warranted.

Although several mentoring frameworks have emphasized the importance of individual characteristics in the mentoring relationship (e.g., Hunt & Michael, 1983; Young & Perrewe, 2000a), notably absent from the literature is research that examines the role of dispositional or personal characteristics in these developmental relationships. Examining personal characteristics of protégés and mentors in mentoring relationships is a beneficial contribution to the mentoring literature for several reasons. From the protégé perspective, investigating protégé characteristics in mentoring relationships may help identify junior employees who would thrive in a mentoring relationship or assist those junior employees who would not (Wanberg et al., 2003). Identifying successful mentor characteristics would also be of significant value. For example, knowledge of mentor characteristics could help protégés seek out effective mentors or possibly avoid potential ineffective mentors. Moreover, employees could assess their own capacity to serve as mentors and organizations could use these characteristics to select and train mentors (Wanberg et al., 2003). Taking this one step further, given the nature of the exchange relationship, protégé and mentor characteristics are likely to relate to mentoring provided and learning and development outcomes received. This perspective suggests individual characteristics of the protégé may relate to mentoring provided and the benefits mentors receive. Similarly, mentor characteristics may relate to mentoring provided and the benefits protégés reap as a result of engaging in the mentoring relationship. Thus, examining the contribution of protégé and mentor characteristics from a dyadic perspective enhances our understanding of the role of individual differences in mentoring relationships.

Mentoring relationships are often conceptualized as exchange relationships (e.g., Allen, 2004; Hunt & Michael, 1983; McManus & Russell, 1997; Mullen, 1994; Young & Perrewe, 2000a). Social exchange theory suggests individuals will engage in relationships when the perceived rewards of the relationship will outweigh the costs of participation (Thibaut & Kelley, 1959). Another approach is to emphasize the information seeking that occurs between protégés and mentors. Mullen (1994) proposed an information exchange model in which the protégé benefits from the information gained from the mentor and vice versa. Young and Perrewe (2000a) proposed another model of the exchange relationship, specifically highlighting the importance of individual characteristics as determinants of the quality of exchange and outcomes of the relationship. Taken together, these frameworks suggest that characteristics of both the protégé and the mentor contribute to and impact what each individual gains from the relationship.

The purpose of the present research was to identify and examine the role of dispositional characteristics in effective mentoring relationships. To do this, a learning and development framework was incorporated to examine the relationships of protégé and mentor characteristics, mentoring provided, and developmental mentoring outcomes. The present study had three primary objectives. First, the relationship between individual characteristics (protégé/mentor) and mentoring provided was examined. Second, the relationship between individual characteristics (protégé/mentor) and developmental outcomes (mentor/protégé) was examined. Third, mentoring provided was examined as a mediator of individual characteristics (protégé/mentor) and developmental outcomes (mentor/protégé).

This study offers several unique noteworthy contributions to the mentoring research. First, the research objectives address an important empirical gap by examining dispositional characteristics associated with effective mentoring relationships beyond demographic variables. Second, this study extends mentoring theory by incorporating research from the learning and development literature as a framework for informing hypothesis development. Third, despite the dyadic nature of mentoring relationships, few studies have included both protégé and mentor perspectives within the same research study. By using both perspectives, the results of the present study reveal unique insights into the interpersonal dynamics of mentoring relationships.

Mentoring in the Workplace

Mentoring literature has flourished since Kram's (1983, 1985) seminal research on mentoring relationships in the workplace. Researchers continue to examine the construct of mentoring by focusing on the specific phases, functions, types, and outcomes individuals receive from engaging in workplace mentoring relationships. For the present study, the focus is limited to the concept of mentoring, benefits of mentoring for the protégé and mentor, and relevant research that has examined individual characteristics of the protégé and mentor (for a more comprehensive review, see Noe, Greenberger, & Wang, 2002 and Wanberg et al., 2003).

The Concept of Workplace Mentoring

The workplace mentoring relationship can be traditionally defined as an interpersonal experience between a less experienced employee and a more experienced employee, in which the more experienced employee (mentor) supports, guides, and orients the less experienced employee (protégé) to the various tasks, functions, and

culture within the organization (Kram, 1985). Specifically, Kram's research identified two primary functions that mentors provide to the protégé: career-related and psychosocial mentoring.

Career-related mentoring focuses on the advancement of the protégé in the organization. The dimensions of career-related mentoring are directly related to the mentor's senior status within the organization and include a range of behaviors such as sponsorship, exposure-and-visibility, coaching, protection, and providing challenging work assignments. Specifically, sponsorship involves the mentor's public support of the protégé's career that can be demonstrated through behaviors such as nominating the protégé for a promotion or a lateral move within the organization. Exposure-and-visibility involves creating opportunities for the protégé to interact with other senior individuals in the organization. For example, a mentor may assign a task that will require the protégé to develop a relationship with a member of senior management. Coaching involves sharing ideas and suggesting strategies for the protégé to accomplish work objectives or achieve career goals. Protection is important for situations that do not have a desirable outcome. In these scenarios, a mentor may protect the protégé and take the blame in order to preserve the protégé's reputation. Finally, a mentor can provide challenging assignments to the protégé in order to facilitate growth and develop specific competencies that are important for success on the job (Kram, 1985). Each of these functions includes unique mentor behaviors, tasks, and responsibilities, but each share a similar focus of promoting the growth and advancement of the protégé within the organization.

Psychosocial mentoring focuses on enhancing the protégé's sense of competence and identity. Psychosocial mentoring is related to the interpersonal relationship between

the mentor and protégé and includes the functions of role modeling, acceptance-and-confirmation, counseling, and friendship. Role modeling involves the mentor setting a good example of desirable attitudes, values, and behaviors for the protégé. Acceptance-and-confirmation involves both the mentor and protégé developing a sense of self from each other's support. This supportive relationship creates an environment in which the protégé feels comfortable taking risks and experimenting with new behaviors. Counseling involves the mentor providing a resource for the protégé to talk openly about personal concerns, fears, and anxieties in which the mentor will actively listen and provide feedback and advice based upon past personal experiences. Lastly, friendship involves mutual liking and understanding that results from the social interaction between the mentor and protégé (Kram, 1985). In general, psychosocial mentoring will assist in the development of the protégé by focusing on the personal aspects of the relationship with the mentor.

Protégé Benefits

For the most part, mentoring relationships are viewed as a rewarding experience for the protégé, mentor, and organization. Despite this assumption, the majority of research has focused on the benefits accrued by the protégé. In fact, two meta-analyses have recently synthesized the literature focusing on benefits and outcomes associated with being a protégé.

Allen, Eby, Poteet, Lentz, and Lima (2004) examined both objective and subjective career outcomes for protégés. Objective success variables included compensation, salary growth, and promotions. The subjective career variables included career satisfaction, expectations for advancement, career commitment, job satisfaction,

intention to stay, and satisfaction with mentor. Results indicated that protégés reported higher compensation, more promotions, higher levels of career satisfaction, greater expectations for advancement, more commitment to their career, and higher levels of job satisfaction than did individuals who were not mentored. There was no difference between protégés and non-protégés with regard to intentions to stay with the company. Results also suggested the amount of mentoring provided to protégés was important. Career-related mentoring was positively related to compensation, salary growth, promotions, career satisfaction, and satisfaction with the mentor. Psychosocial mentoring also positively related to compensation, promotions, career satisfaction, job satisfaction, intentions to stay with the company, and satisfaction with the mentor (Allen et al., 2004).

Underhill's meta-analytic review also compared protégés and non-protégés on several objective and subjective career outcomes (2006). Objective career outcomes included income, tenure, and number of promotions. Subjective career outcomes included job satisfaction, self-esteem, intent to stay, promotion/career advancement opportunities, organizational commitment, alternative employment opportunities, work stress, and work-family conflict. Protégés reported higher levels of organizational commitment, job satisfaction, self-esteem, and promotional opportunities, as well as lower levels of work stress and work-family conflict compared to non-protégés. No significant effect was found for income, perception of alternative employment opportunities, intent to stay, tenure, and number of promotions when compared to non-protégés (Underhill, 2006).

Mentor Benefits

More recent work has recognized the need to give empirical attention to the mentor perspective as well. Bozionelos (2004) investigated the relationship between the

amount of mentoring received, mentoring provided, and the mentor's career success in a sample of 176 administrators. Career success included both objective (e.g., promotions) and subjective (e.g., perceptions) indicators of success. Results indicated that providing more mentoring was related to higher levels of subjective and objective career success outcomes.

Lentz and Allen (in press) examined the theoretical relationship between mentoring and career plateauing. Specifically, the authors tested both experience as a mentor and mentoring provided as moderators between career plateauing and work-related attitudes among 306 government employees. Although minimal support was found for a moderating relationship, the results did indicate a direct relationship between mentor experience and work outcomes. When comparing mentors and non-mentors, mentors reported higher levels of job satisfaction, greater organizational commitment, less turnover intentions, and lower perceptions of job content plateau.

Similarly, Allen, Lentz, and Day (2006) surveyed 157 employees from a healthcare organization and compared responses of mentors and non-mentors. Results from a hierarchical regression analysis suggested that mentors reported a higher current salary, greater rate of promotion, and higher perceptions of career success than did their non-mentored counterparts after controlling for a large number of variables commonly associated with career success. Job satisfaction was also examined, but the results did not suggest a significant difference between mentors and non-mentors.

In sum, although limited, the research findings do suggest mentors benefit from engaging in a mentoring relationship. With these protégé and mentor benefits in mind, organizations will continue to promote these developmental relationships in the

workplace. Thus, it is important to consider how individual characteristics relate to both mentoring provided in the relationship and the outcomes the dyadic partner receives.

Protégé and Mentor Characteristics

Reflective of the mentoring research in general, the majority of studies that have investigated individual characteristics have been concerned with the protégé perspective. Although, as Wanberg et al.'s (2003) review highlights, this handful of studies has focused almost exclusively on characteristics related to the initiation of the mentoring relationship, characteristics that attract mentors, differences between protégés and non-protégés, and demographic characteristics related to mentoring received. Research examining the relationship between protégé dispositional characteristics, mentoring provided, and the impact these characteristics have on mentor outcomes would offer a significant contribution to the mentoring literature. From the mentor perspective, mentor characteristics have been mentioned as avenues for future research for some time. For example, in 1983, Hunt and Michael summarized the research issues on mentoring and recognized the following mentor question as important for future research: *What characteristics must individuals have to be effective as mentors?* Since this question was originally posed, only a few studies have considered mentors' disposition. Of those, the focus has been primarily on the mentor's willingness or propensity to mentor others (e.g., Allen, 2003). Thus, the answer to Hunt and Michael's research question remains unknown.

Taken together, as Dougherty, Turban, and Haggard (in press) point out, research examining the contribution of protégé and mentor personality characteristics in mentoring relationships should be a research priority. This list of mentor and protégé dispositional

attributes that might influence the dynamics of a mentoring relationship is extensive (see Allen & Poteet, 1999; Dougherty et al., in press). In the present study, a focused approach based on employee learning and development orientation theory was used. Specifically, characteristics associated with a learning and development orientation were examined in relation to learning focused outcomes of the mentoring relationship.

A Learning and Development Orientation Perspective

Maurer's learning and development orientation model provides a theoretical foundation for examining individual differences in mentoring relationships. Maurer (2002) emphasized differences in employees' participation in voluntary development activities, suggesting some employees are more likely to pursue and participate in learning activities than are others. These tendencies are contingent upon an individual's learning and development orientation. The model suggests three types of constructs influence an individual's orientation: cognitive, affective, and behavioral. Focusing on the affective and behavioral constructs, the model suggests individuals with favorable attitudes towards learning and development will participate and persist in development activities in order to shape his/her own development (Maurer, 2002). Thus, individuals actively participating in voluntary development activities possess a learning and development orientation (Maurer, 2002; Maurer & Tarulli, 1994).

Maurer's model is highly relevant to mentoring research in that mentoring has been viewed as a mutual learning exchange relationship (e.g., Kram & Hall, 1996). This conceptualization emphasizes the learning exchange in mentoring relationships, with protégés and mentors acting as co-learners and recipients of development-related outcomes. A few recent studies have provided evidence for a relationship between

mentoring and learning. Lankau and Scandura (2002) investigated antecedents and consequences of personal learning in mentoring relationships. The authors describe two facets of personal learning: relational job learning and personal skill development. Relational job learning refers to an increased understanding of the interdependence of one's job to others' jobs. Personal skill development refers to the acquisition of new skills and abilities that will promote better working relationships (Lankau & Scandura, 2002). The findings provide evidence that protégés experience greater relational job learning compared to their non-mentored counterparts. Moreover, career mentoring was positively related to relational job learning. These results highlight learning benefits for the protégé and the unique contribution a mentor can make in a protégé's career (Lankau & Scandura, 2002).

Eby and Lockwood (2005) interviewed protégés and mentors in formal mentoring programs regarding individual benefits. A total of 148 comments for protégé benefits and 45 comments for mentor benefits were recorded. Despite this large discrepancy in the number of benefits reported, both protégés and mentors reported "learning" was the most common benefit of participating in formal mentoring programs. Interestingly, the authors report the comments regarding learning benefits (i.e., understanding different parts of the business and recognizing different perspectives on work-related problems) were similar in content for both protégés and mentors, with no other similarities found regarding other relationship benefits (Eby & Lockwood, 2005). Although these findings were found within a formal mentoring context, these outcomes are likely applicable to informal mentoring relationships as well.

These findings underscore the need to focus on the learning relationship between a protégé and mentor. As Maurer's framework posits, individuals with a learning and development orientation are likely to have positive attitudes towards and actively engage in voluntary learning activities. Moreover, Maurer emphasizes the importance of individual characteristics influencing these cognitive, affective, and behavioral tendencies (2002). It is reasonable to generalize these assumptions to a traditional developmental relationship. More specifically, individuals with a learning and development orientation are likely to participate in a mentoring relationship, and not only reap personal benefits from engaging in the relationship, but also contribute to developmental outcomes for their relationship partner.

Three individual characteristics have been identified that will likely relate to protégés' and mentors' learning and development orientation. The protégé and mentor characteristics include learning goal orientation, locus of control, and self-efficacy. Consistent with Maurer's framework, I contend these individual differences are likely to predict the level of involvement and persistence in (i.e., mentoring provided) learning activities (i.e., mentoring relationships). As a result, this involvement will relate to learning outcomes for the mentor partner.

Learning goal orientation. Learning goal orientation can best be described as a relatively stable dispositional trait that may be influenced by situational characteristics (Button, Mathieu, & Zajac, 1996). Individuals with a learning goal orientation will strive to understand something new and will work hard to increase their competence on the specified objective (Button et al., 1996; Dweck, 1986). Maurer (2002) suggests individuals with a learning goal orientation will view challenge as an opportunity to learn

rather than as a risk for failure, responding with increased effort or a different approach to the problem at hand. Therefore, engaging in a challenging development activity will be related to positive affect and behavioral involvement (Maurer, 2002).

Godshalk and Sosik (2003) suggest that mentoring relationships would benefit from a learning goal orientation perspective; such that the relationship will be enhanced with a clearer understanding of each partner's learning goal orientation. Using a sample of 217 mentor-protégé dyads, the authors examined the similarity between mentor and protégé learning goal orientation and mentoring functions and outcomes received by the protégé. Specifically, protégés with high levels of learning goal orientation, similar to their mentors, reported higher levels of mentoring received, career development, and career satisfaction compared to protégés with lower levels of learning goal orientation similar to their mentors (Godshalk & Sosik, 2003). As these authors suggest, protégé and mentor learning goal orientation is related to the mentoring relationship.

Locus of control. Locus of control can be defined as the extent that individuals believe they have control over the reinforcements in their lives. Individuals with an “internal” locus of control believe they control the events and reinforcements in their life. On the other hand, individuals with an “external” locus of control believe that other circumstances beyond their control, such as fate or luck, control these events and reinforcements (Rotter, 1966; Spector 1982; Spector, 1996). From a learning perspective, it seems likely that individuals with an internal locus of control will perceive learning activities as an opportunity to take control over their personal development.

A handful of studies have investigated the role of locus of control in mentoring relationships with mixed results. Noe (1988) examined protégé locus of control within

formally assigned mentoring relationships. In general, protégés tended to have an internal locus of control. However, results did not provide support for a relationship between locus of control, effective utilization of the mentor, and the amount of time spent with the mentor. Aryee, Lo, and Kang (1999) investigated protégé locus of control among 184 Chinese employees. Findings indicated protégé locus of control was not significantly related to mentoring received.

On the other hand, Turban and Dougherty (1994) provided evidence that protégé locus of control does relate to mentoring. More specifically, individuals with internal locus of control were more likely to initiate the formation of a mentoring relationship, which completely mediated the relationship between locus of control and career and psychosocial mentoring received. From the mentor perspective, Allen, Poteet, Russell, and Dobbins (1997) examined the relationship between locus of control and willingness to mentor. The authors surveyed 607 state government supervisors on two variables of willingness to mentor: intention to mentor and perceived barriers to mentoring. Findings indicated mentor internal locus of control was positively related to intention to mentor but not related to perceived barriers of mentoring.

One explanation for the discrepancy across studies is the context in which locus of control was examined. For example, these studies assessed a variety of different factors, including time spent with mentor, initiation of mentoring relationship, and intent to mentor. Examining locus of control from a learning perspective suggests locus of control will relate to involvement in learning activities. The present study attempted to clarify the role of locus of control by examining the relationship between locus of control

and both protégé and mentor perspectives of mentoring provided and learning outcomes received.

Self-efficacy for development. Self-efficacy is generally defined as an individual's belief that he/she can perform a task well (Bandura, 1982). Maurer (2002) posits self-efficacy is an important trait related to attitudes towards development activities such that individuals with high self-efficacy towards a specific task will likely view the task as favorable because he/she perceives him/herself to be competent in the task. Maurer and Tarulli (1994) provided empirical support that self-efficacy relates to interest and participation in development activities. These findings suggest perceptions regarding an individual's ability are a promising avenue of research for protégé and mentor characteristics. For the present study, rather than a limited focus on specific tasks (i.e., general self-efficacy), self-efficacy for development will be investigated. Maurer and Tarulli (1994) define relative self-efficacy for development as one's belief that he/she is capable to learn at a level at or above the average when participating in a development activity. Since mentoring relationships are development activities focused on career development and learning, self-efficacy for development is likely to be related to mentoring involvement.

Day and Allen (2004) examined the role of career self-efficacy in protégé career success. Specifically, the authors surveyed 125 municipal employees regarding their protégé experience, career self-efficacy, and perceptions of career success. Although not directly related to protégé experience, results provided evidence that career self-efficacy was positively related to career mentoring received and approached significance for psychosocial mentoring received ($p=.06$). Additionally, career self-efficacy was related to

indicators of protégé career success. These findings are consistent with Maurer's framework, suggesting individuals with high self-efficacy will be more involved in development activities, thus learning and benefiting from the mentoring relationship.

In sum, research suggests these dispositional characteristics are related to an individual's learning and development orientation, thus contributing to involvement in voluntary learning activities such as mentoring relationships. However, research examining these characteristics in relation to mentoring provided and partner outcomes is necessary in order to gain a richer understanding of the development process and learning exchange.

Study Hypotheses

There are numerous outcomes that might reflect an effective mentoring relationship. For the present study, in line with a learning and development framework, multiple operationalizations of effective mentoring relationships that focus on learning outcomes and benefits were selected. First, learning outcomes included mutual mentorship learning and personal learning (relational job learning and personal skill development) (Allen & Eby, 2003; Lankau & Scandura, 2002). Second, mentorship quality was also examined (Allen & Eby, 2003). This outcome variable assessed the quality of and satisfaction with the learning exchange between protégés and mentors. Finally, career success was investigated as a subjective career-related outcome variable (Turban & Dougherty, 1994). Perceptions of career success are likely a benefit from engaging in learning and development activities related to work. These criterion variables were selected based upon relevance to the learning model, as well as the importance of

considering both individual and relational indicators of effectiveness (Young & Perrewe, 2000a).

Each set of hypothesized relationships is comprised of three primary research issues. First, direct relationships between protégé and mentor characteristics and mentoring provided were proposed. The assumptions underlying the direct relationship between characteristics and mentoring provided is that individual differences will relate to the amount of involvement and participation in (i.e., mentoring provided) the relationship, such that characteristics related to a learning and development orientation will relate to more mentoring provided.

Second, direct relationships between individual characteristics and development outcomes were examined. As Allen and Poteet (1999) suggest, “a study in which mentor characteristics are assessed and then correlated with protégé reports regarding outcomes of the mentoring relationships would be especially useful” (p. 68). Similarly, a study in which protégé characteristics are assessed and correlated with mentor outcomes is also a significant contribution. The proposed relationships between individual characteristics and partner outcomes are generally based on the assumption that individuals in a mentoring relationship paired with someone with a learning and development orientation will receive more learning benefits in the relationship compared to individuals paired with someone who does not have a learning and development orientation.

Third, mediator relationships were tested to examine the mechanism by which individual characteristics related to mentoring effectiveness outcomes. A mediator can be described as a variable that accounts for the relationship between a predictor and the criterion. Whereas a moderator variable specifies *when* certain relationships will hold,

mediator variables specify *how* and *why* the predictors affect the criterion (Baron & Kenny, 1986). In the present study, mentoring provided was examined as a potential mediator for the relationship between individual characteristics (predictors) and development outcomes (criterion). Specifically, I predicted individual characteristics relate to learning outcomes because individual differences relate to mentoring provided in the relationship. Further, in order for learning and development benefits to transpire, mentoring behaviors need to occur. For example, a mentor with characteristics related to a learning and development orientation will likely provide more mentoring to the protégé. In turn, the protégé will receive more learning outcomes from a mentor who is more involved and engaged in the mentoring relationship. In other words, it was proposed that mentoring provided would explain the process by which individual characteristics relate to partner developmental outcomes. Figures 1 and 2 portray a framework of all hypothesized relationships.

The Role of Learning Goal Orientation

Individuals with a high learning goal orientation are motivated by selection of and success in challenging tasks (Button et al., 1996; Godshalk & Sosik, 2003). Maurer (2002) suggests learning goal orientation is related to the participation and involvement in learning and development activities. Godshalk and Sosik's (2003) findings indicate more mentoring received and protégé outcomes attained when protégé and mentor learning goal orientations were high. Additionally, Allen et al.'s (1997) content analyses identified protégé learning orientation as an important factor attracting mentors to protégés. It also seems likely that protégés would seek mentors with a learning goal orientation. Consistent with these findings, I proposed learning goal orientation will

positively relate to mentoring provided and to partner outcomes. Additionally, mentoring provided may serve as a mechanism for an indirect relationship between learning goal orientation and development outcomes. Thus, the following set of hypotheses was proposed:

Hypothesis 1a: Protégé learning goal orientation will positively relate to career and psychosocial support provided by the mentor.

Hypothesis 1b: Protégé learning goal orientation will positively relate to mentor outcomes (mentorship learning, personal learning, mentorship quality, and career success).

Hypothesis 1c: Career and psychosocial support provided by the mentor will mediate the relationship between protégé learning goal orientation and mentor outcomes (mentorship learning, personal learning, mentorship quality, and career success).

Hypothesis 2a: Mentor learning goal orientation will positively relate to career and psychosocial support provided by the mentor.

Hypothesis 2b: Mentor learning goal orientation will positively relate to protégé outcomes (mentorship learning, personal learning, mentorship quality, and career success).

Hypothesis 2c: Career and psychosocial support provided by the mentor will mediate the relationship between mentor learning goal orientation and protégé outcomes (mentorship learning, personal learning, mentorship quality, and career success).

The Role of Locus of Control

Locus of control concerns the degree that individuals feel they have control over the events and reinforcements in their lives (Rotter, 1966; Spector 1982). Individuals with an internal locus of control (rather than an external) perceive more control over the reinforcements in their lives. Moreover, as Noe (1988) highlights, individuals with an internal locus of control may increase the probability of rewards because he/she may exert more effort to take advantage of development opportunities that may arise compared to individuals with an external locus of control. Thus, taking into account both the protégé and mentor perspectives, individuals with internal locus of control are perceived to exert more effort in development activities, thus providing additional benefit to their partners. Moreover, this level of effort (mentoring provided) may explain the relationship between locus of control and partner outcomes. With this in mind, the following hypotheses were proposed:

Hypothesis 3a: Protégé internal locus of control will positively relate to career and psychosocial support provided by the mentor.

Hypothesis 3b: Protégé internal locus of control will positively relate to mentor outcomes (mentorship learning, personal learning, mentorship quality, and career success).

Hypothesis 3c: Career and psychosocial support provided by the mentor will mediate the relationship between protégé internal locus of control and mentor outcomes (mentorship learning, personal learning, mentorship quality, and career success).

Hypothesis 4a: Mentor internal locus of control will positively relate to career and psychosocial support provided by the mentor.

Hypothesis 4b: Mentor internal locus of control will positively relate to protégé outcomes (mentorship learning, personal learning, mentorship quality, and career success).

Hypothesis 4c: Career and psychosocial support provided by the mentor will mediate the relationship between mentor internal locus of control and protégé outcomes (mentorship learning, personal learning, mentorship quality, and career success).

The Role of Self-Efficacy

Self-efficacy has been identified as an important trait related to an individual's learning and development orientation, thus related to involvement and participation in learning activities (Maurer, 2002; Maurer & Tarulli, 1994). Day and Allen (2004) provided initial evidence for the role of self-efficacy in mentoring relationships. Consistent with Maurer's framework, individuals with high self-efficacy are likely to have favorable attitudes towards engaging in mentoring relationships. Thus, protégés and mentors are likely to report receiving and providing more mentoring. For example, a mentor high in self-efficacy will likely provide more mentoring based upon perceived competence in his/her career. In turn, high levels of mentoring will relate to more development benefits and outcomes. According, the following relationships were proposed:

Hypothesis 5a: Protégé self-efficacy will positively relate to career and psychosocial support provided by the mentor.

Hypothesis 5b: Protégé self-efficacy will positively relate to mentor outcomes (mentorship learning, personal learning, mentorship quality, and career success).

Hypothesis 5c: Career and psychosocial support provided by the mentor will mediate the relationship between protégé self-efficacy and mentor outcomes (mentorship learning, personal learning, mentorship quality, and career success).

Hypothesis 6a: Mentor self-efficacy will positively relate to career and psychosocial support provided by the mentor.

Hypothesis 6b: Mentor self-efficacy will positively relate to protégé outcomes (mentorship learning, personal learning, mentorship quality, and career success).

Hypothesis 6c: Career and psychosocial support provided by the mentor will mediate the relationship between mentor self-efficacy and protégé outcomes (mentorship learning, personal learning, mentorship quality, and career success).

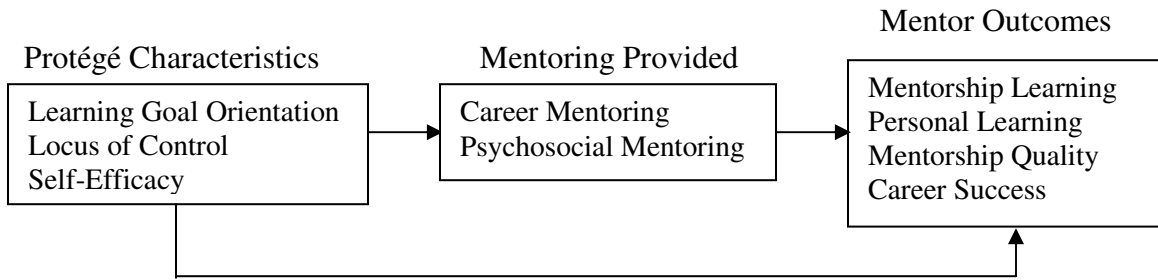


Figure 1. Proposed relationships for protégé characteristics, mentoring provided, and mentor development outcomes

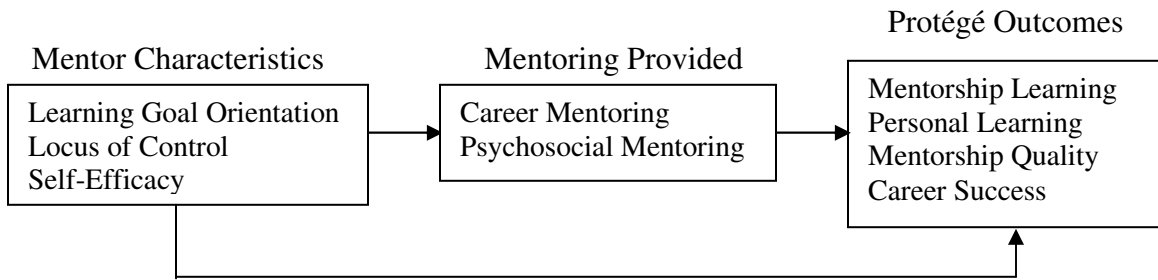


Figure 2. Proposed relationships for mentor characteristics, mentoring provided, and protégé development outcomes

Chapter Two

Method

Participants

The final sample included responses from 93 matched protégé-mentor dyads. The demographic characteristics of the final sample (N = 186), protégé sample (N = 93), and mentor sample (N = 93) are presented in Table 1. The majority of respondents were female (53.8%) and Caucasian/White (91.4%). Approximately 90% of the sample was employed full-time, with 61.3% working in managerial positions. The average job tenure was 7.86 years ($SD = 8.06$) and average organization tenure was 11.92 years ($SD = 9.06$). The sample included a vast range of job titles such as Appraiser, Accountant, Civil Engineer, Guidance Counselor, and Paramedic. The majority of participants worked in the government sector (46.8%), but participants also held positions in a number of other industries such as Hospitality (9.7%), Military (8.1%), Insurance (6.5%) Service (5.9%), Retail (4.3%), and Consulting (3.8%).

Somewhat typical of mentoring relationships, the majority of mentors were male (55.9%) and Caucasian/White (91.4%). When comparing protégés and mentors, mentors tended to be older and slightly more educated than protégés. Reflective of a mentor's senior status, approximately 77.4% of mentors held managerial positions compared to 45.2% for protégés. Additionally, mentor average job and organization tenure were significantly longer than protégé job and organization tenure.

Table 1
Demographic Characteristics of Participants

Variable	Total Sample N = 186		Protégé Sample N = 93		Mentor Sample N = 93	
	N	%	N	%	N	%
Gender						
Male	83	44.6	31	33.3	52	55.9
Female	100	53.8	60	64.5	40	43.0
Race/Ethnicity						
Caucasian/White	170	91.4	85	91.4	85	91.4
African-American	1	0.5	1	1.1	0	0.0
Hispanic	5	2.7	3	3.2	2	2.2
Asian	2	1.1	1	1.1	1	1.1
Native American	2	1.1	1	1.1	1	1.1
Other	2	1.1	0	0.0	2	2.2
Age						
< 20	2	1.1	2	2.2	0	0.0
21 – 25	9	4.8	8	8.6	1	1.1
26 – 30	16	8.6	15	16.1	1	1.1
31 – 35	13	7.0	11	11.8	2	2.2
36 – 40	21	11.3	12	12.9	9	9.7
41 – 45	26	14.0	14	15.1	12	12.9
46 – 50	26	14.0	10	10.8	16	17.2
51 – 55	26	14.0	8	8.6	18	19.4
56 – 60	27	14.5	7	7.5	20	21.5
61 – 65	10	5.4	2	2.2	8	8.6
65 +	4	2.2	0	0.0	4	4.3
Education						
Some High School	1	0.5	0	0.0	1	1.1
High School Degree	34	18.3	19	20.4	15	16.1
Some College	60	32.3	37	39.8	23	24.7
Associate Degree	16	8.6	4	4.3	12	12.9
Bachelor Degree	47	25.3	17	18.3	30	32.3
Master Degree	13	7.0	8	8.6	5	5.4
Doctorate Degree	13	7.0	6	6.5	7	7.5

Note.

N = Number of Participants

% = Percentage of Participants

SD = Standard Deviation

Numbers and percentages may not sum to total sample size due to missing data

Table 1 (Continued)

Variable	Total Sample N = 186		Protégé Sample N = 93		Mentor Sample N = 93	
	N	%	N	%	N	%
Job Description						
Non-Managerial	65	34.9	45	48.4	20	21.5
Managerial	114	61.3	42	45.2	72	77.4
Employment Status						
Not Currently Employed	3	1.6	1	1.1	2	2.2
Part-time	12	6.5	6	6.5	6	6.5
Full-time	168	90.3	83	89.2	85	91.4
Industry						
Manufacturing	1	0.5	1	1.1	0	0.0
Government	87	46.8	43	46.2	44	47.3
Hospitality	18	9.7	8	8.6	10	10.8
Medical/Social Service	5	2.7	3	3.2	2	2.2
Retail	8	4.3	4	4.3	4	4.3
Communications	2	1.1	1	1.1	1	1.1
Service	11	5.9	5	5.4	6	6.5
Education	2	1.1	0	0.0	2	2.2
Financial Services	2	1.1	1	1.1	1	1.1
Technology	1	0.5	0	0.0	1	1.1
Military	15	8.1	9	9.7	6	6.5
Consulting	7	3.8	3	3.2	4	4.3
Insurance	12	6.5	6	6.5	6	6.5
Real Estate	2	1.1	2	2.2	0	0.0
Other	11	5.9	5	5.4	6	6.5
Tenure (in Years)						
	Mean	SD	Mean	SD	Mean	SD
Job	7.86	8.06	4.86	4.90	10.97	9.42
Organization	11.92	9.06	8.36	7.13	15.52	9.40

Note.

N = Number of Participants

% = Percentage of Participants

SD = Standard Deviation

Numbers and percentages may not sum to total sample size due to missing data

The mentoring relationship characteristics are displayed in Table 2. These relationship characteristics are based upon the protégé-mentor dyad. Only informal, or traditional, mentoring relationships were included in the current study. At the time of the mentoring relationship, most protégés and mentors worked for the same organization (92.5%) and approximately 60.2% of the mentors were a direct supervisor to the protégé. Again reflective of a mentor's senior status, approximately 93% of the mentors were at least one level above the protégé in the organization. At the time of the study, 73.1% of the participants indicated the mentoring relationship was still ongoing.

The initial sample included responses from 112 protégés and 95 mentors. The protégé sample was screened using a number of criteria. First, protégés were asked to report on traditional workplace mentoring relationships. As a check, participants were provided with descriptions of formal and informal mentoring relationships and were asked to indicate which type of relationship best described their mentorship. Only informal relationships (i.e., traditional mentoring relationships) were included in the study. This criterion resulted in the exclusion of one set of protégé responses. Second, protégés were asked to provide a current email address for their mentor. If mentor contact information was not provided, the protégé was removed from the sample. A total of four protégés were removed because a mentor email address was either not provided or the email was returned as undeliverable. Finally, protégé surveys with substantial missing data (i.e., more than two items on a primary study measure were incomplete) were excluded from the study. Taken together, these criteria resulted in responses from 101 protégés. Thus, 101 mentors were invited to participate in the current study. A total of six mentors were non-responsive and two mentors failed to complete the majority of primary

mentor measures. The final sample included matched responses from 93 protégé-mentor dyads.

Table 2
Mentoring Relationship Characteristics

Variable	Protégé – Mentor Dyads N = 93	
	N	%
Mentoring Relationship Type		
Formal	0	0.0
Informal	93	100.0
Same Organization		
No	5	5.4
Yes	86	92.5
Mentor Supervisor Status		
No	37	39.8
Yes	56	60.2
Mentor Organization Level		
At the Same Level as Protégé	6	6.5
1 Level Above Protégé	36	38.7
2 Levels Above Protégé	26	28.0
3 or more Levels Above Protégé	25	26.9
Mentoring Relationship Status		
Relationship Ended	25	26.9
Relationship Ongoing	68	73.1

Note.

N = Number of Participants

% = Percentage of Participants

Numbers and percentages may not sum to total sample size due to missing data

Generally speaking, the sample attrition rate is somewhat lower than expected. One reason for this may be because the study materials clearly indicated both protégé and mentor responses were required for the study. Therefore, many protégés may have excluded themselves from the study if he/she was either unable or unwilling to have the mentor contacted. For example, one potential participant indicated her mentor was dead. Another protégé indicated he did not want to participate because he did not want his mentor to know he considered him to be a mentor. Additionally, protégés were encouraged to contact their mentors regarding study participation. Thus, instructing protégés at the onset of the study that mentor responses were required for participation appears to have resulted in a lower mentor attrition rate.

Response rate. Mentoring relationships are often described as the most intense development relationship a person can have (e.g., Wanberg, et al., 2003). For this reason, we should not expect every individual has engaged in a workplace mentoring relationship. Thus, a snowball sampling strategy was employed to attain a sufficient sample size. Approximately 250 potential protégés from three government organizations located in the southeastern United States were invited to participate. Additionally, each of these potential protégés was encouraged to forward the survey materials to colleagues, co-workers, and friends as appropriate.

With this sampling strategy, there are a number of factors that make calculating a response rate difficult. First, you must be able to differentiate between participants who are eligible to participate in the study and those who are not. For example, although the study materials were sent to 250 potential protégés, it is necessary to determine the exact number of individuals who actually have protégé experience. Second, participants were

asked to forward the study materials to other potential protégés. Thus, it is necessary to determine how many additional people the survey materials were distributed to. To address these points, non-participation survey links were created. Specifically, in addition to the protégé survey link, participants were given the option of selecting two other survey links: protégé experience/non-participation link or no protégé experience/non-participation link. These links were created in order to count the number of individuals who received the study materials but either decided they did not want to participate or they were ineligible to participate because he/she did not have a mentor. Unfortunately, participants did not utilize these links as expected, with only 5 employees selecting the protégé experience/non-participation link and 28 employees selecting the no protégé experience/non-participation link. However, many employees did indicate forwarding the materials to others as appropriate. For example, although not typical, one participant sent the study materials to an additional 38 potential protégés. A reasonable estimate is that each employee forwarded the materials to 1 potential protégé. With this in mind, the approximate number of potential protégé participants would be 500. This would give us a lower bound response rate estimate of 22% for protégés (112 out of 500 potential protégés) and 92.1% for mentors (93 out of 101 mentors contacted).

Procedure

A non-probability snowball sampling strategy was used to obtain a sample of protégé-mentor pairs. The initial contact began with the recruitment of protégés from organizations that did not have a formal mentoring program in place. Specifically, an information email was sent to employees from three government organizations. One of these organizations also posted the information email on the company's intranet. The

protégé information email included (1) a brief description of the study, (2) a definition of a traditional mentoring relationship, (3) a screen for protégé experience, (4) a statement encouraging employees to forward the information email to colleagues and friends as appropriate, and (5) contact information for the author (Appendix A). Approximately, one week after the protégé information email was distributed, a reminder email was sent to participants (Appendix B). Additionally, a Frequently-Asked-Questions (FAQ) document was attached to both of these emails to address potential concerns and questions regarding the study (Appendix C).

The protégé information email included all materials necessary for protégé participation. Specifically, the protégé information email contained three survey links. The first survey link directed protégés to the online protégé survey (Appendix D). The second survey link was created to track protégés that did not want to participate in the study (Appendix E). The third survey link was created for participants who were not eligible to participate because he/she did not have a mentor during the course of his/her career (Appendix F).

The online protégé survey included measures of protégé personality, mentoring received, and protégé outcomes. Additionally, protégés were asked to provide three critical pieces of information. First, protégés were asked to develop a unique code, consisting of at least 6 letters, numbers, or a combination of both, to be used to match protégé-mentor pairs. Second, protégés were asked to provide a current email address for their mentor. Third, protégés were asked to provide their own first and last name to be included in the subject line of the mentor information email. The online protégé survey

was designed such that protégés were unable to progress through the survey without first providing these three pieces of information.

Upon completion of the protégé survey, a mentor information email was sent to each mentor identified. The mentor information email included (1) a brief description of the study, (2) a definition of a traditional mentoring relationship, (3) the name of the protégé in the subject line of the email, (4) the unique code created by the protégé, and (5) contact information for the author (Appendix G). The FAQ document was also attached to the mentor information email to address potential concerns and questions the mentor may have regarding the study. Approximately, one week after the mentor information email was distributed, a reminder email was sent to mentors (Appendix H).

The mentor information email included all materials necessary for mentor participation. The mentor email contained two survey links. The first survey link directed mentors to the online mentor survey (Appendix I). Once accessing the survey, mentors were required to enter the unique code created by the protégé and respond to the questions based upon the mentoring relationship with the protégé identified in the subject line of the mentor information email. The mentor survey included measures of mentor personality, mentoring provided, and mentor outcomes. The second mentor survey link was created to track mentors that did not want to participate in the study (Appendix J).

Participants were given full disclosure regarding the use of online instruments. As part of the FAQ document, participants were advised of the risks associated with online surveys stating: “Although the server the survey is hosted on is secure, there are always dangers associated with using the internet and intranet. Although unlikely, it is possible that unauthorized individuals could gain access to your responses. If you are worried

about this occurring, but would still like to participate, you can contact Elizabeth Lentz from the University of South Florida at emlantz@mail.usf.edu to obtain a paper and pencil version of the survey.” No participants requested a paper-and-pencil version.

The protégé and mentor surveys were hosted on a secure server by a reputable survey software program. Potentially identifying information, such as mentor email address, protégé name, and IP addresses were deleted from the database. Only information obtained voluntarily from protégés and mentors was stored in a secure database for data analyses. The unique numeric code created by the protégés was used to identify mentor-protégé pairs. Participation was voluntary and all individual responses were kept confidential.

Mentoring Measures

Protégé experience screen. A definition of mentoring relationships was provided in the protégé information email and used to screen for protégé experience (Ragins, 1989; Ragins & Cotton, 1999):

“A mentor is generally defined as a higher ranking, influential individual in your work environment who has advanced experience and knowledge and is committed to providing upward mobility and support to your career. A mentor may or may not be in your organization and he/she may or may not be your immediate supervisor. During the course of your career, have you had a mentor?

If respondents indicated “yes” and were willing to participate in the current study, he/she was asked to complete the protégé survey. This definition was also provided in the mentor information email to provide context for the study and the relationship identified by the protégé.

Mentoring provided. Protégé and mentor reports of career and psychosocial mentoring were assessed by the Mentor Role Instrument (MRI; Ragins & McFarlin, 1990). The MRI was developed to assess the full range of mentor roles from the protégé perspective. In the present study, these items were modified to also reflect the mentor perspective. Both protégés and mentors were instructed to respond to these items based upon the relationship identified in the protégé screen (i.e. current mentor (protégé perspective) or mentoring provided to the protégé identified in the mentor information email (mentor perspective)).

Career mentoring was measured by fifteen items. This measure included three items for each of the career roles (sponsor, coach, protect, challenging assignments, and exposure). From the protégé perspective, a sample item includes, “My mentor assigned me tasks that pushed me into developing new skills.” From the mentor perspective, a sample item includes, “As a mentor, I assigned my protégé tasks that pushed him/her into developing new skills.” Psychosocial mentoring was measured by fifteen items. Each of the psychosocial roles was assessed by three items (friendship, social, role model, counsel, and acceptance). From the protégé perspective, a sample item includes, “My mentor provided support and encouragement.” From the mentor perspective, a sample item includes, “As a mentor, I provided support and encouragement.” Responses were scored on a five-point scale ranging from “Strongly Disagree” to “Strongly Agree.” Responses were scored such that higher scores indicated more mentoring provided.

Prior research provided support for the reliability of these mentoring measures. Ragins and McFarlin reported internal consistency estimates for each of the mentor roles ranging from .77 to .93. For the present study, coefficient alpha for the protégé sample

was .92 for career mentoring and .91 for psychosocial mentoring. For the mentor sample, coefficient alpha was .91 for career mentoring and .85 for psychosocial mentoring. The mentoring provided items from the protégé and mentor perspective are provided in Appendix K and L, respectively.

Individual Characteristic Measures

Learning goal orientation. Protégé and mentor learning goal orientation were measured by Button et al.'s (1996) 8-item learning goal orientation scale. A sample item includes, "I prefer to work on tasks that force me to learn new things." Button et al. (1996) reported acceptable internal consistency estimates for the measure (e.g., .82, .85). The internal consistency estimates for the present study were .89 for protégés and .90 for mentors. A five-point response scale was used with responses ranging from "Strongly Disagree" to "Strongly Agree." Higher scores indicated higher levels of learning goal orientation. The learning goal orientation items are provided in Appendix M.

Locus of control. Protégé and mentor locus of control were assessed using the 16-item Work Locus of Control Scale (WLCS; Spector, 1988). A sample item includes, "A job is what you make of it." A five-point response scale was used with responses ranging from "Strongly Disagree" to "Strongly Agree." Previous research does provide evidence of acceptable internal consistency (Spector, 1988). For the present study, coefficient alpha was .66 for protégés and .84 for mentors. Scores were computed such that lower scores indicated an internal locus of control. Items from the WLCS measure are available in Appendix N.

Self-efficacy for development. A self-efficacy for development measure was selected as opposed to a general self-efficacy measure based upon the scope and focus of

the present study. Four items were used to assess self-efficacy for development (Maurer & Tarulli, 1994). A sample item is “I could learn as well as most other participants in a developmental learning activity.” The authors report an acceptable internal consistency estimate of .77. For the present study, the internal consistency estimates were .85 for protégés and .90 for mentors. A five-point response scale was used with responses ranging from “Strongly Disagree” to “Strongly Agree.” Higher scores indicated higher levels of self-efficacy for development. The self-efficacy items are presented in Appendix O.

Mentoring Effectiveness Measures

Mutual mentorship learning. Five items from Allen and Eby’s (2003) mentorship learning scale were used to assess relationship-based learning. The scale was modified to include both the protégé and mentor perspectives. A sample item is “My mentor (protégé) gave me a new perspective on many things.” Previous research has provided high internal consistency estimates (e.g., $\alpha = .88$; Allen & Eby, 2003). For the present study, coefficient alpha was .76 for protégés and .91 for mentors. A five-point response scale was used with responses ranging from “Strongly Disagree” to “Strongly Agree.” Higher scores indicated a greater deal of learning occurred within the relationship. The mutual mentorship learning items are provided in Appendix P.

Personal learning. Lankau and Scandura (2002) developed twelve items to measure two dimensions of personal learning (relational job learning and personal skill development). Six items assessed relational job learning. A sample item is “I have increased my knowledge about the organization as a whole.” Six items assessed personal skill development. A sample item includes, “I have learned how to communicate

effectively with others.” The authors reported reliability estimates of .82 for relational job learning and .84 for personal skill development.

Because the personal learning measure is a relatively new measure, common factor analysis was performed to determine if the two-factor structure would hold for the study sample. Both protégé and mentor responses were subjected to principle axis factoring with promax rotation. When a two-factor solution was specified, the factor pattern for protégé and mentor responses did not match the two factors identified by Lankau and Scandura (2002). Instead, results indicated a one-factor solution provided the more interpretable solution (Table 3). Specifically, for both protégé and mentor responses, one factor was extracted with an eigenvalue greater than one. This single factor accounted for approximately 53% of the total variance for both protégé and mentor responses. Although the factor analytic results suggested the first two items loaded on a second factor, the data did not provide support for an interpretable second factor. Further, reliability analyses did not suggest the coefficient alpha would increase as a result of dropping these two items from the protégé and mentor scales. Taken together, these findings suggest the twelve items should be combined into a single personal learning scale.

The combined twelve-item personal learning scale was used for hypothesis testing. The internal consistency estimates were .92 for both protégé and mentor scores. A five-point response scale was used with responses ranging from “Strongly Disagree” to “Strongly Agree.” Higher scores indicated higher levels of personal learning. The personal learning items are available in Appendix Q.

Table 3

Factor Loadings for Personal Learning Items

#	Item	Protégé		Mentor	
		Factor I	Factor II	Factor I	Factor II
RJL1	I have gained insight into how another department functions.	.05	.70	-.18	1.05
RJL2	I have increased my knowledge about the organization as a whole.	-.14	1.06	.02	.81
RJL3	I have learned about others' perceptions about me or my job.	.46	.27	.62	-.02
RJL4	I have increased my understanding of issues and problems outside my job.	.50	.23	.65	.21
RJL5	I better understand how my job or department affects others.	.58	.23	.48	.41
RJL6	I have a better sense of organizational politics.	.42	.44	.53	.29
PSD1	I have learned how to communicate effectively with others.	.68	.02	.56	.23
PSD2	I have improved my listening skills.	.81	-.06	.86	-.10
PSD3	I have developed new ideas about how to perform my job.	.81	-.06	.73	.01
PSD4	I have become more sensitive to others' feelings and attitudes.	.80	-.07	.83	-.11
PSD5	I have gained new skills.	.64	.10	.70	.08
PSD6	I have expanded the way I think about things.	.88	.01	.80	-.11
	Eigenvalue	6.32	0.80	6.31	0.92
	Percent of Total Variance	52.66	6.64	52.56	7.67

Note.

RJL = Relational Job Learning Item

PSD = Personal Skill Development Item

Mentorship quality. Four items were used to measure the quality of the mentoring relationship (Allen & Eby, 2003). The scale was modified to reflect both the protégé and mentor perspectives. A sample item is “Both my mentor (protégé) and I benefited from the mentoring relationship.” Allen and Eby (2003) provided evidence of high reliability (alpha = .85) for a five-item version of the measure. For the current study, coefficient alpha was .86 for the protégé sample and .90 for the mentor sample. A five-point response scale was used with responses ranging from “Strongly Disagree” to “Strongly Agree.” Higher scores indicated higher relationship quality. Mentorship quality items are provided in Appendix R.

Career Success. Four items were used to assess perceptions of career success (Turban & Dougherty, 1994). The items were modified to reflect a statement rather than a direct question. A sample item is “My career has been successful.” Previous research has provided evidence of high internal consistency (alpha = .87; Turban & Dougherty, 1994). Coefficient alpha for the protégé sample was .73. Coefficient alpha for the mentor sample was .75. A five-point scale was used with responses ranging from “Strongly Disagree” to “Strongly Agree.” Higher scores indicated higher levels of career success. The career success items are available in Appendix S.

Demographic Measures

Protégés and mentors were asked to respond to several demographic variables. Individual demographic items included gender, race, age, and the highest level of education completed. Participants were also asked to provide information regarding their current employment and organization. Organization items included current job title, employment status, job description, job tenure, organization tenure, and industry.

Participants also responded to several mentoring relationship demographic items. These items assessed mentorship type (formal vs. informal), if the mentor and protégé worked for the same organization, whether the mentor was the protégé's direct supervisor at the time of the mentorship, differences in organization levels between the protégé and mentor, and the timeframe and duration of the mentoring relationship. In a few cases, there were discrepancies between protégé and mentor responses. These discrepancies highlight the nature of informal relationships, such that a mentor may not realize the precise moment a protégé perceived them to be their mentor. In these few instances, the protégé response was used.

Chapter Three

Preliminary Data Steps and Analyses

Protégé-Mentor Dyads

In order to identify protégé-mentor dyads, protégé and mentor scores were matched based upon the unique code created by the protégé. Specifically, the protégé and mentor databases were merged to create a final database with each protégé-mentor relationship representing one case in the dataset. This merged database was used for all subsequent data analyses.

Scale Descriptives

Scale scores were created for each of the study variables. After reverse scoring appropriate items, protégé and mentor scale scores were computed by taking the average response across items for each measure. If an individual item response was missing, the SPSS statistical program computed the average scale score minus the missing item. Table 4 displays the number of items, mean, standard deviation, observed minimum score, and observed maximum score for protégé and mentor variables. With the exception of self-efficacy for development and perceptions of career success, protégés generally responded higher than mentors on the study variables. In general, however, both protégé and mentor responses tended to use the higher end of the response scale with modest variance.

Table 4

Descriptive Statistics of Study Variables

Variable	# of items	Protégé Scores				Mentor Scores			
		Mean	SD	Min	Max	Mean	SD	Min	Max
Learning Goal Orientation	8	4.49	0.47	3.00	5.00	4.31	0.45	3.00	5.00
Locus of Control	16	2.05	0.33	1.00	2.94	2.03	0.40	1.00	3.19
Self-Efficacy for Development	4	4.08	0.62	1.00	5.00	4.09	0.56	2.00	5.00
Career Mentoring	15	4.09	0.63	2.33	5.00	3.98	0.61	1.60	5.00
Psychosocial Mentoring	15	4.01	0.62	1.40	5.00	3.88	0.47	3.13	5.00
Mentorship Learning	5	4.15	0.53	3.00	5.00	3.89	0.72	2.20	5.00
Personal Learning	12	4.28	0.51	2.58	5.00	3.79	0.64	2.08	5.00
Mentorship Quality	4	4.38	0.56	2.50	5.00	4.33	0.49	3.00	5.00
Career Success	4	3.92	0.56	2.50	5.00	4.07	0.54	3.00	5.00

Note.

N = 93 Protégés; 93 Mentors

SD = Standard Deviation

Min = Observed Minimum Score

Max = Observed Maximum Score

Inter-correlations among Protégé Variables

Zero-order correlation coefficients for protégé study variables are displayed in Table 5. Consistent with the study hypotheses, protégé learning goal orientation was significantly related to protégé reports of career ($r = .26, p < .05$) and psychosocial ($r = .31, p < .01$) mentoring received. However, significant relationships were not found for protégé locus of control or for self-efficacy for development.

Protégé characteristics were related to several protégé outcomes. For example, protégé learning goal orientation was positively related to protégé reports of mentorship learning ($r = .40, p < .01$), personal learning ($r = .64, p < .01$), mentorship quality ($r = .36, p < .01$), and perceptions of career success ($r = .38, p < .01$). Protégé internal locus of control was also significantly related to perceptions of career success ($r = -.27, p < .01$). Protégé self-efficacy for development was positively related to both mentorship learning ($r = .21, p < .05$) and to perceptions of career success ($r = .37, p < .01$). These results provide evidence that protégés with a learning and development orientation benefit from engaging in mentoring relationships.

Finally, protégé reports of career and psychosocial mentoring received were also significantly related to protégé mutual mentorship learning ($r = .57, p < .01$; $r = .69, p < .01$), personal learning ($r = .39, p < .01$; $r = .52, p < .01$), mentorship quality ($r = .61, p < .01$; $r = .71, p < .01$), and perceptions of career success ($r = .34, p < .01$; $r = .27, p < .05$). These results provide strong support that perceptions of mentoring received relates to positive outcomes for protégés.

Table 5

Inter-correlations Among Protégé Study Variables and Reliability Estimates

Variable	1	2	3	4	5	6	7
1. Gender	-						
2. Race	.10	-					
3. Age	-.04	-.29**	-				
4. Job Description	-.22*	-.08	.08	-			
5. Job Tenure	.12	-.13	.49**	.06	-		
6. Org Tenure	.13	-.15	.05	.04	.11	-	
7. Supervisor Status	-.03	.04	-.11	-.01	-.04	.00	-
8. Same Organization	.13	.07	.13	-.06	-.01	.08	.10
9. Mentor Level	.10	.12	-.13	-.21*	-.11	-.10	.02
10. Learning Goal	.03	.17	-.11	.11	-.14	.01	.20
11. Locus of Control	-.04	.08	-.21*	-.03	-.18	-.26*	-.16
12. Self-Efficacy	.10	.02	-.02	.09	-.05	-.10	.26*
13. Career Mentoring	-.10	.05	-.11	.22*	-.07	.04	.26*
14. Psychosocial Mentoring	-.05	.11	-.17	.07	-.09	-.07	-.02
15. Mentorship Learning	.00	.19	-.25*	.13	-.16	-.12	.00
16. Personal Learning	.16	.21*	-.09	.01	-.02	-.00	.13
17. Mentorship Quality	.03	.28**	-.15	.06	-.07	-.06	.11
18. Career Success	-.04	.04	-.09	.46**	.05	.09	.19

Note.

* $p < .05$; ** $p < .01$; N's ranged 89 to 93 Protégés

Gender: 1=male; 2=female

Race: 1=non-minority; 2=minority

Job Description: 1=non-managerial; 2=managerial

Mentor Supervisor Status: 1=no; 2=yes

Same Organization: 1=no; 2=yes

Table 5 (Continued)

Variable	8	9	10	11	12	13	14
1. Gender							
2. Race							
3. Age							
4. Job Description							
5. Job Tenure							
6. Org Tenure							
7. Supervisor Status							
8. Same Organization	-						
9. Mentor Level	.15	-					
10. Learning Goal	-.09	.09	(.89)				
11. Locus of Control	.07	-.04	-.32**	(.66)			
12. Self-Efficacy	.07	-.06	.25*	-.23*	(.85)		
13. Career Mentoring	.08	.24*	.26*	-.14	.15	(.92)	
14. Psychosocial Mentoring	-.29**	.15	.31**	-.07	.14	.55**	(.91)
15. Mentorship Learning	-.15	-.01	.40**	-.12	.21*	.57**	.69**
16. Personal Learning	-.08	.15	.64**	-.16	.11	.39**	.52**
17. Mentorship Quality	-.05	.15	.36**	-.07	.19	.61**	.71**
18. Career Success	-.12	-.05	.38**	-.27**	.37**	.34**	.27*

Note.

*p<.05; **p<.01; N's ranged 89 to 93 Protégés

Gender: 1=male; 2=female

Race: 1=non-minority; 2=minority

Job Description: 1=non-managerial; 2=managerial

Mentor Supervisor Status: 1=no; 2=yes

Same Organization: 1=no; 2=yes

Table 5 (Continued)

Variable	15	16	17	18
1. Gender				
2. Race				
3. Age				
4. Job Description				
5. Job Tenure				
6. Org Tenure				
7. Supervisor Status				
8. Same Organization				
9. Mentor Level				
10. Learning Goal				
11. Locus of Control				
12. Self-Efficacy				
13. Career Mentoring				
14. Psychosocial Mentoring				
15. Mentorship Learning	(.76)			
16. Personal Learning	.53**	(.92)		
17. Mentorship Quality	.70**	.49**	(.86)	
18. Career Success	.28**	.29**	.29**	(.73)

Note.

*p<.05; **p<.01; N's ranged 89 to 93 Protégés

Gender: 1=male; 2=female

Race: 1=non-minority; 2=minority

Job Description: 1=non-managerial; 2=managerial

Mentor Supervisor Status: 1=no; 2=yes

Same Organization: 1=no; 2=yes

Inter-correlations among Mentor Variables

Inter-correlations among mentor variables were also examined (Table 6). Mentor characteristics were significantly related to mentor reports of mentoring provided. Mentor learning goal orientation was related to career ($r = .42, p < .01$) and psychosocial ($r = .44, p < .01$) mentoring. Mentors with an internal locus of control also reported providing more career ($r = -.33, p < .01$) and psychosocial ($r = -.30, p < .01$) mentoring to their protégés. Finally, mentors with a high self-efficacy for development provided more career ($r = .34, p < .01$) and psychosocial ($r = .21, p < .05$) mentoring to their protégés.

Mentor characteristics were also significantly related to several mentor outcomes. Mentor learning goal orientation was related to mentorship learning ($r = .42, p < .01$), personal learning ($r = .46, p < .01$), mentorship quality ($r = .58, p < .01$), and perceptions of career success ($r = .42, p < .01$). Mentors with an internal locus of control also reported higher levels of mentorship quality ($r = -.28, p < .01$) and career success ($r = -.45, p < .01$). Finally, mentors with a high self-efficacy for development reported more mentorship learning ($r = .26, p < .05$), mentorship quality ($r = .21, p < .05$), and career success ($r = .46, p < .01$).

Mentoring was also positively related to mentor outcomes. Mentors who provided more career and psychosocial mentoring reported higher levels of mutual mentorship learning ($r = .40, p < .01$; $r = .53, p < .01$), personal learning ($r = .44, p < .01$; $r = .56, p < .01$), mentorship quality ($r = .50, p < .01$; $r = .72, p < .01$), and perceptions of career success ($r = .49, p < .01$; $r = .45, p < .01$). These findings add to the limited mentor perspective research, suggesting mentors also benefit from engaging in mentoring relationships.

Table 6

Inter-correlations Among Mentor Study Variables and Reliability Estimates

Variable	1	2	3	4	5	6	7
1. Gender	-						
2. Race	-.14	-					
3. Age	-.25*	.17	-				
4. Job Description	.06	-.07	-.04	-			
5. Job Tenure	-.18	.28**	.38**	.12	-		
6. Org Tenure	-.01	.26*	.39**	.14	.58**	-	
7. Supervisor Status	-.31**	.04	.12	.12	.06	.02	-
8. Same Organization	-.08	.06	.18	.22*	-.06	.13	.10
9. Mentor Level	.13	.02	.07	.23*	.23*	.20	.02
10. Learning Goal	.19	.11	-.05	.07	.08	-.07	-.07
11. Locus of Control	-.17	.03	.03	-.14	.03	-.01	-.18
12. Self-Efficacy	-.01	-.08	-.14	-.06	.03	-.15	-.07
13. Career Mentoring	.02	-.17	-.09	.06	.15	-.02	.31**
14. Psychosocial Mentoring	.18	.04	-.03	-.03	.03	-.12	-.05
15. Mentorship Learning	.11	.00	-.25*	-.01	.03	-.18	-.01
16. Personal Learning	.16	-.04	-.08	-.08	.14	-.11	-.09
17. Mentorship Quality	.14	.07	.04	.08	.18	.07	.03
18. Career Success	-.14	.03	-.10	-.02	.11	-.11	.14

Note.

* $p < .05$; ** $p < .01$; N's ranged 87 to 93 Mentors

Gender: 1=male; 2=female

Race: 1=non-minority; 2=minority

Job Description: 1=non-managerial; 2=managerial

Mentor Supervisor Status: 1=no; 2=yes

Same Organization: 1=no; 2=yes

Table 6 (Continued)

Variable	8	9	10	11	12	13	14
1. Gender							
2. Race							
3. Age							
4. Job Description							
5. Job Tenure							
6. Org Tenure							
7. Supervisor Status							
8. Same Organization	-						
9. Mentor Level	.15	-					
10. Learning Goal	.08	.12	(.90)				
11. Locus of Control	.08	-.16	-.43**	(.84)			
12. Self-Efficacy	.04	.04	.47**	-.40**	(.90)		
13. Career Mentoring	.02	.23*	.42**	-.33**	.34**	(.91)	
14. Psychosocial Mentoring	-.19	.26*	.44**	-.30**	.21*	.44**	(.85)
15. Mentorship Learning	-.08	.15	.42**	-.19	.26*	.40**	.53**
16. Personal Learning	-.10	.10	.46**	-.14	.17	.44**	.56**
17. Mentorship Quality	-.06	.26*	.58**	-.28**	.21*	.50**	.72**
18. Career Success	-.08	.24*	.42**	-.45**	.46**	.49**	.45**

Note.

*p<.05; **p<.01; N's ranged 87 to 93 Mentors

Gender: 1=male; 2=female

Race: 1=non-minority; 2=minority

Job Description: 1=non-managerial; 2=managerial

Mentor Supervisor Status: 1=no; 2=yes

Same Organization: 1=no; 2=yes

Table 6 (Continued)

Variable	15	16	17	18
1. Gender				
2. Race				
3. Age				
4. Job Description				
5. Job Tenure				
6. Org Tenure				
7. Supervisor Status				
8. Same Organization				
9. Mentor Level				
10. Learning Goal				
11. Locus of Control				
12. Self-Efficacy				
13. Career Mentoring				
14. Psychosocial Mentoring				
15. Mentorship Learning	(.91)			
16. Personal Learning	.60**	(.92)		
17. Mentorship Quality	.60**	.63**	(.90)	
18. Career Success	.37**	.30**	.42**	(.75)

Note.

*p<.05; **p<.01; N's ranged 87 to 93 Mentors

Gender: 1=male; 2=female

Race: 1=non-minority; 2=minority

Job Description: 1=non-managerial; 2=managerial

Mentor Supervisor Status: 1=no; 2=yes

Same Organization: 1=no; 2=yes

Inter-correlations Among Protégé and Mentor Study Variables

The inter-correlations among protégé and mentor study variables revealed interesting patterns of relationships (Table 7). As previously mentioned, protégé learning goal orientation was significantly related to protégé reports of mentoring received and to protégé outcomes. Mentor learning goal orientation was significantly related to mentor reports of mentoring provided and mentor outcomes. However, cross-over effects were not significant for any of the partner variables. Protégé learning goal orientation was not significantly related to mentor reports of mentoring provided or to mentor outcomes. A similar non-significant pattern was also observed with mentor learning goal orientation and protégé responses.

These preliminary findings have important implications for construct validity. If all protégé variables are only significantly related to each other and all mentor variables are only significantly related to each other, this could be cause for concern regarding self-report bias. However, this pattern did not hold across all relationships. For example, similar relationships with locus of control and self-efficacy for development were only observed with a few study variables. Moreover, cross-over effects were observed for relationships between mentoring provided and partner outcomes. Specifically, protégé reports of career mentoring were significantly related to mentor perceptions of relationship quality ($r = .24, p < .05$). Protégé reports of psychosocial mentoring were also significantly related to mentor mentorship learning ($r = .30, p < .01$), personal learning ($r = .20, p < .05$), and mentorship quality ($r = .38, p < .01$). Similarly, mentor reports of psychosocial mentoring were significantly related to protégé mentorship learning ($r = .42, p < .01$), personal learning ($r = .28, p < .01$), and mentorship quality ($r = .36, p < .01$).

The protégé-mentor correlation matrix also revealed another interesting relationship among study variables. The results highlight the importance of examining both protégé and mentor perceptions of the mentoring relationship. For example, protégé and mentor reports of career mentoring were significantly related but the correlation was not as strong as one would expect ($r = .32, p < .01$). Although the relationship was stronger for protégé and mentor reports of psychosocial mentoring ($r = .53, p < .01$), these findings emphasize the importance of examining the perception and experiences of both members of the mentoring relationship.

Table 7

Inter-correlations Among Protégé and Mentor Study Variables

Variable	1	2	3	4	5	6
1. Learning Goal - P	-					
2. Locus of Control - P	-.32**	-				
3. Self-Efficacy - P	.25*	-.23*	-			
4. Career Mentoring - P	.26*	-.14	.15	-		
5. Psychosocial Mentoring - P	.31**	-.07	.14	.55**	-	
6. Mentorship Learning - P	.40**	-.12	.21*	.57**	.69**	-
7. Personal Learning - P	.64**	-.16	.11	.39**	.52**	.53**
8. Mentorship Quality - P	.36**	-.07	.19	.61**	.71**	.70**
9. Career Success - P	.38**	-.27**	.37**	.34**	.27*	.28**
10. Learning Goal - M	-.01	.12	.04	.05	-.00	.02
11. Locus of Control - M	.00	.17	-.03	-.10	-.03	-.02
12. Self-Efficacy - M	-.04	.04	.06	-.09	-.11	.02
13. Career Mentoring - M	-.01	.02	.06	.32**	.06	.12
14. Psychosocial Mentoring - M	.07	.13	-.05	.28**	.53**	.42**
15. Mentorship Learning - M	.18	.03	.01	.15	.30**	.29**
16. Personal Learning - M	.11	.06	-.02	.10	.20*	.15
17. Mentorship Quality - M	.05	.11	-.03	.24*	.38**	.27**
18. Career Success - M	.04	.01	.11	.19	.09	.08

Note.

* $p < .05$; ** $p < .01$; $N = 93$ Dyads

P = Protégé; M = Mentor

Table 7 (Continued)

Variable	7	8	9	10	11	12
1. Learning Goal - P						
2. Locus of Control - P						
3. Self-Efficacy - P						
4. Career Mentoring - P						
5. Psychosocial Mentoring - P						
6. Mentorship Learning - P						
7. Personal Learning - P	-					
8. Mentorship Quality - P	.49**	-				
9. Career Success - P	.29**	.29**	-			
10. Learning Goal - M	.07	.03	-.11	-		
11. Locus of Control - M	-.09	-.03	.04	-.43**	-	
12. Self-Efficacy - M	-.03	-.13	-.05	.47**	-.40**	-
13. Career Mentoring - M	.06	.11	-.01	.42**	-.33**	.34**
14. Psychosocial Mentoring - M	.28**	.36**	-.03	.44**	-.30**	.21*
15. Mentorship Learning - M	.24*	.19	.07	.42**	-.19	.26*
16. Personal Learning - M	.17	.09	-.12	.46**	-.14	.17
17. Mentorship Quality - M	.23*	.32**	.01	.58**	-.28**	.21*
18. Career Success - M	.08	.10	.11	.42**	-.45**	.46**

Note.

*p<.05; **p<.01; N = 93 Dyads

P = Protégé; M = Mentor

Table 7 (Continued)

Variable	13	14	15	16	17	18
1. Learning Goal - P						
2. Locus of Control - P						
3. Self-Efficacy - P						
4. Career Mentoring - P						
5. Psychosocial Mentoring - P						
6. Mentorship Learning - P						
7. Personal Learning - P						
8. Mentorship Quality - P						
9. Career Success - P						
10. Learning Goal - M						
11. Locus of Control - M						
12. Self-Efficacy - M						
13. Career Mentoring - M	-					
14. Psychosocial Mentoring - M	.44**	-				
15. Mentorship Learning - M	.40**	.53**	-			
16. Personal Learning - M	.44**	.56**	.60**	-		
17. Mentorship Quality - M	.50**	.72**	.60**	.63**	-	
18. Career Success - M	.49**	.45**	.37**	.30**	.42**	-

Note.

* $p < .05$; ** $p < .01$; N = 93 Dyads

P = Protégé; M = Mentor

Control Variables

Previous research exploring the impact demographic variables may have on the mentoring relationship has been mixed (see Wanberg et al., 2003 for a review). The purpose of the present study was to examine characteristics beyond demographic characteristics. Using the correlation matrices, each demographic item was examined as a potential control variable. In an effort to preserve statistical power, only demographic items significantly related to study variables were controlled for during hypothesis testing.

Protégé race and age were related to several of the study variables. Specifically, protégé race was significantly related to protégé perceptions of personal learning ($r = .21, p < .05$) and to mentorship quality ($r = .28, p < .01$). These results suggest minority protégés report higher levels of mentoring effectiveness compared to non-minority protégés. Additionally, protégé age was related to protégé locus of control ($r = -.21, p < .05$) and to mentorship learning ($r = -.25, p < .05$). These findings suggest older protégés tend to have an internal locus of control orientation and report lower levels of mutual mentorship learning. Several relationship variables were also related to protégé study variables. For example, protégés with mentors that were also their direct supervisors reported higher levels of self-efficacy ($r = .26, p < .05$) and career mentoring received ($r = .26, p < .05$). Protégés working in the same organization as their mentors also reported receiving less psychosocial mentoring ($r = -.29, p < .01$). Finally, protégés with mentors holding a higher level position than their own position reported receiving more career mentoring ($r = .24, p < .05$).

Several demographic items were also related to the mentor study variables. For example, mentor age was significantly related to mutual mentorship learning ($r = -.25$, $p < .05$), indicating older mentors report lower levels of mentorship learning. Mentors who were also the protégé's direct supervisor reported providing more career mentoring to their protégés ($r = .31$, $p < .01$). Findings also suggested mentors in higher level positions than protégés reported providing more career ($r = .23$, $p < .05$) and psychosocial ($r = .26$, $p < .05$) mentoring to their protégés. These mentors also reported higher mentorship quality ($r = .26$, $p < .05$) and perceptions of career success ($r = .24$, $p < .05$).

In sum, protégé race, protégé/mentor age, mentor supervisor status, mentor level, and whether the protégé and mentor worked in the same organization were entered as control variables in the regression analyses.

Data Analyses

Study hypotheses were tested using multiple regression. Hypotheses 1-6a examined the relationship between individual characteristics and mentoring provided. To test the relationship for protégé characteristics, control variables were entered into the regression equation at Step 1. At Step 2, protégé learning goal orientation, locus of control, and self-efficacy for development were entered simultaneously. For hypotheses examining mentor characteristics, control variables were entered at Step 1. Mentor learning goal orientation, locus of control, and self-efficacy for development were entered simultaneously at Step 2. These procedures were repeated for both protégé and mentor reports of mentoring provided.

Hypotheses 1-6b examined the relationship between individual characteristics and partner learning and development outcomes. First, the relationships between protégé

characteristics and mentor outcomes were investigated. For these regression analyses, control variables were entered at Step 1. At Step 2, protégé learning goal orientation, locus of control, and self-efficacy for development were entered. This procedure was repeated for each of the mentor outcomes. Next, mentor characteristics and protégé outcomes were examined. For these regression analyses, control variables were entered at Step 1. Mentor learning goal orientation, locus of control, and self-efficacy for development were entered at Step 2. This process was repeated for each protégé outcome.

Hypotheses 1-6c proposed that the relationship between individual characteristics and partner outcomes would be mediated by mentoring provided. Baron and Kenny's (1986) procedures for testing mediation were used to examine these relationships. Specifically, three regression equations are used to test for mediation. First, the mediator (mentoring provided) is regressed onto the independent variable (individual characteristics). In the second equation, the dependent variable (partner outcomes) is regressed onto the independent variable (individual characteristics). Third, the dependent variable (partner outcomes) is regressed onto both the independent variable (individual characteristics) and the mediator variable (mentoring provided), with the independent variable (individual characteristics) entered first into the regression equation.

Support for mediation is contingent upon four conditions: (1) the independent variable is significantly related to the mediator variable, (2) the independent variable is significantly related to the dependent variable, (3) the mediator variable is significantly related to the dependent variable, and (4) after controlling for the mediator, the effect of the independent variable on the dependent variable is non-significant (Baron & Kenny, 1986). The first condition was tested by Hypotheses 1-6a. The second condition was

tested by Hypotheses 1-6b. If there was support for these two sets of hypotheses, then the third and fourth conditions for mediation were examined. If all four conditions were met, the data provided support for full or complete mediation. If the first three conditions were met but the fourth condition was not, then partial mediation was indicated (Baron & Kenny, 1986).

Additionally, if support was found for full or partial mediation, the Aroian version of the Sobel test was performed to formally test the significance of the indirect effect (amount of mediation) (MacKinnon, Lockwood, Hoffman, West, & Sheets, 2002; Preacher & Hayes, 2004). To conduct a significance test for the indirect effect of the independent variable on the dependent variable, the product of the (1) path coefficient associated with the independent variable and mediator variable and the (2) path coefficient associated with the mediator and dependent variable was computed. The product of these path coefficients was divided by its standard error and compared with a standardized normal distribution (Baron & Kenny, 1986; Kenny, 2006; Preacher & Hayes, 2004; Preacher & Leonardelli, 2006). Simulation studies have suggested the Sobel test generally has more accurate Type I error rates and greater statistical power than Baron and Kenny's procedures (MacKinnon et al., 2002). Despite this, a very large sample size ($N > 500$) would be needed in order to adequately detect small effect sizes (e.g., Cohen, 1992). Therefore, both significant ($p < .05$) and marginally significant relationships were reported ($p < .10$).

Regardless of significance and hypothesis support, the standardized Beta weights, change in R^2 , R^2 Total, R^2 Adjusted, and overall F statistic for each regression analyses are presented in appropriate tables.

Chapter Four

Results

Hypothesis 1a, 3a, and 5a

Hypothesis 1a, 3a, and 5a were concerned with the relationships between protégé characteristics and mentoring provided. These hypotheses proposed protégés that rated themselves higher on learning goal orientation, internal locus of control, and self-efficacy for development would report and receive more career and psychosocial mentoring from their mentors. The multiple regression results are presented in Table 8.

First, the relationship between protégé learning goal orientation and mentoring provided was examined (Hypothesis 1a). Results indicated protégé learning goal orientation was not significantly related to protégé reports of career mentoring received ($\beta = .13$, n.s.). Protégé learning goal orientation was significantly related to protégé reports of psychosocial mentoring received ($\beta = .26$, $p < .05$). These findings provide evidence that protégés with a higher learning goal orientation will actively engage in a mentoring relationship and receive more psychosocial support from their mentor than will protégés with a lower learning goal orientation. However, the results were not significant for mentor reports of career ($\beta = -.16$, n.s.) or psychosocial ($\beta = .03$, n.s.) mentoring provided. In sum, Hypothesis 1a received minimal support.

Next, the relationship between protégé internal locus of control and mentoring provided was investigated (Hypothesis 3a). Results suggested locus of control did not

contribute unique variance to protégé and mentor reports of mentoring provided. Specifically, protégé locus of control was not significantly related to protégé reports of career mentoring ($\beta = -.05$, n.s.), protégé reports of psychosocial mentoring ($\beta = .04$, n.s.), mentor reports of career mentoring ($\beta = .02$, n.s.), or mentor reports of psychosocial mentoring ($\beta = .11$, n.s.). Thus, Hypothesis 3a received no support.

Finally, the relationship between protégé self-efficacy for development and mentoring provided was examined (Hypothesis 5a). Findings suggested protégé self-efficacy did not incrementally predict protégé or mentor reports of mentoring provided. After controlling for demographic and relationship variables, protégé self-efficacy was not significantly related to protégé reports of career mentoring ($\beta = .06$, n.s.), protégé reports of psychosocial mentoring ($\beta = .14$, n.s.), mentor reports of career mentoring ($\beta = .01$, n.s.), or mentor reports of psychosocial mentoring ($\beta = .00$, n.s.). Therefore, Hypothesis 5a received no support.

Hypothesis 2a, 4a, and 6a

The next three hypotheses focused on the relationships between mentor characteristics and mentoring provided. Specifically, it was proposed that mentors who rate themselves higher on learning goal orientation, internal locus of control, and self-efficacy for development would report and provide more career and psychosocial mentoring to their protégé. These results are displayed in Table 9.

First, the relationship between mentor learning goal orientation and mentoring provided was examined (Hypothesis 2a). Results indicated mentor learning goal orientation was not related to protégé reports of career ($\beta = .00$, n.s.) or psychosocial ($\beta = .00$, n.s.) mentoring received. However, the relationship was significant for mentor

reports of mentoring provided. As predicted, mentors who rated themselves higher on learning goal orientation reported providing more career ($\beta = .25, p < .05$) and psychosocial ($\beta = .29, p < .05$) mentoring to their protégés. These findings provide partial support for Hypothesis 2a.

Hypothesis 4a proposed mentor locus of control would significantly predict protégé and mentor reports of career and psychosocial mentoring. Results were not supportive of this relationship. Mentor locus of control was not related to protégé reports of career ($\beta = -.12, n.s.$) or psychosocial ($\beta = -.06, n.s.$) mentoring received or mentor reports of career ($\beta = -.08, n.s.$) or psychosocial ($\beta = -.11, n.s.$) mentoring provided. Thus, Hypothesis 4a received no support.

Finally, mentor self-efficacy for development was examined (Hypothesis 6a). Results provided marginal support that mentor self-efficacy was significantly related to protégé reports of career mentoring received ($\beta = -.23, p = .07$) and mentor reports of career mentoring provided ($\beta = .21, p = .07$). For protégé reports of career mentoring received, the relationship was not as predicted. Contrary to hypothesis, results indicated mentors who rated themselves higher on self-efficacy for development provided less protégé reported career mentoring. However, since the bivariate relationship between mentor self-efficacy and protégé career mentoring was not significant ($r = -.09, n.s.$), findings are likely indicative of a suppressor effect and should be interpreted cautiously. The results for mentor reports of career mentoring were as predicted, however, with mentors who rated themselves high on self-efficacy also reporting more career mentoring provided to their protégé. Mentor self-efficacy was not related to protégé ($\beta = -.18, n.s.$)

or mentor ($\beta = -.01$, n.s.) reports of psychosocial mentoring. In sum, Hypothesis 6a received minimal support.

Hypothesis 1b, 3b, and 5b

Hypothesis 1b, 3b, and 5b proposed cross-over effects for protégé characteristics and mentor outcomes. These hypotheses suggested protégé learning goal orientation, internal locus of control, and self-efficacy for development would be related to mentor reports of mentorship learning, personal learning, mentorship quality, and perceptions of career success. The multiple regression results are presented in Table 10.

Hypothesis 1b proposed protégé learning goal orientation would predict mentor outcomes. Protégé learning goal orientation did not predict mentor mutual learning ($\beta = .13$, n.s.), personal learning ($\beta = .12$, n.s.), mentorship quality ($\beta = .00$, n.s.), or perceptions of career success ($\beta = -.08$, n.s.). Thus, Hypothesis 1b was not supported.

Next, the relationship between protégé locus of control and mentor outcomes was examined (Hypothesis 3b). Findings suggest protégé internal locus of control is not significantly related to mentor learning ($\beta = .15$, n.s.), personal learning ($\beta = .10$, n.s.), mentorship quality ($\beta = .10$, n.s.), or perceptions of career success ($\beta = .06$, n.s.). Thus, Hypothesis 3b received no support.

Hypothesis 5b proposed protégé self-efficacy for development would predict mentor outcomes. Results were not supportive of this relationship. Protégé self-efficacy was not related to mentor reports of mentorship learning ($\beta = .02$, n.s.), personal learning ($\beta = .01$, n.s.), personal skill development ($\beta = -.00$, n.s.), mentorship quality ($\beta = -.00$,

n.s.), or perceptions of career success ($\beta = .12$, n.s.). Therefore, Hypothesis 5b received no support.

Hypothesis 2b, 4b, and 6b

Hypothesis 2b, 4b, and 6b proposed cross-over effects for mentor characteristics and protégé outcomes. Specifically, these hypotheses proposed mentor learning goal orientation, internal locus of control, and self-efficacy for development would be significantly related to protégé reports of mentorship learning, personal learning, mentorship quality, and perceptions of career success. Results of the multiple regression analyses are presented in Table 11.

Hypothesis 2b proposed mentor learning goal orientation would predict protégé outcomes. Results were not supportive of these relationships. Mentor learning goal orientation was not significantly related to protégé mentorship learning ($\beta = -.03$, n.s.), personal learning ($\beta = .12$, n.s.), mentorship quality ($\beta = .06$, n.s.), or perceptions of career success ($\beta = -.03$, n.s.). In sum, Hypothesis 2b received no support.

Hypothesis 4b proposed mentor locus of control would predict protégé outcomes. Again, results did not support these relationships. Mentor locus of control was not significantly related to protégé mentorship learning ($\beta = -.03$, n.s.), personal learning ($\beta = -.04$, n.s.), mentorship quality ($\beta = -.08$, n.s.), or perceptions of career success ($\beta = .09$, n.s.). Thus, Hypothesis 4b received no support.

Finally, Hypothesis 6b predicated mentor self-efficacy for development would be related to protégé outcomes. Contrary to hypothesis, mentor self-efficacy was negatively related to protégé reports of mentorship quality ($\beta = -.30$, $p < .05$). Again, these results should be interpreted with caution since the zero-order correlation between mentor self-

efficacy and protégé mentorship quality was not significant ($r = -.13$, n.s.), suggesting the presence of a suppressor effect. Mentor self-efficacy was not significantly related to protégé mentorship learning ($\beta = -.07$, n.s.), personal learning ($\beta = -.15$, n.s.), or perceptions of career success ($\beta = -.05$, n.s.). Although not significant, the negative relationships suggested high mentor self-efficacy might not be a positive characteristic for protégés. Taken together, Hypothesis 6b received no support.

Hypothesis 1c, 2c, 3c, 4c, 5c, and 6c

Hypothesis 1c, 2c, 3c, 4c, 5c, and 6c proposed mentoring provided would mediate the relationships between individual characteristics and partner outcomes. Each of these hypotheses was contingent upon support of the relationships between characteristics and mentoring provided (condition 1) and the relationships between characteristics and partner outcomes (condition 2). Mediation analyses were considered for only two relationships.

Hypothesis 6c predicted mentoring provided would mediate the relationship between mentor self-efficacy and protégé outcomes. Mentor self-efficacy was marginally related to both protégé and mentor reports of career mentoring ($\beta = -.23$, $p=.07$; $\beta = .21$, $p=.07$). Mentor self-efficacy was only related to protégé reports of mentorship quality ($\beta = -.30$, $p<.05$). Accordingly, protégé and mentor career mentoring were examined as potential mediators for the relationship between mentor self-efficacy and protégé mentorship quality. Following Baron and Kenny procedures, a third regression equation was used to test for mediation. Control variables were entered at Step 1 of the equation. Mentor self-efficacy was entered at Step 2. Career mentoring was entered at Step 3.

First, mentor reports of career mentoring provided to protégés was examined as a mediator for the relationship between mentor self-efficacy and protégé mentorship quality. As Table 12 displays, conditions were not met for mediation. Specifically, when both mentor self-efficacy and mentor reports of career mentoring were entered into the regression equation, the relationship between career mentoring (mediator) and protégé mentorship quality (dependent variable) was not significant ($\beta = .09$, n.s.), and the relationship between mentor self-efficacy (independent variable) and mentorship quality remained significant ($\beta = -.27$, $p < .05$).

For protégé reports of career mentoring, the relationship was significant (Table 13). When both mentor self-efficacy and protégé reports of career mentoring were entered, the relationship between protégé reports of career mentoring and mentorship quality was significant ($\beta = .58$, $p < .01$) (condition 3). After controlling for protégé career mentoring (mediator), the relationship between mentor self-efficacy and protégé mentorship quality was no longer significant ($\beta = -.14$, n.s.). These results satisfy Baron and Kenny's conditions for full mediation. However, results of the Sobel test of indirect effects indicated that the indirect effects were not significantly different from zero ($z = -1.56$, n.s.). These findings highlight the incorrect conclusions regarding mediation that are often made using Baron and Kenny's procedures (Type I error) and emphasize the importance of formally testing indirect effects (MacKinnon et al., 2002; Preacher & Hayes, 2004). In sum, Hypothesis 6c was not supported.

Table 8

Multiple Regression Results for Protégé Characteristics Predicting Mentoring Provided

Predictor Variable	Protégé		Mentor	
	Career β	Psychosocial β	Career β	Psychosocial β
Step 1				
Protégé Race	.01	.07	.01	-.13
Protégé Age	.02	.03	-.04	-.33*
Mentor Age	-.20	-.13	-.17	.14
Mentor Level	.24*	.19 ^a	.26*	.23*
Supervisor	.19 ^a	-.04	.33**	-.07
Organization	.06	-.29**	-.04	-.21 ^a
$R^2\Delta$	(.14)*	(.15)*	(.17)*	(.21)**
Step 2				
Learning Goal	.13	.26*	-.16	.03
Locus of Control	-.05	.04	.02	.11
Self-Efficacy	.06	.14	.01	.00
$R^2\Delta$	(.03)	(.09)*	(.02)	(.01)
R^2 total	.17	.24	.20	.22
Adjusted R^2	.07	.15	.10	.13
Overall F	1.75 ^a	2.70**	2.04*	2.35*

Note.

* $p < .05$; ** $p < .01$; ^amarginal $p < .10$; N = 93 Dyads β 's are standardized regression weights from the final equation R^2 subtotals may not sum to total R^2 due to rounding

Table 9

Multiple Regression Results for Mentor Characteristics Predicting Mentoring Provided

Predictor Variable	Protégé		Mentor	
	Career β	Psychosocial β	Career β	Psychosocial β
Step 1				
Protégé Race	.06	.13	.01	-.08
Protégé Age	.02	-.00	.05	-.29*
Mentor Age	-.24 ^a	-.16	-.14	.15
Mentor Level	.22*	.18	.22*	.19 ^a
Supervisor	.19 ^a	-.00	.34**	-.08
Organization	.07	-.29*	-.06	-.22*
$R^2\Delta$	(.14)*	(.15)*	(.17)*	(.21)**
Step 2				
Learning Goal	.00	.00	.25*	.29*
Locus of Control	-.12	-.06	-.08	-.11
Self-Efficacy	-.23 ^a	-.18	.21 ^a	-.01
$R^2\Delta$	(.04)	(.02)	(.18)**	(.12)**
R^2 total	.18	.18	.35	.32
Adjusted R^2	.09	.08	.27	.24
Overall F	1.89 ^a	1.81 ^a	4.52**	4.06**

Note.

* $p < .05$; ** $p < .01$; ^amarginal $p < .10$; N = 93 Dyads β 's are standardized regression weights from the final equation R^2 subtotals may not sum to total R^2 due to rounding

Table 10

Multiple Regression Results for Protégé Characteristics Predicting Mentor Outcomes

Predictor Variable	Mentorship Learning β	Personal Learning β	Mentorship Quality β	Career Success β
Step 1				
Protégé Race	-.10	-.10	-.05	-.21 ^a
Protégé Age	-.02	-.01	-.19	-.24 ^a
Mentor Age	-.25*	-.07	.12	-.02
Mentor Level	.16	.11	.23*	.24*
Supervisor	.00	-.10	.02	.11
Organization	-.06	-.10	-.10	-.11
$R^2\Delta$	(.10)	(.05)	(.11)	(.16)*
Step 2				
Learning Goal	.13	.12	.00	-.08
Locus of Control	.15	.10	.10	.06
Self-Efficacy	.02	.01	-.00	.12
$R^2\Delta$	(.03)	(.02)	(.01)	(.02)
R^2 total	.13	.07	.12	.17
Adjusted R^2	.02	-.05	.01	.08
Overall F	1.23	0.55	1.09	1.77 ^a

Note.

* $p < .05$; ** $p < .01$; ^amarginal $p < .10$; N = 93 Dyads β 's are standardized regression weights from the final equation R^2 subtotals may not sum to total R^2 due to rounding

Table 11

Multiple Regression Results for Mentor Characteristics Predicting Protégé Outcomes

Predictor Variable	Mentorship Learning β	Personal Learning β	Mentorship Quality β	Career Success β
Step 1				
Protégé Race	.17	.22 ^a	.30*	.02
Protégé Age	-.17	.01	-.05	-.08
Mentor Age	-.09	.01	-.08	-.03
Mentor Level	-.05	.08	.10	-.07
Supervisor	-.02	.13	.04	.19
Organization	-.11	-.12	-.07	-.12
$R^2\Delta$	(.11)	(.08)	(.12)	(.06)
Step 2				
Learning Goal	-.03	.12	.06	-.03
Locus of Control	-.03	-.03	-.08	.09
Self-Efficacy	-.07	-.15	-.30*	-.05
$R^2\Delta$	(.01)	(.02)	(.06)	(.02)
R^2 total	.11	.10	.18	.08
Adjusted R^2	.01	-.01	.08	-.03
Overall F	1.05	0.96	1.84 ^a	0.77

Note.

* $p < .05$; ** $p < .01$; ^amarginal $p < .10$; N = 93 Dyads β 's are standardized regression weights from the final equation R^2 subtotals may not sum to total R^2 due to rounding

Table 12
Multiple Regression Results for Mentor Career Mentoring Mediation

Predictor Variable	Protégé Mentorship Quality β
Step 2	
Protégé Race	.28*
Protégé Age	-.07
Mentor Age	-.07
Mentor Level	.12
Supervisor	.06
Organization	-.07
Mentor Self-Efficacy	-.24*
$R^2\Delta$	(.05)*
Step 3	
Protégé Race	.28*
Protégé Age	-.07
Mentor Age	-.06
Mentor Level	.10
Supervisor	.03
Organization	-.06
Mentor Self-Efficacy	-.27*
Mentor Career Mentoring	.09
$R^2\Delta$	(.00)
R^2 total	.18
Adjusted R^2	.09
Overall F	2.04*

Note.

* $p < .05$; $N = 93$ Dyads

β 's are standardized regression weights from the final equation for Steps 2 and 3 only

R^2 subtotals may not sum to total R^2 due to rounding

Table 13

Multiple Regression Results for Protégé Career Mentoring Mediation

Predictor Variable	Protégé Mentorship Quality β
Step 2	
Protégé Race	.28*
Protégé Age	-.07
Mentor Age	-.07
Mentor Level	.12
Supervisor	.06
Organization	-.07
Mentor Self-Efficacy	-.24*
$R^2\Delta$	(.05)*
Step 3	
Protégé Race	.25**
Protégé Age	-.07
Mentor Age	.06
Mentor Level	-.02
Supervisor	-.07
Organization	-.10
Mentor Self-Efficacy	-.14
Protégé Career Mentoring	.58**
$R^2\Delta$	(.28)**
R^2 total	.45
Adjusted R^2	.39
Overall F	7.91**

Note.

** $p < .01$; N = 93 Dyads β 's are standardized regression weights from the final equation for Steps 2 and 3 only R^2 subtotals may not sum to total R^2 due to rounding

Chapter Five

Supplemental Analyses

Research examining the role of dispositional characteristics in mentoring relationships is sparse. As Wanberg et al.'s review (2003) highlights, knowledge of how protégé and mentor characteristics influence mentoring relationships would make a significant contribution to the mentoring literature. Although the study hypotheses were generally not supportive of cross-over effects, the present study can contribute to mentoring research by examining the role of individual characteristics on individual perceptions of mentoring provided and learning and development outcomes attained. Specifically, these findings add to the limited research identifying protégés and mentors who would actively engage in and personally benefit from participating in a mentoring relationship.

The zero-order correlation matrices highlight several significant relationships between protégé characteristics, protégé reports of mentoring received, and protégé learning and development outcomes. Similarly, there is evidence for significant relationships among mentor characteristics, mentor reports of mentoring provided, and mentor learning and development outcomes. In order to more fully understand these relationships, a series of regression analyses (with appropriate control variables) were performed.

Protégé Supplemental Analyses

The relationships between protégé characteristics, mentoring received, and protégé outcomes warrant further consideration. Although protégé locus of control, and self-efficacy for development were not related to protégé reports of mentoring provided, protégé learning goal orientation was significantly related to reports of psychosocial mentoring received ($\beta = .26, p < .05$) (refer back to Table 8 for a summary of the relationships). These results suggest protégés with a higher learning goal orientation receive more psychosocial mentoring from their mentors than protégés with a lower learning goal orientation.

Protégé learning goal orientation was also significantly related to protégé learning and development outcomes (Table 14). Results indicated protégés with a high learning goal orientation reported more mentorship learning ($\beta = .31, p < .01$), personal learning ($\beta = .65, p < .01$), mentorship quality ($\beta = .22, p = .06$), and perceptions of career success ($\beta = .25, p < .05$) than did protégés with a lower learning goal orientation. It should be noted that protégé self-efficacy for development was also related to protégé perceptions of career success ($\beta = .29, p < .05$). Thus, protégé characteristics, particularly learning goal orientation, are important to examine in the mentoring context.

Protégé reports of mentoring received were also related to protégé outcomes (Table 15). Protégé reports of career and psychosocial mentoring received were significantly related to protégé perceptions of mentorship learning ($\beta = .31, p < .01$; $\beta = .53, p < .01$) and mentorship quality ($\beta = .24, p < .05$; $\beta = .62, p < .01$). Results also indicated protégés receiving more psychosocial mentoring reported more personal learning ($\beta =$

.47, $p < .01$). Finally, protégé reports of career mentoring were related to protégé perceptions of career success ($\beta = .30$, $p < .05$).

To summarize, exploratory regression analyses suggested protégé characteristics, particularly learning goal orientation, were significantly related to protégé reports of mentoring received and outcomes attained. Protégé reports of mentoring received were also related to several protégé outcomes. Accordingly, three sets of relationships met the first three conditions for mediation analyses. Specifically, protégé reports of psychosocial mentoring received was examined as a mediating mechanism for the relationships between protégé learning goal orientation and protégé (1) mentorship learning, (2) personal learning, and (3) mentorship quality.

To test for mediation, another regression equation was run. Control variables were entered at Step 1. In order to examine the independent mediating effects of psychosocial mentoring, protégé career mentoring was treated as a control variable and also entered at Step 1. At Step 2, protégé learning goal orientation was entered. Protégé reports of psychosocial mentoring were entered at Step 3. The final regression steps of the mediation analyses are presented in Table 16. After controlling for protégé reports of psychosocial mentoring received, the relationships between protégé learning goal orientation and protégé mentorship learning ($\beta = .17$, $p < .05$) and personal learning ($\beta = .52$, $p < .01$) were reduced, but still significant. Based on Baron and Kenny's criteria, these findings provide support for partial mediation. Results of the Sobel test also indicated a significant indirect effect for mentorship learning ($z = 1.99$, $p < .05$) and a marginally significant indirect effect for personal learning ($z = 1.70$, $p = .08$). After controlling for protégé reports of psychosocial mentoring, the relationship between protégé learning goal

orientation and mentorship quality was not significant ($\beta = .03, p < n.s.$), providing support for full mediation. These results were also confirmed by the Sobel test ($z = 2.07, p < .05$). To summarize, findings indicated protégés with a higher learning goal orientation reported more psychosocial mentoring provided to them by their mentors, which positively related to protégé reports of learning outcomes and perceptions of mentorship quality.

Mentor Supplemental Analyses

Similar relationships were also observed for mentors. As previously mentioned, mentor learning goal orientation was related to mentor reports of career ($\beta = .25, p < .05$) and psychosocial ($\beta = .29, p < .05$) mentoring. Mentor self-efficacy was also marginally related to mentor reports of career mentoring ($\beta = .21, p = .07$) (refer back to Table 9 for a review of the relationships). These findings provide support for the important role of mentor learning goal orientation and self-efficacy in the mentoring relationship.

Mentor learning goal orientation and self-efficacy for development were also significantly related to several mentor outcomes. As displayed in Table 17, mentors with a higher learning goal orientation reported greater levels of mentorship learning ($\beta = .35, p < .01$), personal learning ($\beta = .44, p < .01$), and mentorship quality ($\beta = .56, p < .01$). Mentors with a high self-efficacy for development also reported greater perceptions of career success ($\beta = .28, p < .05$). Thus, mentor personality does appear to make a difference with regard to individual learning and development outcomes.

Finally, the relationships between mentor reports of mentoring provided to protégés and mentor outcomes was examined (Table 18). Regression results provide strong support that career and psychosocial mentoring predicted mentor personal learning

($\beta = .29, p < .05$; $\beta = .45, p < .01$), mentorship quality ($\beta = .23, p < .05$; $\beta = .61, p < .01$), and perceptions of career success ($\beta = .34, p < .01$; $\beta = .24, p < .05$). Additionally, mentor reports of psychosocial mentoring were also related to mentor reports of mentorship learning ($\beta = .44, p < .01$).

In summary, exploratory regression analyses suggested mentor learning goal orientation and self-efficacy were significantly related to reports of mentoring provided and outcomes attained. Mentor reports of mentoring provided were related to all but one mentor outcome (i.e., career mentoring predicting mentorship learning). Thus, four sets of relationships met the first three conditions for mediation analyses. First, career mentoring as a mediator for the relationship between mentor self-efficacy and mentor career success was examined. Next, psychosocial mentoring was examined as a mediator for the relationship between mentor learning goal orientation and mentorship learning. Finally, career and psychosocial mentoring were examined as potential mediators for the relationships between mentor learning goal orientation and mentor (1) personal learning and (2) mentorship quality. Mentor mediation analyses are presented in Tables 19, 20, and 21.

First, career mentoring as a mediator for the relationship between mentor self-efficacy and mentor career success was examined (Table 19). In order to determine the independent effects of career mentoring, psychosocial mentoring was treated as a control variable in the regression equation. Results indicated mentor reports of career mentoring partially mediated the relationship between mentor self-efficacy and mentor career success. After controlling for the relationship between career mentoring and career success, the relationship between mentor self-efficacy and mentor career success was

reduced, but still significant ($\beta = .31, p < .01$). Based upon Baron and Kenny's criteria, these results provide support for partial mediation. Results of the Sobel test were marginally significant ($z = 1.62, p = .10$).

Next, psychosocial mentoring as a mediator for the relationship between mentor learning goal orientation and mentor mentorship learning was assessed. Again, career mentoring was treated as a control variable and controlled for in Step 1. As displayed in Table 20, based on Baron and Kenny's conditions, mentor reports of psychosocial mentoring fully mediated the relationship between mentor learning goal orientation and mentorship learning. After controlling for psychosocial mentoring, the relationship between mentor learning goal orientation and mentorship learning was no longer significant ($\beta = .16, n.s.$). The results of the Sobel test were marginally significant ($z = 1.77, p = .07$).

And finally, mentor reports of career and psychosocial mentoring were both examined as mediators for the relationships between mentor learning goal orientation and (1) mentor personal learning and (2) mentorship quality. As Table 21 indicates, career and psychosocial mentoring partially mediated the relationship for personal learning. After controlling for career and psychosocial mentoring, the relationship between mentor learning goal orientation and personal learning was reduced but still marginally significant ($\beta = .19, p = .08$). Although these results provide evidence for partial mediation based on Baron and Kenny's (1986) conditions, results of the Sobel test were not as supportive. Specifically, the indirect effect was marginally significant for mentor reports of psychosocial mentoring provided ($z = 1.81, p = .07$) but was not significant for mentor reports of career mentoring provided ($z = 1.55, n.s.$). For mentorship quality, support was

found for the mediating role of mentor psychosocial mentoring. After controlling for mentoring provided, the relationship between mentor learning goal orientation and mentorship quality was reduced but still significant ($\beta = .29, p < .01$). Results of the Sobel test were also supportive of this indirect relationship ($z = 2.02, p < .05$). However, career mentoring was no longer significant in the final equation. These results were confirmed by the Sobel test ($z = 1.24, n.s.$). Thus, support was found for partial mediation for mentor reports of psychosocial mentoring but not career mentoring.

To summarize, mediation results provided support that mentor reports of mentoring provided explains, or at least partially explains, the relationships between select mentor characteristics and several mentor outcomes. Additionally, the results provide evidence that psychosocial mentoring is more of a mediating factor than is career mentoring.

Table 14

Multiple Regression Results for Protégé Characteristics Predicting Protégé Outcomes

Predictor Variable	Mentorship Learning β	Personal Learning β	Mentorship Quality β	Career Success β
Step 1				
Protégé Race	.11	.10	.23*	-.02
Protégé Age	-.16	.04	-.01	-.07
Mentor Age	-.06	.05	-.05	-.00
Mentor Level	-.06	.04	.12	-.09
Supervisor	-.10	.04	.02	.05
Organization	-.08	-.05	-.07	-.09
$R^2\Delta$	(.11)	(.08)	(.12)	(.06)
Step 2				
Learning Goal	.31**	.65**	.22 ^a	.25*
Locus of Control	-.04	.06	.05	-.09
Self-Efficacy	.13	-.03	.14	.29**
$R^2\Delta$	(.13)**	(.36)**	(.07) ^a	(.19)**
R^2 total	.24	.45	.19	.26
Adjusted R^2	.15	.38	.09	.17
Overall F	2.64**	6.77**	1.94 ^a	2.93**

Note.

* $p < .05$; ** $p < .01$; ^amarginal $p < .10$; $N = 93$ Protégés β 's are standardized regression weights from the final equation R^2 subtotals may not sum to total R^2 due to rounding

Table 15

Multiple Regression Results for Protégé Mentoring Predicting Protégé Outcomes

Predictor Variable	Mentorship Learning β	Personal Learning β	Mentorship Quality β	Career Success β
Step 1				
Protégé Race	.09	.14	.19*	.01
Protégé Age	-.17 ^a	-.01	-.05	-.06
Mentor Age	.05	.12	.09	.05
Mentor Level	-.23**	-.02	-.05	-.18
Supervisor	-.09	.10	.01	.11
Organization	.03	.02	.09	-.10
$R^2\Delta$	(.11)	(.08)	(.12)	(.06)
Step 2				
Career	.31**	.11	.24*	.30*
Psychosocial	.53**	.47**	.62**	.11
$R^2\Delta$	(.49)**	(.25)**	(.52)**	(.12)**
R^2 total	.60	.33	.64	.18
Adjusted R^2	.56	.26	.60	.10
Overall F	14.39**	4.77**	17.03**	2.14*

Note.

* $p < .05$; ** $p < .01$; ^amarginal $p < .10$; N = 93 Protégés β 's are standardized regression weights from the final equation R^2 subtotals may not sum to total R^2 due to rounding

Table 16

Multiple Regression Results for Protégé Psychosocial Mentoring Mediation

Predictor Variable	Mentorship Learning β	Personal Learning β	Mentorship Quality β
Step 2			
Protégé Race	.10	.10	.22*
Protégé Age	-.17 ^a	.00	-.05
Mentor Age	.05	.12	.08
Mentor Level	-.21*	-.02	-.03
Supervisor	-.19*	-.04	-.08
Organization	-.11	-.07	-.10
Protégé Career ^b	.59**	.29**	.58**
Protégé Learning Goal	.26**	.58**	.15 ^a
$R^2\Delta$	(.06)**	(.30)**	(.02) ^a
Step 3			
Protégé Race	.07	.08	.18*
Protégé Age	-.17 ^a	.01	-.05
Mentor Age	.06	.13	.09
Mentor Level	-.23**	-.03	-.05
Supervisor	-.12	.00	.00
Organization	.04	.03	.10
Protégé Career ^b	.32**	.12	.24*
Protégé Learning Goal	.17*	.52**	.03
Protégé Psychosocial	.48**	.31**	.61**
$R^2\Delta$	(.12)*	(.05)**	(.19)**
R^2 total	.62	.56	.64
Adjusted R^2	.58	.51	.60
Overall F	14.02**	10.70**	15.00**

Note.

* $p < .05$; ** $p < .01$; ^amarginal $p < .10$; ^bControl Variable entered at Step 1; N = 93 Protégés β 's are standardized regression weights from the final equation for Steps 2 and 3 only R^2 subtotals may not sum to total R^2 due to rounding

Table 17

Multiple Regression Results for Mentor Characteristics Predicting Mentor Outcomes

Predictor Variable	Mentorship Learning β	Personal Learning β	Mentorship Quality β	Career Success β
Step 1				
Protégé Race	-.05	-.04	.00	-.19 ^a
Protégé Age	-.00	.04	-.11	-.15
Mentor Age	-.24 ^a	-.08	.11	.01
Mentor Level	.14	.08	.18 ^a	.19 ^a
Supervisor	.06	-.05	.05	.13
Organization	-.10	-.15	-.15	-.011
$R^2\Delta$	(.10)	(.05)	(.11)	(.16)*
Step 2				
Learning Goal	.35**	.44**	.56**	.17
Locus of Control	.05	.03	-.01	-.17
Self-Efficacy	.05	-.04	-.07	.28*
$R^2\Delta$	(.11)*	(.16)**	(.26)**	(.23)**
R^2 total	.22	.21	.37	.39
Adjusted R^2	.12	.11	.30	.31
Overall F	2.31*	2.17*	4.95**	5.28**

Note.

* $p < .05$; ** $p < .01$; ^amarginal $p < .10$; N = 93 Mentors β 's are standardized regression weights from the final equation R^2 subtotals may not sum to total R^2 due to rounding

Table 18

Multiple Regression Results for Mentor Mentoring Predicting Mentor Outcomes

Predictor Variable	Mentorship Learning β	Personal Learning β	Mentorship Quality β	Career Success β
Step 1				
Protégé Race	-.02	-.02	.02	-.18 ^a
Protégé Age	.09	.14	.01	-.15
Mentor Age	-.28*	-.09	.07	.01
Mentor Level	.01	-.06	.03	.08
Supervisor	-.02	-.15	-.02	.03
Organization	.04	-.00	.03	-.03
$R^2\Delta$	(.10)	(.05)	(.11)	(.16)*
Step 2				
Career	.18	.29*	.23*	.34**
Psychosocial	.44**	.45**	.61**	.24*
$R^2\Delta$	(.23)**	(.32)**	(.44)**	(.20)**
R^2 total	.33	.37	.54	.36
Adjusted R^2	.26	.30	.49	.29
Overall F	4.77**	5.54**	11.39**	5.27**

Note.

* $p < .05$; ** $p < .01$; ^amarginal $p < .10$; N = 93 Mentors β 's are standardized regression weights from the final equation R^2 subtotals may not sum to total R^2 due to rounding

Table 19

Multiple Regression Results for Mentor Career Mentoring Mediation

Predictor Variable	Career Success β
Step 2	
Protégé Race	-.20*
Protégé Age	-.09
Mentor Age	-.02
Mentor Level	.15
Supervisor	.18 ^a
Organization	-.05
Mentor Psychosocial ^b	.32**
Mentor Self-Efficacy	.38**
$R^2\Delta$	(.13)**
Step 3	
Protégé Race	-.20*
Protégé Age	-.12
Mentor Age	.02
Mentor Level	.12
Supervisor	.10
Organization	-.06
Mentor Psychosocial ^b	.23*
Mentor Self-Efficacy	.31**
Mentor Career	.22*
$R^2\Delta$	(.03)*
R^2 total	.43
Adjusted R^2	.37
Overall F	6.45**

Note.

* $p < .05$; ** $p < .01$; ^amarginal $p < .10$; ^bControl Variable entered at Step 1; N = 93 Mentors β 's are standardized regression weights from the final equation for Steps 2 and 3 only R^2 subtotals may not sum to total R^2 due to rounding

Table 20

Multiple Regression Results for Mentor Psychosocial Mentoring Mediation

Predictor Variable	Mentorship Learning β
Step 2	
Protégé Race	-.05
Protégé Age	-.01
Mentor Age	-.20 ^a
Mentor Level	.08
Supervisor	-.05
Organization	-.08
Mentor Career ^b	.25*
Mentor Learning Goal	.25*
$R^2\Delta$	(.05)*
Step 3	
Protégé Race	-.01
Protégé Age	.11
Mentor Age	-.28*
Mentor Level	.02
Supervisor	.01
Organization	.01
Mentor Career ^b	.13
Mentor Learning Goal	.16
Mentor Psychosocial	.39**
$R^2\Delta$	(.09)**
R^2 total	.35
Adjusted R^2	.27
Overall F	4.56**

Note.

* $p < .05$; ** $p < .01$; ^amarginal $p < .10$; ^bControl Variable entered at Step 1; N = 93 Mentors β 's are standardized regression weights from the final equation for Steps 2 and 3 only R^2 subtotals may not sum to total R^2 due to rounding

Table 21

Multiple Regression Results for Mentor Career and Psychosocial Mentoring Mediation

Predictor Variable	Personal Learning β	Mentorship Quality β
Step 2		
Protégé Race	-.04	-.01
Protégé Age	.05	-.11
Mentor Age	-.07	.12
Mentor Level	.08	.19 ^a
Supervisor	-.05	.06
Organization	-.14	-.15
Mentor Learning Goal	.41**	.53**
$R^2\Delta$	(.16)**	(.26)**
Step 3		
Protégé Race	-.01	.04
Protégé Age	.15	.05
Mentor Age	-.10	.06
Mentor Level	-.05	.05
Supervisor	-.11	.04
Organization	-.03	-.02
Mentor Learning Goal	.19 ^a	.29**
Mentor Career	.23*	.14
Mentor Psychosocial	.40**	.54**
$R^2\Delta$	(.19)**	(.24)**
R^2 total	.39	.61
Adjusted R^2	.32	.56
Overall F	5.41**	12.97**

Note.

* $p < .05$; ** $p < .01$; ^amarginal $p < .10$; N = 93 Mentors β 's are standardized regression weights from the final equation for Steps 2 and 3 only R^2 subtotals may not sum to total R^2 due to rounding

Chapter Six

Discussion

The purpose of the present study was to identify and examine the role of dispositional characteristics in effective mentoring relationships. Utilizing a learning and development framework, three individual characteristics were identified: learning goal orientation, locus of control, and self-efficacy for development. First, the relationship between these individual characteristics and mentoring provided was examined. Results provided limited evidence for the role of protégé and mentor learning goal orientation and mentor self-efficacy in mentoring relationships. Second, the relationship between individual characteristics and partner developmental outcomes was investigated. Findings were generally not supportive of these cross-over effects. Third, mentoring provided as a mediator for the relationship between individual characteristics and partner outcomes was examined. Hypothesis testing provided no support for the idea that mentoring provided would explain the process by which individual characteristics related to partner outcomes. In addition to these study objectives, supplemental analyses explored the relationships between individual characteristics, mentoring provided, and self-reports of developmental outcomes attained. The supplemental findings provided additional support for the role of learning goal orientation and self-efficacy in mentoring relationships, as well as the mediating influence of mentoring provided on individual characteristics and

self-reported outcomes. Specific key findings and study implications are discussed further.

Key Findings for the Role of Protégé Learning Goal Orientation

It was predicted that protégés with a learning and development orientation would actively participate in learning and developmental activities. Thus, protégés with a higher learning goal orientation were expected to report and receive more mentoring provided to them compared to protégés with a lower learning goal orientation. As expected, protégés with a higher learning goal orientation did report receiving more psychosocial support from their mentors. However, a significant relationship was not observed for protégé reports of career mentoring received or mentor reports of mentoring provided. These findings indicated protégé learning goal orientation differentially related to mentor support. Perhaps protégés with a higher learning goal orientation perceived organization exposure, attaining desirable positions, or working on challenging assignments as a function of his/her own merit. Rather than perceiving mentors as sources of career support, these protégés may have perceived their mentors more as role models, nurturers, or friends. Alternatively, given that the majority of participants worked in government organizations, mentors may have had fewer opportunities to provide career-related support since the advancement and promotion of protégés are often based upon other considerations such as tenure or seniority in the organization. The findings also suggested the importance of examining both perspectives of mentoring received (protégé) and mentoring provided (mentor). Given the somewhat dynamic nature of mentoring relationships, these findings supported the notion that protégés and mentors perceived their roles and influence differently (Raabe & Beehr, 2003).

Contrary to hypothesis, protégé learning goal orientation was not significantly related to mentor reports of mentorship learning, personal learning, mentorship quality, or perceptions of career success. Perhaps a protégé with a learning and development orientation may be a burden, rather than a blessing, for some mentors. For example, Ragins and Scandura (1999) identified several “costs” associated with mentor experience. Specifically, their findings suggested some individuals perceived mentor experience as being too time consuming and an energy drain. It may be that protégé learning goal orientation detracted, rather than enhanced some mentor perceptions of relationship effectiveness.

On the other hand, supplemental findings indicated protégés with a higher learning goal orientation reported greater mentorship learning, personal learning, mentorship quality, and perceptions of career success. These findings are supportive of the notion that individuals with a higher learning goal orientation thrive in mentoring relationships compared to individuals who report lower levels of learning goal orientation. Thus, protégé learning goal orientation appeared to be a beneficial characteristic for one member of the mentorship.

Support was also found for several mediating relationships. Supplemental analyses indicated protégé reports of psychosocial mentoring partially mediated the relationship between protégé learning goal orientation and protégé (1) mentorship learning and (2) personal learning. Protégé psychosocial mentoring also fully mediated the relationship between protégé learning goal orientation and protégé mentorship quality. These findings suggested psychosocial support explains, or at least partially

explains, the process by which protégé learning goal orientation related to protégé benefits.

To summarize, several significant relationships with protégé learning goal orientation were revealed in the present study. These findings are generally supportive of the notion that protégés with a learning and development orientation actively engaged in and directly benefited from participating in a mentoring relationship.

Key Findings for the Role of Mentor Learning Goal Orientation

Similar relationships were predicted for mentor learning goal orientation. As expected, mentors with a higher learning goal orientation reported providing more career and psychosocial support to their protégés compared to mentors with a lower learning goal orientation. Learning researchers suggest individuals with a learning goal orientation view challenge as an opportunity and are motivated to perform tasks well (Button et al., 1996; Dweck, 1986). Thus, consistent with these findings, mentors with a higher learning goal orientation reported exerting more effort and involvement in the mentoring relationship. However, similar to relationships with protégé learning goal orientation, significant relationships were not found for partner reports of mentoring received.

Results were not supportive of a relationship between mentor learning goal orientation and protégé outcomes. Perhaps having a mentor with a higher learning goal orientation is not always beneficial. For example, a mentor with a higher learning goal orientation may encourage protégés to consider multiple approaches to a challenge at work. If the protégé is not receptive to this technique, this could result in protégé frustration and lower reports of mentorship effectiveness.

Similar to the pattern observed for protégé learning goal orientation and protégé outcomes, mentors with a higher learning goal orientation reported more mentorship learning, personal learning, and mentorship quality than mentors with a lower learning goal orientation. These findings are generally consistent with the notion that mentors who work hard and strive to increase their competence on a specified task, actively benefited from engaging in a mentoring relationship.

The supplemental analyses also provided support for several mediating relationships. More specifically, mentor reports of psychosocial mentoring fully mediated the relationship between mentor learning goal orientation and mentorship learning. Additionally, mentor psychosocial mentoring partially mediated the relationships between mentor learning goal orientation and mentor (1) personal learning and (2) mentorship quality. Taken together, these findings suggest psychosocial mentoring can explain, or partially explain, the relationship between mentor learning goal orientation and mentor perceptions of relationship effectiveness.

In sum, research examining the mentor perspective is limited. These findings contribute to the mentoring literature by identifying mentor learning goal orientation as an important dispositional characteristic related to involvement in the mentorship and benefits attained for the mentor.

Key Findings for the Role of Protégé Locus of Control

It was predicted that individuals who believed they controlled the events and reinforcements in their lives would perceive participation in a mentoring relationship as an opportunity to take control over his/her own personal development. Contrary to prediction, protégé locus of control was not significantly related to mentoring provided or

developmental outcomes for mentors or protégés. These null findings add to the mixed research examining the role of protégé locus of control (e.g., Aryee et al., 1999; Noe, 1988; Turban & Dougherty, 1994). One explanation for these findings is the context in which locus of control was examined. For example, Turban and Dougherty provided support for the relationship between protégé locus of control and initiation of the mentoring relationship. Perhaps protégé locus of control plays a more important role in proactive mentoring behaviors, such as mentorship initiation, frequency of interaction, or input into the mentoring relationship rather than ongoing behaviors or receipt of developmental outcomes.

Somewhat related, another explanation for the non-significant relationships may be related to range restriction. The mean for protégé locus of control is somewhat low (indicating internal locus of control), with minimal variability ($SD = .33$). The low standard deviation indicated protégés tended to respond similarly across items, with little variation from the mean. Although this may be a function of self-report data, an alternate explanation may be that the protégés in the current study tended to have an internal locus of control. Thus, by including only individuals who were protégés, I could have potentially restricted the variance associated with locus of control such that I only included individuals who recognized the importance of taking part in mentoring relationships and having some degree of control over their own personal career development.

Key Findings for the Role of Mentor Locus of Control

There was also no support for the relationships between mentor locus of control, mentoring provided, and protégé/mentor outcomes. From a mentor perspective, perhaps

mentors with an internal locus of control do not actively engage in mentoring relationships compared to mentors with a more external locus of control. For example, a mentor who believes he/she is responsible for his/her own good fortune might believe it is up to the protégé, not the mentor, to provide their own opportunities for career exposure and advancement. In turn, these protégés may experience mixed feelings of mentoring effectiveness.

An alternative explanation for these findings is again related to measure variance. Although more variance was observed for mentor locus of control ($SD = .40$) than protégé locus of control, it is plausible that mentors generally had an internal locus of control compared to an external locus of control for non-mentors. Thus, a significant relationship was not observed due to range restriction within the study variable.

Key Findings for the Role of Protégé Self-Efficacy for Development

It was predicted that protégés with a higher self-efficacy for development would actively participate in mentoring relationships. More specifically, it was posited that protégés who believed they were capable of learning at or above the average person would be more involved in the mentoring relationship, and subsequently, contribute to greater mentor outcomes. Contrary to prediction, protégé self-efficacy was not related to protégé or mentor reports of career and psychosocial mentoring. Most surprising was the non-significant relationship between self-efficacy and career mentoring. Perhaps protégés who rated themselves higher on self-efficacy did not need to utilize mentor support as much as other protégés. These protégés might perceive themselves as capable of excelling at developmental activities regardless of mentoring involvement.

Contrary to expectations, protégé self-efficacy for development was not significantly related to mentor reports of mentorship learning, personal learning, mentorship quality, or perceptions of career success. These findings might suggest a mentor paired with a high self-efficacy protégé does not reap rewards or benefit from a competent and capable protégé. Instead, the mentor might perceive the protégé's success as his/her own doing, rather than a result of receiving mentorship support.

Supplemental findings did provide support for a relationship between protégé self-efficacy and protégé perceptions of career success. Consistent with Day and Allen (2004), protégés who rated themselves as more competent and capable reported greater perceptions of career success compared to protégés who rated themselves as less competent.

Key Findings for the Role of Mentor Self-Efficacy for Development

Interesting patterns of relationships were observed for mentor self-efficacy for development. It was expected that mentor self-efficacy would be positively related to protégé and mentor reports of mentoring provided. As predicted, the results indicated a positive relationship between mentor self-efficacy and mentor reports of career mentoring. These findings support the notion that competent and capable mentors provide more career guidance to protégés than less competent mentors. Surprisingly, a negative relationship was observed for protégé reports of career mentoring. As previously mentioned, these results should be interpreted cautiously. However, these findings do provide some evidence that mentors with a high self-efficacy for development provide less career mentoring to their protégés compared to mentors with a lower self-efficacy.

Mentor self-efficacy was negatively related to protégé reports of mentorship quality. Although the relationships were not significant for the other protégé outcomes, the negative pattern was consistent. These findings suggest protégés who have a mentor with a higher self-efficacy for development will receive fewer benefits than protégés do with a mentor who has a lower self-efficacy. Perhaps there is some degree of intimidation for protégés such that protégés do not perceive relationships with successful and competent mentors as rewarding as relationships with mentors who are perceived as “more human” and capable of making mistakes. Moreover, perhaps high self-efficacy mentors have a harder time relating to the struggle and insecurity more junior employees sometimes face.

Finally, results provided marginal support for mentor reports of career mentoring partially mediating the relationship between mentor self-efficacy and mentor perceptions of career success. Consistent with hypotheses, mentors with a high self-efficacy reported providing more career-related support to their protégés, which contributed to greater mentor perceptions of career success.

Key Findings for Career and Psychosocial Mentoring

Several key findings emerged for protégé and mentor reports of mentoring provided. In general, the results highlighted the importance of including both protégé and mentor reports of the mentoring experience. As previously mentioned, protégé reports of mentoring received and mentor reports of mentoring provided were only moderately correlated. In addition, there were notable differences in results depending on the source of mentoring provided. However, consistent with previous research, there was greater agreement for protégé and mentor reports of psychosocial mentoring compared to reports

of career mentoring (Raabe & Beehr, 2003). Taken together, these findings emphasize the importance of including both protégé and mentor perspectives in mentoring research in order to gain a broader understanding of mentoring relationships.

Although direct effects for mentoring provided and relationship effectiveness were not proposed, the present study revealed several noteworthy relationships. Protégé reports of mentoring received were significantly related to several protégé outcomes. Supplemental findings indicated protégés receiving more career and psychosocial mentoring reported greater mentorship learning and quality. Reports of psychosocial mentoring were also positively related to protégé personal learning. In addition, protégés receiving more career mentoring reported higher perceptions of career success compared to protégés receiving less career-related support. These findings add to research examining protégé benefits, suggesting protégés receive learning and development outcomes from active engagement in mentoring relationships. Mentor reports of mentoring provided were also related to several mentor outcomes. In particular, career and psychosocial mentoring were positively related to mentor reports of personal learning, mentorship quality, and perceptions of career success. Providing more psychosocial mentoring was also positively related to mentor mentorship learning. These findings add to the limited empirical research examining benefits of mentoring for mentors. Finally, zero-order correlations provided evidence for a direct relationship between mentoring provided and partner outcomes. Specifically, protégé reports of career and psychosocial mentoring were positively related to mentor perceptions of mentorship quality. Protégé psychosocial mentoring was also positively related to mentor mentorship learning and personal learning. Similar relationships were observed for mentor reports of

psychosocial mentoring provided and protégé outcomes. Protégés indicated greater mentorship learning, personal learning, and mentorship quality from relationships with mentors who reported providing more psychosocial mentoring. These findings are consistent with the learning and development framework, indicating both protégés and mentors benefited from mentoring partners who actively engaged and participated in developmental relationships.

Finally, results emphasized the importance of examining the dimensionality of mentoring provided. In particular, results suggested psychosocial and career mentoring were differentially related to study variables. In the present study, psychosocial mentoring tended to be more strongly related to study variables than career mentoring. With regard to indirect effects, psychosocial mentoring, rather than career mentoring, generally explained the underlying process of how individual characteristics related to mentoring outcomes. Again, these findings may be related to the study sample. Perhaps organizational constraints inherent in government organizations restrict the amount of career-related support a mentor can provide to a protégé. Although protégés and mentors may agree that mentors provide high levels of career-related support, this support may be limited with regard to the direct advancement and promotion of the protégé. Given these constraints, the present study suggests mentors may focus more on the interpersonal aspects of the mentoring relationship. More specifically, mentoring relationships in these types of organizations may thrive from psychosocial support that focuses more on the personal aspects of protégé identity and competence rather than protégé advancement. In sum, these findings highlight the importance of examining the dimensions of mentor

support in order to better understand the dynamics and processes of mentoring relationships.

Theoretical and Practical Implications

The results revealed several important theoretical and practical implications for mentoring research. Protégé and mentor learning goal orientation, and to some extent self-efficacy for development, were significantly related to mentoring provided and self-reported outcomes. These findings suggest individuals who possess these characteristics are likely to actively engage in and benefit from developmental mentoring relationships. Accordingly, organizations may benefit from recruiting or selecting junior employees with these characteristics to participate in formal mentoring programs (Wanberg et al., 2003). For example, individuals with a higher learning goal orientation are likely to receive more mentor support and learning benefits. Conversely, it would be helpful for organizations to identify junior employees with lower levels of learning goal orientation who may need additional assistance or support in order to reap the same benefits as their higher learning goal counterparts. These findings have important implications for the mentor perspective as well. Specifically, organizations may benefit from selecting or training mentors to embrace developmental learning opportunities and to perceive challenges as an opportunity to improve one's own competence and learning (Wanberg et al., 2003).

Another important implication concerns mentor benefits. To date, the majority of mentoring research has focused on mentoring benefits for the protégé (Allen et al., 2004; Wanberg et al., 2003). However, results from the present study are consistent with emerging research that suggests mentors benefit from the mentoring relationship as well

(e.g., Allen et al., 2006; Lentz & Allen, in press). Given these benefits, organizations will likely continue to promote and benefit from strategies that endorse mentoring relationships in the workplace.

The present study also emphasized the different mentoring capacities of mentor support. For example, results of the present study highlighted the influential role of psychosocial mentoring among mentoring participants. Whether these findings are attributed to differential relationships within the learning and development framework or organizational constraints, it is important for researchers and organizations alike to recognize the unique benefits associated with each type of support under specified conditions.

Important Directions for Future Research

With regard to cross-over effects, the results of the present study were somewhat disappointing. Although results indicated both protégés and mentors were co-learners and recipients of developmental outcomes, hypothesis testing was not supportive of cross-over effects. One explanation for these findings may involve the over-simplification of the exchange process in the current study. Additional research that examines the deeper-level processes and mechanisms which influence the mutual learning exchange relationship is needed in order to better understand the relationships between individual characteristics, mentoring provided, and perceptions of relationship effectiveness.

To begin with, examining direct effects between individual characteristics and mentoring provided may not fully capture the learning exchange process. One promising direction involves the inclusion of personal motives in the learning exchange process. Lankau and Scandura (2002) suggested both dispositional characteristics *and* personal

motivation may enhance or impede an individual's learning process. Further, Noe and Wilk (1993) provided evidence that motivation to learn was directly related to an individual's participation in developmental activities. More specifically, Allen (2003) demonstrated the important role of personal motives in mentoring relationships. Her findings indicated motives for engaging in a mentoring relationship were directly related to the types of mentoring provided. Future research should explore the role of both protégé and mentor motives in the learning exchange process by examining how different motives, such as an individual's motivation to learn, might influence the relationship between dispositional characteristics and mentoring provided.

It might be interesting to examine additional learning attitudes, such as protégé and mentor willingness to engage or learn in the exchange process. Young and Perrewé (2000a) emphasized the importance of considering the degree that an individual wants to participate in or continue a relationship with a mentoring partner. The authors posited that willingness to engage is likely related to a number of factors including dispositional characteristics and an individual's needs. Although some level of willingness to engage would be expected of traditional relationships, perhaps protégé and mentor willingness to engage influences the relationship between an individual's learning and development orientation and mentoring provided. Further, Allen (2004) suggested a protégé's willingness to learn was a critical component of protégé selection by mentors. Specifically, results suggested mentors were more receptive to protégés who possessed a willingness to learn. Future research is clearly needed to determine if protégé and mentor learning orientations relate to willingness to engage and learn, and the impact this may have on provisions of mentoring functions.

Further research should also examine how organizational factors might relate to the learning exchange. In particular, Kram (1985) emphasized the need for organizations to maintain a structure and climate conducive to mentoring relationships. With regard to the mentoring learning exchange, the extent that organizations encourage developmental relationships and mentorships seems especially important. Young and Perrewe (2000a) proposed three environmental factors likely related to the mentoring exchange: opportunities for mentoring, reward structure, and organizational climate. These factors appear promising for future research examining the mutual learning exchange between protégés and mentors. Specifically, organizations may differ drastically by the types of learning and development activities offered. For example, organic, rather than mechanistic, organizations are typically characterized by management styles that are more flexible, adaptable, and have a free flow of information and communication (Khandwalla, 1976). Given the less formal structure and management style, organic organizations might offer more opportunities for employees to interact, develop and learn, and engage in mentoring opportunities. The reward structure is also likely related to the learning process, suggesting the extent to which organizations support and encourage mentoring relationships is likely related to active involvement and engagement in workplace mentorships and subsequent benefits accrued (Maurer & Tarulli, 1994; Young & Perrewe, 2000a). Finally, organization climate and trends, such as downsizing, may be an important determinate of an individual's willingness to participate in a mentoring relationship (Young & Perrewe, 2000a). Thus, it is important to recognize that mentoring relationships do not occur in isolation. Thus, future research is needed to

determine the impact differing organization styles and climates might have on the mentoring exchange process.

Future studies should also examine processes linked to perceptions of relationship effectiveness. One promising direction involves identifying additional underlying mechanisms influencing the relationship between mentoring provided and partner outcomes. Although results generally supported the notion that mentoring provided related to both self and partner reports of developmental and learning outcomes, future research that more clearly identifies integral variables involved in the learning exchange would offer a significant contribution to the mentoring research. One potential variable that has gained recent attention is met expectations of mentoring behaviors. Young and Perrewe (2000a, 2000b) emphasized the importance of examining met expectations, suggesting met expectations are the core of the mentoring exchange process.

Accordingly, it is not only important to examine the provisions of mentoring functions provided and received, but also the extent to which mentoring partners perceive the amount of mentoring support was sufficient. Young and Perrewe (2000b) provided evidence for the influence of met expectations. Specifically, their results suggested a mentor's perception of relationship effectiveness was positively influenced by mentor met expectations of sufficient protégé effort and involvement. Conversely, a protégé's met expectation mediated the relationship between mentor support and protégé reports of exchange quality. Accordingly, examining the influence of met expectations with regard to mentoring provided and learning outcomes would offer a richer explanation of relationship benefits.

Study Strengths and Limitations

The present study has several strengths that are not commonly found within the mentoring research. Specifically, dispositional characteristics were selected based upon their theoretical link to a learning and development framework. This selection and identification allowed for more interpretable conclusions regarding the nature of the study relationships. Moreover, as the mentoring research begins to proliferate, it is important that we do not lose sight of a theoretical foundation to inform the mentoring construct. Additionally, several strategies were used to improve the research design. More specifically, an established definition of a mentoring relationship was provided to participants at the onset of the study. Participants from formal mentoring programs were also excluded from the study. These strategies are important given that traditional mentoring relationships are distinguishable from relationships with supervisors or organization leaders, as well as from relationships established in formal mentoring programs. Finally, the present study included responses from protégés *and* mentors. Not only does this contribute to the limited research focused on the mentor perspective, the present study used both protégé and mentor perspectives to inform the relationship between individual characteristics and mentoring effectiveness.

There are also several limitations that should be noted. Typical of most mentoring studies, data were collected using a cross-sectional survey design. As a result, causal inferences cannot be made regarding the relationships between the study variables. Although strategies were included to improve internal validity (e.g., the item stem, “Because of my mentoring relationship”, was included when participants responded to outcome measures), the design does not allow for cause and effect inferences. Future

research incorporating longitudinal or experimental designs is needed in order to rule out alternative explanations for the observed relationships. Although responses were obtained from protégés and mentors, data were based on self-reports. A concern with self-report data is common method variance. Although different patterns of relationships within and across protégé and mentor responses were observed, this concern should not be discounted. Additional limitations involve the study sample. The present study included participants who had or were actively engaged in mentoring relationships, which may have restricted the range of several study variables. Future research is needed to examine if the learning and development characteristics differentiate between individuals with and without mentoring experience. Given that the majority of participants worked in the government sector, future research should also attempt to generalize the findings to other occupations and perhaps less mechanistic organizations. Finally, the sample size limits statistical power. Although the study sample was large enough to detect medium effect sizes, a much larger sample size is needed in order to achieve adequate power to detect smaller effect sizes (Cohen, 1992).

Conclusion

The present study identified and examined the role of dispositional characteristics in traditional mentoring relationships. To date, minimal research has explored the role of individual characteristics beyond demographic variables. Using a learning and development framework, the study examined the relationships between protégé/mentor learning goal orientation, locus of control, and self-efficacy for development and indicators of mentoring relationship effectiveness. Findings were generally supportive of the role of learning goal orientation and self-efficacy for development in mentoring

relationships and provided unique insight into how these antecedents influence the exchange between protégés and mentors. In order to expand our understanding of the learning exchange process, future research needs to delve deeper to better understand the processes and mechanisms in which individual characteristics relate to mentoring provided and partner developmental outcomes. Overall, the present study makes an important contribution to the mentoring research by shedding some light on the role of protégé and mentor learning and development orientation in the involvement and participation in mentoring relationships.

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Appendices

Appendix A: Protégé Information Email

Dear Employees –

You are receiving this email because I would like to ask for your participation in my dissertation research study. I am a student at the University of South Florida trying to complete my final research requirements to obtain my Ph.D. My dissertation study focuses on traditional mentoring relationships in the workplace. Specifically, I am examining important relationships between individual characteristics, mentoring behaviors, and work-related attitudes across a variety of organizational environments. Over the next few weeks, I hope to collect data on approximately one hundred and fifty protégé-mentor pairs. **In order to do this, I need your help!**

The online survey will take approximately 20 minutes to complete. Your responses will **NOT** be shared with anyone (i.e., coworkers, mentors, management) except the research team at USF. To participate, you must have had (or currently have) a mentor during the course of your career as defined below:

A mentor is generally defined as a higher ranking, influential individual in your work environment who has advanced experience and knowledge and is committed to providing upward mobility and support to your career. A mentor may or may not be in your organization and he/she may or may not be your immediate supervisor.

During the course of your career, have you had a mentor?

- If you answered “**Yes**” to the above question and **ARE** willing to participate in my dissertation study, the following link will direct you to the protégé survey:

<http://www.surveymonkey.com/s.asp?u=551692445998>

- If you answered “**Yes**” to the above question but are **NOT** willing to participate in my dissertation study, please select the following link:

<http://www.surveymonkey.com/s.asp?u=496222445931>

- If you answered “**No**” to the above question, please select the following link:

<http://www.surveymonkey.com/s.asp?u=961512445875>

I have attached a Frequently Asked Questions document to address additional information and questions you may have regarding the study. If you have any further questions regarding the methodology or purpose of the study, feel free to contact me.

Thank you in advance for your time and participation! Even if you do not have a workplace mentor, you can help me by forwarding this email to your colleagues and friends as appropriate.

Elizabeth Lentz, M.A.
University of South Florida
4202 E. Fowler Ave., PCD 4118G
Tampa, FL 33620
emlantz@mail.usf.edu

Appendix B: Protégé Reminder Email

Dear Employees -

Last week, I contacted you regarding my dissertation study. Thank you to those of you who have already completed the online survey. For those of you who have not, I would like to finish collecting data within the next two weeks. You may recall, the study focuses on examining traditional mentoring relationships in the workplace and will take approximately 20 minutes of your time.

To participate, you must have had (or currently have) a mentor during the course of your career as defined below:

A mentor is generally defined as a higher ranking, influential individual in your work environment who has advanced experience and knowledge and is committed to providing upward mobility and support to your career. A mentor may or may not be in your organization and he/she may or may not be your immediate supervisor.

During the course of your career, have you had a mentor?

- If you answered “**Yes**” to the above question and **ARE** willing to participate in my dissertation study, the following link will direct you to the protégé survey:

<http://www.surveymonkey.com/s.asp?u=551692445998>

- If you answered “**Yes**” to the above question but are **NOT** willing to participate in my dissertation study, please select the following link:

<http://www.surveymonkey.com/s.asp?u=496222445931>

- If you answered “**No**” to the above question, please select the following link:

<http://www.surveymonkey.com/s.asp?u=961512445875>

Again, I have attached a Frequently Asked Questions document to address additional information and questions you may have regarding the study. If you have any further questions regarding the methodology or purpose of the study, feel free to contact me.

Thank you again for your time and participation! Remember, you can help me by forwarding this email to your colleagues and friends as appropriate.

Elizabeth Lentz, M.A.
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Mentoring Relationship Survey

Frequently Asked Questions and Answers

Q. Who will see my responses?

A. *No employees or members of management from your organization will have access to any of your responses.* Only the research team at the University of South Florida will have access to individual responses. All survey results will be reported at the group level.

Q. Why do you need information from my mentoring partner?

A. Mentoring relationships can best be conceptualized as exchange relationships. In order for us to have a better understanding of the dynamics and processes underlying mentoring relationships, it is important for us obtain feedback from BOTH the protégé and mentor.

Q. How long will the survey take to complete?

A. The survey itself will take approximately 20 minutes to complete and can be completed online at your leisure.

Q. Why should I participate?

A. Although you will not be directly benefiting from participating in this study (i.e., you will not be paid for participating in this study), your participation will be contributing to research that helps enhance our understanding of individual and relationship characteristics of workplace mentoring relationships. It is very important that we receive participation from both protégés and mentors to ensure that we have the most accurate results. There are no known risks as a result of participating in this study.

Q. What will you do with the results?

A. The results will be analyzed to look at important relationships between individual characteristics, mentoring behaviors, and work-related attitudes as part of my dissertation research. The results will be reported at the group level, not the individual level. Appropriate contact information will be provided upon conclusion of the study if you would like to view the results as well.

Appendix C (Continued)

Q. Do I have to participate?

- A. Your decision to participate in this research study is completely voluntary. You are free to participate or withdraw at any time. There will be no penalty if you choose not to participate.

Q. Is the online survey secure?

- A. Although the server the survey is hosted on is secure, there are always dangers associated with using the internet and intranet. Although unlikely, it is possible that unauthorized individuals could gain access to your responses. If you are worried about this occurring, but would still like to participate, you can contact Elizabeth Lentz from the University of South Florida at emlantz@mail.usf.edu to obtain a paper and pencil version of the survey.

Q. Does anyone else have permission to access my data?

- A. Authorized research personnel, employees of the Department of Health and Human Services, and the USF Institutional Review Board and its staff, and any other individuals acting on behalf of USF, may inspect the records from this research.

Q. If I have any additional questions, who should I contact?

- A. If you have any questions about this research study, or in the event of a Research related-harm, contact Elizabeth Lentz from the University of South Florida at emlantz@mail.usf.edu. If you have questions about your rights as a person who is taking part in a research study, you may contact the Division of Research Integrity and Compliance of the University of South Florida at (813) 974-5638.

Appendix D: Protégé Online Survey

Mentoring Relationship Survey – Protégé Survey

General Instructions

- The items in this questionnaire are designed to examine important relationships between individual characteristics, mentoring behaviors, and work-related attitudes among protégés in traditional mentoring relationships.
- Please be honest when you complete this survey. **There are no right or wrong answers.**
- Your participation is completely voluntary.
- **All responses will remain confidential and no individual responses will be identified.**

Before you begin...

The survey will take approximately 20 minutes to complete.

In order to gain a better understanding of the mentoring relationship, we are asking both members of the relationship to participate. You have indicated experience as a protégé. As part of the survey, you will be asked to provide an email address for your mentor so I may send them a copy of the mentor survey. Additionally, you will be asked to create a unique code so that I can identify protégé-mentor pairs in data analysis.

Should you experience any difficulties with the survey, have questions about this project or survey, or would prefer a paper copy of the survey, please contact Elizabeth Lentz at emlantz@mail.usf.edu.

Thank you in advance for your participation!

Section 1: Identifying Protégé-Mentor Pairs

Please begin by creating a unique code, consisting of at least 6 letters, numbers, or a combination of both. This code will be provided to your mentor and will be used to identify protégé-mentor pairs. **No other identifying information will be used to identify pairs.**

***1. Please type your unique code in the space provided (the code should be at least 6 letters, numbers, or a combination of both):** _____

You indicated you have or have had a mentor throughout the course of your career. If you have more than one mentor, please focus this set of responses on your relationship with ONE mentor in particular. In order to gain a better understanding of different mentoring relationships across a variety of organizational environments, I would like to ask your mentor to participate in my dissertation study as well. In the space provided, please provide a **current email address** for your mentor so that I may send him/her a mentor survey to complete.

***2. Mentor email address (type in space provided):** _____

An email will be automatically sent to the address provided above that will request participation and will direct the mentor to an online mentor survey. Because of the prevalence of email spam, please enter **your name** so that your mentor will be able to recognize the email and who has identified him/her as their mentor. This will be provided to your mentor in the subject line of the email. Your name will not be used for any other identifying purposes.

***3. YOUR name that the mentor will recognize (type in your first and last name in the space provided):** _____

If possible, please let your mentor know that he/she will be sent an email requesting participation in my dissertation study. The subject line will contain the following information “[Your first name/last name] has identified you as his/her mentor. Please participate in a Mentoring Relationship Survey being conducted at the University of South Florida.” Additionally, in the text of the email, I will provide the mentor with the unique code you created above. Please ask your mentor to participate because I need responses from BOTH the protégé and mentor perspectives. However, please do not discuss the survey questions before both of you have completed the survey.

Appendix D (Continued)

Section 2: Mentoring Experience

Part A:

Please respond to the following questions regarding your experience in the mentoring relationship. If you have had more than one mentor, please respond based upon the relationship with the mentor you identified in the previous section.

1. In order to assist individuals in their career development and advancement, some organizations have established a “formal mentoring program”, where protégés and mentors are linked in some way. This may be accomplished by assigning mentors or by just providing formal opportunities aimed at developing a relationship. So, formal relationships are developed with outside assistance, while informal mentoring relationships are developed spontaneously, without outside assistance.

Was your mentorship (select one):

- Informal (spontaneously developed, WITHOUT outside assistance)
- Formal (based on formal assignment, WITH outside assistance)

2. Approximate date mentoring relationship began (type month/year in space provided):

Month (e.g., October) _____

Year (e.g., 2005) _____

3. Approximate date mentoring relationship ended (type month/year in space provided):

Month (e.g., July) _____

Year (e.g., 2006) _____

Still Ongoing _____

4. At the time of the mentoring relationship, at what organizational level was your mentor in comparison to yourself (select one):

- Three or more levels above you
- Two levels above you
- One level above you
- At the same level as you

5. At the time of the mentoring relationship, was your mentor your direct supervisor (select one):

- No
- Yes

6. At the time of the mentoring relationship, was your mentor in the same organization as you (select one):

- No
- Yes

Appendix D (Continued)

7. On average, how many hours per month do/did you interact with your mentor (type average number of hours in space provided): _____
8. Your Mentor's Gender (select one):
 Male
 Female
9. Your Mentor's Race (select one):
 Caucasian/White
 African-American
 Hispanic
 Asian
 Native American
 Other

Part B:

Indicate the extent you agree with each of the following statements regarding your mentoring relationship. If you have engaged in multiple mentoring relationships, please respond based upon the mentor you identified in the previous sections. There are no right or wrong answers.

Please use the scale below to mark your responses to each statement:

1 2 3 4 5
 Strongly Disagree Disagree Uncertain Agree Strongly Agree

My mentor...

Item #		Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree
1.	helped me attain desirable positions.	1	2	3	4	5
2.	used his/her influence to support my advancement in the organization.	1	2	3	4	5
3.	used his/her influence in the organization for my benefit.	1	2	3	4	5
4.	helped me learn about other parts of the organization.	1	2	3	4	5
5.	gave me advice on how to attain recognition in the organization.	1	2	3	4	5

Appendix D (Continued)

Please use the scale below to mark your responses to each statement:

1 2 3 4 5
 Strongly Disagree Disagree Uncertain Agree Strongly Agree

My mentor...

6.	suggested specific strategies for achieving career aspirations.	1	2	3	4	5
7.	protected me from those who may be out to get me.	1	2	3	4	5
8.	“ran interference” for me in the organization.	1	2	3	4	5
9.	shielded me from damaging contact with important people in the organization.	1	2	3	4	5
10.	gave me tasks that required me to learn new skills.	1	2	3	4	5
11.	provided me with challenging assignments.	1	2	3	4	5
12.	assigned me tasks that pushed me into developing new skills.	1	2	3	4	5
13.	helped me be more visible in the organization.	1	2	3	4	5
14.	created opportunities for me to impress important people in the organization.	1	2	3	4	5
15.	brought my accomplishments to the attention of important people in the organization.	1	2	3	4	5
16.	is someone I can confide in.	1	2	3	4	5
17.	provided support and encouragement.	1	2	3	4	5
18.	is someone I can trust.	1	2	3	4	5
19.	and I frequently got together informally after work by ourselves.	1	2	3	4	5
20.	and I frequently socialized one-on-one outside the work setting.	1	2	3	4	5
21.	and I frequently had one-on-one, informal social interactions.	1	2	3	4	5
22.	served as a role-model for me.	1	2	3	4	5
23.	is someone I identified with.	1	2	3	4	5
24.	represented who I wanted to be.	1	2	3	4	5
25.	served as a sounding board for me to develop and understand myself.	1	2	3	4	5
26.	guided my professional development.	1	2	3	4	5
27.	guided my personal development.	1	2	3	4	5
28.	accepted me as a competent professional.	1	2	3	4	5
29.	saw me as competent.	1	2	3	4	5
30.	thought highly of me.	1	2	3	4	5

Appendix D (Continued)

Part C:

Indicate the extent you agree with each of the following statements regarding your mentoring relationship. If you have engaged in multiple mentoring relationships, please respond based upon the mentor you identified in the previous sections. There are no right or wrong answers.

Please use the scale below to mark your responses to each statement:

1 2 3 4 5
 Strongly Disagree Disagree Uncertain Agree Strongly Agree

Item #		Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree
1.	I have learned a lot from my mentor.	1	2	3	4	5
2.	My mentor gave me a new perspective on many things.	1	2	3	4	5
3.	My mentor and I were “co-learners” in the mentoring relationship.	1	2	3	4	5
4.	There was reciprocal learning that took place between my mentor and I.	1	2	3	4	5
5.	My mentor shared a lot of information with me that helped my own professional development.	1	2	3	4	5
6.	The mentoring relationship between my mentor and I was very effective.	1	2	3	4	5
7.	I am very satisfied with the mentoring relationship my mentor and I developed.	1	2	3	4	5
8.	My mentor and I enjoyed a high-quality relationship.	1	2	3	4	5
9.	Both my mentor and I benefited from the mentoring relationship.	1	2	3	4	5

Appendix D (Continued)

Part D:

Indicate the extent you agree with each of the following statements regarding outcomes of your mentoring relationship. If you have engaged in multiple mentoring relationships, please respond based upon the mentor you identified in the previous sections. There are no right or wrong answers.

Please use the scale below to mark your responses to each statement:

1 2 3 4 5
 Strongly Disagree Disagree Uncertain Agree Strongly Agree

Because of my mentoring relationship...

Item #		Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree
1.	I have gained insight into how another department functions.	1	2	3	4	5
2.	I have increased my knowledge about the organization as a whole.	1	2	3	4	5
3.	I have learned about others' perceptions about me or my job.	1	2	3	4	5
4.	I have increased my understanding of issues and problems outside my job.	1	2	3	4	5
5.	I better understand how my job or department affects others.	1	2	3	4	5
6.	I have a better sense of organizational politics.	1	2	3	4	5
7.	I have learned how to communicate effectively with others.	1	2	3	4	5
8.	I have improved my listening skills.	1	2	3	4	5
9.	I have developed new ideas about how to perform my job.	1	2	3	4	5
10.	I have become more sensitive to others' feelings and attitudes.	1	2	3	4	5
11.	I have gained new skills.	1	2	3	4	5
12.	I have expanded the way I think about things.	1	2	3	4	5

Appendix D (Continued)

Section 3: Personal Characteristics and Attitudes

Part A:

Indicate the extent you agree with each of the following statements regarding YOUR personal characteristics, preferences, and beliefs. There are no right or wrong answers.

Please use the scale below to mark your responses to each statement:

1 2 3 4 5
 Strongly Disagree Disagree Uncertain Agree Strongly Agree

Item #		Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree
1.	The opportunity to do challenging work is important to me.	1	2	3	4	5
2.	When I fail to complete a difficult task, I plan to try harder the next time I work on it.	1	2	3	4	5
3.	I prefer to work on tasks that force me to learn new things.	1	2	3	4	5
4.	The opportunity to learn new things is important to me.	1	2	3	4	5
5.	I do my best when I'm working on a fairly difficult task.	1	2	3	4	5
6.	I try hard to improve on my past performance.	1	2	3	4	5
7.	The opportunity to extend the range of my abilities is important to me.	1	2	3	4	5
8.	When I have difficulty solving a problem, I enjoy trying different approaches to see which one will work.	1	2	3	4	5
9.	A job is what you make of it.	1	2	3	4	5
10.	On most jobs, people can pretty much accomplish whatever they set out to accomplish.	1	2	3	4	5
11.	If you know what you want out of a job, you can find a job that gives it to you.	1	2	3	4	5
12.	If employees are unhappy with a decision made by their boss, they should do something about it.	1	2	3	4	5
13.	Getting the job you want is mostly a matter of luck.	1	2	3	4	5
14.	Making money is primarily a matter of good fortune.	1	2	3	4	5

Appendix D (Continued)

Please use the scale below to mark your responses to each statement:

	1	2	3	4	5		
	Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree		
15.	Most people are capable of doing their jobs well if they make the effort.		1	2	3	4	5
16.	In order to get a really good job, you need to have family members or friends in high places.		1	2	3	4	5
17.	Promotions are usually a matter of good fortune.		1	2	3	4	5
18.	When it comes to landing a really good job, who you know is more important than what you know.		1	2	3	4	5
19.	Promotions are given to employees who perform well on the job.		1	2	3	4	5
20.	To make a lot of money you have to know the right people.		1	2	3	4	5
21.	It takes a lot of luck to be an outstanding employee on most jobs.		1	2	3	4	5
22.	People who perform their jobs well generally get rewarded.		1	2	3	4	5
23.	Most employees have more influence on their supervisors than they think they do.		1	2	3	4	5
24.	The main difference between people who make a lot of money and people who make a little money is luck.		1	2	3	4	5
25.	If I were to participate in a development activity (workshop, course, etc.), my success in that activity would be at least comparable to most other participants.		1	2	3	4	5
26.	If I took part in a career-related workshop, seminar, or course, I would probably learn at least as much as anyone else.		1	2	3	4	5
27.	I could succeed and learn as well as the next person in a class designed to improve skills.		1	2	3	4	5
28.	I could learn as well as most other participants in a developmental learning activity.		1	2	3	4	5
29.	My career has been successful.		1	2	3	4	5
30.	Compared to my coworkers, my career is successful.		1	2	3	4	5
31.	My 'significant others' feel my career has been successful.		1	2	3	4	5
32.	Given my age, I think my career is ahead of schedule.		1	2	3	4	5

Appendix D (Continued)

Section 4: Organization Management Style

The following set of items focus on your organization's management style. Please read the scale anchors and indicate on the scale which management style BEST describes your organization. There are no right or wrong answers.

1. Your organization can best be described as having...

Highly structured channels of communication and a highly restricted access to important financial and operating information				Open channels of communication with important financial and operating information flowing quite freely throughout the organization.			
1	2	3	4	5	6	7	

2. Your organization can best be described as having...

Strong insistence on a uniform managerial style throughout the organization				Managers' operating styles allowed to range freely from the very formal to the very informal			
1	2	3	4	5	6	7	

3. Your organization can best be described as having...

Strong emphasis on giving the most say in decision making to formal line managers				Strong tendency to let the expert in a given situation have the most say in decision making even if this means temporary by-passing of formal line authority			
1	2	3	4	5	6	7	

4. Your organization can best be described as having...

A strong emphasis on holding fast to true and tried management principles despite any changes in business conditions				A strong emphasis on adapting freely to changing circumstances without too much concern for past practice			
1	2	3	4	5	6	7	

Appendix D (Continued)

5. Your organization can best be described as having...

Strong emphasis on always getting personnel to follow the formally laid down procedures				Strong emphasis on getting things done even if this means disregarding procedures			
1	2	3	4	5	6	7	

6. Your organization can best be described as having...

Tight formal control of most operations by means of sophisticated control information systems				Loose, informal control; heavy dependence on information relationships and norm of cooperation for getting work done			
1	2	3	4	5	6	7	

7. Your organization can best be described as having...

Strong emphasis on getting line and staff personnel adhere closely to formal job descriptions				Strong tendency to let the requirements of the situation and the individual's personality define proper on the job behavior			
1	2	3	4	5	6	7	

Appendix D (Continued)

Section 5: Background Information

Please provide the following information as requested below. This information will remain confidential and will only be used in aggregate form for statistical purposes.

1. Your Age (type in space provided): _____

2. Your Gender (select one):
 - Male
 - Female

3. Your Race (select one):
 - Caucasian/White
 - African-American
 - Hispanic
 - Asian
 - Native American
 - Other

4. Highest Level of Education Completed (select one):
 - Some high school
 - High school degree/certificate
 - Some college
 - Associate degree
 - Bachelor degree
 - Master degree
 - Doctorate degree

5. Current Employment Status (select one):
 - Part-time
 - Full-time
 - Not employed

6. Current Job Title (type in space provided): _____

7. How would you describe your current job title (select one):
 - Non-Managerial
 - Managerial

8. How long have you held this job title (type years/months in space provided):
 - Years (e.g., 3) _____
 - Months (e.g., 6) _____

Appendix D (Continued)

9. How long have you been employed in your present organization (type years/months in space provided):

Years (e.g., 7) _____

Months (e.g., 4) _____

10. Please indicate which industry sector you work in (select one):

- Manufacturing
- Government
- Hospitality
- Medical/Social service
- Retail
- Entertainment
- Communications
- Service
- Education
- Financial Services
- Technology
- Military
- Other (please specify) _____

Appendix D (Continued)

Mentoring Relationship Survey – Protégé
You are finished!

You have completed the protégé survey. Thank you for your time!

Please remember to let your mentor know that he/she will be sent an email requesting participation in my dissertation study. The email will contain a link to the mentor survey. Thank you!

If you have any additional comments you would like to share with the author of this study, please do so in the space provided below:

Appendix E: Protégé Non-Participation Link

Mentoring Relationship Survey – Protégé Non-participation

By selecting this link, you have indicated you do NOT want to participate in this voluntary research study. To make sure you did not select this link by mistake, please select the following box below:

- I have had a mentor throughout the course of my career but I do NOT want to participate in this study.

If you have any additional comments you would like to share with the author of this study, please do so in the space provided below:

THANK YOU FOR YOUR TIME!

Appendix F: No Protégé Experience Link

Mentoring Relationship Survey – No Protégé Experience

By selecting this link, you have indicated that you have not had a mentor throughout the course of your career. To make sure you did not select this link by mistake, please select the following box below:

- I cannot participate in the study because I have not had a mentor throughout the course of my career.

If you have any additional comments you would like to share with the author of this study, please do so in the space provided below:

THANK YOU FOR YOUR TIME!

Appendix G: Mentor Information Email

Hello –

You are receiving this email because I would like to ask for your participation in my dissertation research study. This study focuses on traditional mentoring relationships in the workplace. Specifically, I am examining important relationships between individual characteristics, mentoring behaviors, and work-related attitudes across a variety of organizational environments. Over the next month, I hope to collect data on approximately one hundred and fifty protégé-mentor pairs. **In order to do this, I need your help!**

I am contacting you because the individual identified in the subject line of this email has indicated you are or have been a mentor to him/her during the course of their career, as defined below:

A mentor is generally defined as a higher ranking, influential individual in your work environment who has advanced experience and knowledge and is committed to providing upward mobility and support to your career. A mentor may or may not be in your organization and he/she may or may not be your immediate supervisor.

Participation is simple. The online survey will take approximately 20 minutes to complete. On the first page of the survey, **you will be prompted to enter the following unique code:**

<UNIQUE CODE CREATED BY PROTÉGÉ>

This code was created by your protégé and will be used to link responses from protégé and mentor pairs. No other identifying information will be used in the study. Because I am interested in protégé-mentor pairs, **if you choose not to participate, I will not be able to use your protégé's data.**

- If you **ARE** willing to participate in my dissertation study, the following link will direct you to the mentor survey:

<http://www.surveymonkey.com/s.asp?u=584082464985>

- If you are **NOT** willing to participate in my dissertation study, please select the following link:

<http://www.surveymonkey.com/s.asp?u=591442482647>

I have attached a Frequently Asked Questions document to address additional information and questions you may have regarding the study. If you have any further questions regarding the methodology or purpose of the study, feel free to contact me.

Thank you in advance for your time and participation!

Elizabeth Lentz, M.A.
University of South Florida
4202 E. Fowler Ave., PCD 4118G
Tampa, FL 33620
emlentz@mail.usf.edu

Appendix H: Mentor Reminder Email

Hello –

Last week, I contacted you regarding my dissertation study at the University of South Florida. Thank you if you have already completed the online survey. If you have not, I would like to finish collecting data within the next two weeks. You may recall, the study focuses on examining traditional mentoring relationships in the workplace and will take approximately 20 minutes of your time.

Specifically, I am contacting you because the individual identified in the subject line of this email has indicated you are or have been a mentor to him/her during the course of their career, as defined below:

A mentor is generally defined as a higher ranking, influential individual in your work environment who has advanced experience and knowledge and is committed to providing upward mobility and support to your career. A mentor may or may not be in your organization and he/she may or may not be your immediate supervisor.

Participation is simple. The online survey will take approximately 20 minutes to complete. On the first page of the survey, **you will be prompted to enter the following unique code:**

<UNIQUE CODE CREATED BY PROTÉGÉ>

This code was created by your protégé and will be used to link responses from protégé and mentor pairs. No other identifying information will be used in the study. Because I am interested in protégé-mentor pairs, **if you choose not to participate, I will not be able to use your protégé's data.**

- If you **ARE** willing to participate in my dissertation study, the following link will direct you to the mentor survey:

<http://www.surveymonkey.com/s.asp?u=584082464985>

- If you are **NOT** willing to participate in my dissertation study, please select the following link:

<http://www.surveymonkey.com/s.asp?u=591442482647>

Again, I have attached a Frequently Asked Questions document to address additional information and questions you may have regarding the study. If you have any further questions regarding the methodology or purpose of the study, feel free to contact me.

Thank you!

Elizabeth Lentz, M.A.
University of South Florida
4202 E. Fowler Ave., PCD 4118G
Tampa, FL 33620
emlantz@mail.usf.edu

Mentoring Relationship Survey – Mentor Survey

General Instructions

- The items in this questionnaire are designed to examine important relationships between individual characteristics, mentoring behaviors, and work-related attitudes among mentors in traditional mentoring relationships.
- Please be honest when you complete this survey. **There are no right or wrong answers.**
- Your participation is completely voluntary.
- **All responses will remain confidential and no individual responses will be identified.**

Before you begin...

The survey will take approximately 20 minutes to complete.

In order to gain a better understanding of the mentoring relationship, we are asking both members of the relationship to participate. You are being asked to participate because you have been identified as a mentor. Your protégé has also participated by completing a protégé survey.

Should you experience any difficulties with the survey, have questions about this project or survey, or would prefer a paper copy of the survey, please contact Elizabeth Lentz at emlentz@mail.usf.edu.

Thank you in advance for your participation!

Appendix I (Continued)

Section 1: Identifying Protégé-Mentor Pairs

The subject line of the email I sent to you contains a first and last name of the person who identified you as their mentor. Please respond to these survey items based upon mentoring behaviors provided by you to this person.

During data analysis, it is important that I identify protégé-mentor pairs. To do this, your protégé was asked to create a unique code so that I could identify protégé-mentor pairs. This code was provided to you in the email as well. No other identifying information will be used to identify pairs.

***1. Please enter the unique code created by your protégé (type in space provided):**

Appendix I (Continued)

Section 2: Mentoring Experience

Part A:

Please respond to the following questions regarding your experience in the mentoring relationship. If you have engaged in multiple mentoring relationships, please respond based upon the relationship with the protégé identified in the previous section.

1. In order to assist individuals in their career development and advancement, some organizations have established a “formal mentoring program”, where protégés and mentors are linked in some way. This may be accomplished by assigning mentors or by just providing formal opportunities aimed at developing a relationship. So, formal relationships are developed with outside assistance, while informal mentoring relationships are developed spontaneously, without outside assistance.

Was your mentorship (select one):

- Informal (spontaneously developed, WITHOUT outside assistance)
- Formal (based on formal assignment, WITH outside assistance)

2. Approximate date mentoring relationship began (type month/year in space provided):

Month (e.g., October) _____

Year (e.g., 2005) _____

3. Approximate date mentoring relationship ended (type month/year in space provided):

Month (e.g., July) _____

Year (e.g., 2006) _____

Still Ongoing _____

4. At the time of the mentoring relationship, at what organizational level was your protégé in comparison to yourself (select one):

- Three or more levels below you
- Two levels below you
- One level below you
- At the same level as you

5. At the time of the mentoring relationship, were you a direct supervisor to your protégé (select one):

- No
- Yes

6. At the time of the mentoring relationship, was your protégé in the same organization as you (select one):

- No
- Yes

Appendix I (Continued)

7. On average, how many hours per month do/did you interact with your protégé (type average number of hours in space provided): _____

Part B:

Indicate the extent you agree with each of the following statements regarding your mentoring relationship. If you have engaged in multiple mentoring relationships, please respond based upon the relationship with the protégé identified in the previous sections. There are no right or wrong answers.

Please use the scale below to mark your responses to each statement:

1 2 3 4 5
 Strongly Disagree Disagree Uncertain Agree Strongly Agree

As a Mentor, I...

Item #		Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree
1.	helped my protégé attain desirable positions.	1	2	3	4	5
2.	used my influence to support my protégé's advancement in the organization.	1	2	3	4	5
3.	used my influence in the organization for my protégé's benefit.	1	2	3	4	5
4.	helped my protégé learn about other parts of the organization.	1	2	3	4	5
5.	gave my protégé advice on how to attain recognition in the organization.	1	2	3	4	5
6.	suggested specific strategies for achieving career aspirations.	1	2	3	4	5
7.	protected my protégé from those who may be out to get him/her.	1	2	3	4	5
8.	"ran interference" for my protégé in the organization.	1	2	3	4	5
9.	shielded my protégé from damaging contact with important people in the organization.	1	2	3	4	5
10.	gave my protégé tasks that required him/her to learn new skills.	1	2	3	4	5
11.	provided my protégé with challenging assignments.	1	2	3	4	5
12.	assigned my protégé tasks that pushed him/her into developing new skills.	1	2	3	4	5

Appendix I (Continued)

Please use the scale below to mark your responses to each statement:

1 2 3 4 5
 Strongly Disagree Disagree Uncertain Agree Strongly Agree

As a Mentor, I...

13.	helped my protégé be more visible in the organization.	1	2	3	4	5
14.	created opportunities for my protégé to impress important people in the organization.	1	2	3	4	5
15.	brought my protégé's accomplishments to the attention of important people in the organization.	1	2	3	4	5
16.	was someone my protégé confided in.	1	2	3	4	5
17.	provided support and encouragement.	1	2	3	4	5
18.	was someone my protégé could trust.	1	2	3	4	5
19.	frequently got together with my protégé informally after work by ourselves.	1	2	3	4	5
20.	frequently socialized with my protégé one-on-one outside the work setting.	1	2	3	4	5
21.	frequently had one-on-one, informal social interactions with my protégé.	1	2	3	4	5
22.	served as a role-model for my protégé.	1	2	3	4	5
23.	was someone my protégé could identify with.	1	2	3	4	5
24.	represented who my protégé wanted to be.	1	2	3	4	5
25.	served as a sounding board for my protégé to develop and understand him/herself.	1	2	3	4	5
26.	guided my protégé's professional development.	1	2	3	4	5
27.	guided my protégé's personal development.	1	2	3	4	5
28.	accepted my protégé as a competent professional.	1	2	3	4	5
29.	saw my protégé as competent.	1	2	3	4	5
30.	thought highly of my protégé.	1	2	3	4	5

Appendix I (Continued)

Part C:

Indicate the extent you agree with each of the following statements regarding your mentoring relationship. If you have engaged in multiple mentoring relationships, please respond based upon the relationship with the protégé identified in the previous sections. There are no right or wrong answers.

Please use the scale below to mark your responses to each statement:

1 2 3 4 5
 Strongly Disagree Disagree Uncertain Agree Strongly Agree

Item #		Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree
1.	I have learned a lot from my protégé.	1	2	3	4	5
2.	My protégé gave me a new perspective on many things.	1	2	3	4	5
3.	My protégé and I were “co-learners” in the mentoring relationship.	1	2	3	4	5
4.	There was reciprocal learning that took place between my protégé and I.	1	2	3	4	5
5.	My protégé shared a lot of information with me that helped my own professional development.	1	2	3	4	5
6.	The mentoring relationship between my protégé and I was very effective.	1	2	3	4	5
7.	I am very satisfied with the mentoring relationship my protégé and I developed.	1	2	3	4	5
8.	My protégé and I enjoyed a high-quality relationship.	1	2	3	4	5
9.	Both my protégé and I benefited from the mentoring relationship.	1	2	3	4	5

Appendix I (Continued)

Part D:

Indicate the extent you agree with each of the following statements regarding outcomes of your mentoring relationship. If you have engaged in multiple mentoring relationships, please respond based upon the relationship with the protégé identified in the previous sections. There are no right or wrong answers.

Please use the scale below to mark your responses to each statement:

1 2 3 4 5
 Strongly Disagree Disagree Uncertain Agree Strongly Agree

Because of my mentoring relationship...

Item #		Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree
1.	I have gained insight into how another department functions.	1	2	3	4	5
2.	I have increased my knowledge about the organization as a whole.	1	2	3	4	5
3.	I have learned about others' perceptions about me or my job.	1	2	3	4	5
4.	I have increased my understanding of issues and problems outside my job.	1	2	3	4	5
5.	I better understand how my job or department affects others.	1	2	3	4	5
6.	I have a better sense of organizational politics.	1	2	3	4	5
7.	I have learned how to communicate effectively with others.	1	2	3	4	5
8.	I have improved my listening skills.	1	2	3	4	5
9.	I have developed new ideas about how to perform my job.	1	2	3	4	5
10.	I have become more sensitive to others' feelings and attitudes.	1	2	3	4	5
11.	I have gained new skills.	1	2	3	4	5
12.	I have expanded the way I think about things.	1	2	3	4	5

Appendix I (Continued)

Section 3: Personal Characteristics and Attitudes

Part A:

Indicate the extent you agree with each of the following statements regarding YOUR personal characteristics, preferences, and beliefs. There are no right or wrong answers.

Please use the scale below to mark your responses to each statement:

1 2 3 4 5
 Strongly Disagree Disagree Uncertain Agree Strongly Agree

Item #		Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree
1.	The opportunity to do challenging work is important to me.	1	2	3	4	5
2.	When I fail to complete a difficult task, I plan to try harder the next time I work on it.	1	2	3	4	5
3.	I prefer to work on tasks that force me to learn new things.	1	2	3	4	5
4.	The opportunity to learn new things is important to me.	1	2	3	4	5
5.	I do my best when I'm working on a fairly difficult task.	1	2	3	4	5
6.	I try hard to improve on my past performance.	1	2	3	4	5
7.	The opportunity to extend the range of my abilities is important to me.	1	2	3	4	5
8.	When I have difficulty solving a problem, I enjoy trying different approaches to see which one will work.	1	2	3	4	5
9.	A job is what you make of it.	1	2	3	4	5
10.	On most jobs, people can pretty much accomplish whatever they set out to accomplish.	1	2	3	4	5
11.	If you know what you want out of a job, you can find a job that gives it to you.	1	2	3	4	5
12.	If employees are unhappy with a decision made by their boss, they should do something about it.	1	2	3	4	5
13.	Getting the job you want is mostly a matter of luck.	1	2	3	4	5
14.	Making money is primarily a matter of good fortune.	1	2	3	4	5

Appendix I (Continued)

Please use the scale below to mark your responses to each statement:

1 2 3 4 5
 Strongly Disagree Disagree Uncertain Agree Strongly Agree

15.	Most people are capable of doing their jobs well if they make the effort.	1	2	3	4	5
16.	In order to get a really good job, you need to have family members or friends in high places.	1	2	3	4	5
17.	Promotions are usually a matter of good fortune.	1	2	3	4	5
18.	When it comes to landing a really good job, who you know is more important than what you know.	1	2	3	4	5
19.	Promotions are given to employees who perform well on the job.	1	2	3	4	5
20.	To make a lot of money you have to know the right people.	1	2	3	4	5
21.	It takes a lot of luck to be an outstanding employee on most jobs.	1	2	3	4	5
22.	People who perform their jobs well generally get rewarded.	1	2	3	4	5
23.	Most employees have more influence on their supervisors than they think they do.	1	2	3	4	5
24.	The main difference between people who make a lot of money and people who make a little money is luck.	1	2	3	4	5
25.	If I were to participate in a development activity (workshop, course, etc.), my success in that activity would be at least comparable to most other participants.	1	2	3	4	5
26.	If I took part in a career-related workshop, seminar, or course, I would probably learn at least as much as anyone else.	1	2	3	4	5
27.	I could succeed and learn as well as the next person in a class designed to improve skills.	1	2	3	4	5
28.	I could learn as well as most other participants in a developmental learning activity.	1	2	3	4	5
29.	My career has been successful.	1	2	3	4	5
30.	Compared to my coworkers, my career is successful.	1	2	3	4	5
31.	My 'significant others' feel my career has been successful.	1	2	3	4	5
32.	Given my age, I think my career is ahead of schedule.	1	2	3	4	5

Appendix I (Continued)

Section 4: Organization Management Style

The following set of items focus on your organization's management style. Please read the scale anchors and indicate on the scale which management style BEST describes your organization. There are no right or wrong answers.

1. Your organization can best be described as having...

Highly structured channels of communication and a highly restricted access to important financial and operating information				Open channels of communication with important financial and operating information flowing quite freely throughout the organization.			
1	2	3	4	5	6	7	

2. Your organization can best be described as having...

Strong insistence on a uniform managerial style throughout the organization				Managers' operating styles allowed to range freely from the very formal to the very informal			
1	2	3	4	5	6	7	

3. Your organization can best be described as having...

Strong emphasis on giving the most say in decision making to formal line managers				Strong tendency to let the expert in a given situation have the most say in decision making even if this means temporary by-passing of formal line authority			
1	2	3	4	5	6	7	

4. Your organization can best be described as having...

A strong emphasis on holding fast to true and tried management principles despite any changes in business conditions				A strong emphasis on adapting freely to changing circumstances without too much concern for past practice			
1	2	3	4	5	6	7	

Appendix I (Continued)

5. Your organization can best be described as having...

Strong emphasis on always getting personnel to follow the formally laid down procedures				Strong emphasis on getting things done even if this means disregarding procedures			
1	2	3	4	5	6	7	

6. Your organization can best be described as having...

Tight formal control of most operations by means of sophisticated control information systems				Loose, informal control; heavy dependence on information relationships and norm of cooperation for getting work done			
1	2	3	4	5	6	7	

7. Your organization can best be described as having...

Strong emphasis on getting line and staff personnel adhere closely to formal job descriptions				Strong tendency to let the requirements of the situation and the individual's personality define proper on the job behavior			
1	2	3	4	5	6	7	

Appendix I (Continued)

Section 5: Background Information

Please provide the following information as requested below. This information will remain confidential and will only be used in aggregate form for statistical purposes.

1. Your Age (type in space provided): _____

2. Your Gender (select one):
 - Male
 - Female

3. Your Race (select one):
 - Caucasian/White
 - African-American
 - Hispanic
 - Asian
 - Native American
 - Other

4. Highest Level of Education Completed (select one):
 - Some high school
 - High school degree/certificate
 - Some college
 - Associate degree
 - Bachelor degree
 - Master degree
 - Doctorate degree

5. Current Employment Status (select one):
 - Part-time
 - Full-time
 - Not employed

6. Current Job Title (type in space provided): _____

7. How would you describe your current job title (select one):
 - Non-Managerial
 - Managerial

8. How long have you held this job title (type years/months in space provided):
 - Years (e.g., 3) _____
 - Months (e.g., 6) _____

Appendix I (Continued)

9. How long have you been employed in your present organization (type years/months in space provided):

Years (e.g., 7) _____

Months (e.g., 4) _____

10. Please indicate which industry sector you work in (select one):

- Manufacturing
- Government
- Hospitality
- Medical/Social service
- Retail
- Entertainment
- Communications
- Service
- Education
- Financial Services
- Technology
- Military
- Other (please specify) _____

Appendix I (Continued)

Mentoring Relationship Survey – Mentor
You are finished!

You have completed the mentor survey. Thank you for your time!

If you have any additional comments you would like to share with the author of this study, please do so in the space provided below:

Appendix J: Mentor Non-Participation Link

Mentoring Relationship Survey – Mentor Non-participation

By selecting this link, you have indicated you do NOT want to participate in this voluntary research study. To make sure you did not select this link by mistake, please select the following box below:

- I have mentored the individual indicated in the information email throughout the course of his/her career but I do NOT want to participate in this study.

If you have any additional comments you would like to share with the author of this study, please do so in the space provided below:

THANK YOU FOR YOUR TIME!

Appendix K: Mentoring Provided Items – Protégé Perspective

Indicate the extent you agree with each of the following statements regarding your mentoring relationship. If you have engaged in multiple relationships, please respond based upon the mentor you identified in the previous sections. There are no right or wrong answers.

Please use the scale below to mark your responses to each statement:

1 2 3 4 5
 Strongly Disagree Disagree Uncertain Agree Strongly Agree

My mentor...

Item #		Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree
1.	helped me attain desirable positions.	1	2	3	4	5
2.	used his/her influence to support my advancement in the organization.	1	2	3	4	5
3.	used his/her influence in the organization for my benefit.	1	2	3	4	5
4.	helped me learn about other parts of the organization.	1	2	3	4	5
5.	gave me advice on how to attain recognition in the organization.	1	2	3	4	5
6.	suggested specific strategies for achieving career aspirations.	1	2	3	4	5
7.	protected me from those who may be out to get me.	1	2	3	4	5
8.	“ran interference” for me in the organization.	1	2	3	4	5
9.	shielded me from damaging contact with important people in the organization.	1	2	3	4	5
10.	gave me tasks that required me to learn new skills.	1	2	3	4	5
11.	provided me with challenging assignments.	1	2	3	4	5
12.	assigned me tasks that pushed me into developing new skills.	1	2	3	4	5
13.	helped me be more visible in the organization.	1	2	3	4	5
14.	created opportunities for me to impress important people in the organization.	1	2	3	4	5
15.	brought my accomplishments to the attention of important people in the organization.	1	2	3	4	5
16.	is someone I can confide in.	1	2	3	4	5
17.	provided support and encouragement.	1	2	3	4	5
18.	is someone I can trust.	1	2	3	4	5

Appendix K (Continued)

Please use the scale below to mark your responses to each statement:

1 2 3 4 5
 Strongly Disagree Disagree Uncertain Agree Strongly Agree

My mentor...

19	and I frequently got together informally after work by ourselves.	1	2	3	4	5
20.	and I frequently socialized one-on-one outside the work setting.	1	2	3	4	5
21.	and I frequently had one-on-one, informal social interactions.	1	2	3	4	5
22.	served as a role-model for me.	1	2	3	4	5
23.	is someone I identified with.	1	2	3	4	5
24.	represented who I wanted to be.	1	2	3	4	5
25.	served as a sounding board for me to develop and understand myself.	1	2	3	4	5
26.	guided my professional development.	1	2	3	4	5
27.	guided my personal development.	1	2	3	4	5
28.	accepted me as a competent professional.	1	2	3	4	5
29.	saw me as competent.	1	2	3	4	5
30.	thought highly of me.	1	2	3	4	5

Appendix L: Mentoring Provided Items – Mentor Perspective

Indicate the extent you agree with each of the following statements regarding your mentoring relationship. If you have engaged in multiple relationships, please respond based upon the protégé identified in the previous sections. There are no right or wrong answers.

Please use the scale below to mark your responses to each statement:

1 2 3 4 5
 Strongly Disagree Disagree Uncertain Agree Strongly Agree

As a Mentor, I...

Item #		Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree
1.	helped my protégé attain desirable positions.	1	2	3	4	5
2.	used my influence to support my protégé’s advancement in the organization.	1	2	3	4	5
3.	used my influence in the organization for my protégé’s benefit.	1	2	3	4	5
4.	helped my protégé learn about other parts of the organization.	1	2	3	4	5
5.	gave my protégé advice on how to attain recognition in the organization.	1	2	3	4	5
6.	suggested specific strategies for achieving career aspirations.	1	2	3	4	5
7.	protected my protégé from those who may be out to get him/her.	1	2	3	4	5
8.	“ran interference” for my protégé in the organization.	1	2	3	4	5
9.	shielded my protégé from damaging contact with important people in the organization.	1	2	3	4	5
10.	gave my protégé tasks that required him/her to learn new skills.	1	2	3	4	5
11.	provided my protégé with challenging assignments.	1	2	3	4	5
12.	assigned my protégé tasks that pushed him/her into developing new skills.	1	2	3	4	5
13.	helped my protégé be more visible in the organization.	1	2	3	4	5
14.	created opportunities for my protégé to impress important people in the organization.	1	2	3	4	5

Appendix L (Continued)

Please use the scale below to mark your responses to each statement:

1 2 3 4 5
 Strongly Disagree Disagree Uncertain Agree Strongly Agree

As a Mentor, I...

15.	brought my protégé's accomplishments to the attention of important people in the organization.	1	2	3	4	5
16.	was someone my protégé confided in.	1	2	3	4	5
17.	provided support and encouragement.	1	2	3	4	5
18.	was someone my protégé could trust.	1	2	3	4	5
19.	frequently got together with my protégé informally after work by ourselves.	1	2	3	4	5
20.	frequently socialized with my protégé one-on-one outside the work setting.	1	2	3	4	5
21.	frequently had one-on-one, informal social interactions with my protégé.	1	2	3	4	5
22.	served as a role-model for my protégé.	1	2	3	4	5
23.	was someone my protégé could identify with.	1	2	3	4	5
24.	represented who my protégé wanted to be.	1	2	3	4	5
25.	served as a sounding board for my protégé to develop and understand him/herself.	1	2	3	4	5
26.	guided my protégé's professional development.	1	2	3	4	5
27.	guided my protégé's personal development.	1	2	3	4	5
28.	accepted my protégé as a competent professional.	1	2	3	4	5
29.	saw my protégé as competent.	1	2	3	4	5
30.	thought highly of my protégé.	1	2	3	4	5

Appendix M – Learning Goal Orientation Items

Indicate the extent you agree with each of the following statements regarding YOUR personal characteristics, preferences, and beliefs. There are no right or wrong answers.

Please use the scale below to mark your responses to each statement:

1 2 3 4 5
 Strongly Disagree Disagree Uncertain Agree Strongly Agree

Item #		Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree
1.	The opportunity to do challenging work is important to me.	1	2	3	4	5
2.	When I fail to complete a difficult task, I plan to try harder the next time I work on it.	1	2	3	4	5
3.	I prefer to work on tasks that force me to learn new things.	1	2	3	4	5
4.	The opportunity to learn new things is important to me.	1	2	3	4	5
5.	I do my best when I'm working on a fairly difficult task.	1	2	3	4	5
6.	I try hard to improve on my past performance.	1	2	3	4	5
7.	The opportunity to extend the range of my abilities is important to me.	1	2	3	4	5
8.	When I have difficulty solving a problem, I enjoy trying different approaches to see which one will work.	1	2	3	4	5

Appendix N – Locus of Control Items

Indicate the extent you agree with each of the following statements regarding YOUR personal characteristics, preferences, and beliefs. There are no right or wrong answers.

Please use the scale below to mark your responses to each statement:

1 2 3 4 5
 Strongly Disagree Disagree Uncertain Agree Strongly Agree

Item #		Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree
1.	A job is what you make of it.	1	2	3	4	5
2.	On most jobs, people can pretty much accomplish whatever they set out to accomplish.	1	2	3	4	5
3.	If you know what you want out of a job, you can find a job that gives it to you.	1	2	3	4	5
4.	If employees are unhappy with a decision made by their boss, they should do something about it.	1	2	3	4	5
5.	Getting the job you want is mostly a matter of luck.	1	2	3	4	5
6.	Making money is primarily a matter of good fortune.	1	2	3	4	5
7.	Most people are capable of doing their jobs well if they make the effort.	1	2	3	4	5
8.	In order to get a really good job, you need to have family members or friends in high places.	1	2	3	4	5
9.	Promotions are usually a matter of good fortune.	1	2	3	4	5
10.	When it comes to landing a really good job, who you know is more important than what you know.	1	2	3	4	5
11.	Promotions are given to employees who perform well on the job.	1	2	3	4	5
12.	To make a lot of money you have to know the right people.	1	2	3	4	5
13.	It takes a lot of luck to be an outstanding employee on most jobs.	1	2	3	4	5
14.	People who perform their jobs well generally get rewarded.	1	2	3	4	5
15.	Most employees have more influence on their supervisors than they think they do.	1	2	3	4	5
16.	The main difference between people who make a lot of money and people who make a little money is luck.	1	2	3	4	5

Appendix O – Self-Efficacy for Development Items

Indicate the extent you agree with each of the following statements regarding YOUR personal characteristics, preferences, and beliefs. There are no right or wrong answers.

Please use the scale below to mark your responses to each statement:

1 2 3 4 5
 Strongly Disagree Disagree Uncertain Agree Strongly Agree

Item #		Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree
1.	If I were to participate in a development activity (workshop, course, etc.), my success in that activity would be at least comparable to most other participants.	1	2	3	4	5
2.	If I took part in a career-related workshop, seminar, or course, I would probably learn at least as much as anyone else.	1	2	3	4	5
3.	I could succeed and learn as well as the next person in a class designed to improve skills.	1	2	3	4	5
4.	I could learn as well as most other participants in a developmental learning activity.	1	2	3	4	5

Appendix P: Mutual Mentorship Learning Items

Indicate the extent you agree with each of the following statements regarding your mentoring relationship. If you have engaged in multiple relationships, please respond based upon the relationship identified in the previous sections. There are no right or wrong answers.

Please use the scale below to mark your responses to each statement:

1 2 3 4 5
 Strongly Disagree Disagree Uncertain Agree Strongly Agree

Item #		Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree
1.	I have learned a lot from my mentor (protégé).	1	2	3	4	5
2.	My mentor (protégé) gave me a new perspective on many things.	1	2	3	4	5
3.	My mentor (protégé) and I were “co-learners” in the mentoring relationship.	1	2	3	4	5
4.	There was reciprocal learning that took place between my mentor (protégé) and I.	1	2	3	4	5
5.	My mentor (protégé) shared a lot of information with me that helped my own professional development.	1	2	3	4	5

Appendix Q: Personal Learning Items

Indicate the extent you agree with each of the following statements regarding outcomes of your mentoring relationship. If you have engaged in multiple relationships, please respond based upon the relationship identified in the previous sections. There are no right or wrong answers.

Please use the scale below to mark your responses to each statement:

1 2 3 4 5
 Strongly Disagree Disagree Uncertain Agree Strongly Agree

Because of my mentoring relationship...

Item #		Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree
1.	I have gained insight into how another department functions.	1	2	3	4	5
2.	I have increased my knowledge about the organization as a whole.	1	2	3	4	5
3.	I have learned about others' perceptions about me or my job.	1	2	3	4	5
4.	I have increased my understanding of issues and problems outside my job.	1	2	3	4	5
5.	I better understand how my job or department affects others.	1	2	3	4	5
6.	I have a better sense of organizational politics.	1	2	3	4	5
7.	I have learned how to communicate effectively with others.	1	2	3	4	5
8.	I have improved my listening skills.	1	2	3	4	5
9.	I have developed new ideas about how to perform my job.	1	2	3	4	5
10.	I have become more sensitive to others' feelings and attitudes.	1	2	3	4	5
11.	I have gained new skills.	1	2	3	4	5
12.	I have expanded the way I think about things.	1	2	3	4	5

Note.

Items 1-6 assess Relational Job Learning

Items 7-12 assess Personal Skill Development

Appendix R: Mentorship Quality Items

Indicate the extent you agree with each of the following statements regarding your mentoring relationship. If you have engaged in multiple relationships, please respond based upon the relationship identified in the previous sections. There are no right or wrong answers.

Please use the scale below to mark your responses to each statement:

1 2 3 4 5
 Strongly Disagree Disagree Uncertain Agree Strongly Agree

Item #		Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree
1.	The mentoring relationship between my mentor (protégé) and I was very effective.	1	2	3	4	5
2.	I am very satisfied with the mentoring relationship my mentor (protégé) and I developed.	1	2	3	4	5
3.	My mentor (protégé) and I enjoyed a high-quality relationship.	1	2	3	4	5
4.	Both my mentor (protégé) and I benefited from the mentoring relationship.	1	2	3	4	5

Appendix S: Career Success Items

Indicate the extent you agree with each of the following statements regarding your mentoring relationship. If you have engaged in multiple relationships, please respond based upon the relationship identified in the previous sections. There are no right or wrong answers.

Please use the scale below to mark your responses to each statement:

1 2 3 4 5
 Strongly Disagree Disagree Uncertain Agree Strongly Agree

Item #		Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree
1.	My career has been successful.	1	2	3	4	5
2.	Compared to my coworkers, my career is successful.	1	2	3	4	5
3.	My 'significant others' feel my career has been successful.	1	2	3	4	5
4.	Given my age, I think my career is ahead of schedule.	1	2	3	4	5

About the Author

Elizabeth Lentz Williams graduated summa cum laude in 2000 with a Bachelor of Arts in Psychology from the University of South Florida, receiving the King O' Neal Scholar Award and Outstanding Graduate Award. In 2004, Elizabeth received her Master of Arts in Industrial/Organizational Psychology from the University of South Florida. Elizabeth's research has appeared in journals such as the *Journal of Applied Psychology*, *Personnel Psychology*, and the *Journal of Career Development*, in numerous technical reports, and presented at national conferences such as the *Society for Industrial and Organizational Psychology*, *American Psychological Association*, and the *Academy of Management*. She was the recipient of the Best Applied Paper Award for 2004 from the Careers Division of the Academy of Management and the Best Research Article of the Year Award for 2006 from the American Society for Training and Development. For the past four years, Elizabeth has worked for Personnel Decisions Research Institutes.