

INFLUENCE OF RELATIONAL MENTORING ON ROLE BASED PERFORMANCE

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Abstract: *Relational mentoring process denotes high quality mentoring on the mentoring continuum and it encompasses traditional or average quality of mentoring. Although, the undercurrent of support provided through relational mentoring is primarily psycho-social, the impact of relational mentoring towards protégé development is both professional and personal. The outcome variable is role based performance that also encompasses personal (non – job related) and professional (job related) dimensions of performance. Our findings shed light on the role that protégé personal learning, play as mediator and motivation of mentor as moderator, in transmitting the effect of relational mentoring on protégé role based performance. This study would help enhance protégé overall development through relational mentoring.*

Key words: **Relational mentoring, role based performance, personal learning and motivation of mentor.**

Recent research has classified the quality of mentoring relationship into two: Traditional Mentoring and Relational Mentoring. Traditional mentoring is defined as a relationship between an older, more experienced mentor and a younger, less experienced protégé for the purpose of developing and helping his/her career (Hunt and Michael, 1983; Kram, 1985; Ragins, 1989). According to this mentoring theory (Kram, 1985), mentors help their protégés through providing career functions (i.e., sponsorship, exposure and visibility, coaching, protection, and challenging assignments) and *psychosocial* support (i.e., role modeling, acceptance and confirmation, counseling and friendship). The traditional mentoring is an instrumental approach that uses a transactional frame and values the relationship for what it can *do* rather than what it can *be*. Recognizing that organizations have downsized, the traditional, hierarchical view of mentoring is changing (Kram and Hall, 1995; McManus and Russell, 1997).

The traditional role of an older, wiser person guiding a younger one has been undermined

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In an age where experiences of the past and accumulated knowledge no longer guarantees relevance in the future. According to the relational mentoring theory (Ragins, 2010), mentoring refers to the mutually interdependent, empathic, and empowering processes that create personal growth, development, and enrichment for mentors and protégés (Ragins, 2005). Thus, as per relational perspective mentoring is defined as a developmental relationship that involves mutual growth, learning, and development in personal, professional, and career domains. Relational perspective extends our lens on mentoring from a one-sided, exchange based relationship focused on protégé career outcomes to a dyadic communal relationship with cognitive and affective processes that lead to mutual learning, growth, and development. A key tenet of relational mentoring theory is that the outcomes associated with relational mentoring have the capacity to transform other relationships in the individual's developmental network.

In the present business environment of shifting workforce demographics, protégé growth and development is synonymous with mutuality and reciprocity, shared influence, reliance on communal norms of exchange, self-affirmation and inspiration, reflecting a state of high quality mentoring relationships termed relational mentoring (Ragins, 2010). Mentoring entails all round growth and development of the protégé, both personal and professional. It involves both Individual attributes (psychological) as well as environmental attributes (sociological). On a review of several performance theories, the closest theoretical based measure of performance that encompasses both these dimensions is role-based performance. Role based performance measure views performance measurement in terms of roles that are enacted at work. Role based performance measure is the better predictor of real performance than traditional appraisal methods (Welbourne, 1997). Mentor motivation is an important variable in mentoring literature as personal motives and goals of the mentor have a direct influence not only on the extent of mentoring provided and thereby its outcomes, but also the type of mentoring that gets provided, i.e career-related mentoring or psycho-social mentoring.

It is commonly accepted that a new psychological contract is developing between employees and employers in which both share responsibility for protégé development (Miner, 1986) through formation of relational processes. According to social cognitive theory of career development goals influence behaviors of the individuals leading to outcomes (Lent et al., 1994). The model mentions that individuals develop expectations of performance success through social support systems based on shared responsibility and mutuality. The learning support offered influences the individual's expectation of performance success which in turn influences the individual's beliefs about his ability and finally the outcomes of all round performance (Sosik, J.J., Godshalk, V.M. and Yammarino, F.J., 2004).

Social Cognitive Model in Mentoring

According to the social cognitive theory in career development, expectations are categorized into three dimensions i.e. achievement (e.g., reputation, learning from role), development (e.g., promotion, growth opportunities), and balance (e.g., work–family balance and well-being; Stephens, Szajna, and Broome, (1998). This theory posits that an ability to learn and be focused on the goals encourage developmental relationships including mentoring. The ability to be goal oriented is a stable trait (Button, Mathieu, and Zajac, 1996) and the individual seeks to develop himself by striving to learn and focus his efforts on developing his abilities (VandeWalle, Ganesan, Challagalla, and Brown, 2000) by being optimistic, hopeful and persistent, (Dweck, 1999). This theory provides the theoretical justification as to why relational mentoring leads to protégé learning (personal learning) and overall development (role based performance). This study contributes to our understanding of the social cognitive model of reality by examining the interplay among the variables of interest in this study.

Relational Mentoring

According to the relational mentoring theory (Ragins, 2010), mentoring is a mutually interdependent, empathic, and empowering relationship that create personal growth, development,

and enrichment for both mentors and protégés (Ragins, 2005). Relational mentoring is more likely to produce personal learning (Carmeli, Brueller, and Dutton, 2009; Kram and Cherniss, 2001). Learning involves not only the sharing of information and knowledge, but also identification of potential for personal growth and development. In high quality relationships both mentors and protégés may provide their partner with feedback that illuminates the “blind spots” in their relationships with others, while giving them insights into their personal strengths and weaknesses. Hence protégé perspective (as customer of the process) on motivation of mentor to provide feedback on mentor-protégé relationship quality, as mentioned is necessary.

Motivation of Mentor

Motivation of mentor is an important variable in mentoring literature as personal motives and goals of the mentor have a direct influence not only on the extent of mentoring provided and thereby its outcomes, but also the type of mentoring that gets provided, i.e career-related mentoring or psycho-social mentoring. Personal motives for mentoring relates to the provision of mentoring functions. Motives are goal-directed forces within the individual (Batson and Shaw, 1991) and therefore serving as a mentor to others can be viewed as one form of goal-directed behavior.

To say that behavior is goal-directed is to say that it is motivated by a cognitive representation of some outcome. People realize that patterns of behavior are likely to produce certain outcomes (Cropanzano, James, and Citera, 1993). This approach to human behavior has been referred to as the functional approach. The functional approach recognizes that the same behavior may have multiple motives (Synder, 1993) and has been used to study volunteerism (Clary et al., 1998; Penner and Finkelstein, 1998) and Organizational citizenship behavior (Rioux and Penner, 2001). This approach may also be applicable to the study of mentoring in that individuals may mentor others because such behavior satisfies certain needs or motives.

Personal Learning

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Personal learning consists of the acquisition of knowledge, skills, or competencies contributing to personal growth, identity, and adaptability (Kram, 1996); it is also the development of empathy, feedback, self-reflection, self-disclosure, and active listening (Lankau and Scandura, 2002). Such learning appears to provide mentors with a variety of ways to see their work and encourage them to learn how to balance several work-roles. Therefore, we propose: both dimensions of personal learning, (a) personal skill development and (b) relational job learning, will be positively associated with role based performance.

a) Personal Skill Development

“Personal skill development” has been defined as acquisition of new skills and abilities that enable better working relationships. This type of personal learning emphasized in the literature largely relates to interpersonal skills (Kram, 1996) e.g., employees need to be able to communicate effectively, listen attentively, solve problems, and be creative in developing relationships with others in the organization.

b) Relational Job Learning

”Relational job learning” is defined as increased understanding about the interdependence or connectedness of one's job to others. It involves learning about the context of work to see the self in relation to others (Kegan, 1994; Merriam and Heuer, 1996).

Relational Job Learning involves a capacity to look beyond the self and see relationships among organizational aspects. Relational Job Learning is related to increased contextual performance via employees' increased understanding of how their jobs fit in with an organization's overall mission. Experienced meaningfulness of work has been associated with increased satisfaction and motivation (Hackman and Oldham, 1980).

Role Based Performance

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According to Bommer, Johnson, Rich, Podsakoff, and McKenzie, "Job performance is the most widely studied criterion variable in the organizational behavior and human resource management literatures" (1995: 587). However, most performance measurement systems are limited in that they ignore dimensions of work behavior that lie beyond what has been traditionally included in the scope of a specific job itself. However, excluding non-job dimensions creates problems for firms that intend to reward behaviors such as suggestion making, organizational citizenship, or even extraordinary customer service.

In organisational context, Mentoring can affect a lot of outcomes. it can help people do their jobs better (job role), or it can give them confidence to innovate (innovation), or it can help them be better team members because they know more people (team role), it also can help them with their careers (career role), or it can provide additional knowledge that enhance the org member role. Researchers have proposed an alternative measure of performance based on role theory and identity theory called Role Based performance scale, comprising of career, job, OCB, innovation and team performance. As mentoring deals with both personal and professional development, role based performance was an appropriate measure because it comprises both personal (career and OCB) and professional dimensions (job, team and innovation).

Mediating Role of Personal Learning

Recent cross-cultural research across 33 countries has shown that mentors are regarded by their employers as better performers (Gentry, Weber, and Sadri, 2008). Accordingly, we speculate that personal learning will play a mediating role in the relationship between the amounts of mentoring provided by mentors to their mentee in-role job performance. In other words, mentoring permits mentees to improve their competency and personal skills for role-prescribed tasks that are critical to their in-role job performance (Hezlett, 2005).

Theoretical Background and Hypothesis

Influence of Relational Mentoring on Role Based Performance: While scholars have studied Job performance of the protégé or the mentors either through performance rating of the superior (Orpen, 1997) or in –role performances of mentor/protégé (Liu, Kwan, Mao, 2009), the impact of mentoring on overall performance at work of the protégé has not been studied. Researchers have lamented, that the relationship between mentoring and individual performance is therefore still a puzzle to be resolved. The imperative to examine the impact of mentoring on performance arises due to the fact that such an explanation would help focus on the right variable to improve effectiveness of mentoring process.

Therefore, we propose:

Hypothesis 1: Relational Mentoring and Role Based Performance are positively related.

Influence of Motivation of Mentor on Role Based Performance: Motives are goal-directed forces within the individual (Batson and Shaw, 1991). Serving as a mentor to others can be viewed as one form of goal-directed behavior. To say that behavior is goal-directed is to say that it is motivated by a cognitive representation of some outcome. People realize that patterns of behavior are likely to produce certain outcomes (Cropanzano, James, and Citera, 1993).

Hypothesis 2: Motivation of Mentor and Role Based Performance are positively related.

Interaction of Relational Mentoring and Motivation of Mentor on Role Based Performance: Motivation of mentor can also be used to explain other behaviors, and outcomes of mentoring relationships. As discussed earlier, protégés also have self-structures of mentoring, and dyadic research could examine how these self-structures interact in the relationship and the conditions under which optimal outcomes are obtained for both members of the relationship.

Motivation to mentor is both self as well as other focused, because mentors are senior experienced individuals in the organization, who by virtue of their rank and level difference with their mentee are more other focused. At the same time, because of their seniority in the organization,

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they are also self - focused considering that their image, status and individual performance in the organization. Hence motivation to mentor has a significant impact on role based performance as well as personal learning. Interaction Effect of opportunity for interaction with mentee (motivation to mentor) and developing close association, (relational mentoring) may have significant impact on learning and role based performance.

As per theory on mentoring provided to protégé, it is postulated that when the mentor is “other-focused” it leads to intrinsic motivation of the mentor which then combines with relational processes like communal norms, affirmation, trust and commitment and leads to both job and non job relations dimensions of performance.

Hypothesis 3: There is an interaction effect between Motivation to Mentor and Relational Mentoring on Role Based Performance, such that the highest levels of Role Based Performance will arise from high levels of Motivation to Mentor and Relational Mentoring.

Mediating Role of Personal Learning:

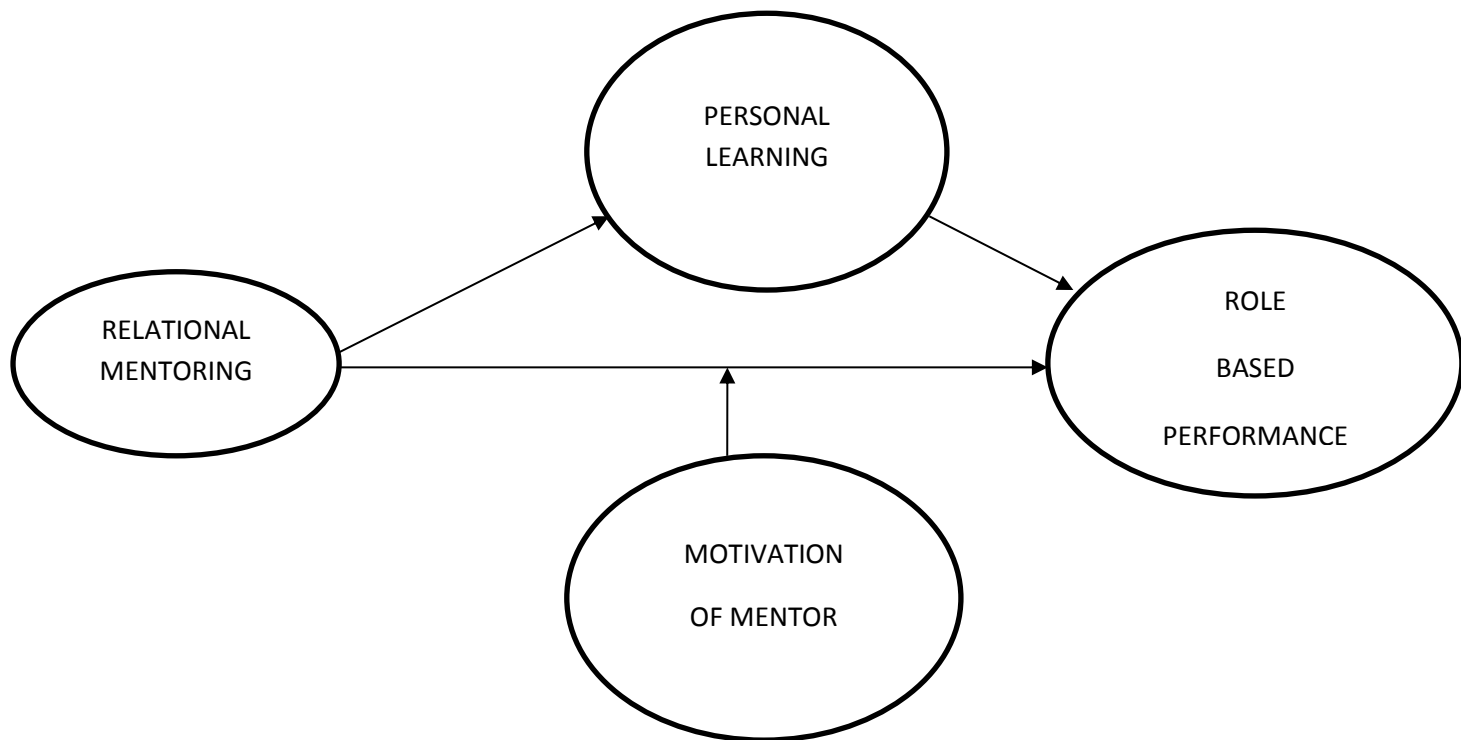
Individuals learn a great deal through their interactions with others, especially those with different backgrounds, expertise, and seniority in the organization (Hayes and Allinson, 1998). One important work relationship that can serve as a forum for personal learning is mentoring (Kram, 1996).

According to Lankau and Scandura (2002) both the presence of mentor as well as mentoring functions are the antecedent of personal learning. Mentoring can influence a protégé's attitudinal responses to the work place. The mentoring functions provided to an employee appear to be associated with a more positive job experience. These functions have been related to greater job satisfaction and lower turnover intentions (Baugh, Lankau and Scandura, 1996; Scandura and Viator, 1994). Mentoring has also been shown to alleviate role stress (Baugh et al., 1996). Mentoring influences attitudinal responses to work via the pivotal role of personal learning. Thus,

Hypothesis 4: Personal Learning mediates the relationship between Relational Mentoring and Role Based Performance.

Figure 1

Mediated Moderation Model



Sample and Procedure: Middle and Senior level managers of the unit selected for the study form the universe of the study. However mentees can be from junior to middle levels. The organization has undertaken an intervention of training of all the above mentioned personnel in one full day training on mentoring and two day training for middle and junior levels. The researcher purposively chose samples from those who attended the workshop to make sure they have a good understanding of mentoring and are aligned to the mentoring process within the organization. The data collection for the thesis is from the above sampling frame. The quantitative data was collected from those attending the Workshops on Mentoring in the classroom. The objective of research was explained and they were assured confidentiality. 100 per cent of subordinates were graduates and above. Eighty-four per cent were male. Their average tenure with the company was 9.6 years. The

corresponding figures for the mentees were an average age of 26.5 years, 100% per cent had university degrees, 96per cent were male, and they had an average tenure of 3.5 years.

Measures:

Relational Mentoring: We used the 21 item Relational Mentoring Index scale developed by Ragins (2010). The scale assesses the extent of mutual perceived support on six dimensions of affirmation, communal norms etc. The items were rated on a 5-point Likert-type scale ranging from 1 (strongly disagree) to 5 (strongly agree). The Cronbach's alpha was .94. Confirmatory factor analysis indicated an acceptable fit ($\chi^2 = 319.72$, $df = 148$, $RMSEA = .07$, $CFI = .94$, $GFI = .87$, $NFI = .90$).

Personal Learning: We used Lankau and Scandura (2002) 12 item scale on personal learning developed to measure the respondents' level of personal learning on 2 dimensions of Personal Skill Development and Relational Job Learning. The items were rated on a 5-point Likert-type scale ranging from 1 (strongly disagree) to 5 (strongly agree). The Cronbach's alpha was .82. ($\chi^2 = 152.60$, $df = 53$, $RMSEA = .08$, $CFI = .94$, $GFI = .88$, $NFI = .91$).

Role Based performance: We used 20 item scale of T.M.Welbourne, D.E.Johnson and Amir Erez (1998) scale on Role Based performance comprising 5 dimensions of performance namely job performance, team performance, career performance, organisation citizenship and innovation performance. The items were rated on a 5-point Likert-type scale ranging from 1 (strongly disagree) to 5 (strongly agree). The Cronbach's alpha was .85. ($\chi^2 = 392.72$, $df = 153$, $RMSEA = .08$, $CFI = .94$, $GFI = .89$, $NFI = .91$).

Motivation to Mentor: We used 18 item scale of George F. Dreher and Ronald A. Ash (1990) scale on Motivation to Mentor The items were rated on a 5-point Likert-type scale ranging from 1 (strongly disagree) to 5 (strongly agree). The Cronbach's alpha was .85. ($\chi^2 = 290.93$, $df = 125$, $RMSEA = .08$, $CFI = .91$, $GFI = .86$, $NFI = .86$).

Relational Mentoring and Role Based Performance: The Impact of Mediating and Moderating Variables in Supervisory Mentoring

The focus of the current study is on supervisory mentoring. Our basis for drawing this boundary is the notion that employees tend to interact most frequently with their supervisors than with other agents of the organization, and therefore, supervisors are in the best position to serve as organizational representatives (Tepper and Taylor, 2003). Moreover, extant literature also suggests that supervisors are in the most natural position to, and have the responsibility to provide career and psychosocial support to the subordinates (Eby, 1997: pp.135/6), and employees are likely to obtain mentoring from their immediate supervisors (Ragins and McFarlin, 1990; Tepper, 1995; Tepper and Taylor, 2003).

Results:

The means, standard deviations, reliability (Cronbach alpha), and validity of constructs used in the study are presented (Table 1). The dimensions of a construct were inter-related and were subjected to confirmatory factor analysis. Analysis of moment structures (AMOS) was used to analyze data. Along with descriptive statistics, various fit measures of comparative fit index (CFI), goodness fit index (GFI), normed fit index (NFI), and root mean square error of approximation (RMSEA) of the construct were obtained. The standardized weights of the factors varied from as low as 0.53, $p < 0.001$ to as high as 0.89 and all the loadings were highly significant suggesting the convergent validity of items and construct validity of the variables (Table 1). Also, all the dimensions of a construct had Cronbach alpha reliability above 0.70 suggesting the internal consistency of items to assess each construct.

Table 1: Reliability and validity of variables

Dimension	No. of Items in the scale	No. of items retained	M	SD	Cronbach alpha	Ranges of factor loading	CFI	GFI	NFI	RMSEA
Relational Mentoring	21	21	23.52	3.84	.95	.6 to .8	.94	.87	.90	.07

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2	Inspiration	.67	1													
3	Self Affirmation	.67	.76	1												
4	Communal Norms	.62	.59	.68	1											
5	Shared Influence and Respect	.58	.73	.71	.66	1										
6	Trust and Commitment	.47	.67	.63	.62	.78	1									
7	Relational Job Learning	.28	.32	.38	.28	.28	.22	1								
8	Personal Skill Development	.36	.34	.45	.41	.37	.34	.54	1							
9	Self Focused	.41	.45	.60	.39	.40	.38	.50	.46	1						
10	Other Focused	.42	.43	.61	.46	.34	.39	.40	.45	.77	1					
11	Job Performance	.42	.57	.58	.45	.47	.45	.44	.48	.65	.57	1				
12	Career Performance	.46	.45	.56	.44	.39	.41	.49	.47	.65	.61	.74	1			
13	Innovation Performance	.45	.43	.53	.45	.37	.42	.42	.47	.62	.64	.71	.78	1		
14	Team Performance	.49	.48	.55	.49	.37	.37	.51	.51	.63	.64	.74	.74	.79	1	
15	Organizational Citizenship Behavior	.52	.44	.53	.46	.37	.32	.48	.48	.57	.55	.67	.72	.75	.87	1

All correlations are significant at the 0.01 level ** (two-tailed)

The correlations indicated mutual relations which were unreserved in latent variable structural equation modeling (LVSEM). In order to examine the sequential antecedent–consequent relationships depicted in the conceptual model, LVSEM was employed using AMOS 4. AMOS incorporates graphic interface to draw the conceptual model without writing equations. LVSEM tests the sequential relationships between a series of independent and dependent variables in a single analysis (Mackenzie 2001). It helps in specifying measurement relationships as well as structural relationships. It controls measurement errors—(a) random and (b) systematic. Random errors occur due to difficulties in measuring the constructs accurately. Random errors of each construct were

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isolated increasing the fit measures of constructs using confirmatory factor analysis and incorporating highly reliable and valid measures (Table 1). Systematic errors occur due to factors like social desirability, common method bias (e.g., scale type, rater, or context), and response biases

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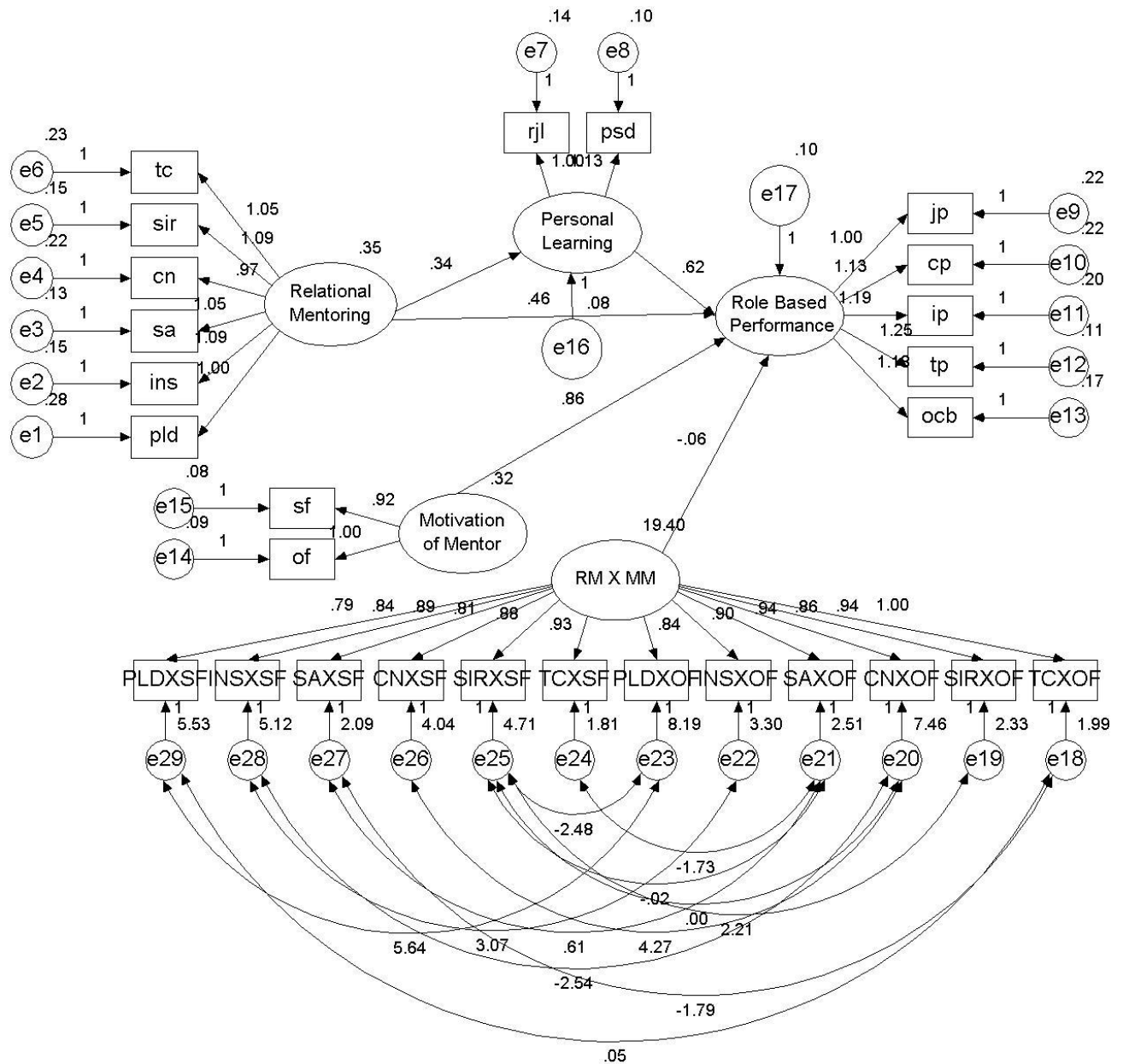


Figure 2: Model showing hypothesized relationship with unstandardized path coefficient. RM Relational Mentoring, MM Motivation of Mentor, PLD, Personal Learning and Development, INS Inspiration, SA Self - Affirmation, CN Communal Norms, SIR Shared Influence and Respect, TC Trust and Commitment, RJL Relational Job Learning, PSD Personal Skill Development, JP Job Performance, CP Career Performance, IP Innovation Performance, TP Team Performance, OCB Organisation Citizenship Behavior, SF Self Focused, OF Other Focused.

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Figure 2 presents hypothesized model portraying relationship among relational mentoring, personal learning, and role based performance and motivation to mentor. The standardized values of path coefficients are provided. The standardized and unstandardized values of the path coefficients in the hypothesized model are presented in Table 3. These are similar to standardized and unstandardized beta values, respectively, of multiple regression analyses that show the impact of explanatory variables on outcome variables. Observation of relations in Table 5 suggested that more the relational mentoring, the more the protégé performance. Motivation of Mentor, as hypothesized, influenced Role Based Performance. These findings supported the first and second hypotheses. However, the third hypothesis stating the interaction of relational mentoring and motivation to mentor on role based performance was refuted.

The direct path from relational mentoring (IV) to role based performance (DV) which was significant earlier drastically dropped to .09 (ns), when personal learning (mediator) was introduced with relational mentoring. The results indicated full mediation. Thus hypothesis 4 was supported. Because the findings did not support the third hypothesis, a parsimonious model was formulated deleting the non significant path. The standardized and unstandardized value of the path coefficients in the parsimonious model is presented. The model reaffirmed the earlier results.

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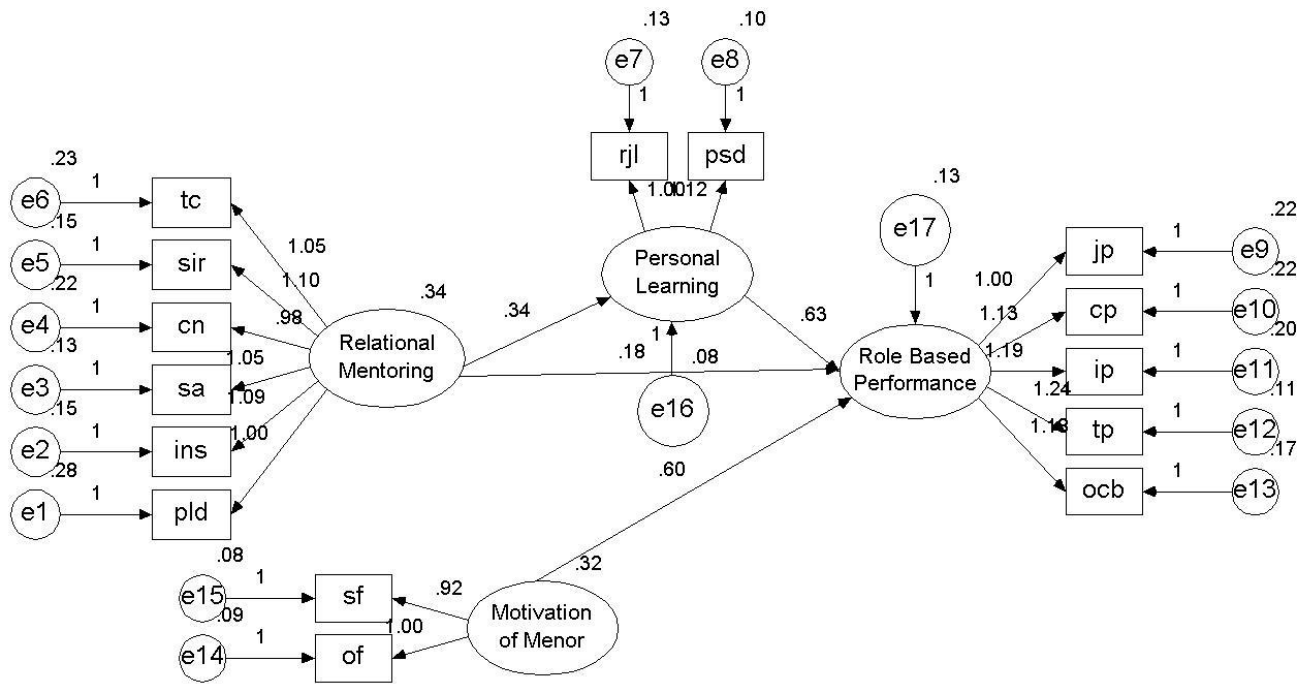


Figure 3: Parsimonious model showing hypothesized relationships with unstandardized path coefficients in parentheses. RM Relational Mentoring, MM Motivation of Mentor, PLD, Personal Learning and Development, INS Inspiration, SA Self - Affirmation, CN Communal Norms, SIR Shared Influence and Respect, TC Trust and Commitment, RJI Relational Job Learning, PSD Personal Skill Development, JP Job Performance, CP Career Performance, IP Innovation Performance, TP Team Performance, OCB Organisation Citizenship Behavior, SF Self Focused, OF Other Focused.

Discussion

Based on a cross-sectional study of 205 respondents, the study examined the interplay between relational mentoring, personal learning, motivation of mentor and role based performance. Findings reveal that that relational mentoring impacts role based performance Motivation of mentor also directly impacted role based performance. However, when the mediator was introduced the significance level drastically dropped. This shows that there is full mediation. In the event of examining the moderating effect of motivation of mentor, it was found that all the fit indices of the hypothesized model became insignificant (Table 3)

Table 3: Fit Measures of the two models.

	χ^2	df	χ^2/df	CFI	GFI	NFI	RMSEA	PCFI	PGFI	PNFI
Parsimonious model	392.372	86	4.562	.878	.802	.851	.082	.720	.575	.627
Hypothesized model	8627.354	307	28.102	.499	.439	.491	.364	.436	.357	.429

Relational Mentoring and Role Based Performance

In supervisory mentoring the relationship between relational mentoring and role based performance was positively related. This could be due to the fact that 90% of development takes place through informal development assignments on the job, where the supervisor plays a key role, therefore, and the possibility of relational mentoring as a key enabler to role-based performance is high.

Relational mentoring call for being open about needs, seeking benefits when they are needed and accepting needed help without believing one must repay that help (Mills and Clark, 1979) whereas in exchange norms in traditional forms of mentoring, employee may give benefits expecting to receive comparable benefits in return. As the cost involved in protégé need fulfillment is less in relational mentoring, there is greater potential for impact on role based performance.

Having a trusting, caring relationship in relational mentoring based on mutuality, frees a person from feeling too great a need to be self-concerned or self-focused, because someone else is looking after that person and therefore both mentor and the protégé would strive toward new goals impacting performance on multiple dimensions. Finally, due to the mutuality perspective in relational mentoring individuals seek and internalize feedback about the value of their contributions (Lankau and Scandura, 2002). Such feedback appears to provide mentees with a variety of ways to see their work and encourage them to learn to balance several work-roles.

Motivation of Mentor and Role Based Performance

Our study throws up a very significant finding that motivation of mentor in supervisory mentoring plays a significant role in role based performance. However, Motivation of mentor does not moderate the relationship between relational mentoring and role based performance in supervisory mentoring. The reason why motivation of mentor did not seem to moderate the relationship between relational mentoring and role based performance was that when the self-focused dimensions of mentor motivation interacts with the process of relational mentoring, mutual trust and shared influence within them is likely get impaired and the protégé performance would be negatively impacted. Further, in situations of heightened awareness of relationship issues, motivation to mentor may no longer be relevant.

Our findings here are somewhat unexpected, as most previous research on the main effects of these variables indicates that one would expect high learning of the protégé when the mentor is highly motivated to mentor and the interaction with relational mentoring would lead to performance.

Personal learning as Mediator

With respect to reciprocal support in mentoring (relational mentoring) , protégés may feel more confident and valued as organizational members when their mentors share their learning needs with them and when they perceive themselves as being successful in responding to those needs. (Ghosh, Reio, Hayes, 2012). Mentees may feel more valued as organizational members when they learn the latest developments in specific fields from mentors and when they successfully respond to the protégés' learning needs through providing them with career and psychosocial mentoring support (Kram, 1983).

Given the focus on the relational mentoring perspective (Ragins and Verbos, 2007), we argue that both mentors' and protégés' self-esteem and self-efficacy will increase if they experience reciprocal support during mentoring. This increased self-worth as organizational members can inspire both mentors and protégés to extend learning to their team members. Having derived their self-esteem from responding to their mentors' developmental needs, protégés may feel more

confident about assisting team- members in problem solving efforts and subsequently may be more likely to extend work-related help to others. Similarly, having derived higher self-worth from learning the latest technology and specific advances in their respective fields from mentors, protégé may be more forthcoming in extending their help to others at work, especially less experienced employees. Research shows that employees with high career self-esteem are more confident about their job-related knowledge and are more forthcoming in offering help to their team members (Chattopadhyay and George, 2001; Lee, 2003; Tang and Ibrahim, 1998; Van Dyne and Pierce, 2004). Hence to conclude, in supervisory mentoring, we found relational mentoring to be a valid predictor of personal learning.

Limitations

The study is based on self-reported data, which invariably draws a number of criticisms, especially self-reported performance data. However, contrary to the notion that performance data obtained from superiors are objective, it was found in a previous study that , neither of the mentoring variables like opportunities to interact and closeness in relationship were related to the job performance of mentees as rated by their superiors (Orpen, 1997).

Self - rated protégé performance data was undertaken; with the underlying logic that feedback of any process is taken from the recipient of the process, rather than the provider of the good/service. Therefore, as the mentee is the recipient of the mentoring efforts, feedback taken from the mentee is likely to be more objective. I ran Harman's Single factor test for testing for common method bias and found that same source data is not contaminating the result of the study. (33.70 % loading on a single factor that is < 50)

Managerial Implication

The present research makes three major theoretical contributions. First, it extends the mentoring literature by pointing out personal learning as the mechanism that links the amount of mentoring provided to role based performance of the mentee. In light of relational cultural theory, we maintain

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that personal learning can be acquired through the increased amount of mentoring provided and is important to the improvement of mentee role based performance. In the era of careers that are protean and boundary less, personal learning has evolved into a critical factor for mentees to enhance their career competencies that can be employed across organizations and industries. Previous career researchers have argued that it is individuals themselves, not organizations, who manage their careers (Hall and Mirvis, 1996). When the work environment changes suddenly, the skills and knowledge of employees quickly become outdated learning how to engage in effective personal learning is a core competency for mentees to cope with job and life challenges.

In practical terms, this study has implications for both employees and organizations. This study renders substantial evidence of positive mentor outcomes that are not mitigated by motivation to mentor. Our findings may encourage individuals to serve as mentors with realistic expectations about how mentors seem to benefit from providing mentoring. Even though mentors provide enhanced amount of mentoring to increase personal learning of the protégé, the motivation of the mentor may become irrelevant in the process.

The finding suggests that supervisors' ability competence and motivation should be regarded as an important factor in effective mentoring. Supervisors low in ability may give useless or even confusing guidance to subordinates, thus leading to their low career satisfaction. Therefore, future researchers may examine negative or dysfunctional mentoring in supervisory mentoring.

This study offers some practical implications for the socialization and adjustment of employees. One important role of managers is to shape positive employee attitude towards their careers and facilitate their performance. Our work suggests several ways by which managers can strengthen employee career satisfaction and job performance. The first is to provide opportunities for employees to enhance their personal learning. The way that managers can do is to increase career and psychological mentoring to their employees. The second is to clearly detect employee personality traits to ensure the maximum effects of these mentoring provided to the employees.

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