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**Mentoring: Effects of Relationship Formality, Gender
Composition, and Organisational Distance on Level of
Assistance**

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Table of Contents

<i>Acknowledgments</i> _____	5
<i>Abstract</i> _____	6
<i>Introduction</i> _____	7
The Definition of Mentoring _____	9
Formal and Informal Mentoring Relationships _____	16
Gender Composition of the Relationship _____	30
Organisational Distance of the Mentor _____	35
Aim of the Present Study _____	38
<i>Method</i> _____	41
Population Selection _____	41
Respondents _____	44
Research Instrument and Design _____	47
Procedure _____	67
Statistical Analysis _____	68
<i>Results</i> _____	70
The Career versus Psychosocial Division _____	70
Covariates _____	70
Comparisons of Formal and Informal Mentoring Relationships _____	74
Effect of Organisational Distance on Mentoring Relationships _____	77
Effect of Gender Composition on Mentoring Relationships _____	78
Assistance to Overcome Stereotyping _____	80
Effect of Gender Composition on Individual Psychosocial Functions _____	80
Effect of Gender Composition on Individual Career Functions _____	81
Level of Risk Associated with Assistance _____	82
Impact on Protégé Career _____	84

<i>Discussion</i>	86
Major Findings	87
Linking the Findings to Previous Research	91
A New Hypothesis	93
Limitations	97
Implications for the Future	97
<i>References</i>	99
<i>Appendices</i>	104
Appendix 1: Guidelines for NZIM Fellows	104
Appendix 2: Covering Letter to Business People Known to the Researcher	106
Appendix 3: Information Sheet to Business People Known to the Researcher	107
Appendix 4: Covering Letter to NZIM Members	109
Appendix 5: Information Sheet to NZIM Members	110
Appendix 6: Mentor Questionnaire	112

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Abstract

The literature concerning the influences on career and psychosocial functions of mentoring are inconsistent concerning formality (formal vs. informal initiation of the mentoring relationship), inconsistent concerning gender composition of the dyad, non-existent concerning the effect of the mentor and protégé being in the same or different organisations, but consistent concerning the effect of supervisory status, namely that mentors who supervise their protégés provide more career assistance than non-supervisory mentors. In order to see if the level of career and/or psychosocial assistance was different depending on formality of the mentoring relationship, gender composition of the mentoring relationship, and organisational distance between the mentor and protégé, a 198-item questionnaire was sent to 954 senior and executive New Zealand business people. Twenty seven percent returned questionnaires reporting on developmental relationships either as a mentor, a protégé, or other relationships. No female mentors with male protégés were analysed because of their paucity. In the analysis of data from 115 mentors it was found that career assistance was rated as more important than psychosocial assistance in determining impact on a protégé's career. It was found that the overall level of career assistance was affected by (a) the gender composition of the mentoring relationship and (b) whether the mentor was in the same organisation as the protégé. The overall level of psychosocial assistance was affected by (a) the gender composition of the mentoring relationship. The level of career and psychosocial assistance was not affected by (a) whether the mentor was a protégé's supervisor or not, or (b) whether the relationship was formal or informal in its initiation. Results suggest that (a) both male and female protégés should select (b) male mentors from (c) the same organisation for maximal (d) career and (e) psychosocial assistance. That nine covariates were used can account for the discrepancy in results with previous studies. A hypothesis for *Protégé Influence* is formulated and found to be superior to previous hypotheses of Mentor Power and Mentor Risk in accounting for differences in career- and psychosocial-assistance behaviour of mentors.

Introduction

Mentoring is an ancient concept. Its historical roots originated in Greek mythology in Homer's epic story of Telemachus, son of Odysseus, who had a developmental relationship with a wise counsellor and trusted tutor named Mentor. It was not until the late 1970s however; that mentoring first became a favoured concept in academic and popular business literature in terms of its value in enhancing careers (Kanter, 1977; Henning & Jardim, 1977; Levinson, Darrow, Klein, Levinson, & McKee 1978, Collins & Scott, 1978). Over the ten years that followed there was a marked increase in mentoring practice (Kram, 1992). Bragg (1989) refers to estimates that by the late 1980's one third of America's major companies had a formal mentoring program in place, with similar numbers being reported in Great Britain (Gibb, 1999). A formal mentoring relationship is defined as "one in which a mentor and a protégé, usually preselected, are linked either by the organisation or by a department within the organisation, and are expected to continue this relationship for an agreed-upon length of time" (Zey, 1988, pxi).

During the 1980's there was also a proliferation of research on mentoring. A comprehensive literature review by Carden (1990) identifies more than 500 journal articles, conference papers and doctoral dissertations on a range of topics related to mentoring. This academic and popular interest in mentoring continued in the 1990's (Siebert, 1999) with a resulting implementation of formal mentoring programs. Surprisingly, the implementation of formal mentoring strategies that has developed during the past two decades has not been based on empirical research (Gibb, 1999, Ragins & Cotton, 1999). Empirical research is lacking in two areas (a) the scarcity of research investigating the functions and outcomes of formal mentoring programs and (b) researchers cannot agree on a definition of mentoring.

An area of confusion in research on mentoring at the most basic level concerns the definition of mentoring. Rather than the definition of mentoring being clarified over time, the definition of mentoring is becoming even more

complicated (Kram & Hall, 1996). Mentoring is a phenomenon that “begs for clarification” (Merriam, 1983, p. 171) and this clarification has not been forthcoming (Burke & McKeen, 1990; Catalyst, 1993, Higgins & Kram 2001). Furthermore, as mentoring has been applied in organisations that continue to change as a result of globalisation and technological advances, with a workforce that is becoming more diverse (Collin & Watts, 1996; Eby & Buch, 1995; Kram & Hall, 1996), the types of mentoring relationships have changed. These changes have led to further confusion in mentoring research and, therefore, less precision by researchers (Chao, 1998, Mullen, 1998).

Mentoring relationships now are increasingly composed of people from different gender and ethnic compositions. They might have mentors who may or may not be in the same organisation as the protégé, and who may or may not be supervisors of the protégé, and who may or may not be paid consultants, and who may or may not be peers of the protégé, and who may or may not be assigned to the protégé. To add to the relationship types even the concept of self-mentoring has been introduced (Wellington, 2001). It might be noted parenthetically at this point that in the classic mentoring relationship, Mentor, as he was the servant of Telemachus’ father, was paid to teach Telemachus.

What is agreed is that having increased types of mentoring relationships is another area of confusion in research, researchers not even being able to agree if all of the above types of relationship are actually mentoring (Chao, 1998; Higgins & Kram, 2001). To reduce confusion a bit, this researcher will refer to mentoring in its most general term and agreed function, as “developmental assistance”. Research attention needs to be focussed on what developmental assistance the mentor gives the protégé in the context of different types of mentoring relationships before promoting mentoring as a career development strategy (Ragins & Cotton, 1999).

The aim of this study is to document the confusion over the definition of mentoring, suggest a non-controversial definition, and then to investigate the difference in level of developmental assistance associated with three different types of mentoring relationships—different gender compositions, different origins of the dyad, and different relative locations of the dyad.

The Definition of Mentoring

Mentoring and mentor are concepts that have no agreed definition in the literature resulting in disagreement and confusion (Burke & McKeen, 1990; Catalyst, 1993; Higgins & Kram 2001; Merriam, 1983). Clearly the definition used in a research study must bias the number of mentors found in that study, and similarly, bias both the nature and level of developmental assistance that the mentor gives to the protégé. Table 1 contains a sample of the wide variety of definitions of mentor used by the most-cited researchers in their studies over the past two decades. It is clear from Table 1 that what is being reported in the literature is inconsistent. In addition and leading to further confusion the word 'mentor' is intermixed in both academic and popular literature with other words such as parent, role model, coach, rabbi, sponsor, teacher, godfather, counsellor and guide.

The original acceptance of the concept of mentor was based primarily on the work of Levinson et al. (1978) who studied the life cycles of 40 men. These researchers described mentoring not in terms of formal roles but in terms of (a) the character of the relationship and (b) the function it served. They characterise the mentor as a transitional figure who (a) acts as a teacher, sponsor, guide, host, exemplar, and counsellor, and whose most crucial function is (b) "to support and facilitate the *realization* of the [protégé's] Dream" (p. 98). In order to grasp the intensity and nature of the mentoring relationship, they believed it was best understood in terms of a love relationship and referred to a sense of 'resonance' between mentor and protégé. It is noteworthy that even though they did not say how many men in their study actually had mentors, they concluded that the mentoring relationship "is one of the most complex and developmentally important relationships a man can have in early adulthood" (p. 97). Levinson et al. (1978) developed a vivid definition of mentoring that provided the basis for the popularity of the concept for both men and women (Speizer, 1981).

Table 1

A Sample of Mentoring Definitions Presented by Researchers to Study Participants

Researcher/ Year / Nature of Literature	DEFINITION GIVEN BY THE INVESTIGATOR TO STUDY PARTICIPANTS TO DETERMINE THE EXTENT OF MENTORING FOUND.
Henning and Jardim (1977) <i>Investigators' Book</i>	NOT DEFINED The word "mentor" did not appear in the index of the book
Levinson, Darrow, Klein, Levinson, and McKee (1978) <i>Investigators' Book</i>	Transitional figure, teacher, sponsor, host and guide, exemplar, counsellor, supporter, facilitator of the "Dream" A love relationship, admixture of good father and good friend
Collins and Scott (1978) <i>Harvard Business Review</i>	NOT DEFINED
Missirian (1982) <i>Investigator's Book</i>	Term mentor used in the broadest sense to include all the dyads in the continuum of Shapiro, Haseltine & Rowe (1978) being peer-pals, coach, sponsor, and mentor
Fitt and Newton (1981) <i>Harvard Business Review</i>	NOT DEFINED
Kram (1985) <i>Investigator's Book</i>	NOT DEFINED "It became apparent that from a research point of view the word mentor had a variety of connotations, and that from a research point of view it would be best not to use it" (p. 4). Mentoring data based on individuals who were identified as "having relationships with more experienced managers that they viewed as contributing to their development" (p. 4) Kram later defined mentoring as a result of her study "generally as relationships between junior and senior colleagues and peers, that provide a variety of developmental functions" Kram (1990)

Reich (1986) <i>Personnel</i>	NOT DEFINED
Noe (1988a) <i>Personnel</i> <i>Psychology</i>	NOT DEFINED Research investigated formal mentoring relationships only. Noe (1988a) stated "the mentoring construct is unclear" (p. 458) and refers only to several common themes in various definitions of mentoring that had appeared in the literature prior to his study
Fagenson (1989) <i>Journal of Organisational Behaviour</i>	"As there is no single accepted definition for the term mentor " mentor was defined by the investigators as "someone in a position of power who looks out for you, or gives you advice, or brings your accomplishments to the attention of other people who have power in the company" (p. 312)
Dreher and Ash (1990) <i>Journal of Applied Psychology</i>	Respondents were asked "to consider your career history since graduating....and the degree to which influential managers have served as your sponsor or mentor (this need not be limited to one person)" (p. 541).
Ragins and McFarlin (1990) <i>Journal of Vocational Behaviour</i>	Mentor defined as "high-ranking, influential member of your organization who has advanced experience and knowledge and who is committed to providing upward mobility and support to your career" (p. 326).
Gaskill (1991) <i>Career Development Quarterly</i>	Mentoring existence was determined in the study by the following yes or no question: "Have you at any point in your retailing career, been guided by a more experienced, higher ranking individual who aided your professional development beyond normal supervisory guidance? These relationships were subsequently identified as a mentoring relationship to eliminate any preconceived definition of the term <i>mentor</i> " (p. 50)
Ragins and Cotton (1991) <i>Academy of Management Journal</i>	Mentor defined as "high-ranking, influential member of your organization who has advanced experience and knowledge and who is committed to providing upward mobility and support to your career" (p. 942)

<p>Scandura (1992) <i>Journal of Organisational Behaviour</i></p>	NOT DEFINED
<p>Chao, Walz and Gardner (1992) <i>Personnel Psychology</i></p>	<p>"Mentorship is defined as an intense work relationship between senior (mentor) and junior (protégé) organizational members. The mentor has experience and power in the organization and personally advises, counsels, coaches, and promotes the career development of the protégé. Promotion of the protégé's career may occur directly through actual promotions or indirectly through the mentor's influence and power over other organizational members" (p. 624)</p>
<p>Ostroff and Kozlowski (1993) <i>Journal of Vocational Behaviour</i></p>	<p>"Someone at a higher level than (you in the organization) who has helped you by taking you 'under their wing' even though they were formally not required to do so", and who was not the respondent's immediate supervisor" (p. 176)</p>
<p>Burke and McKeen (1995) <i>Psychological Reports</i></p>	NOT DEFINED
<p>Dreher and Ash (1996) <i>Journal of Applied Psychology</i></p>	<p>"An individual who holds a position senior to yours who takes and active interest in developing your career. While it is possible for an immediate supervisor to serve as a mentor, relationships of this type represent a special opportunity to interact with a senior manager. The standard subordinate/supervisor relationship is not a mentoring relationship. In the questions that follow please indicate whether or not you consider one or more individuals to be your mentor." (p. 301)</p>
<p>Ragins and Scandura (1994); <i>Academy of Management Journal</i></p>	<p>"An individual influential in the work environment who has advanced experience and knowledge and who is committed to providing upward mobility and support to careers" (p. 962)</p>

<p>Burke and McKeen (1997)</p> <p><i>Journal of Vocational Behaviour</i></p>	<p>The word mentor did not appear in the questionnaire. Burke & McKeen (1997) stated “the operational definition of mentoring used in this study was fairly broad such that 70% of the sample was included” (p. 56). Respondents were asked to think of a senior individual who has/had served as a coach, tutor, counsellor, and confidant to them [them being a younger, less experienced individual].</p>
<p>Fagenson- Eland, Marks and Amendola (1997)</p> <p><i>Journal of Vocational Behaviour</i></p>	<p>“A mentor is an experienced employee who serves as a role model and provides support, direction, and feedback regarding career plans and interpersonal development. A mentor is a person who is in a position of power who looks out for you, gives advice, and/or brings your accomplishments to the attention of other people who have power in the company. A protégé is the person receiving this attention.” (p. 35)</p>
<p>Mullen (1998)</p> <p><i>Human Resource Development Quarterly</i></p>	<p>“Mentoring has been described as a one-to-one relationship between a more experienced member (mentor) and a less experienced member (protégé) of an organization or a profession. The member promotes the protégé’s development and personal growth by coaching, supporting, and guiding the protégé. Through individualized attention, the traditional mentor transfers needed information, feedback and encouragement to the protégé and provides emotional support and organizational leverage” (p. 319).</p>
<p>Ragins and Cotton (1999)</p> <p><i>Journal of Applied Psychology</i></p>	<p>“A mentor is generally defined as a higher ranking, influential individual in your work environment who has advanced experience and knowledge and who is committed to providing upward mobility and support to your career. Your mentor may or may not be in your organization and s/he may or may not be your immediate supervisor” (p. 535)</p>

Note: The definitions are shown in date order to show how the definition of mentoring has developed over a 22-year period.

Shapiro, Haseltine and Rowe (1978) examined the concepts of role models and mentors and developed a continuum of 'patron relationships' in order to clarify mentoring terminology used. At the far end-point of the continuum are the 'mentors'. The relationship mentors have with their protégés is the most intense, hierarchical, and exclusive on the continuum. Mentors are the most powerful colleagues in terms of their ability to shape the career of the protégé assuming the role of both teacher and advocate. At the two-thirds point on the continuum are the 'sponsors', strong supporters of the protégé but less powerful than the mentors in terms of career influence. At the one-third point is the role of the 'guide'. The guide's value is in explaining the corporate system to the protégé. Near the end-point of the continuum are the 'peer pals'. Peer pals is the least powerful, least intense relationship and is of an egalitarian nature. 'Peer pals' are defined by the authors as peers who help each other in terms of career success. Shapiro et al. (1978) neither attempted nor succeeded in clarifying these definitions, and as a consequence they added a new layer of definitions to the mire.

This definitional confusion is documented by the definition of mentor used by Missirian (1982) in a study of 35 "top American businesswomen". Missirian states that in her study the "terms 'mentor' and 'mentoring' are used in the broadest sense to include all of the dyads in the continuum described by Shapiro, Haseltine and Rowe..." (1982, p. 11). It is interesting that even when using such a broad definition for mentor, 5 of the 35 women in the sample did not report having a mentor. Missirian found that these five women reported no involvement in even the least powerful of the developmental relationships.

In a study of 18 individuals in a large American organisation Kram (1985) decided that, as the word 'mentor' had a variety of connotations, it would be best not to use it. The more general concept of developmental relationships became the focus of Kram's inquiry and Kram defined a developmental relationship as one that "contributes to individual growth and career advancement" (p. 4). Her study concentrated on the range of possible working relationships that provide similar developmental functions because the 'classic' mentoring relationship was considered hard to find, and Kram was the first

researcher to introduce the concept of peer mentoring (i.e., mentoring between peers). Kram postulated that mentors provided two broad categories of functions, career functions, and psychosocial functions. She speculated that there are five career functions: sponsorship ("public support of a young individual launching a career" (p. 25)), coaching, protection, [providing] challenging assignments, and exposure. *Career functions* help the protégé learn the ropes and consequently help facilitate the protégé's advancement in the organisation. The career functions depend on the mentor's power and position in the organisation.

Psychosocial functions depend on the quality of the emotional bond underlying the relationship between mentor and protégé and help the protégé with relationships with self, peers and superiors. Kram (1985) theorised that mentors may provide up to four psychosocial functions: acceptance and confirmation ("deriving a sense of self from the positive regard conveyed by the other" (p. 35)), counselling, friendship, and role modelling. She contends that 'classic' mentoring provides the full range of career functions and of psychosocial functions. Support for her proposed split between career and psychosocial functions has been shown by at least two factor-analytic studies (Ragins & McFarlin, 1990, Scandura 1992).

With the dilution and confusion in the term 'mentoring', some researchers as far back as 1978 have found it necessary to qualify the term 'mentoring' using the term 'true mentoring' (Levinson et al., 1978, p. 98; Missirian, 1982, p. 88). Kram (1985) used the qualifiers 'classic mentoring' (p. 43) and 'primary' and 'secondary' mentor (p. 24). The mentor relationship described by Levinson et al. (1978) is qualified by Higgins and Kram (2001) as the "traditional mentor relationship" (p. 265). The addition of multiple qualifiers further adds to the confusion.

A review of Table 1 reveals that 8 published studies between 1977 and 1999 did not define mentor for the study's participants at all (Burke & McKeen, 1995; Collins & Scott, 1978; Fitt & Newton, 1981; Henning & Jardim, 1977; Kram, 1985; Noe, 1988a; Reich, 1986; Scandura, 1992). Articles in influential

publications in the business environment such as *Personnel* and the *Harvard Business Review* were among the eight.

The *Harvard Business Review* article entitled 'Everyone Who Makes It Has a Mentor' detailed interviews with three male executives of the Jewel Companies in the U.S.A. (Collins & Scott, 1979). The authors concluded from only three interviews of three men that everyone who 'makes it' has a mentor. This article helped to fuel the enthusiasm for the mentoring concept in the early 1980's (Catalyst, 1993, Merriam, 1983) and its conclusion is quoted extensively, without critique, and to the present day.

Fagenson (1989) in a study of 236 high and low level (undefined) women in the HealthCare industry derived the definition of mentor used in the study from a variety of other definitions. The reason stated for this approach is "there is no single accepted definition for the word 'mentor'" (Fagenson, 1989, p. 312). The majority of studies in Table 1 after 1991 have defined the term mentor to participants but these definitions have become more complex.

Kram and Hall, (1996) contend that rather than the definition of mentoring being clarified over time mentoring is becoming even more complicated. This further complication is occurring as a result of dramatic economic, social, and technological system changes that are "revolutionising the existing structures of work and organisation" (Collin & Watts, p. 389). As mentoring has been applied in organisations that continue to transform, with workforces that are becoming increasingly diverse (Collin & Watts, 1996; Eby & Buch, 1995; Kram & Hall, 1996), there has been an increase and change in the types of mentoring relationships being formed and therefore researched. One of these changes in type of mentoring relationship has resulted from the move to implement formal mentoring programs.

THE TYPES OF MENTORING RELATIONSHIPS HAVE CHANGED

Formal and Informal Mentoring Relationships

Past research has shown that having a naturally occurring mentoring relationship is associated with a number of positive career outcomes for

protégés, when protégés are compared with non-protégés. Protégés report: higher salaries (Chao, Walz & Gardner, 1992; Dreher & Ash, 1990; Ragins & Cotton, 1999; Scandura, 1992), more satisfaction (Chao et al., 1992; Fagenson, 1989), more mobility (Fagenson, 1989), more promotions (Dreher & Ash, 1990; Scandura, 1992), and higher levels of organisational socialisation (Chao et al., 1992; Ostroff & Kowsloski, 1993). As a result of these positive outcomes since the early 1980's there has been an increase in the implementation of formal mentoring programs aimed at helping the development of formal mentoring relationships, which attempt to replicate naturally-occurring mentoring relationships (Bragg 1989; Burke & McKeen, 1989; Ragins & Cotton, 1991; Zey, 1984). The increase in the implementation of formal mentoring programs has occurred in spite of the fact that researchers have not clearly shown whether formal mentoring relationships have the level of assistance and the benefits associated with them that relationships that occur naturally do (Ragins, 1999).

The basic distinction between a formal and a naturally occurring mentoring relationship (hereafter referred to as an "informal relationship") lies in the nature of the initiation of that relationship. A formal mentoring relationship is defined as "one in which a mentor and a protégé, usually preselected, are linked either by the organisation or by a department within the organisation" (Zey, 1988, pxi). Another distinction is that formal relationships are managed, endorsed, and formally recognised by an organisation or by a department within an organisation. Informal relationships on the other hand are spontaneous relationships that are not usually public, occurring without formal management or formal recognition. It might be noted parenthetically at this point that in the classic mentoring relationship, Mentor was assigned to teach Telemachus.

The development of formal mentoring programs has occurred in part as a result of the awareness of the difficulties faced by groups who are in the minority at senior levels in business, particularly women, in developing informal mentoring relationships (Carden, 1990). One of the reasons posited for the disproportionately low representation of women in management is their lack of access to mentors as a result of gender-specific barriers (McGregor et al, 1994;

Mattis, 1995; Noe, 1988b). Many organisations target women for formal mentoring programs in an attempt to help them advance in the organisation and break through the 'glass ceiling' (Catalyst, 1993; Kram and Hall, 1996). This move to target women for formal mentoring programs has not been based on empirical evidence. Ragins and Cotton (1999), in the only study that has looked at the difference in outcomes and functions of formal versus informal mentoring relationships depending on gender composition, found lower reports of assistance by female protégés in formal relationships when compared with male protégés in formal relationships. They go so far as to suggest that "females may have the least to gain from entering a formal mentoring relationship" (p 546).

Formal mentoring programs are not only implemented for female protégés. Males are also entering formal relationships in increasing numbers. Empirical evidence is also limited evaluating the difference in assistance provided to male protégés by formally assigned versus informally assigned mentors. Only four studies have directly investigated the type of mentor initiation (in terms of formal vs. informal) and mentor assistance (referred to by many researchers as mentoring functions). Ragins and Cotton (1999), who have conducted the latest and most comprehensive study of the difference in mentoring functions and outcomes between formal and informal relationships, conclude from their evidence that formal mentoring programs should not be offered as a substitute for informal mentoring programs.

Type of Mentoring Initiation

The four studies that have directly investigated type of mentor (in terms of formal vs. informal initiation) and mentor functions are detailed in Table 2. All the four studies have used scales that measure developmental assistance, (which are referred to as "functions" in each study) based on Kram's (1985) assertion that there are two different types of mentoring functions, career functions and psychosocial functions. (See page 15 above of this study for details of career and psychosocial functions). Kram further theorised that formal mentoring relationships provide less mentoring functions than informal mentoring relationships, as mentoring relationships "cannot be engineered but

must emerge from the spontaneous and mutual involvement of two individuals who see potential value *in relating to each other*" (p. 185), [my italics]. Ragins and Cotton highlight a host of differences in the initiation, structure, and processes in informal and formal mentoring to justify why one should investigate the level of assistance provided by informal mentors compared to formal mentors. (1999).

In the earliest of the four studies to investigate the level of assistance provided by informal mentors (vs. formal mentors), Chao et al. (1992) found that the career support reported by protégés in formal relationships ($N = 53$) was less ($M = 3.41$) than protégés in informal relationships ($M = 3.11$, $N = 212$). The means for these two mentor groups were identical for the psychosocial support functions. Chao et al. used the Mentoring Functions Scale developed by Noe (1988a) to measure the level of assistance given by the mentor in those relationships. When Noe (1988a) conducted an exploratory factor analysis of the 29 questions making up the Mentoring Functions Scale, it was found that some of the career factors loaded on the psychosocial factor. It was also discovered that more than a third of the items failed to load on either the career or psychosocial factor, which suggests caution in using the instrument (Ragins & McFarlin, 1990). A further criticism of Noe's (1988a) scale that the researcher would like to suggest, is that Noe's item response scale ranged from 1 = "to a very slight extent" to 5 = "to a very large extent" which means respondents have no choice available to them if the function is not performed at all. This almost certainly would have led to misleading levels of the functions being reported.

Chao et al. (1992) defined mentoring to their population of 552 alumni from a North American university who held managerial and professional positions in a variety of organisations and industries as an "intense work relationship" (p. 624). This meant that the researchers selected both formal and informal relationships that were assessed by respondents as intense. Such a bias is likely to have influenced their results in terms of psychosocial functions which are seen to depend on the emotional quality of the relationship (Kram, 1985). Chao et al. theorised that psychosocial assistance involves less risk than career assistance for the mentor and requires less commitment by the mentor

as the assistance involves interaction only between the mentor and protégé. In contrast they asserted that career assistance requires interactions with others outside the mentoring dyad, interactions that require motivation and pro-active behaviour from the mentor and therefore involve more risk to the mentor.

In the second of the four studies Fagenson-Eland, Marks and Amendola (1997) found results inconsistent with those found by Chao et al. (1992). Fagenson-Eland et al. used a different scale than Noe's scale (1988a) which, it will be recalled, had been used in the Chao et al. study in 1992. The scale used by Fagenson-Eland et al. had been developed by Scandura and Katenberg (1988) (cited in Fagenson-Eland et al. 1997) and measures factors of career guidance, psychosocial support, and role modelling. Scandura (1992) asserted that role modelling was a third factor distinct from career and psychosocial factors, confirming these factors using factor analysis. It was found in the Fagenson-Eland et al. study that formal and informal protégés did not report any significant difference in career guidance and role modelling. A significant difference however was found between psychosocial functions performed by a mentor as reported by formal and informal protégés. Informal protégés reported more psychosocial support than formal protégés.

Fagenson-Eland et al. (1997) unlike Chao et al. (1992) did not define mentoring relationships as "intense" to their population of business people in top or high-or middle level positions from two Central American technology organisations. The nature of the formal mentoring program investigated by Fagenson-Eland et al. was different to that of Chao et al. The respondents in the former study were all in the same type of formal mentoring program, whereas the sample of Chao et al. were members of a range of formal mentoring programs. It is interesting to note that the respondents in the study by Fagenson-Eland et al. (1997) reported the length of time in the formal relationships as 1.2 years, a 1.3 year shorter length of time than the earlier study by Chao et al. Chao et al. (1992) found the control variable, length of relationship, significant whereas Fagenson-Eland et al. (1997) did not.

Table 2

Studies relating to impact of formal or informal status (formality), gender composition, and/or organisational distance on mentoring functions

Author/Year/ Nature of Literature	Gender Composition of Sample Research Design	Formal Status Supervisory Status External Organisation Status (External = different organisation, internal = same)	Definition Used by the Investigators	Scale used as Measure of Functions Covariates/ Controls	RESULTS of the Investigator Regarding Functions Depending on: Formal status, Gender, Supervisory status, External organisation status. Findings for control variables
<p>Ragins & McFarlin (1990)</p> <p><i>Journal of Vocational Behaviour</i></p>	<p>Employees of 3 USA research and development organisations. Median age 41, 86% bachelors degree. Organisation level not noted. Employees matched by department, level and specialisation.</p> <p>181 protégés. 64% male, 36% female</p> <p>58% male mentor/male protégé, 26% male mentor/female protégé, 10% female mentor/female protégé, 6% female mentor/male protégé</p> <p>Questionnaire</p>	<p>FORMAL relationships not identified as such</p> <p>SUPERVISOR Number of supervisory mentors not detailed</p> <p>EXTERNAL Definition stipulated internal mentors only</p>	<p>"A high ranking influential member of your organization who has advanced experience and knowledge and who is committed to providing upward mobility and support to your career" (p. 326)</p>	<ul style="list-style-type: none"> • Scale Mentor Role Instrument (MRI) (Ragins and McFarlin, 1990) measures career development, psychosocial roles, parent and social mentor roles • Controls Number of previous mentoring relationships, supervisor status, protégé age, protégé rank, length of mentoring relationship 	<ul style="list-style-type: none"> • Formality Not applicable (referred to hereafter as NA) as data was not collected • Gender Composition Protégé's perception of career and psychosocial roles not significantly influenced by mentor gender. No difference in perception of provision of career development roles by male and female protégés. Engaging in more after-work social activities with mentors was more likely by same-gender protégés. More role modelling was reported by female protégés with female mentors than any other gender combination Marginal effects found were female protégés were more likely to perceive their mentors as providing protection functions. Male protégés were somewhat more likely to than female protégés to perceive their mentors as providing social functions. • Supervisory Status Supervisory mentors more effective than non-supervisory mentors in providing career development roles (particularly sponsorship and protection roles related to organisational influence) and the psychosocial role of counselling • External Organisation Status NA • General findings for control variables Younger protégés more likely to report role modelling and parenting role by mentor. Protégés with shorter relationships more likely to report coaching and exposure roles by mentor Protégés with fewer relationships more likely to perceive mentor providing career and psychosocial roles

Author/Year/ Nature of Literature	Gender Composition of Sample Research Design	Formal Status Supervisory Status External Organisation Status (External = different organisation, internal = same)	Definition Used by the Investigators	Scale used as Measure of Functions Covariates/ Controls	RESULTS of the Investigator Regarding Functions Depending on: Formal status, Gender, Supervisory status, External organisation status. Findings for control variables
<p>Chao, Walz & Gardner (1992)</p> <p><i>Personnel Psychology</i></p>	<p>552 Alumni from a large USA University and a small private institute. Organisation level not noted "respondents held managerial and professional positions in a variety of organisations and industries." p 625.</p> <p>109 female, 443 male</p> <p>Longitudinal Study for alumni who graduated prior to 1980. Classes were sampled at 5-year intervals, for alumni who graduated after 1980 sampling was at 2-year intervals.</p> <p>Mailed surveys</p>	<p>212 protégés of INFORMAL mentors</p> <p>53 protégés of FORMAL mentors</p> <p>284 Individuals without mentors</p> <p>No information re SUPERVISOR status</p> <p>No EXTERNAL relationships</p>	<p>"Mentorship is defined as an intense work relationship between senior (mentor) and junior (protégé) organisational members. The mentor has experience and power in the organisation and personally advises, counsels, coaches, and promotes the career development of the protégé. Promotion of the protégé's career may occur directly through actual promotions or indirectly through the mentor's influence and power over other organisational members" (p. 624).</p>	<ul style="list-style-type: none"> • Scale Mentoring Functions Scale (Noe, 1988a) measures career and psychosocial functions • Covariates Length of relationship (significant) Informal protégés reported mean length 5.2 years (<i>SD</i> =5.4), formal protégés length 2.5 years (<i>SD</i> =2.8 years), 	<ul style="list-style-type: none"> • Formality Protégés in informal relationships reported significantly greater career-related support than those in formal relationships $F(2, 240)=3.86, p<0.05$. No significant variance between the 2 mentored groups on psychosocial function. • Gender Composition NO ANALYSIS • Supervisory Status NA • External Status NA • General findings for control variables length of relationship was significant $F(2, 240) = 4.36, p<0.05$

Author/Year/ Nature of Literature	Gender Composition of Sample Research Design	Formal Status Supervisory Status External Organisation Status	Definition Used by the Investigators	Scale used as Measure of Functions Covariates/ Controls	RESULTS of the Investigator Regarding Functions Depending on: Formal status, Gender, Supervisory status, External organisation status. Findings for control variables
<p>Burke & McKeen (1997)</p> <p><i>Journal of Vocational Behavior</i></p>	<p>Managerial and professional business graduates of a major Canadian university mean age 30</p> <p>280 females of which 70% in mentoring relationships 70% of mentors male</p> <p>Questionnaire</p>	<p>No control for FORMAL relationships</p> <p>85% of relationships SUPERVISORY</p> <p>No control for EXTERNAL relationships</p>	<p>The word mentor did not appear in the questionnaire. Burke & McKeen (1997) stated "the operational definition of mentoring used in this study was fairly broad such that 70% of the sample was included" p. 56. Respondents were asked to think of a senior individual who has/had served as a coach, tutor, counselor and confidant to them (them being a younger, less experienced individual).</p>	<ul style="list-style-type: none"> • Scale Scale not named. Functions based on Kram (1985). Four career development functions examined: career planning (2 questions), taught skills (2 questions), sponsorship (3 questions) feedback (4 questions). One measure of psychosocial functions (8 questions) • Control Variables: levels above, position level, age, direct supervision, company tenure, gender of mentor 	<ul style="list-style-type: none"> • Formality NA • Gender Composition NO ANALYSIS • Supervisory Status Women whose mentors were in direct supervision reported more sponsorship functions and more feedback functions • External Status NA • General findings for control variables Women with mentors at greater levels above them reported more sponsorship functions and more career planning Older women reported more sponsorship Women at higher organisational levels reported more psychosocial functions. Women receiving more career functions also received more psychosocial functions

Author/Year/ Nature of Literature	Gender Composition of Sample Research Design	Formal Status Supervisory Status External Organisation Status (External = different organisation, internal = same)	Definition Used by the Investigators	Scale used as Measure of Functions Covariates/ Controls	RESULTS of the Investigator Regarding Functions Depending on: Formal status, Gender, Supervisory status, External organisation status. Findings for control variables
<p>Fagenson-Eland, Marks & Amendola (1997) <i>Journal of Vocational Behaviour</i></p>	<p>Two intermediate-size technology organisations in USA. Average age 44, 85% in top or high- or middle level positions, 97.3% college education. Length of relationship 1.4 years (<i>SD</i> = 0.97)</p> <p>Mentors 90% male; protégés 57% male</p> <p>Mail survey</p>	<p>24 FORMAL mentors. 13 INFORMAL mentors. 30 formal protégés. 16 informal protégés</p> <p>SUPERVISORS 32% of mentors were supervisors</p> <p>INTERNAL relationships only</p>	<p>"A mentor is an experienced employee who serves as a role model and provides support, direction and feedback regarding career plans and interpersonal development. A mentor is a person who is in a position of power who looks out for you, gives advice, and/or brings your accomplishments to the attention of other people who have power in the company. A protégé is the person receiving this attention." (p. 35)</p>	<ul style="list-style-type: none"> • Scale Mentoring Functions Questionnaire (MFQ) developed by Scandura & Katenberg, 1988, measures career guidance, psychosocial support, and role modelling • Covariates. Step 1: age of mentor and protégé Step 2: number of mentor/protégé relationships, years in the present relationship, 	<ul style="list-style-type: none"> • Formality Informal protégés reported more psychosocial support than formal protégés. Informal and formal mentors did not significantly differ in reports of career or role modelling. • Gender Composition NO ANALYSIS • Supervisory Status Mentors whose protégés were their subordinates reported providing more career guidance and communicating more frequently with their protégés than mentors whose protégés were not their subordinates. Mentors whose protégés were their subordinates do not provide more psychosocial support or role modelling. • External Status NA • General findings for controls variables The greater the number of mentoring relationships the more mentoring the protégés perceived

Author/Year/ Nature of Literature	Gender Composition of Sample Research Design	Formal Status Supervisory Status External Organisation Status	Definition Used by the Investigators	Scale used as Measure of Functions Covariates/ Controls	RESULTS of the Investigator Regarding Functions Depending on: Formal status, Gender, Supervisory status, External organisation status Findings for control variables
<p>Mullen (1998) <i>Human Resource Development Quarterly</i></p>	<p>Members of 17 U.S.A. organisations, ranging from health, insurance to manufacturing. Wide range of positions, organisation levels organisations and industries. Specific demographic details not detailed by the researcher.</p> <p>Gender mix not identified</p> <p>Survey</p>	<p>160 mentor/ 140 protégés in total</p> <p>Number of informal versus FORMAL relationships not indicated</p> <p>SUPERVISOR Supervisory status of mentors not indicated</p> <p>INTERNAL relationships only, number not indicated</p>	<p>"Mentoring has been described as a one-to-one relationship between a more experienced member (mentor) and a less experienced member (protégé) of an organization or a profession. The member promotes the protégé's development and personal growth by coaching, supporting, and guiding the protégé. Through individualized attention, the traditional mentor transfers needed information, feedback and encouragement to the protégé and provides emotional support and organizational leverage" (p. 319).</p>	<ul style="list-style-type: none"> • Scale Noe (1988a) measures career and psychosocial functions. Functions were multiplied operationally. • Controls: Step 1: age, gender, education level (all not significant) Step 2: hierarchical distance, number of hours spent together (all not significant) and relationship initiation (significant) 	<ul style="list-style-type: none"> • Formality Comprehensive criticism of this study was made by Chao (1998) who advised the interpretation by Mullen to be treated with caution. Chao restated the findings as "Mentor and protégé initiated relationships were more strongly associated with higher mentoring functions than organisation initiated relationships." (p. 335). • Gender Composition NA • Supervisory Status NA • External Status NA • General findings for controls variables None

Author/Year/ Nature of Literature	Gender Composition of Sample Research Design	Formal Status Supervisory Status External Organisation Status	Definition Used by the Investigators	Scale used as Measure of Functions Covariates/ Controls	RESULTS of the Investigator Regarding Functions Depending on: Formal status, Gender, Supervisory status, External organisation status. Findings for control variables.
<p>Ragins & Cotton (1999)</p> <p><i>Journal of Applied Psychology</i></p> <p>Continued...</p>	<p>1162 respondents from engineering (male-dominated), social work (female-dominated) and journalism (gender-integrated) occupations. 63% had completed and 12% pursued graduate degrees. Organisation level not noted.</p> <p>348 protégés (57.1%) in same-gender relationships (233 male protégé/ male mentor 115 female protégé/ female mentor) 261 cross-gender relationships (24 male protégé/ female mentor, 237 female protégés/male mentors)</p> <p>Mail survey</p>	<p>510 INFORMAL protégés 104 FORMAL protégés 548 reported no mentor</p> <p>53% of protégés have SUPERVISORY mentors</p> <p>Both INTERNAL and EXTERNAL relationships. No data given as to number of external relationships</p>	<p>*A mentor is generally defined as a higher ranking, influential individual in your work environment who has advanced experience and knowledge and who is committed to providing upward mobility and support to your career. Your mentor may or may not be in your organization and s/he may or may not be your immediate supervisor* (p. 535)</p>	<ul style="list-style-type: none"> • Scale Mentor Role Instrument (MRI) (Ragins and McFarlin, 1990) measures career development, psychosocial, parent, and social mentor roles. • Covariates. Supervisor status (significant), length of mentoring relationship (not significant for career functions but significant for psychosocial functions) 	<ul style="list-style-type: none"> • Formality Protégés in informal mentoring relationships report that their mentors provide more career development functions than protégés in formal mentoring relationships. Protégés in informal mentoring relationships report that their mentors provide more psychosocial functions than protégés in formal mentoring relationships. No support was found to indicate that informal mentors provided more parent and counselling functions than formal mentors did. Significant differences favouring informal mentors were found in 9 of the 11 mentor roles. • Gender Composition Protégés with male mentors do not report more career development functions than protégés with female mentors. Protégés in same-gender relationships do not report more psychosocial functions than protégés in cross-gender mentoring relationships. Female protégés with female mentors were more likely to engage in social activities with their mentors than female protégés with male mentors.

Author/Year/ Nature of Literature	Gender Composition of Sample Research Design	Formal Status Supervisory Status External Status	Definition Used by the Investigators	Scale used as Measure of Functions Covariates/ Controls	RESULTS of the Investigator Regarding Functions Depending on: Gender, Formal status, Supervisory status, External status. Findings for control variables.
<p>Ragins & Cotton (1999)</p> <p><i>Journal of Applied Psychology</i></p> <p><i>Continued...</i></p>					<ul style="list-style-type: none"> • Gender Composition interacting with Formality Cross-gender protégés report that their mentors provided less challenging assignments with formal as compared to informal mentors Same-gender protégés report receiving more challenging assignments from formal mentors than informal mentors Male protégés with formal mentors report more counselling than female protégés with formal mentors also they report more counselling than both male and female protégés with informal mentors. The presence of a formal mentor reduced reports of coaching, role modelling, social, counselling and friendship functions for female protégés but did not have an adverse effect on male protégés. • Supervisory Status Supervisory mentors did not differ in psychosocial functions provided to protégés when compared to non-supervisory mentors. Supervisory mentors did provide more career development functions than non-supervisory mentors for the career development functions of sponsorship, protection, challenging assignments, and exposure but not for coaching. • External Status NO ANALYSIS • General findings for control variables Supervisor status and relationship length significant

Note: NA means not applicable as data was not collected and analysis was not possible.

In a later study Mullen (1998) investigated a number of relationship characteristics as predictors of career and psychosocial functions using a sample of 160 mentors and 140 protégés from a range of 17 North American organisations. The respondents held a range of positions, with a range of organisation levels, in a range of industries; unfortunately these wide ranges were not controlled for or analysed for in the study. Although she had comprehensively defined a mentor for her participants, formal mentoring was not defined for the respondents participating in the study. The participants were simply asked to indicate if the mentoring relationship was initiated by the organisation, protégé, or mentor. It is not clear from Mullen whether, because she had comprehensively defined a mentor for her participants, the participants chose mentoring relationships based on her definition. If they did it would mean the participants selected relationships on the basis that the mentor provided a wide range of career and psychosocial functions whether the relationships were formal or informal.

Mullen (1998) also used the Mentoring Functions Scale developed by Noe (1988a) which is flawed as discussed in the description of the Chao et al. (1992) study detailed above. Chao (1998) comprehensively critiques Mullen's study. Relationship initiation (i.e., whether the relationship was initiated by the organisation, mentor, or protégé) was one of the relationship characteristics investigated by Mullen (1998). Mullen (1998) did not investigate individual career and psychosocial functions like Chao et al. (1992) and Fagenson-Eland et al. (1997). In her method Mullen combined vocational and psychosocial functions from Noe's Mentoring Functions Scale (1988a) by multiplication. Chao (1998) criticises this approach. Mullen (1998) did control six demographic variables: age, gender, education level, organisation level difference between mentor and protégé, and number of hours spent together. She found all of them not significant. Chao (1998) highlights that Mullen treated nominal data as interval data however and reinterpreted the Mullen study's statistics. Chao (1998) stated "one can only interpret these results to mean that mentor- and protégé-initiated relationships were more strongly associated with higher mentoring functions than organization initiated relationships" (p. 335). Chao

(1998) suggests treating the Mullen's findings with caution and they will not be referred to further in this present study.

In the latest of the four studies to directly investigate type of mentor and mentor functions, researchers (Ragins & Cotton, 1999) present results of an investigation of the nine specific career and psychosocial mentoring functions provided by Kram (1985). They also looked at two additional psychosocial related roles--parent roles and social interaction roles. They used the Mentor Role Instrument developed by Ragins and McFarlin (1990), which has preliminary evidence of validity and reliability as reported by its authors (Ragins & McFarlin, 1990). Ragins and Cotton collected data from a large sample of 614 North American protégés (20% were in formal relationships) from 3 occupational types, engineering, social work, and journalism. Ragins and Cotton (1999) did not give details of the organisational level of their respondents.

Ragins and Cotton (1999) used a broader definition than that of Zey (1988) for formal mentoring, specifically

In order to assist individuals in their development and advancement, some organisations have established formal mentoring programs, where protégés and mentors are linked in some way. This [linking] may be accomplished by assigning mentors or by just providing formal opportunities aimed at developing the relationship. To recap: Formal mentoring relationships are developed *with organizational* assistance. Informal mentoring relationships are developed *spontaneously*, without organizational assistance. (p. 534)

It is not clear to the reader what is meant by "just providing formal opportunities aimed at developing the relationship". Such an ambiguity broadens the initiation process for formal relationships beyond what has appeared in prior literature (Zey, 1988).

One of the primary purposes of the study of Ragins and Cotton (1999) was to compare the mentoring functions associated with formal and informal mentoring relationships. Unlike Chao et al. (1992) and Fagenson-Eland et al. (1997), Ragins and Cotton found that significant differences favoured informal mentors for 9 of the 11 mentor roles. In informal mentoring relationships protégés report that their mentors provided more career development functions

(sponsorship, coaching, protection, challenging assignments, exposure) than protégés in formal mentoring relationships. Ragins and Cotton also found that protégés with informal mentors report that their mentors provide more psychosocial functions involving friendship, social support, role modelling, and acceptance, but they found no significant difference in reports on parent and counselling functions. Ragins and Cotton (1999) used different control variables than the prior studies when investigating the difference in mentoring functions associated with formal and informal mentoring. They introduced another variable, namely whether or not the mentor was the protégé's supervisor (hereafter referred to as supervisory status of the mentor), for the first time in an investigation of functions associated with formal and informal mentoring relationships. They found a supervisory relationship had a significant effect on level of assistance reported in a relationship when compared with a non-supervisory relationship. They also found relationship length significant but only for psychosocial functions.

In summary, each of the four studies found different results regarding the mentoring assistance associated with formal and informal mentoring relationships. Each study defined mentoring differently; and defined formal relationships differently; different scales were used (or the same scale was treated differently); and different types of formal programs in differing industries were sampled. Only one study controlled for supervisory status of the mentor, which was found to be important, and not one study investigated whether having the protégé in the same organisation as the mentor versus a different organisation had any effect. Such inconsistency in results, coupled with the increasing implementation of career-directed interventions such as formal mentoring programs, highlights a need for further empirical research to directly investigate type of mentoring relationship in terms of whether they were formal versus informal in their initiation and resulting mentor functions.

Gender Composition of the Relationship

Whether a mentoring relationship type is formal or informal in its initiation is not the only factor purported to influence mentoring assistance. Ragins (1997) contends that the gender composition of a mentoring relationship is an

important factor to consider when investigating the level of assistance provided by a mentor in a mentoring relationship. O'Neill, Horton and Crosby (1999) and Ragins (1997) both assert that investigation of the influence of gender composition in mentoring relationships on the level of assistance given by the mentor is ever more pressing because of the increased participation of women in the labour force. Ragins (1997) contends that this is a labour force in which males dominate the senior positions of power in organisations, and this uneven distribution of power may be an important underlying factor influencing differential levels of assistance provided by a mentor in a mentoring relationship of different gender compositions. From this comes her Mentor Power hypothesis.

Research supports the contention that males dominate the positions of power in organisations. McGregor, Thomson and Dewe (1994) found that a total of only 5 per cent of women in paid employment in New Zealand held management positions versus 95 per cent for men. Not only is the percentage of women disproportionately low but also 92 per cent of these women were employed in junior and middle management positions with a mere 8 per cent being employed at the senior management level. In America in the year 2000, women represented only 13 percent of all corporate officers among all Fortune 500 companies, and of all the line management jobs a majority, being 93 percent, were held by men, while women only filled 7 percent (Catalyst, 2000).

Kram (1995) contends that the level of career assistance provided by the mentor depends on the mentor's power and position in the organisation. The statistics above show that men hold a substantially higher percentage of the positions of power in organisations than women in New Zealand. Ragins (1997) speculates that as males hold the power in organisations, mentoring relationships with male mentors should have a higher level of career assistance associated with them and that relationships involving female mentors should provide a lower level. This lower level of power vested in women is not only related to their having lower ranking positions than men, but also because even women in high ranking positions have less power than men in equivalent senior positions (Ragins, 1997).

Ragins (1997) also asserted that cross-gender relationships should provide lower levels of psychosocial functions, with one of the factors influencing the level of psychosocial assistance being the problem that cross-gender relationships may be perceived externally as sexual in nature. Others (e.g., O'Neill et al., 1999) contend that even "a false appearance of sexual intimacies can stir up unproductive feelings among those outside the relationship" (p. 73), "unproductive" is undefined. Helping to fuel the speculation about sexual involvement in cross-gender mentoring relationships, Fitt and Newton (1981) in an article in the *Harvard Business Review* reported that 10 percent of the cross-gender mentoring relationships they investigated had become romantically involved. They also highlighted the difficulties of knowing the appropriate level of intimacy in a cross-gender mentoring relationship. Cross-gender relationships attract more attention than same-gender relationships (Missirian, 1982; Kram 1990), and this, coupled with the risk that the relationship may be perceived, or may become, sexual in nature, may inhibit assistance given by a mentor in a cross-gender relationship. Women are more likely to be in cross-gender relationships than men (Dreher & Cox, 1996; O'Neill et al., 1999) with the potential that lower levels of assistance will be provided in such relationships. It is timely that the investigation of the difference in assistance provided by the mentor in relationships of different gender composition receives some incisive research attention.

Only two studies to date have directly investigated the influence of gender composition on the level of assistance given in a mentoring relationship (detailed in Table 2). In the first study Ragins and McFarlin (1990) developed the Mentor Role Instrument which included measures for two additional psychosocial related roles, to those proposed by Kram (1985), being parent and social interactions. The inclusion of these additional roles was based on the assertions of Kram (1985) that these two additional roles appear in cross-gender relationships. Kram (1985) proposed that these two roles occur as a response by protégés to avoid the potential complication of sexual issues by either (a) seeing their mentor as an asexual parent figure or (b) by avoiding social interactions that are informal and occur outside working hours.

Contrary to their expectation, Ragins and McFarlin (1990) found that the level of career and psychosocial assistance reported by a protégé was not influenced by the gender composition of the relationship. They did however find two significant interaction effects that suggested that the gender composition of the mentor-protégé dyad was having an effect. Protégés in cross-gender relationships reported less after-work social activities than same-gender relationships, and female protégés with female mentors reported the highest level of role modelling. There was no support for Kram (1985) regarding the protégé viewing the mentor as an asexual parent figure. A limitation of this study was that only 10% of the 115 male protégés in this study reported relationships with female mentors. Men, as well as women, are much more likely to have a male mentor than a female mentor, and it is suggested that this is because of the small number of women in senior positions rather than women being unwilling to act as mentors (O'Neill et al, 1999; Ragins & Cotton, 1999).

In the second study to directly investigate the influence of gender composition on the level of assistance given in a mentoring relationship Ragins and Cotton (1999) obtained a sample of 614 protégés from male-typed (engineering), female-typed (social work), and gender integrated (journalism) organisations. The organisations were chosen in order to obtain adequate sample sizes for each of the four possible gender combinations of mentoring relationships. Thirty eight percent of protégés reported a male mentor with a male protégé, but 40% of the protégés reported a male mentor with a female protégé, and only 18% of the protégés reported a female mentor with a female protégé. Even though Ragins and Cotton specifically sampled for the female mentor with a male protégé relationship type only 4% (27) of the protégés, reported a female mentor with a male protégé.

Ragins and Cotton (1999) used the Mentor Role Instrument (MRI) developed by others (Ragins & McFarlin, 1990) to measure the level of assistance provided by a mentor as reported by a protégé. Consistent with earlier findings of Ragins and McFarlin, (1990), the researchers found some slight support for Kram's theory (1985) that the potential complication of sexual issues has an effect on the level of psychosocial assistance. They found that

female protégés in same-gender relationships reported more after-work social activities than female protégés in cross-gender relationships. However they did not find support for their hypothesis that same-gender relationships would report more psychosocial functions than protégés in cross-gender relationships.

Based on Ragin's theory (1997) that males have higher levels of power than females and are therefore better able to provide exposure and challenging assignments to their protégés, the same researcher (with Cotton, 1999) predicted that protégés with male mentors would report more career development functions than protégés with female mentors. This was not found. They also predicted that male protégés with male mentors would report more career development and psychosocial functions than any other gender combination of mentoring relationship. That prediction was also not supported. However some support was found for the Ragin's power theory. It was found that male protégés with female mentors reported less psychosocial and career development functions than the other gender combinations (Ragins & Cotton, 1999).

Ragins and Cotton (1999) were the first researchers to investigate the interaction effect between gender composition and whether the mentor was formal or informal. Using hierarchical regression analysis they found that the level of challenging assignments associated with formal and informal mentoring differed depending on the gender of the protégé. Fewer challenging assignments were provided by mentors in cross-gender, formal relationships than by mentors in cross-gender, informal relationships. A quite different result regarding challenging assignments was reported by protégés in same-gender relationships, with the highest level of challenging assignments being reported by protégés who had been assigned to their mentor. The researchers were not able to replicate the results regarding challenging assignments when they reanalysed their data using a multivariate analysis of covariance (MANCOVA). However, both the regression analysis and the MANCOVA supported a further gender interaction effect. The researchers found that the presence of a formal mentor reduced reports of coaching, role modelling, social, counselling, and friendship functions for female protégés but not for male protégés. Ragins and

Cotton (1999) suggested that "female protégés may have the least to gain from entering a formal mentoring relationship" (p. 546).

Both Ragins with McFarlin (1990) and later with Cotton (1999) used supervisory status of the mentor as a control variable. Both studies found a significant difference between the level of assistance reported by protégés who reported to their mentors when compared to protégés whose mentors were not their supervisors. This research suggests that it is not only important to ask what effect gender and formality (formal vs. informal initiation) have on the amount of help mentors give, one should also ask "what effect the supervisory status of the mentor has on the level of assistance given by the mentor?"

Organisational Distance of the Mentor

Supervisory Status of the Mentor

Researchers have yet to agree if the definition of a mentor should include or exclude supervisors (Higgins & Kram, 2001). Dreher and Ash in their 1996 study asked respondents to specifically exclude supervisors when choosing a mentoring relationship to report on, stating " While it is possible for an immediate supervisor to serve as a mentor, relationships of this type represent a special opportunity to interact with a senior manager. The standard subordinate/supervisor relationship is *not* mentoring relationship" (p. 301) [italics mine]. On the other hand other researchers have accepted that a mentor and a protégé in a standard supervisor/subordinate relationship is a mentoring relationship and have conducted research, investigating the assistance provided by a mentor in a mentoring relationship, using supervisory status of the mentor as a control variable. Two of the studies detailed in the above sections on formal and informal relationships and gender composition of relationships (Chao et al., 1992; Mullen, 1998) did not control for the supervisory status of the mentor, even though Ragins and McFarlin (1990) found that protégés report that supervisory mentors provide different functions than non-supervisory mentors. They also found protégés report that supervisory mentors provide more of the two career development roles of sponsorship and protection, and more of the psychosocial role of counselling.

Three later studies confirmed that supervisory mentors provide different functions than non-supervisory mentors. Burke and McKeen (1997) in their study of managerial and professional Canadian women found that more sponsorship and feedback functions were reported by protégés who had mentors who were their supervisors (see Table 2 for details of the study). Fagenson-Eland et al. (1997) too found that mentors report more career guidance and more frequent communication with their protégés if the protégés report to them, but they did not report more psychosocial support or role modelling. Ragins and Cotton (1999) concur that protégés of supervisory mentors did not report more psychosocial functions than protégés of non-supervisory mentors, but they did report more career development assistance. The protégés reported higher levels for four of Kram's (1985) five career functions, namely sponsorship, protection, challenging assignments and exposure but did not report higher levels of assistance for coaching (Ragins & Cotton, 1999).

Ragins and Cotton suggest that protégés of supervisory mentors did not report more psychosocial functions than protégés of non-supervisory mentors because "intimacy and friendship may conflict with their supervisory roles" (1999, p. 547). With regards to the greater level of career assistance reported as given to a protégé of a supervisory mentor, Ragins and Cotton (1999) propose that this may be because of a supervisory mentor's close proximity to the protégé. They further speculate that this proximity may mean that the mentor may be in a better position, having the contacts and the knowledge and control of the protégé's immediate work environment, to better understand and influence what the protégé needs in order to develop their career. Fagenson-Eland et al. (1997) contend that "the advantages and disadvantage of organisational distance should be thoroughly investigated" (p. 41). Until the present study, such an investigation of the effect of organisational distance between the mentor and the protégé on mentoring assistance has not been forthcoming.

Same versus Different Organisation

No studies to date have investigated if the level of career or psychosocial assistance given by a mentor to a protégé is affected by whether the mentor is employed in the same organisation as the protégé or employed in a different organisation. "Internal mentors" are those employed in the same organisation and "external mentors" are employed in other organisations (Ragins, 1997).

The question of whether the level of assistance differs depending on the organisational distance of the relationship is becoming increasingly important with increased numbers of employees becoming more mobile and the emergence of lateral careers with fewer boundaries (Kram & Hall, 1996). Ragins (1999) claims that "more mentoring relationships are likely to span organizational boundaries, and more relationships are likely to become long distance relationships" (p. 230), and long distance relationships may provide different functions than internal relationships. Ragins (1999) posits that as women face more barriers than men in terms of hierarchical advancement they may make more lateral moves across organisational boundaries, and therefore the investigation of the effect of organisational distance may be particularly relevant to women.

The concept of organisational distance is a further complication to the definition of mentoring. Some definitions specify that the mentor and the protégé must be in the same organisation (Chao et al., 1992; Fagenson, 1989; Ostroff & Kozlowski, 1993) while "others, although few, do not" (Higgins & Kram, 2001, p. 266). Higgins & Kram contend that a "traditional" mentoring relationship is one in which the mentor and protégé work in the same organisation. There are many mentoring relationships that are not "traditional" in that they are not internal. It is timely that the effect on level of mentoring assistance by organisational distance be investigated.

It might also be noted parenthetically at this point that in the classic mentoring relationship, Mentor was placed into the same organisation/family to teach Telemachus.

Aim of the Present Study

Following suggestions of Burke and McKeen (1997, p. 45) formal hypotheses were not generated, as exploratory research seemed more appropriate than specific hypotheses “given the state of knowledge, the variety of conceptualisations of mentoring, the diversity of samples involved, and the range of research designs used.” The aim of this study was to determine if the level of developmental assistance, both career and psychosocial, given by the mentor to the protégé, as reported by the mentor, was different when:

- a) The mentor was formally assigned, here termed “formal” (i.e., the mentor and protégé were matched by organisational assistance or intervention) versus the situation when the mentor was informally assigned, here termed “informal” (and presumably the relationship was spontaneously initiated by the individuals making up the mentoring dyad)
- b) The mentor and protégé were, respectively male/male, male / female, female/male and female/female.
- c) The mentor was the protégé’s supervisor versus the mentor was not the protégé’s supervisor
- d) The mentor and protégé were in the same organisation compared with when the mentor and protégé were not in the same organisation.

Then to draw conclusions with regards to the best mentor for enhancing protégé career success.

This study is different from the majority of studies on mentoring as the information about the mentoring relationship is reported by the mentor, not the protégé. Fagenson-Eland et al. (1997) suggest that protégé’s perceptions cannot be generalised to mentors. It is timely to investigate mentoring using the mentor’s view of the relationship as “research from a mentor’s perspective is still fragmented and still in its infancy” (Allen, Poteet & Burroughs, 1997, p. 71).

Ragins and Cotton (1999) state “ future research needs to expand the career variables studied” (p. 544). The researcher in this study expanded the career and psychosocial assistance variables investigated in a unique way by

developing a questionnaire based on empirical research by Catalyst (1996). The reason the Catalyst factors were used as a basis for measures of the level of career and psychosocial assistance given by mentors to protégés was that the factors were identified by senior business leaders as being directly relevant to the career advancement of senior business people. In addition, and as an important aspect of this study was to investigate gender dyad effects, research by Catalyst (1996) provided a unique and divergent male and female perspective on the barriers to career advancement that mentors need to help their increasingly diverse protégés to overcome.

Method

Population Selection

The main criteria for choosing the population for this study was that the subjects were (a) business people (b) with senior and executive level experience, as the purpose of the study was to investigate what mentors do specifically to advance the careers of business people. The population from which the sample was drawn was a well-defined senior group of members of the New Zealand Institute of Management (NZIM) and senior members of the New Zealand business community. The members of the New Zealand business community were personally known by the researcher and had held, or were currently in, senior and executive level roles in business.

New Zealand Institute of Management

NZIM is a membership organisation that has been dedicated to improving the quality of management in New Zealand for over 40 years. It is supported through membership by over 5000 personal members and 1400 company members. Only a subset of NZIM's total membership base was chosen to participate in the study. The member groups chosen were NZIM's most senior member groups being Fellows and Associate Fellows. The reason these membership groups were chosen was the high level of managerial responsibility and proven organisational performance required to qualify to be a Fellow or Associate Fellow. For details of the qualifications required for acceptance as a New Zealand Institute of Management Fellow or Associate Fellow refer to Appendix 1. The high qualifying levels were important for two reasons. Firstly, the mentoring career functions that were being investigated in the study are functions relevant to, and understood by responsible and experienced business people. Secondly, the Fellows and Associate Fellows closely resembled the population of business people known and sampled by the researcher in terms of business level and current age, 35 years of age and over.

NZIM was also selected because of the organisation's formal mentoring program that has been in existence for 57 years. Zey (1988) defines a formal mentoring program as one in which a mentor and protégé are linked either by an organisation or a department within an organisation. NZIM's formal mentoring relationships are relationships between a mentor and a protégé whereby the mentor and protégé are linked as mentor and protégé by NZIM. A number of New Zealand organisations who operate formal mentoring programs were approached by the researcher but were not chosen to participate in the study as the relationships they nominated as mentoring, in the main had the characteristics of supervision only. NZIM promotes formal mentoring relationships that involve the sharing of knowledge, skills, and experience to assist in the protégé's development. NZIM aims to "facilitate a mentoring process that involves regular contact over time with open and honest communication and interaction between the participants" (NZIM, undated brochure). NZIM "encourages mentoring relationships that involve advising, coaching, sponsoring, referral, role modelling and support." (NZIM, undated brochure).

Business People Known to the Researcher

The population of business people who were all personally known by the researcher was chosen firstly because of their senior level of experience in business. All were currently in, or had held senior or executive level business roles. Secondly, as a major focus of the study was to investigate the difference between formal mentoring relationships and those that were informal, these business people were known to have a high percentage of mentoring relationships that had developed without any organisational intervention to link individuals as mentor and protégé. The effect of gender on mentoring functions was also a focus of the study. The population of NZIM Fellows and Associate Fellows was only 7% female. Accessing a population that had a high number of females was relevant. The population of business people known to the researcher was 45% female.

They were known to the researcher as she had held senior level positions in a range of businesses and had personally worked with, or been

associated with these people over a 20-year period. The population included contacts made when working in the following positions described:

- The researcher worked with the owners and senior personnel in both the largest privately owned wholesale car and motorcycle business, and the largest retail car business in New Zealand. Over about ten years she had held the role of Accountant in their Palmerston North division and Divisional Accountant and Assistant Manager in their New Plymouth Divisions. She also held the position of General Manager and Company Liquidator in a privately owned multi-branch car and truck retail operation in New Plymouth.
- The researcher spent 8 years working for the largest corporation in the wholesale food industry in New Zealand, first as Human Resources Manager and Central Region Sales Manager based in New Plymouth and then in senior sales roles based in Auckland. Known to the researcher from this industry group were people at the most senior levels in a wide range of areas of specialisation including sales and marketing, finance, human resources, distribution, information systems, factory management, livestock management, and Buyers from the supermarket industry who purchased the products.
- The researcher also held the position of Chief Executive Officer of the Taranaki Business Development Board and was the Trustee on three Boards in Taranaki and worked with senior government and business people who sat on Boards or who were involved either in, or with, helping innovative businesses in New Zealand.
- For two years her position of Executive Officer of the New Zealand Centre for Women and Leadership based at Massey University gave her contact with women at high levels of business throughout New Zealand.
- Also in Palmerston North as a Board member of local government- and corporate-funded Vision Manawatu, Manawatu's leading economic development agency, the researcher had contact with

senior level business people in a range of industries and government positions in the Manawatu.

Respondents

Eight hundred questionnaires were posted to NZIM Fellows and Associate Fellows. One hundred and ninety-eight (25%) of the members returned a questionnaire--either a completed mentor questionnaire, or a protégé questionnaire, or an "other" questionnaire. The normal return rate for NZIM is approximately half that (12%). One hundred and fifty-four questionnaires were posted to business people known to the researcher. Sixty-eight (44%) mentor, protégé, or "other" questionnaires were returned completed.

In summary a total of 954 questionnaires were posted, 266 (28%) were returned. Only a subset 115 (73%) of the returned *mentor* questionnaires were analysed for this study, those that (a) returned mentor questionnaires and (b) were assessed by the researcher's criteria as meeting the definition of a mentoring relationship. The demographics characteristics of these 115 respondents are presented in Table 3 and demographics referring to relationship length and ages that are measured in years are shown in Table 4.

Of particular note regarding the demographic characteristics as reported by mentors and shown in Table 3 is that almost 20% more of the relationships reported on were informal (58.3%) than formal (39.1%). Almost two-thirds of relationships had mentors who were themselves supervisors of their protégé (65.2%), and over half of the relationships (52.2%) reported on a male mentor with a male protégé. Only one female mentor had a male protégé. Forty one per cent of mentors were three or more organisational levels above their protégé, and 9% were the same, or below the organisational level of their protégé. Most, 94.8%, of the mentors gave their organisational level as senior or executive when the relationship was initiated. The education level of the mentor sample was also high with most (94.8%) reporting some graduate level study. The average age of the mentors was about 48 and the average age of the protégés about 32 years when the relationship started, with the average length of the mentoring relationship being about 4 years (see Table 4).

Table 3
Demographic Characteristics of the 115 Respondents that Returned Mentor Questionnaires, were Identified as Mentors, and Used in the Study

Question (Variable)	Response Category	NZIM <i>N</i> = 87		Known to Researcher (KR) <i>N</i> = 28		Total Sample <i>N</i> = 115	
		<i>N</i>	Percent of NZIM	<i>N</i>	Percent of KR	<i>N</i>	Percent of Total Sample
Formal Relationship	Yes	35	40.2	10	35.7	45	39.1
	No	49	56.3	18	64.3	67	58.3
	Missing Data	3	3.5	0	0	3	2.6
Mentor and Protégé in Same Organisation	Yes	54	62.1	21	75.0	75	65.2
	No	33	37.9	7	25.0	40	34.8
Protégé Reported to Mentor	Yes	33	37.9	17	39.3	50	43.5
	No	54	62.1	11	60.7	65	56.5
Reporting and Organisation Distance	Not same organisation/ not report to	33	37.9	5	17.9	38	33.0
	Same organisation/ not report to	21	24.2	6	21.4	27	23.5
	Same organisation/ report to	33	37.9	15	53.6	48	41.7
	Missing Data	0	0	2	7.1	2	1.8
Sex Of Mentor	Male	80	91.9	19	67.9	99	86.1
	Female	7	8.1	9	32.1	16	13.9
Sex Of Protégé	Male	50	57.5	11	39.29	61	53.0
	Female	37	42.5	17	60.71	54	47.0
Gender Dyad: Mentor/Protégé	Male/Male	50	57.5	10	35.7	60	52.1
	Male/Female	30	34.5	9	32.2	39	33.9
	Female/ Female	7	8.0	8	28.6	15	13.0
	Female/Male	0	0.0	1	3.5	1	1.0
Organisation Level of Mentor	Junior	0	0.0	0	0.0	0	0.0
	Middle	4	4.6	2	7.1	6	5.2
	Senior	12	13.8	14	50.0	26	22.6
	Executive	71	81.6	12	42.9	83	72.2
Organisation Level of Protégé	Junior	21	24.1	8	28.6	29	25.2
	Middle	37	42.6	14	50.0	51	44.4
	Senior	15	17.2	4	14.3	19	16.5
	Executive	14	16.1	2	7.1	16	13.9

Hierarchical Distance (Compared to the protégé at what level was the mentor?)	Below	2	2.3	1	3.6	3	2.6
	Same	6	6.9	1	3.6	7	6.1
	One Rung Above	17	19.5	11	39.3	28	24.3
	Two Rungs Above	24	27.6	5	17.9	29	25.2
	Three Rungs Above	37	42.5	10	35.7	47	40.9
	Missing Data	1	1.2	0	0	1	0.9
Ethnic Origin of Mentor	European	83	95.4	27	96.4	110	95.7
	Asian	2	2.3	0	0.0	2	1.7
	Maori	1	1.2	1	3.6	2	1.7
	Pacific Islander	0	0.0	0	0.0	0	0.0
	Other	0	0.0	0	0.0	0	0.0
	Missing Data	1	1.1	0	0.0	1	0.9
Ethnic Origin of Protégé	European	77	88.5	23	82.2	100	87.0
	Asian	3	3.4	1	3.6	4	3.7
	Maori	1	1.2	2	7.1	3	2.6
	Pacific Islander	1	1.2	0	0.0	1	0.9
	Other	1	1.2	2	7.1	3	2.6
	Missing Data	4	4.5	0	0.0	4	3.2
Education Level of Mentor	High School	4	4.6	2	7.1	6	5.2
	Incomplete Tertiary	5	5.8	4	14.3	9	7.8
	Completed Tertiary	13	14.9	7	25.0	20	17.4
	Completed Tertiary Graduate	65	74.7	15	53.6	80	69.6
	Missing Data	1	1.2	0	0	1	0.9
Education Level of Protégé	High School	14	16.1	7	25.0	21	18.3
	Incomplete Tertiary	6	6.9	3	10.7	9	7.8
	Completed Tertiary	15	17.2	4	14.3	19	16.5
	Completed Tertiary Graduate	51	58.6	14	50.0	65	56.5
	Missing Data	1	1.2	0	0	1	0.9
Relationship Stage	Initiation	0	0.0	0	0.0	0	0.0
	Cultivation	7	8.0	4	14.3	11	9.6
	Separation	7	8.0	1	3.6	8	6.9
	Redefinition	45	51.8	19	67.9	64	55.7
	Missing Data	28	32.2	4	14.2	32	27.8

Notes: *N* refers to the number of individuals.

Missing data is shown when data is missing.

Questions refer to the initiation period of the mentor relationship unless stated otherwise.

Table 4

Demographic Characteristics (Years) of the 115 Respondents that Returned Mentor Questionnaires and were Identified as Mentors

Years	NZIM N = 87			Known to Researcher N = 28			Total Sample N = 115		
	N	Mean	SD	N	Mean	SD	N	Mean	SD
Length of relationship	86	4.2	3.7	28	3.7	2.9	114	4.0	3.5
Mentor Age at Initiation	85	49.7	10.4	28	43.7	10.8	113	48.2	10.7
Protégé Age at Initiation	86	32.4	9.1	28	31.8	10.0	114	32.3	9.3
Age Difference	85	17.1	10.3	28	11.9	8.8	113	15.8	10.2

Notes: *SD* refers to the standard deviation. *N* refers to the number of individuals

It was considered appropriate to combine the NZIM subjects and the business people known to the researcher into one group for analysis. This was because:

- a) the two groups were similar with regards to the key selection variable, senior level of experience in business. Ninety-five percent of the NZIM participants and 93 percent of the business people known to the researcher were senior and executive in terms of their organisation level at the beginning of the mentoring relationship they reported on.
- b) other differences between the NZIM members and the business people known to the researcher were either controlled for or analysed.

Research Instrument and Design

Questionnaire Design

The researcher developed three colour-coded questionnaires: a mentor questionnaire (blue, copy in Appendix 6), a protégé questionnaire (green) and an "other" questionnaire (yellow), colours assigned randomly. The design of each questionnaire was the same with each questionnaire comprising five sections. The four sections relevant to this study are as follows.

The first section labelled "general data" asked respondents to provide information relating to general demographics about the mentor and the protégé in the relationship, such as age, gender, education level, organisation level, and ethnicity. That section also asked for information about the mentoring relationship such as initiation type, length of relationship, hierarchical distance between mentor and protégé, whether the mentor was also the protégé's supervisor, and whether the mentor was in the same organisation as the protégé. In describing demographic data participants were asked to focus on the relationship when it first began, called the initiation stage (from Kram, 1985). In answering the other three sections of the questionnaire participants were asked to focus on the cultivation stage (also from Kram, 1985) of the relationship, as the researcher was interested in collecting data about mentoring relationships "when the maximum range of career and psychosocial functions are provided" (Kram, 1985, p. 49).

The second section about "General Attributes of the Relationship" contained items describing the relationship. These items related to time spent together, what behaviour and outcomes were formally specified in the relationship, the limits of the relationship, and how much the mentor was interested in maximising the career development and the personal potential of the protégé. The basis of the majority of the questions in the first two sections was to acquire information for factors to use as covariates and to collect data to enable the assigning of individuals to groups within the three basic categories of formality, three of gender dyad, and three of organisational distance.

Section D, the "Career" section asked about what the mentor did to help the protégé, questions based on the research results of Catalyst (1996). This section also included questions about risk and the impact of the relationship. The final section "Attributes of the Relationship" also concentrated on attributes of the relationship, particularly the sharing of resources and the linking of mentor and protégé. The only reason that the questions in the final section were placed at the end of the questionnaire and not included in the section on general attributes of the relationship was the complicated nature of the

numbering of these questions. It was thought that the apparent inconsistency in numbering might confuse some participants.

Groups in the design

(1) Mentor Group

The goal of this study was to investigate the level of assistance given by a mentor to a protégé, from a mentor's perspective. The 158 returned mentor questionnaires (blue questionnaires) were therefore the only questionnaires relevant to this study. The selection criteria presented to the subjects to help them choose whether or not to complete a mentor questionnaire follows; the selection criteria are in the same order as explained to the participants in the information sheet. The reason for the order was to maximise the number of mentors in the case when subjects had been both mentor and protégé.

1) If you have been a mentor, or currently are, a mentor please fill out the blue sheets and throw all other sheets away now

2) If you have never been a mentor, but have had a mentor (that is, you have been a protégé of a mentor), or currently have a mentor please fill out the green sheets and throw all other sheets away

3) If you have never been a mentor or had a mentor, please answer the yellow sheets and throw all the other sheets away

The term mentor was intentionally not defined for the participants. The following statement was made to the participants in the information sheet "there is a great deal of debate as to the meaning of the term mentor and I deliberately leave it up to you to decide if you have been or had a mentor". It was not assumed that those filling out the mentor questionnaires were reporting on a mentoring relationship, and the participants who had filled out mentor questionnaires were assigned to three sub-groups of "mentors." Inclusion and exclusion criteria were invoked during analysis to assign those who filled out mentor questionnaires to the 3 groups as follows. Only the "Mentor Group" (below) was used for analysis:

GROUP 1- CONSULTANT GROUP

The first group was classified as a consultant group ($N=31$). For the purposes of this study a consultant group member was identified as an individual who was specifically paid for their mentoring role, and who was not in the same organisation as the protégé, and who did not have the protégé reporting directly to them. This group of 31 was *not* analysed further in this study.

GROUP 2 – MENTOR GROUP

The second group was classified as mentors ($N=115$) on the basis that the relationship being reported on met all the following criteria:

- a) The participant had filled out a mentor questionnaire. By doing so the participant had identified themselves as a mentor. The organisational level of the participants in this study was very high and as such the researcher had confidence in their ability to identify themselves as mentors.
- b) The mentor was interested in maximising the development of the career of the protégé participant greater than “to a moderate extent”. The reason this criteria was chosen is that most people agree that mentoring is a developmental relationship.
- c) The mentor was willing to share their resources with the protégé greater than “not at all”. The reason this criteria was chosen is that helping someone to develop implies giving them something. What a mentor has to give is their resources, and if there is no intention by the mentor to share his/her resources the relationship is not mentoring.
- d) The mentor was not a consultant (see group 1 above). Many consultants use the term mentor loosely, encompassing many types of assistance given to their clients, and often this assistance labelled ‘mentoring’ is not developmental assistance. The researcher did not want to measure what consultants do in this study.

For the purposes of this study “peer mentors”, that is, when mentor and protégé had the same access to resources, were included.

Definition of a Mentor

In summary, in this study a mentor (a) was an individual who identified themselves as a mentor and, (b) was interested in maximising the development of the career of their protégé and, (c) was willing to share their resources with their protégé.

The researcher deliberately did not include in the definition any reference to the emotional aspects of the relationship or to the functions performed by a mentor as past researchers have done. This is because in including emotion and functions in the definition the researcher would have biased what emotion and functions would be found.

GROUP 3 – NON-DEVELOPMENTAL GROUP

The non-developmental group were those individuals who filled out a mentor questionnaire but did not fit into the above consultant group or fit the mentor group definition ($N = 12$). To confirm that the decision not to use the non-developmental group members was justified; that is, the non-developmental group was not the same as the mentor group, multivariate analysis of variance (MANOVA) was employed. Three comparisons were made using criteria which most would agree should differentiate ‘true’ mentors from those claiming to be mentors but in error—career functions, flexibility of role, and taking a risk on the protégé. The two groups—mentor group and non-developmental group were compared (a) on career and psychosocial functions, then on (b) the question “stepping outside the mentor’s official work role”, and finally on (c) two questions concerning the mentor taking a chance on the protégé.

The results of all three comparisons suggest that that the two groups were not sampled from the same population. The result of the first multivariate analysis of variance (MANOVA) demonstrated a difference, $F(1, 120) = 9.4$, $p = 0.003$. Mean values for career and psychosocial functions combined were only 4.0 (to a slight extent) for the non-developmental group in comparison with

5.5 (more than a moderate extent) for the mentor group. The result of the second analysis of variance (ANOVA) confirmed that the two groups were not sampled from the same population. Here the mentors from the mentor group stepped outside their work roles almost "to a large extent" (6.4), the non-developmental group members stepped outside only "to a moderate extent" (5.2), $F(1, 123) = 4.7, p = 0.03$. The third MANOVA gave final justification for dropping the non-developmental group. The mentor group took a chance on the protégé more than "to a moderate extent" (5.9) while the non-developmental group members took a chance only "to a slight extent" (4.1), $F(1, 120) = 8.5, p = 0.004$. As a consequence, the 12 subjects (7.6%) in the non-developmental group were excluded from a definition of mentor and not used thereafter in this study.

(2) Formal Group

Participants were not given any direction in terms of whether to report on a formal relationship or a relationship that was informal. Inclusion and exclusion criteria were invoked during analysis to determine if the relationship reported on was formal or not. Just over one-third of the relationships reported on were formal ($N= 45$, see Table 5 following). A formal relationship was defined as a relationship whereby at initiation the protégé was matched with the mentor by organisational assistance or intervention. The part of Question 152 (shown below) used to select formal group- versus informal-group memberships was if they had 1, 2, or 3 ticks beside the first option of the question they were assessed as formal, if there was no tick they were assessed as informal.

Question 152: Why at the 'very beginning' of the relationship did you pick the particular person you chose to be your protégé? Please place one tick beside ALL the descriptions you feel are appropriate to answer the question. Then put two additional ticks beside the most important reason and one additional tick beside the second most important reason

____ 1) The protégé was matched with me by organisational assistance or intervention?

Table 5. *Demographic Characteristics of the Respondents in Formal Relationships compared with Respondents who were in Informal Relationships.*

		Formal Initiation <i>N</i> = 45		Informal Initiation <i>N</i> = 67	
Question (Variable)	Response Category	<i>N</i>	% Formal Group	<i>N</i>	% Informal Group
Reporting and Organisation Distance	Not same organisation/ not report to	20	44.5	18	26.9
	Same organisation/ not report to	6	13.3	21	31.3
	Same organisation/ report to	17	37.8	28	41.8
	Missing Data	2	4.4	0	0.0
Organisation Level of Mentor	Middle	2	4.4	5	7.5
	Senior	9	20.0	16	23.9
	Executive	34	75.6	46	68.6
Organisation Level of Protégé	Junior	8	17.8	20	29.9
	Middle	21	46.7	29	43.3
	Senior	9	20.0	9	13.4
	Executive	7	15.5	9	13.4
Hierarchical Distance ("Compared to the protégé at what level was the mentor?")	Below	1	2.2	2	3.0
	Same	3	4.4	4	6.0
	One Rung Above	14	24.4	17	25.4
	Two Rungs Above	23	20.0	19	28.5
	Three Rungs Above	44	46.8	25	37.1
	Missing Data	1	2.2	0	0
Education Level of Mentor	High School	3	4.4	4	6.0
	Incomplete Tertiary	3	6.7	5	7.5
	Completed Tertiary	6	13.3	14	20.9
	Completed Tertiary Graduate	34	75.6	44	65.6
	Missing Data	1	2.2	0	0
Education Level of Protégé	High School	4	8.9	16	23.9
	Incomplete Tertiary	3	6.7	6	9.0
	Completed Tertiary	9	20.0	10	14.9
	Completed Tertiary Graduate	28	62.2	35	52.2
	Missing Data	1	2.2	0	0

N refers to the number of individuals; missing data is stated as missing when data is missing; questions refer to the initiation period of the mentoring relationship unless stated otherwise.

The demographics of the formal group and the informal group are given in Table 5. Of particular note is that almost twice as many (44%) of formal mentors were not in the same organisation as their protégés when they were compared to informal mentors (26%). Another notable difference between the formal and informal groups was that the a higher percentage of protégés of informal mentors were at lower organisational levels and had a lower level of education than protégés of formal mentors. As expected the average length of the formal relationships was shorter than the informal relationships being 3.2 and 4.6 years respectively (see Table 6).

Table 6:

Demographic Characteristics (Years) of the Respondents in Formal Relationships compared with Respondents who were in Informal Relationships

Years	Formal Initiation <i>N</i> =45			Informal Initiation <i>N</i> = 67		
	<i>N</i>	Mean	<i>SD</i>	<i>N</i>	Mean	<i>SD</i>
Length of relationship	45	3.2	3.5	66	4.6	3.6
Mentor Age at Initiation	44	50.2	9.6	66	46.9	11.5
Protégé Age at Initiation	44	34.1	9.2	67	31.0	9.4
Age Difference	44	16.2	10.9	66	15.6	10.0

SD refers to the standard deviation. *N* refers to the number of individuals

(3) Gender Composition

The participants were not given any direction in terms of choosing the relationship by gender of the protégé. Inclusion and exclusion criteria were invoked during analysis to identify the gender groups. Four gender combinations were possible:

- a) male mentor with male protégé, Mm/Mp (*N*=60)
- b) male mentor with female protégé, Mm/Fp (*N*=39)
- c) female mentor with female protégé, Fm/Fp (*N*=15)
- d) female mentor with male protégé, Fm/Mp (*N*=1).

The demographics of 3 of the gender dyads follow in Table 7. As only one female mentor reported having a male protégé, precluding the estimation of

variance within the group, this relationship was excluded from analysis. Of note is that more than 93% of all the mentors in each dyad were senior or executive in level at the initiation of the relationship, although the dyads which included females had a lower percentage of executive level mentors.

The organisational level of the protégés for the female mentor/female protégé dyad was notably lower than the other two groups. Ninety-three percent of the female protégés of female mentors were at only junior and middle level, compared to 60% for the male mentor/male protégé dyad and 74% for the male mentor/female protégé dyad. Not one female mentor reported having a female protégé at executive level compared to 22% of male mentors with male protégés. Forty percent of female mentors of female protégés reported they were only one rung above their protégé at initiation, whereas for both the other two dyad groups over 40% of the mentors reported that they were three rungs or more above their protégés at initiation.

Women were in general more highly educated than the men were, although their position in the organisation was lower. The education level of the female protégés with the female mentors, even though these protégés were at lower organisational levels, was highest with 73% of them reporting completed tertiary graduate degrees. This compares with 52% for male protégés of male mentors and 59% for female protégés of male mentors. Of particular note is that the male mentors with female protégés reported the shortest relationships at 3 years whereas female mentors with female protégés and male mentors with male protégés were together longer, at over 4 years (see Table 8).

The average age of female mentors was lower than male mentors while the age of all protégé groups was about the same. The ages of both the mentors and protégés in the dyads with male mentors were very similar, both being about 49 for the mentor and 32 for the protégé. The average age of the mentors in the female mentor/female protégé dyad was however on average 6 years younger at 43 and the protégés were only a year younger, reporting an average age of 31. This meant that the average age difference between female mentors with female protégés was only 12 years compared to 16 years for the other 2 dyads.

Table 7. *Demographic Characteristics of Three Gender Dyads.*

		Male Mentor/ Male Protégé <i>N</i> = 60		Male Mentor/ Female Protégé <i>N</i> = 39		Female Mentor/ Female Protégé <i>N</i> = 15	
Question (Variable)	Response Category	<i>N</i>	% Mm/Mp Sample	<i>N</i>	% Mm/Fp Sample	<i>N</i>	% Fm/Fp Sample
Formal Relationship	Yes	20	33.3	19	48.7	6	40.0
	No	39	65.0	18	46.2	9	60.0
	Missing Data	1	1.7	2	5.1	0	0
Mentor and Protégé in Same Organisation	Yes	38	63.3	26	66.7	11	73.3
	No	22	36.7	13	33.3	4	26.7
Protégé Reported to Mentor	Yes	26	43.3	19	48.7	5	33.3
	No	34	56.7	20	51.3	10	66.7
Reporting and Organisation Distance	Not same organisation/ not report to Same organisation/ not report to Same organisation/ report to	22	36.7	11	28.2	4	26.7
	Missing Data	12	20.0	9	23.1	6	40.0
		26	43.3	17	43.6	5	33.3
		0	0	2	5.1	0	0
Organisation Level of Mentor	Middle	4	6.7	1	2.6	1	6.7
	Senior	9	15.0	11	28.2	5	33.3
	Executive	47	78.3	27	69.2	9	60.0
Organisation Level of Protégé	Junior	11	18.3	12	30.8	5	33.3
	Middle	25	41.7	17	43.6	9	60.0
	Senior	11	18.3	7	17.9	1	6.7
	Executive	13	21.7	3	7.7	0	0
Hierarchical Distance ("Compared to the protégé at what level was the mentor?")	Below	2	3.3	1	2.6	0	0
	Same	4	6.7	3	7.7	0	0
	One Rung Above	14	23.3	8	20.5	6	40.0
	Two Rungs Above	15	25.0	11	28.2	3	20.0
	Three Rungs Above	25	41.7	16	41.0	5	33.3
	Missing Data	0	0	0	0	1	0
Education Level of Mentor	High School	4	6.7	2	5.1	0	0.0
	Incomplete Tertiary	4	6.7	2	5.1	2	13.3
	Completed Tertiary	12	20.0	6	15.4	2	13.3
	Completed Tertiary Graduate	40	66.6	29	74.4	11	73.3

Education Level of Protégé	High School	10	16.6	9	23.1	1	6.7
	Incomplete Tertiary	7	11.7	0	0	2	13.3
	Completed Tertiary	11	18.3	7	17.9	1	6.7
	Completed Tertiary Graduate	31	51.7	23	59.0	11	73.3
	Missing Data	1	1.6	0	0	0	0

N refers to the number of individuals; missing data is stated as missing when data is missing; questions refer to the initiation period of the mentoring relationship unless stated otherwise.

Interestingly, male mentors with male protégés reported the highest percentage of relationships (37%) whereby the mentor and protégé were in different organisations with no supervisory relationship and the lowest percentage (33.%) of formal relationships. Male mentors with female protégés reported the highest percentage of formal relationships, almost nine percent higher than the female mentor/female protégé group and almost seven percent greater than the male mentor/male protégé group.

Table 8:

Demographic Characteristics (Years) of Three Gender Dyads

Years	Male Mentor/ Male Protégé Dyad Mm/Mp <i>N</i> = 60			Male Mentor/ Female Protégé Dyad Mm/Fp <i>N</i> = 39			Female Mentor/ Female Protégé Dyad Fm/Fp <i>N</i> = 15		
	<i>N</i>	Mean	<i>SD</i>	<i>N</i>	Mean	<i>SD</i>	<i>N</i>	Mean	<i>SD</i>
Length of relationship	59	4.6	4.1	39	3.3	2.8	15	4.2	2.7
Mentor Age at Initiation	58	49.2	11.5	39	49.0	10.0	15	43.3	8.7
Protégé Age at Initiation	59	32.4	9.5	39	32.1	9.1	15	31.2	9.9
Age Difference	58	16.5	10.2	39	16.2	11.1	15	12.1	7.6

SD refers to the standard deviation. *N* refers to the number of individuals

(4) Organisational Distance

Inclusion and exclusion criteria were used during analysis to identify a variable that the researcher labelled as "organisational distance". It had three levels of distance as follows: (1) Closest: The closest relationship type included the relationships (a) in which the mentor and protégé were in the same organisation and (b) the mentor was the protégé's supervisor (*N* = 48).

- 1) Catalyst factors are relevant to the *career advancement of business people*. The aim of this study was to identify and measure the level of assistance that was given by a mentor in a mentoring relationship, (that had been shown as relevant to the career advancement of business people). The five factors chosen for the study were those judged by male CEOs and female executives in America's *Fortune* 1000¹ companies as significant barriers to overcome relevant to career advancement in business.
- 2) Catalyst factors are relevant to the *highest levels* in business. The researcher aimed to identify and measure mentor assistance relevant to advancement to senior and executive levels in business. The participants in the Catalyst study were asked "to identify the three factors they considered to be most significant in preventing women from advancing to the *highest* (italics added) levels of corporate leadership" (Catalyst, 1996, p. 36). The Catalyst factors were therefore relevant to the most senior level of business.
- 3) Catalyst participants were *similar to participants* in the current study. Catalyst's mail surveys went to 1251 executive women and all the male CEO's of *Fortune* 1000 companies in America. One-third of both sexes responded. Eighty-one percent of the participants in the Catalyst study were within 2 reporting levels of the Chief Executive Officer (CEO); similarly, 95 percent of the current study participants were at Senior and Executive levels. Participants in the Catalyst study were on average 45 years old and in the present study the average age of the mentor at initiation was 48 years. Catalyst's respondents were highly educated with almost 66 percent holding postgraduate degrees and in this study 70 percent of mentors held postgraduate degrees. Ninety-two percent of Catalyst respondents identified themselves as Caucasian, 96 percent of mentors in this study identified themselves as Europeans/Pakeha².
- 4) Catalyst study was *relevant to New Zealand*. There are no published studies on mentoring in New Zealand. An aim of this study was to

¹ The top 1000 U.S.A. companies as judged by Fortune Magazine

² Pakeha is a Maori-language term in New Zealand which has the general meaning of European descent.

investigate mentoring in New Zealand. Dr Mary Mattis, Senior Research Fellow of Catalyst, visited New Zealand in April 2000 and presented the results of the Catalyst (1996) study to senior business people in New Zealand. Members of audiences at Dr Mattis' presentations in New Zealand confirmed that even though Catalyst's study was conducted in America the Catalyst factors were relevant to career advancement in New Zealand business. It was therefore appropriate to use the Catalyst factors as a basis for questions in this New Zealand study.

- 5) Catalyst factors were *relevant to both males and females* in business. The Catalyst study specifically asked participants to identify the factors they considered to be most significant in preventing women from advancing to the highest levels of corporate leadership. Males who attended the Catalyst seminars in New Zealand confirmed to the researcher that the factors presented were also relevant to males advancing to the top levels in business. All the Catalyst factors were seen as relevant to male career advancement except for question 103 (following). Men said that stereotyping did not happen to them by males or by females, and they did not think it applied to males at all.

Question 103: The mentor helped the protégé to counter stereotyping by the opposite sex?

When approving the questionnaires for circulation to their predominantly (93%) male members NZIM identified that the questions developed by the researcher from the Catalyst factors were all relevant to both male and female career advancement except for question 103 above³. I therefore concluded that it was appropriate to use the Catalyst factors as a basis for questions in this study which included both male and female mentors, and male and female protégés.

- 6) Catalyst study *revealed highly divergent perspectives* between females and males on barriers to women's advancement. The Catalyst study found that

³ It was intended to analyse the data relating to level of assistance given by the mentor to counter stereotyping separately as it was not regarded as a barrier relevant to males; Mm/Mp were not analysed.

male CEOs and female executives view the barriers to womens' advancement quite differently. As can be seen in Figure 1 the two most important obstacles ranked by women for women related to an *inhospitable work environment* being (a) male stereotyping and preconceptions (52%) and (b) exclusion from informal networks (49%). The 2 most important obstacles ranked by men for women did not relate to an inhospitable work environment but to a *lack of experience*. Eighty-two percent of males identified (a) lack of significant general management or line management experience as the most critical barrier holding women back; sixty-four percent of males identified as the second most critical barrier that (b) women have not been in the pipeline long enough.

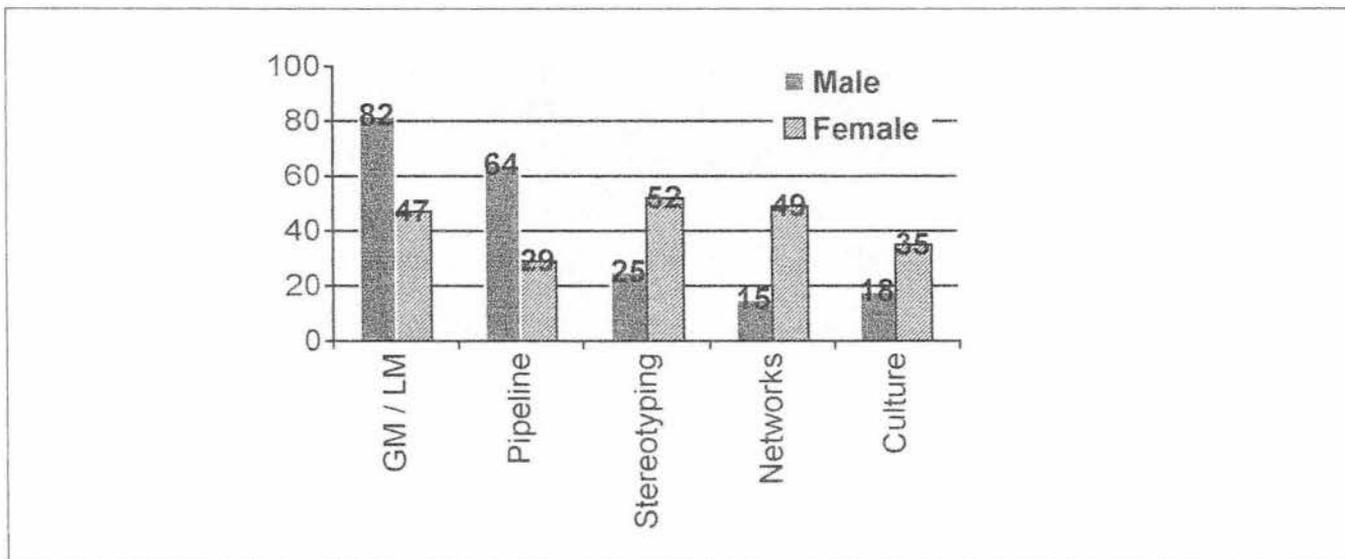


Figure 1. Barriers to Career Advancement as Determined by Male CEOs and Female Executives (Catalyst, 1996). Percentages rating factor as the most important (vertical axis). GM / LM = lack of general management or line management experience.

These divergent responses by males and females when attributing barriers to advancement of females to a *lack of experience* by males versus an *inhospitable work environment* by females suggested that the researcher investigate the impact of gender composition on level of assistance provided by a mentor in a way not done before. It was possible to investigate if the level of what the male mentors did to help their protégés, both male and female, corresponded to the importance males placed on factors related to *lack of*

experience. Similarly it was possible to investigate if the level of what female mentors did to help their protégés corresponded to the importance placed by women on factors related to an *inhospitable work environment*.

What the Mentor Did To Help the Protégé

Following are the questions the researcher derived from the barriers to advancement identified in Figure 1 by Catalyst (1996). The derived questions all ask about what the mentor did to help the protégé. The question numbers are in the Career section of the questionnaire with the item response scale ranging from 1= "not at all" to 9 = "to a very large extent", unless the option was true or false which is shown. Explanations given to the respondents of potentially ambiguous terms appear in capitals in the same format as they appeared in the questionnaire.

MANY OF YOU WILL BE FAMILIAR WITH ORGANISATION CHARTS WHICH REVEAL THE FORMAL REPORTING STRUCTURE OF AN ORGANISATION. THESE CHARTS ARE NOT THE ONLY DESIGN FOR AN ORGANISATION. *INFORMAL NETWORKS* DO NOT APPEAR ON THE ORGANISATIONAL CHART. *INFORMAL NETWORKS* ARE THE MANY OTHER 'STRUCTURES' THAT AN ORGANISATION USES TO GET WORK DONE AND PROCESS INFORMATION

99. The mentor helped the protégé overcome exclusion from informal networks of communication?

"THE *CULTURE* OF AN ORGANISATION DEFINES CONDUCT, WHAT IS AND WHAT IS NOT VALUED AND HOW AUTHORITY IS ASSERTED" (JAMES AND SAVILLE-SMITH, 1987) .

100. The mentor helped the protégé to cope with the culture of an organisation when it felt inhospitable?

102. The mentor helped the protégé to counter preconceptions about the protégé by others?

103. The mentor helped the protégé to counter stereotyping by the opposite sex?

104. *GENERAL MANAGERS* HAVE RESPONSIBILITY FOR A WHOLE ORGANISATION OR A SUBSTANTIAL SUBUNIT OF AN ORGANISATION THAT INCLUDES MOST OF THE COMMON SPECIALISED AREAS IN IT SUCH AS FINANCE, MANUFACTURING, MARKETING, HUMAN RESOURCES MANAGEMENT, ADMINISTRATION AND ACCOUNTING

The mentor helped the protégé to obtain significant general management experience?

105. A *LINE MANAGEMENT* POSITION IS ONE WITH AUTHORITY AND RESPONSIBILITY FOR ACHIEVING MAJOR ORGANISATIONAL GOALS AS COMPARED TO A STAFF MANAGEMENT POSITION WHICH IS A POSITION WHOSE PRIMARY PURPOSE IS TO PROVIDE SPECIALISED EXPERTISE AND ASSISTANCE TO LINE POSITIONS

The mentor helped the protégé to obtain significant line management experience?

Regarding questions 104 and 105 above, as Catalyst's study identified the barrier to advancement as "lack of significant general management or line management experience", the maximum level of *either* question 104 or 105 was the level of assistance used for analysis.

"THERE ARE PIPELINES AND THERE ARE PIPELINES. THERE ARE WELL-WORN PATHS IN COMPANIES. CERTAIN BEGINNING FUNCTIONAL POSITIONS ARE THE BEGINNINGS OF THESE PATHS. MEN UNDERSTAND WHAT THE INFORMAL CAREER PATHS ARE, WOMEN DON'T". IN THE CONTEXT OF THIS STATEMENT:

109. The mentor helped the protégé to stay in the right pipeline?

110. The mentor helped the protégé to stay in the right pipeline long enough to advance the protégé's career? TRUE FALSE

Regarding questions 109 and 110 above, as Catalyst's study identified the barrier to advancement as "women not in the pipeline long enough", the level of question 109 was only used in analysis if the mentor answered "true" to question 110.

The Career versus Psychosocial Division

Kram (1985) proposed that mentors provide two broad categories of functions, namely career and psychosocial functions. (a) Career functions help the protégé "learn the ropes" and consequently help facilitate the protégé's

advancement in the organisation. Career functions depend on the mentor's power and position in the organisation; those with low power and position cannot perform career functions because they do not have the influence or experience. (b) Psychosocial functions help the protégé with relationships with peers and superiors, and "enhance an individual's sense of competence, identity and effectiveness" (p. 32), and they depend on the quality (as measured by the emotional bond) of the relationship between mentor and protégé. As detailed in the introduction to the present study, researchers who have investigated the level of assistance given by a mentor to a protégé have used scales developed by Noe (1988a), Scandura (1992), and Ragins and McFarlin (1990) all of which have Kram's career--psychosocial split as their base.

The questions used in this study, based on the Catalyst factors, appeared to relate to either the provision of career or psychosocial assistance. Those questions developed from factors identified by women as most important to overcoming barriers, resulting from an *inhospitable work environment*, appeared to fit Kram's classification of *psychosocial functions* in that these involve helping the protégé with relationships with peers and superiors. These psychosocial questions were:

99. The mentor helped the protégé overcome exclusion from informal networks of communication?
100. The mentor helped the protégé to cope with the culture of an organisation when it felt inhospitable?
102. The mentor helped the protégé to counter preconceptions about the protégé by others?
103. The mentor helped the protégé to counter stereotyping by the opposite sex?

Those questions developed from factors identified by men as most important to overcoming barriers to women, resulting from a *lack of experience*, appeared to fit Kram's classification of *career functions* in that these involve

helping the protégé learn the ropes and depend on the mentor's power and position in the organisation. These career questions were:

- 103. The mentor helped the protégé to obtain significant *general management experience*?
- 104. The mentor helped the protégé to obtain significant *line management experience*?
- 110. The mentor helped the protégé to stay in the right pipeline long enough to advance the protégé's career

The researcher used factor analysis to verify the division of functions into career and psychosocial functions for analysis.

Controls and Covariates

Covariates.

Other than those variables that were to be the subject of analysis being: (a) the formal or informal nature of the mentoring relationship, (b) the organisational distance of the mentoring relationship, and (c) the gender composition of the mentoring relationship the researcher considered nine variables as potential covariates in order to control for those variables. Seven of the nine potential covariates have been found to be related to mentor functions in other studies. These variables included: (a) relationship stage (Kram, 1985), (b) length of the relationship (Chao et al, 1992; Ragins & McFarlin, 1990), (c) organisational level of the mentor (Kram & Isabella, 1985), (d) organisational level of the protégé (Burke & McKeen, 1997), (e) difference in organisational level between mentor and protégé (Burke & McKeen, 1997), (f) mentor age, and (g) protégé age (Burke & McKeen, 1997; Ragins & McFarlin, 1990). In addition to the seven above, the researcher considered (h) mentor education and (i) protégé education as confounding variables. These last two were not found to be significant by Ragins and Cotton (1999) but the researcher wanted to confirm this. The questions which were used to assess the covariates were questions 1, 4, 16, 17, 18, 27, 28, and 13 (see Appendix 6).

Controlling Relationship Stage

Kram (1985) described four stages of mentoring as initiation, cultivation, separation, and redefinition. Protégés in the initiation stage receive lower levels of career and psychosocial functions than in the other three stages (Kram, 1985; Chao, 1997). Kram (1985) states that higher levels of psychosocial- and career-related functions occurred in the cultivation stage than in any other stage. In order to control for mentoring stage the following stage definitions (after Kram, 1985) were presented to the participants on page one of the questionnaire under the heading "How to choose the relationship":

- 1) Initiation - defined as a period when the relationship begins and starts to become important to both mentor and protégé
- 2) Cultivation - defined as a period when the maximum range of mentoring functions are provided
- 3) Separation - a period when the protégé works more autonomously
- 4) Redefinition - a period after the separation phase when the relationship takes on significantly different characteristics making it more peer-like friendship, or the relationship has ended

Participants were asked to identify all of the mentoring relationships "that are in the last stage, the redefinition stage". They were then asked to choose any one of these relationships to report on. If they had no mentoring relationships in the redefinition stage, they were asked to "report on a mentoring relationship which is closest to that stage". Stage was important as not only did the participants have to choose relationship by stage, but also they were asked to focus on specific stages of the mentoring relationship when answering particular questions. Fifty six percent reported on relationships in the redefinition stage as requested.

Controlling Family Relationships

The participants were also given instructions not to report on relationships that were with family members or people that they lived with.

Such exclusion was because business relationships were the focus of the study.

Procedure

New Zealand Institute of Management (NZIM)

To ensure the confidentiality of the NZIM database, the National Office of NZIM posted 800 questionnaires directly to their Fellows and Associate Fellows in July 2001. Each questionnaire pack contained

- a) three colour-coded questionnaires (See Appendix 6 for a copy of the mentor questionnaire)
- b) a covering letter from the Chief Executive of NZIM (See Appendix 4)
- c) an information sheet explaining the study (See Appendix 5)
- d) a prepaid envelope addressed to NZIM.

The completed questionnaires were returned by participants, in prepaid envelopes, to NZIM who then forwarded them to the researcher.

Business People Known to the Researcher.

In July 2001 the researcher posted 198 questionnaires directly to the business people known to the researcher. Each pack contained:

- a) three colour-coded questionnaires (See Appendix 6 for a copy of the mentor questionnaire)
- b) a covering letter from the researcher (See Appendix 2)
- c) an information sheet explaining the study (See Appendix 3)
- d) a prepaid envelope.

To ensure anonymity the prepaid envelopes were addressed to a person who the participants have not known, and the returned questionnaires were not seen by the researcher. Comparing Appendix 2 and 3 with Appendix 4 and 5 there were only minor differences between the covering letters and information sheets sent out to NZIM and the business people known to the researcher. The overall content of the covering letters was similar, but as different individuals signed the letters they were tailored to whether they came from the researcher

or the Chief Executive of NZIM. The first difference in the information sheets was that NZIM members were informed that NZIM would make a summary available to all interested members, whereas the individuals known to the researcher were advised that the researcher would send a summary of the results should they ask for it by separate letter. The second difference related to the explanation of who the questionnaire would be returned to.

Ethics approval was obtained from two sources. (a) the Massey University Human Ethics Committee and (b) the Chief Executive of NZIM.

Statistical Analysis

Each mentor questionnaire response was entered into a computer file, for analysis and processing using Statistica (StatSoft). Alpha was set at $p < 0.05$ throughout.

- (1) Descriptive statistics, summarising the information elicited were computed.
- (2) Intercorrelations between covariates were calculated. Correlations between the covariates and the developmental assistance variables were computed.
- (3) MANCOVA was used to explore if the level of developmental assistance given by the mentor to the protégé was different depending on:
 - a) if the mentoring relationship was formal or informal
 - b) the gender composition of the mentoring relationship
 - c) the organisational distance of the mentoring relationship
- (4) An ANCOVA was used to investigate if the level of help given to the protégé to counter stereotyping by the opposite sex was different depending on:
 - a) if the mentoring relationship was formal or informal
 - b) the gender composition of the mentoring relationship
 - c) the organisational distance of the mentoring relationship.

The data relating to level of assistance given by the mentor to counter stereotyping was analysed separately using only the dyads with female protégés as stereotyping was not regarded as a barrier relevant for males (refer page 60)

- (5) To investigate the relationship between impact on the protégé's career and developmental functions in a way which looks at segments of one of the variables of the correlation in more detail, it was decided to divide the subjects into impact groups, those mentors who when asked "how do you think the protégé would rate the impact of the mentoring relationship on their [the protégé's] career success" said either none, low, moderate, high, or extraordinary. Those subgroups were used as a grouping factor in a MANCOVA.

Results

The Career versus Psychosocial Division

When a principal components factor analysis using varimax normalised rotation was performed on the measures of assistance to overcome barriers to career advancement, two clear factors emerged accounting for a total of 65.9% of the variance, both with eigenvalues above unity. Factor 1 accounted for 45.9% with an eigenvalue 4.1, and Factor 2 for 20.0%, eigenvalue 1.8. As illustrated in Figure 2 the factor loadings for Factor 1 ranged from 0.61 to 0.93 for the 5 career functions and were below 0.27 for the psychosocial functions; the factor loadings for Factor 2 varied between 0.71 to 0.83 for the psychosocial functions but were under 0.34 for career functions.

It appears from the factor analysis that a division of developmental functions into those primarily devoted to career assistance and others devoted to psychosocial assistance is justified, even when using different questions from those used in prior factor analyses (refer page 63). This division was employed in all subsequent analyses.

Covariates

The results of correlating all potential confounding factors with each other and with the measures of developmental assistance are presented in Table 9. The table clearly shows that each of those ten potential covariates showed at least one statistically significant correlation ($p < 0.05$, indicated in bold type) with either another potential covariate or with a measure of developmental assistance. The correlation coefficients ranged from 0.25 to 0.57. There were up to three significant correlations between each of the potential covariates and the measures of developmental assistance, and between two and seven significant correlations within the potential covariates. Such a pattern of correlations suggest that all the potential covariates were contributing variance either to the measures of levels of assistance provided by the mentor or to other covariates, and, consequently, all were used in subsequent analyses as covariates where possible.

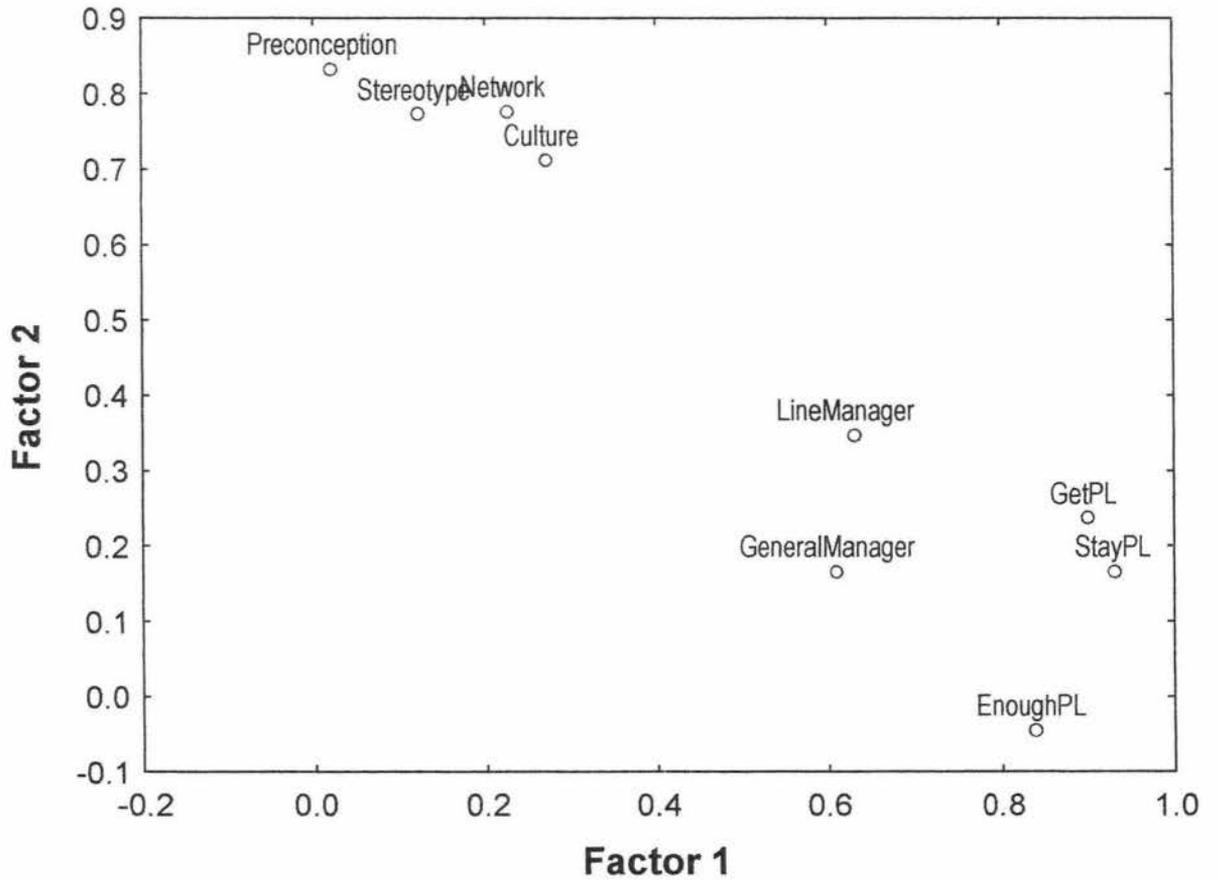


Figure 2. Factor loadings for a principal components factor analysis to confirm the split of assistance into career and psychosocial for the seven measures of assistance to overcome barriers to career advancement.

Note: PL refers to pipeline

Table 9. *Pearson Product Moment Correlation Coefficient for potential covariates (italics), assistance variables (bold), and relationship types (normal script). The letter "c" indicates individual Catalyst barriers to career advancement (capital "C" indicates an aggregate of Catalyst barriers to career advancement).*

Variable	1	2	3	4	5	6	7	8	9	10
<i>1 Stage</i>		0.35**	-0.27	-0.21	0.05	-0.06	-0.04	0.08	0.18	0.20
<i>2 Length</i>	0.35		-0.04	0.01	-0.08	-0.02	0.04	0.04	0.10	0.06
<i>3 M Level</i>	-0.27	-0.04		0.39**	0.14	0.37**	0.15	-0.13	-0.17	-0.20
<i>4 P Level</i>	-0.21	0.01	0.39		-0.43**	0.21	0.19	-0.13	-0.01	-0.07
<i>5 Level Difference</i>	0.05	-0.08	0.14	-0.43		-0.03	-0.09	0.01	-0.06	-0.03
<i>6 M Education</i>	-0.06	-0.02	0.37	0.21	-0.03		0.32**	0.06	-0.05	0.02
<i>7 P Education</i>	-0.04	0.04	0.15	0.19	-0.09	0.32		0.16	0.20	0.05
8 c. Network	0.08	0.04	-0.13	-0.13	0.01	0.06	0.16		0.61**	0.54**
9 c. Culture	0.18	0.10	-0.17	-0.01	-0.06	-0.05	0.20	0.61		0.42**
10 c. Preconception	0.20	0.06	-0.20	-0.07	-0.03	0.02	0.05	0.54	0.42	
11 c. General Manager	-0.09	0.23	0.07	0.25	-0.19	0.08	0.06	0.18	0.21	0.19
12 c. Line Manager	0.24	0.24	-0.19	-0.02	-0.05	0.01	0.05	0.39	0.38	0.25
<i>13 M Age</i>	-0.13	-0.24	0.36	0.33	0.00	0.06	0.12	-0.21	-0.10	-0.19
<i>14 P Age</i>	-0.23	-0.21	0.23	0.57	-0.27	0.07	0.09	-0.28	-0.10	-0.24
<i>15 Age Difference</i>	0.05	-0.06	0.18	-0.16	0.25	0.02	0.07	0.06	-0.01	0.05
16 c. Pipeline	0.05	0.15	-0.12	-0.07	-0.14	-0.07	0.03	0.17	0.20	0.05
17 C. Career	0.05	0.23	-0.07	0.11	-0.22	0.02	0.08	0.24	0.27	0.14
18 C. Psychosocial	0.18	0.08	-0.20	-0.09	-0.03	0.01	0.16	0.88	0.81	0.79
19 C Stereotype	0.31	0.08	-0.25	-0.18	-0.10	-0.01	0.12	0.44	0.44	0.61
20 Relationship Initiation	0.07	0.20	-0.08	-0.12	-0.07	-0.08	-0.18	0.06	0.04	0.08
21 Organisation Closeness	0.24	0.22	-0.26	-0.11	-0.22	0.01	0.05	0.17	0.24	0.10
22 Impact Groups	0.17	0.10	-0.23	-0.12	-0.02	-0.07	-0.14	0.19	0.20	0.19
23 Gender Dyad	0.00	-0.12	-0.17	-0.29	0.03	0.01	0.04	0.10	0.19	0.14

Note: Correlation coefficients marked in bold are significant $p < 0.05$, ** $p < 0.01$

11	12	13	14	15	16	17	18	19	20	21	22	23
-0.09	0.24	-0.13	-0.23	0.05	0.05	0.05	0.18	0.31**	0.07	0.24	0.17	0.00
0.23	0.24	-0.24	-0.21	-0.06	0.15	0.23	0.08	0.08	0.20	0.22	0.10	-0.12
0.07	-0.19	0.36**	0.23	0.18	-0.12	-0.07	-0.20	-0.25**	-0.08	-0.26**	-0.23	-0.17
0.25**	-0.02	0.33**	0.57**	-0.16	-0.07	0.11	-0.09	-0.18	-0.12	-0.11	-0.12	-0.29**
-0.19	-0.05	0.00	-0.27**	0.25**	-0.14	-0.22	-0.03	-0.10	-0.07	-0.22	-0.02	0.03
0.08	0.01	0.06	0.07	0.02	-0.07	0.02	0.01	-0.01	-0.08	0.01	-0.07	0.01
0.06	0.05	0.12	0.09	0.07	0.03	0.08	0.16	0.12	-0.18	0.05	-0.14	0.04
0.18	0.39**	-0.21	-0.28**	0.06	0.17	0.24	0.88**	0.44**	0.06	0.17	0.19	0.10
0.21	0.38**	-0.10	-0.10	-0.01	0.20	0.27**	0.81**	0.44**	0.04	0.24	0.20	0.19
0.19	0.25**	-0.19	-0.24	0.05	0.05	0.14	0.79**	0.62**	0.08	0.10	0.19	0.14
0.62	0.62**	-0.11	-0.03	-0.05	0.26	0.70**	0.23	0.16	0.17	0.16	0.39**	-0.17
-0.11	-0.18	0.49**	0.49**	0.61**	-0.04	-0.09	-0.20	-0.21	-0.15	-0.29**	-0.26**	-0.16
-0.03	-0.21	0.49	-0.39**	-0.39**	-0.05	-0.07	-0.25**	-0.20	-0.16	-0.18	-0.25**	-0.05
-0.05	0.04	0.61	-0.39	-0.01	-0.01	-0.02	0.04	-0.02	-0.03	-0.13	-0.05	-0.12
0.26	0.33	-0.04	-0.05	-0.01	0.88**	0.88**	0.17	0.12	0.21	0.09	0.28**	-0.05
0.70	0.65	-0.09	-0.07	-0.02	0.88	0.26**	0.26**	0.12	0.28**	0.22	0.44**	-0.17
0.23	0.41	-0.20	-0.25	0.04	0.17	0.26	0.60**	0.60**	0.07	0.21	0.24	0.17
0.16	0.26	-0.21	-0.20	-0.02	0.12	0.12	0.60	0.11	0.11	0.15	0.13	0.42**
0.17	0.22	-0.15	-0.16	-0.03	0.21	0.28	0.07	0.11	0.12	0.12	0.25**	-0.07
0.16	0.30	-0.29	-0.18	-0.13	0.09	0.22	0.21	0.15	0.12	0.33**	0.33**	-0.02
0.39	0.38	-0.26	-0.25	-0.05	0.28	0.44	0.24	0.13	0.25	0.33	0.33	-0.16
-0.17	-0.14	-0.16	-0.05	-0.12	-0.05	-0.17	0.17	0.42	-0.07	-0.02	-0.16	0.16

Comparisons of Formal and Informal Mentoring Relationships

The analysis suggests that in the population sampled from, there was no difference in career or psychosocial functions in mentoring between those from relationships where the two were put together by an organisation when compared with those seeking out one another to form the mentoring partnership. The multivariate analysis of covariance (MANCOVA) analysing the difference between career and psychosocial functions showed no reliable differences between formal and informal mentoring relationships, $F(2, 47) = 1.78, p = 0.18$. The mean values for career functions for formal and informal mentoring groups were 5.2 and 6.5 respectively, and for psychosocial functions were 5.5 for both levels of formality.

A higher percentage (35%) of those participants known to the researcher were formal than expected. As the researcher did not have information about the differences in formal mentor programs between the participants known to the researcher compared to NZIM members, the researcher checked to see if the database of NZIM members and the business people known to the researcher were the same. Any difference may have helped explain why this study found different results regarding formal and informal mentoring relationships to other researchers. An analysis was done looking at the interaction of formal and informal relationship status with whether the mentor was from the NZIM database and the database of known business people. The database the mentor came from was not significant $F(2, 67) = 0.30$ and the interaction was not significant $F = 0.61$. The mean for career assistance for the assigned known business people was 5.4 versus 5.5 for assigned NZIM members, and for psychosocial assistance the mean for the assigned known business people was 5.1 versus a mean for NZIM of 5.4. No covariates were significant.

The researcher then looked for other differences that may have helped explain why this study found different results regarding formal and informal mentoring relationships to other researchers. In three previous studies significant differences were found in all permutations. An obvious difference between the previous studies and this study was the covariates used (see

Table 10). To see if this could be the explanation for the discrepancy, seven further analyses were performed. The first was a MANOVA of formality and career and psychosocial functions using *no* covariates. In contrast to this study's MANCOVAs using nine covariates, a significant difference was found between informal and formal relationships for career assistance. The interaction effect was now highly significant, $F(1,105) = 5.2$, $p = 0.025$, and the means were 5.1 and 6.4 respectively, while the means for psychosocial were 5.1 for both. The findings were similar to Chao's (1992) (see Table 2).

Similar analyses were then conducted controlling for (a) length only; (b) supervisor only; (c) length and supervisor; and (d) gender composition, supervisor, and length. All of these showed significant differences for the informal/formal factor, and all showed a pattern similar to that in both the replication without covariates and Chao's findings (1992).

In addition, visual inspection of the plot of the correlation between career assistance and relationship length suggested that the relationship might not be best explained by a linear one. It appeared to be more quadratic in pattern. If so, then the previous studies controlling for length using a linear correlation would not be removing maximal confounding variance. To test this, three analyses were carried out (a) one using only brief relationships, under two years (like Fagenson et al, 1997), (b) a second using intermediate-length relationships, between two and five years (like Chao et al. 1992), and (c) another of lengthy relationships, over five years (like Ragins & Cotton, 1999). Using this technique to experimentally control for length rather than statistically control for length like the previous studies, significance was found only by using the brief relationships, $F(1,46) = 14.0$, $p = 0.048$. For formal and informal career assistance the means were 4.3 and 6.2 respectively, while the means for psychosocial assistance were 4.8 and 5.1.

Now there is evidence that previous studies (a) were ineffective in controlling for the non-linear variable of length; (b) did not control for sufficient confounding variables when they did their study. Had they done so, it is likely that formality of the relationship would not have shown significant differences in career and psychosocial assistance, as were the findings of the present study.

Table 10. Summary of 8 studies and the topics they focused on, controls and covariates used, demographics, and procedures.

Research Study	Focal Areas				Covariates / Controls										Procedure		
	Supervisor	Distance	Gender	Formality	Stage	Length	M. Level	P. Level	∇ Level	M. Educ.	P. Educ.	M. Age	P. Age	Mentoring Experience	M. Definition	CEO level	N > 20
Moore, C. (<i>present study</i>)	+	+	+	+	c	c	c	c	c	c	c	c	c		+	+	+
Ragins & Cotton, 1999	c		+	+		c									+		+
Ragins & McFarlin, 1990	c		+			c	c					c	c	c	+		+
Fagenson-Eland et al., 1997	+			+		c						c	c	c	+	+	+
Chao et al., 1992				+		c									P		+
Mullen, E., 1998			c	+					c	c	c	c			P		+
Burke & McKeen, 1997	+		c				c	c	c			c	c				+
Collins & Scott, 1979																+	3*

+ = used

c = covariate only

P = present but problematic

blank = missing

* = n less than 20 is denoted

Effect of Organisational Distance on Mentoring Relationships

Results show that career assistance in separate organisations is less than career assistance at the other two distance categories and is less than psychosocial function in all three organisational distances. The organisational distance between the mentor and protégé showed a significant difference, $F(4, 94) = 4.02, p = 0.005$ (see Fig. 3). When mentor and protégé were in different organisations and there was no supervisory relationship, the level of career assistance was lower than when the mentor was in the same organisation as the protégé whether supervising the protégé or not. The level of psychosocial assistance did not differ between the three categories. Note that there was no difference between either the career or psychosocial functions provided by mentors when in the same organisation as the protégé, regardless of their supervisory status.

The correlation matrix (see Table 9) also confirms that same pattern. Distance correlates with career 0.22, $p < 0.05$ and with psychosocial 0.21, $p < 0.05$. Only the latter can be seen in Figure 3. The reason for this is that the covariates substantially adjusted the level of career function in the least close category, especially the confounding variable of protégé age, $r = -0.29, p < 0.01$.

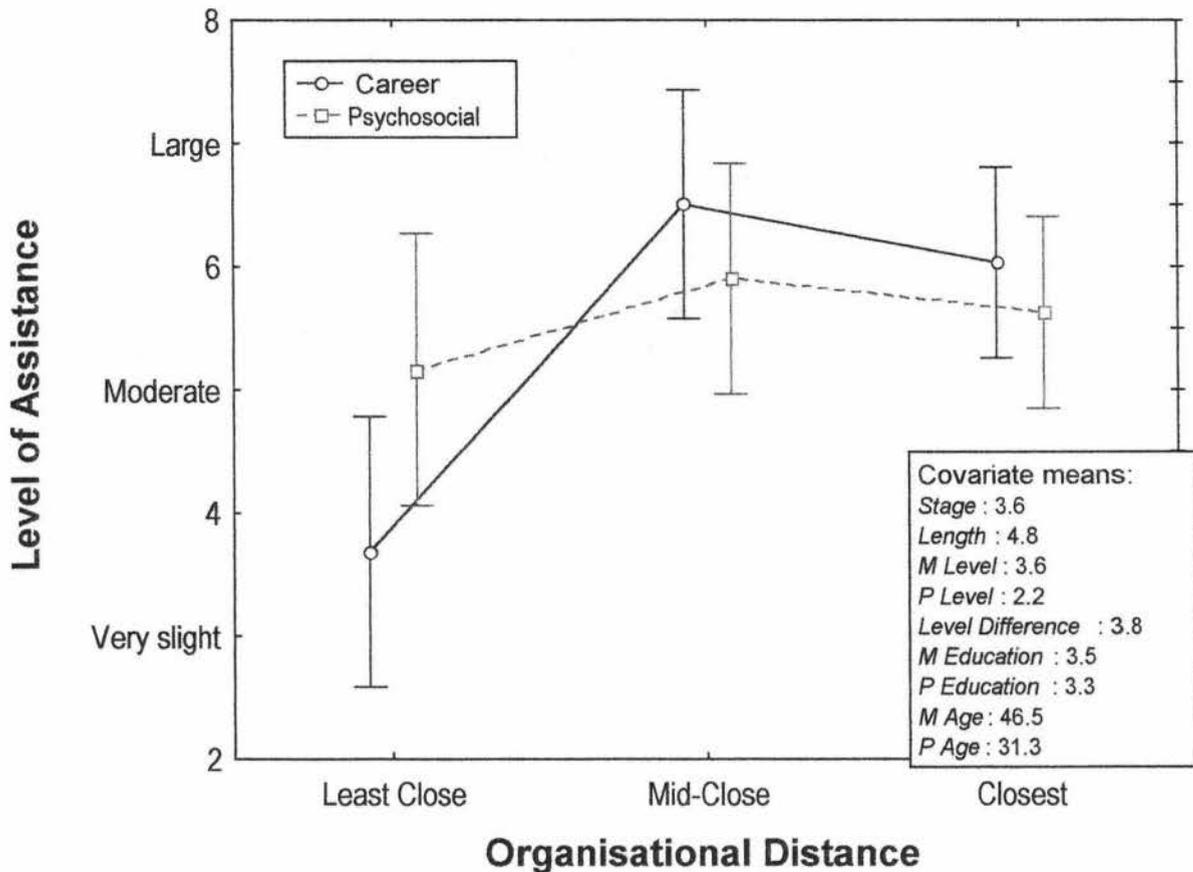


Figure 3. Two measures of mentor assistance within the three different levels of distance—Least close (not in same organisation and not supervisor); in same organisation but not supervisor (Mid-close); in same organisation and also supervisor (Closest). Means for all 9 covariates are presented. Vertical lines denote 95% confidence levels.

Effect of Gender Composition on Mentoring Relationships

The results of male mentors with male protégés (Mm / Mp) came out as expected in two ways: it showed the highest level of career assistance and that psychosocial assistance was less than career assistance. Unexpectedly male mentors with female protégés (Mm / Fp) showed the greatest psychosocial assistance, even more than female mentors with female protégés (Fm / Fp) and career assistance was lower than psychosocial assistance. All of these differences were significant ones.

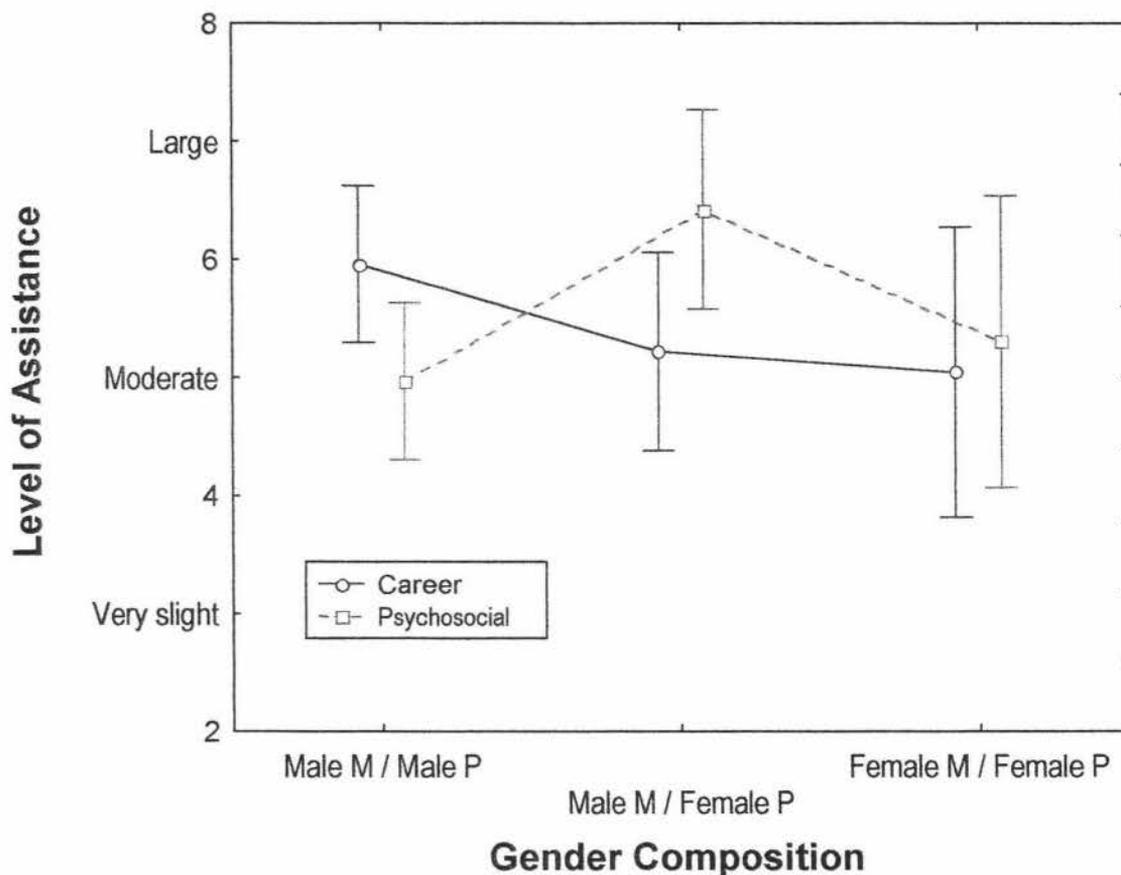


Figure 4. Two measures of mentor assistance within the three different categories of gender dyad. (Mentor / Protégé). Vertical lines denote 95% confidence levels.

The significant gender composition effect is illustrated in Figure 4, $F(4, 94) = 2.59, p = 0.04$. There we can see that male mentors give more career assistance to male protégés than psychosocial assistance, while the assistance pattern is reversed for Mm/Fp, these giving more psychosocial assistance than career assistance.

There were no other significant effects or interactions in that analysis. No covariates were significant; the one with the lowest probability of being by chance was protégé education level, $p = 0.12$.

Assistance to Overcome Stereotyping

The ANCOVA to investigate the difference in assistance to counter stereotyping by the opposite sex did not show any significance for the three categories of mentoring relationships—the two gender dyads (Mm/Fp and Fm/Fp), formality, and organisational distance. The mean level of assistance was 5.2, slightly above “moderate”. There was a suggestion of difference in Mm / Fp who helped counter stereotyping more than Fm / Fp in the condition where mentor and protégé were not in the same organisation (means 6.2 and 3.5 respectively). However two covariates were significant, (a) difference in organisational level between protégé and mentor, $p = 0.008$ and (b) protégé organisational level, $p = 0.02$.

Effect of Gender Composition on Individual Psychosocial Functions

Female protégés were helped less with overcoming exclusion from informal networks of communication by female mentors than (a) with culture or preconceptions, and than (b) male mentors helped with network exclusion. Male protégés were helped less by male mentors with all three psychosocial functions than were female protégés. The ANCOVA using the three measures of psychosocial assistance; helping overcome exclusion from informal networks, coping with culture and countering preconceptions, showed significance for only one of the groups, namely gender composition, $F(6, 92) = 3.22$, $p = 0.006$. It is clear from the figure (Fig. 5) of this effect that Fm / Fp report lower levels of assistance to overcome exclusion from informal networks of communication (small dots and diamonds) than the other two gender types. Also it is clear that Mm/Mp reported lower levels of all three categories of psychosocial assistance than did Mm/Fp.

None of the covariates was significant in the analysis, the lowest p value being 0.19 for mentor age.

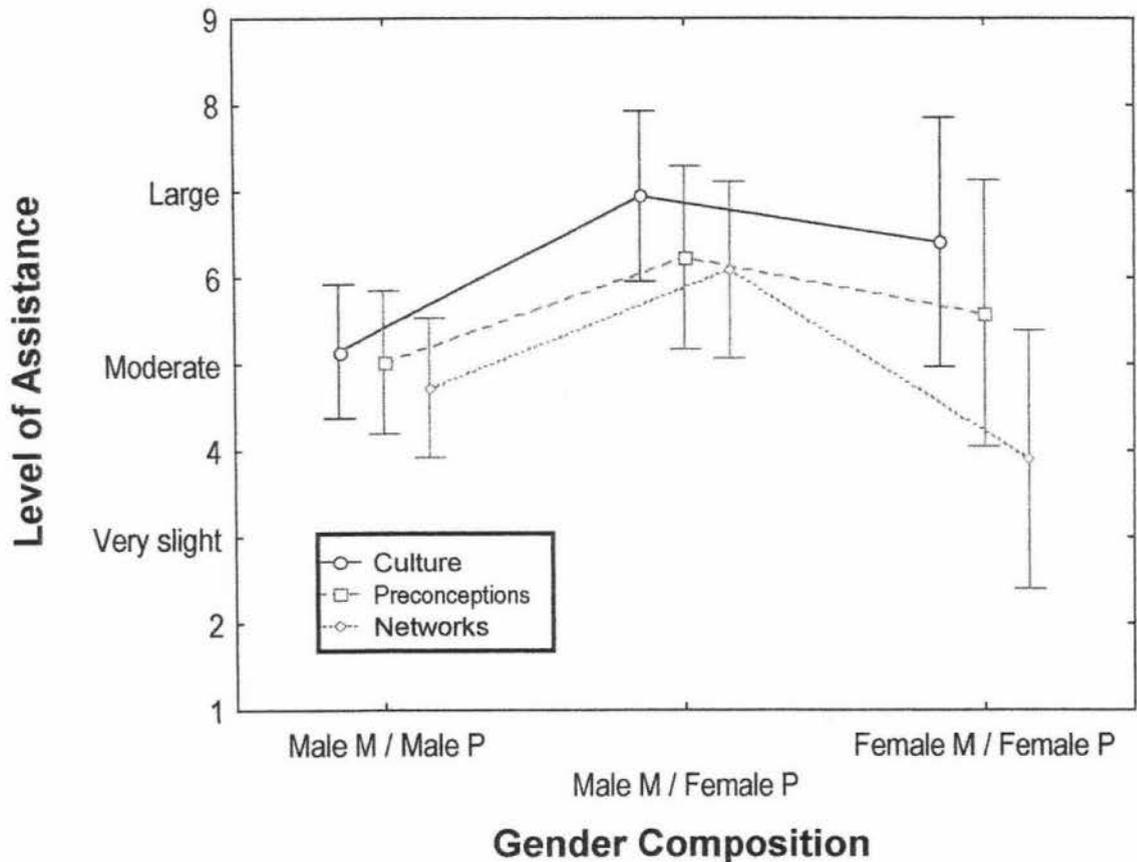


Figure 5. Three individual measures of mentor psychosocial assistance within the three different mentoring gender dyads (Mentor / Protégé). Vertical lines denote 95% confidence levels.

Effect of Gender Composition on Individual Career Functions

It was found that female mentors report giving almost no help to get significant general management experience to their female protégés in the situation when not in the same organisation (illustrated in Figure 6). The MANCOVA investigating the effects of gender composition, formality, and organisational distance on the three individual career functions showed only one significant effect, that being the interaction of distance with gender composition, $F(12, 69) = 1.94, p = 0.04$. Subsequent analyses showed the main differences to occur in the analysis of assistance to obtain significant general management experience, $F(4, 48) = 3.09, p = 0.02$ (see Fig. 6). Although there was a significant correlation of 0.30 between line management and distance, such a difference was not apparent in the analysis of variance

when covariates were used, probably because it correlates significantly with 4 covariates, the highest being $r = 0.24$ with length of relationship. No covariates were significant in that analysis, the most prominent being protégé age, $p = 0.16$.

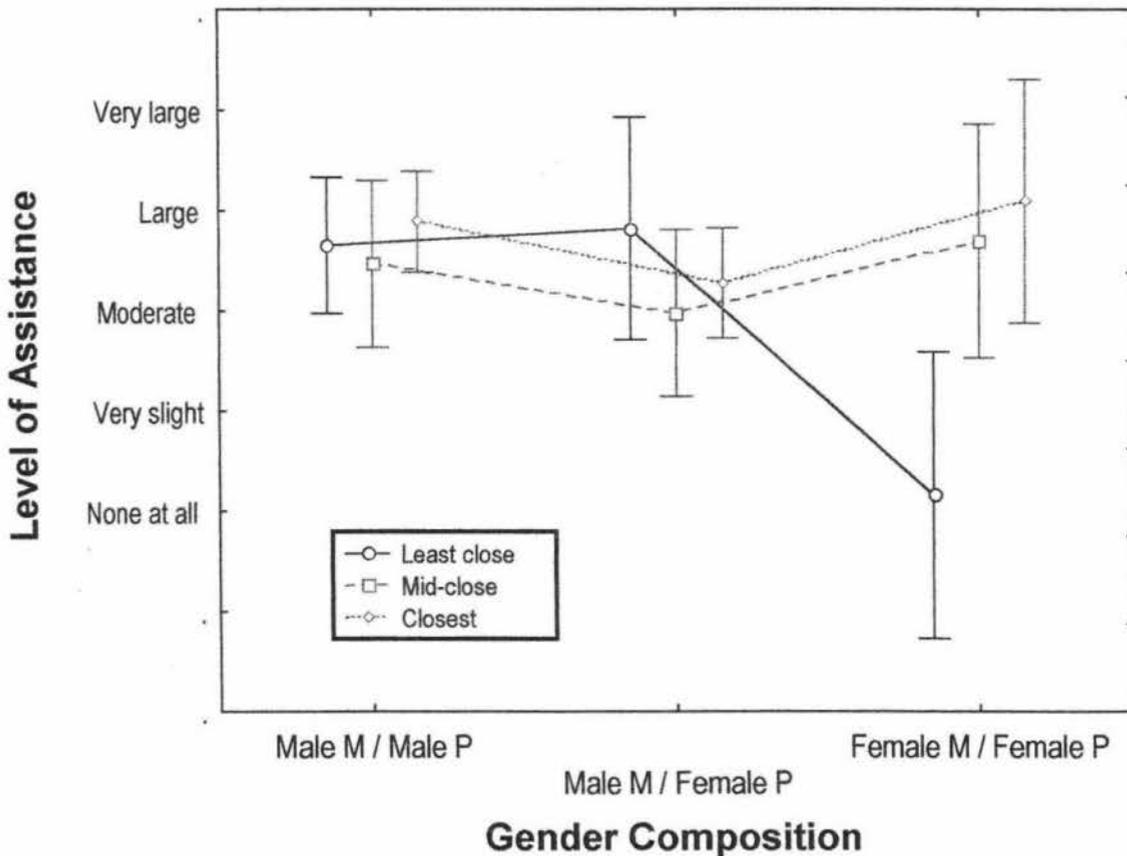


Figure 6. How much “the mentor helped the protégé to obtain significant general management experience” by both the composition of the mentoring dyad and organisational distance. Vertical lines denote 95% confidence levels.

Level of Risk Associated with Assistance

The mentors’ estimate of risk to help their protégés varied by organisational distance, with lower risk being associated with the least close relationships. An ANCOVA was performed to see if the risk associated with psychosocial assistance was less than risk to perform career assistance as theorised by Chao et al. (1992). Level of risk was only used in the analysis if the mentor actually reported that they performed the function; if they did not perform the function, they usually rated the risk as zero in answer to the

question "Indicate how risky it was for the mentor to perform the helping function for the protégé...with zero being no risk and ten being very high risk" (relevant question numbers 111,112,114,115,116,117,and 121),

Two analyses were performed, (a) the first for the mean risk of all career and psychosocial functions, (b) the second for maximum risk of all career and psychosocial functions. The results of the first analysis showed that the mean risk was similar for career and psychosocial functions when the mentor and protégé were in the same organisation but not significantly so, mean = 3.3 and 3.0 respectively, $F(4, 100) = 0.75, p = 0.56$. The mean risk was lower, but similar for both career and psychosocial functions when the mentor and protégé were not in the same organisation, when compared to mentors in the same organisation as the protégé, but again not significantly so, mean = 1.6 and 2.3, respectively, $F(4, 100) = 0.75, p = 0.56$. Only one of the nine covariates was significant, relationship stage at $p=0.03$.

The results of the second analysis showed that the organisational distance between the mentor and the protégé showed a significant difference, $F(4, 58) = 2.96, p = 0.03$ (See Figure 7). The maximum risk for career and psychosocial functions was lower when the mentor and protégé were not in the same organisation when compared to relationships where the mentor and protégé were in the same organisation. The maximum risk to perform career assistance was almost identical to the maximum risk to perform psychosocial assistance when mentor and protégé were not in the same organisation. The results suggest, however, although the results are not significant, that the maximum risk of providing career assistance seems higher than psychosocial assistance when the protégé is in the same organisation as the mentor and reports to the mentor. The cases when the protégé is in the same organisation as the mentor and reports to the mentor is the only situation that supports the prediction of Chao (1992). When the mentor and protégé are in the same organisation and there is no reporting relationship, however, the results suggest the opposite with psychosocial functions being more risky than career functions. Only the covariate, mentor organisation level was significant at $p=0.001$ in the second analysis.

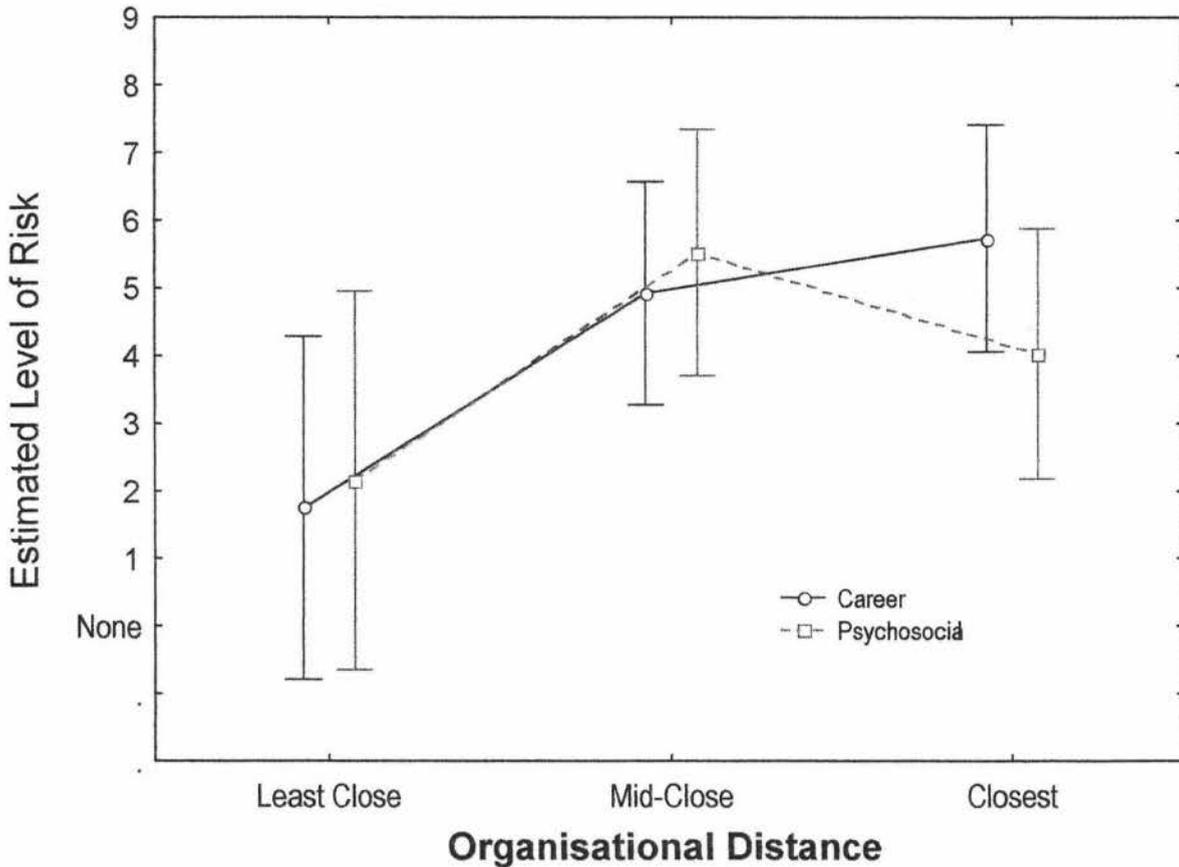


Figure 7. Two measures of estimated mentor risk within the three different levels of distance—Least close (not in same organisation and not supervisor); in same organisation but not supervisor (Mid-close); in same organisation and also supervisor (Closest). Vertical lines illustrate 95% confidence levels.

Impact on Protégé Career

To assess if the career—psychosocial division was “important”, I looked at how mentors thought their protégé would rate the impact of the mentoring relationship on the protégé’s career success. First, reviewing the correlations I found that career functions were associated with impact on career four times that of psychosocial functions, 0.44 and 0.24 respectively (see Table 9). Then I performed a MANCOVA asking if those rating “impact” differed in the level of assistance that they gave with career and psychosocial matters. It was found that impact groups with extreme values have extreme levels of career assistance but the level of psychosocial assistance is unchanging. First the

subjects were classified into five groups: (a) those who believed the rating of the impact of the relationship would be "none", (b) those believing it to have had a "low effect", (c) those believing it to have had a "moderate" effect, (d) those believing it to have been "high", and (e) those believing it to have been "extraordinary". The results of the analysis demonstrated a difference between the impact groups, $F(8, 122) = 2.94, p = 0.005$ (see Fig. 8). Moving from the "none" to the "extraordinary" impact group, the level of psychosocial assistance remains the same, but the level of career assistance moves from less than "moderate" to just below "to a large extent". Only one of the nine covariates were significant, protégé education at $p = 0.03$.

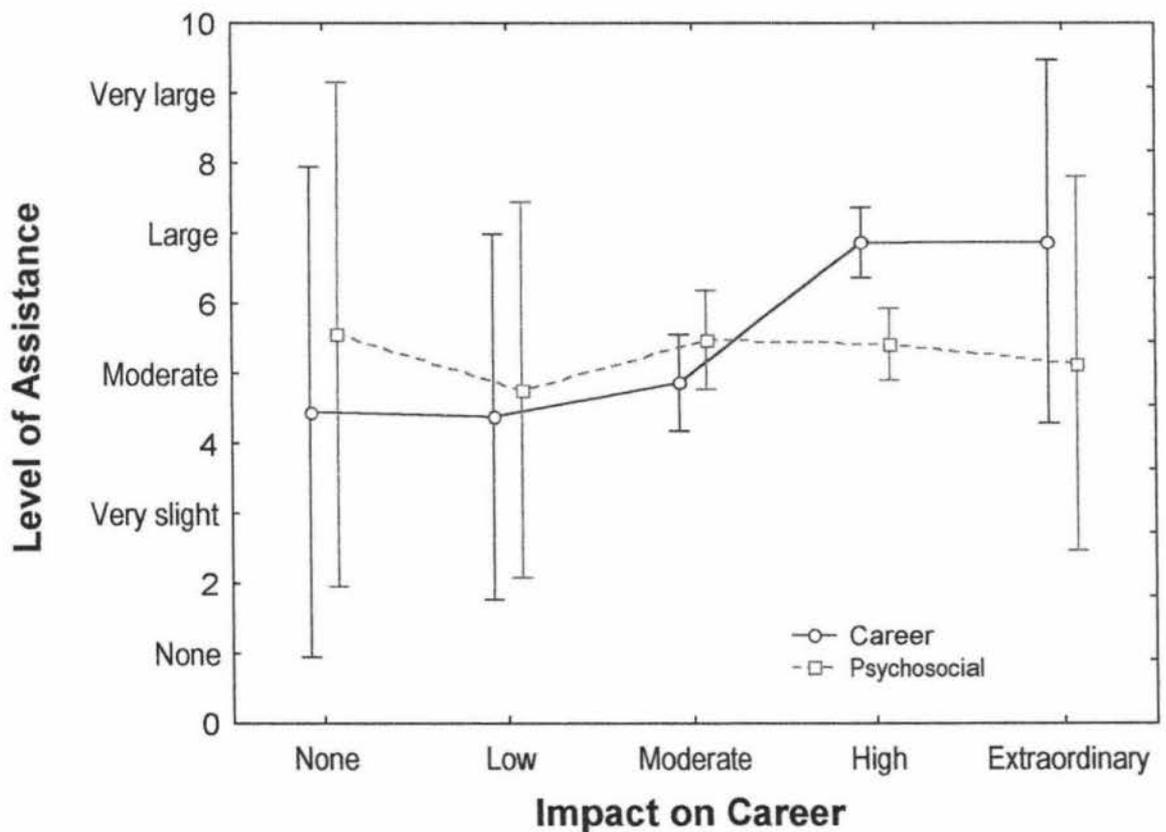


Figure 8. Level of assistance for career and psychosocial functions of five categories of mentoring relationship differing on the mentors' ratings of the impact of the mentoring relationship on the protégé's career success. Note that in the None, Low, and Extraordinary relationship categories, there are only 1, 4, and 4 persons in each respectively.

Discussion

It was in the late 1970s that mentoring first became a favoured concept in academic and popular business literature in the terms of its value in enhancing careers (Kanter, 1977; Henning & Jardim, 1977; Levinson et al. 1978; Collins & Scott, 1978). Over the ten years that followed there was a marked increase in mentoring practice (Kram, 1992). This academic and popular interest in mentoring continued through the 1990's (Siebert, 1999) with a resulting wide implementation of formal mentoring programs. Surprisingly, empirical research has not been the basis for that implementation of mentoring strategies developed during the past two decades (Gibb, 1999; Ragins & Cotton, 1999).

The literature concerning the influences on the level of career and psychosocial assistance given by mentors in a mentoring relationship is inconsistent. The objective of this study was to determine if the level of developmental assistance given by a mentor to the protégé, as reported by a mentor, was different when:

- e) The mentor was formally assigned, here termed "formal" (i.e., the mentor and protégé were matched by organisational assistance or intervention) versus the situation when the mentor was informally assigned, here termed "informal" (and presumably the relationship was spontaneously initiated by the individuals making up the mentoring dyad)
- f) The mentor and protégé were, respectively male/male, male/female, female/male and female/female.
- g) The mentor was the protégé's supervisor versus the mentor was not the protégé's supervisor
- h) The mentor and protégé were in the same organisation compared with when the mentor and protégé were not in the same organisation

Then I sought to draw conclusions with regards to the best mentor for enhancing protégé career success.

Major Findings

This study found that career assistance is four times more important than psychosocial assistance when considering impact on a protégé's career. Mentors who report that they gave extreme levels of career assistance to their protégés reported that they thought their protégés would rate their mentoring relationships as having extreme levels of impact on their [the protégé's] career. On the other hand the level of psychosocial assistance showed no difference in rated impact on career regardless of whether the mentor reported that the protégé would rate there was an extraordinary impact on the protégé's career or none at all.

Following are the significant findings of the study regarding what influenced (a) the level of career assistance provided by a mentor to a protégé and (b) the level of psychosocial assistance provided. It appears that protégés in choosing a mentor should determine the type of help they want from a mentoring relationship, as this study has shown that different categories of mentor appear to provide different levels and types of assistance; and the study suggests that the protégé may have a substantial influence on what assistance is given in the relationship. This shift in direction of who is influencing mentoring functions will be expanded below into a formal hypothesis to explain some of the here-to-fore unexplained findings in the literature.

Note that no female mentors with male protégés were analysed in this study because only one of these returned a questionnaire.

(a) Career Assistance

The level of career assistance to a protégé was affected by (a) the gender composition of the mentoring relationship and (b) whether the mentor was in the same organisation as the protégé.

Specific details regarding the significant findings are as follows. Male protégés with male mentors received the highest level of career assistance. There was no difference in the overall level of career assistance provided to female protégés by either male or female mentors.

It is interesting that male and female protégés of male mentors do not receive equivalent career assistance. The career functions in this study all relate to overcoming factors stemming from a lack of experience. Men attribute lack of experience as the most important limiting obstacle in terms of career advancement whereas women point to an inhospitable work environment (Catalyst, 1996). It would be reasonable to expect that male mentors who, by definition, are interested in maximising the development of the career of their protégé would provide career functions equally, irrespective of the gender of the protégé. This study shows this control of the levels of assistance by the gender of the mentor is not the case. This link between protégé and assistance rather than mentor and assistance suggests that it may not be the male mentors who are driving what assistance is given in the relationship; the influence may instead be coming from the protégés. That the protégé might be determining the behaviour of the mentor comes from two findings of this study. 1--The results suggest that the male protégés of male mentors may be determining those functions they provide to the protégé relevant to overcoming the protégé's lack of experience and 2--female protégés are not focussing the relationship on these career functions but on functions related to their priority being overcoming an inhospitable work environment. The results, following on page 89, related to the level of psychosocial assistance provided by male mentors further support the concept of protégé influence.

The highest impact on the protégé's career was found to be most highly associated with mentor assistance to help the protégé gain "general management experience" ($r = 0.37$). This study found in the situation when a female protégé and a female mentor are in different organisations, general management experience is the one career function that female mentors provide least of any gender combination. A reason for the finding may be that female mentors cannot assist their protégés to gain general management experience because (a) they do not have general management experience themselves, and/or (b) they do not have the power when in a different organisation to influence decision makers within the protégé's organisation who can provide access to general management experience.

It was found that overall career assistance was higher if the protégé and the mentor were in the same organisation in comparison with the condition when they were in different organisations. Kram (1985) contends that the level of career assistance provided by the mentor depends on the mentor's power and position in the organisation. It is reasonable to expect that a mentor will have more power and influence within the protégé's organisation if the mentor is a member of the organisation's management team than if the mentor is trying to help the protégé from outside. This within-organisation result may not be a consequence of a mentor's greater power from being a protégé's senior. It is likely that protégés may be better able to influence their mentors from within the same organisation than protégés in different organisations, just by their closer proximity.

Career assistance was not different depending on (a) whether the mentor was the protégé's supervisor or not, or (b) whether the relationship was formal or informal in initiation.

(b) Psychosocial Assistance

Psychosocial assistance was correlated with impact on the protégé's career four times lower than was career assistance. The main findings of this study regarding the level of psychosocial assistance provided by a mentor were that the level of psychosocial assistance was affected by the gender composition of the relationship.

Specific details regarding these results are as follows. Female protégés with male mentors receive the highest levels of psychosocial assistance, even more than female mentors with female protégés, and even more than career assistance. The four psychosocial functions in this study all relate to overcoming obstacles stemming from an inhospitable work environment. Women point to an inhospitable work environment as the single most important limiting obstruction in terms of career advancement (Catalyst, 1996). The results of this study suggest that female protégés appear to be influencing the type of assistance their male mentors provide for them. The assistance given by the male mentors, when their protégé is female, appears to be driven by

what these females perceive as the most important obstacle to overcome in order to advance their career, namely an inhospitable work environment.

Interestingly, and in line with a hypothesis put forward in this document, that the protégés influence the assistance mentors give, assistance to the female protégés in countering stereotyping was the same regardless of the gender of the mentor. There was even a suggestion (not significant), that when mentor and protégé were in different organisations, female protégés of male mentors were helped to counter stereotyping more than those with female mentors. The study found male protégés with male mentors receive lower levels of all categories of psychosocial assistance than did female protégés with male mentors, which may reflect the lower importance male mentors and/or male protégés place on overcoming factors stemming from an inhospitable work environment. Or it may be that work environments are not (seen as) inhospitable for males.

Female protégés receive the lowest level of assistance to overcome exclusion from informal networks of communication from their female mentors. A reason for the finding may be that female mentors cannot assist their protégés to get into networks, as they do not have access themselves and cannot gain access. Others, (Ragins, 1990; Ragins & Cotton, 1999) have reported that female mentors with female protégés are more likely (the amount more not specified) to engage in after-work, social activities with their mentors than other gender combinations; but this increased socialisation does not appear to translate to assistance with informal networks of communication.

Overall, psychosocial assistance was not different depending on (a) whether the mentor was in the same or a different organisation as the protégé, (b) whether the mentor was or was not the protégé's supervisor, or (c) whether the relationship was formal or informal in initiation.

In summary it was found that the overall level of career assistance was affected both by (a) the gender composition of the mentoring relationship and (b) whether the mentor was in the same organisation as the protégé. The overall level of psychosocial assistance was affected only by the gender composition of the mentoring relationship. The overall level of career and

psychosocial assistance was not affected by (a) whether the mentor was the protégé's supervisor or not, or (b) whether the relationship was formal or informal in initiation.

Linking the Findings to Previous Research

Formality

In this study, unlike prior studies, formality of a mentoring relationship (formally arranged vs. informally initiated) was not significantly different for either career assistance or psychosocial assistance, $F(2, 47) = 1.78, p = 0.18$. In three previous studies significant differences were found in all permutations: (a) One found career support higher for the informal group than for the formal group and psychosocial assistance was equivalent for the two groups (Chao et al., 1992), and they controlled for (linear) length of relationship; length averaged under four years. All mentors and protégés were in the same organisation. (b) Another found the opposite, psychosocial assistance was higher for the informal group than for the formal group and career assistance was equivalent in the two groups (Fagenson-Eland et al., 1997), and they controlled for age of mentor, age of protégé, supervisory status of the mentor, number of previous relationships, and (linear) length of relationship; the average length was 1.4 years. All mentors and protégés were in the same organisation. (c) The third study found both career and psychosocial assistance were higher for informal than formal dyads and they controlled for supervisory status, gender, and length (Ragins & Cotton, 1999); the length averaged just under seven years. Why should this difference in findings occur?

An obvious difference between the previous studies and mine was the covariates used (detailed in Table 10). Analyses were performed to see if the difference in covariates could be the explanation for the discrepancy. Those analyses provided evidence that (a) previous studies did not control for sufficient confounding variables when they did their study, and (b) previous studies were not effective in controlling for the variable of length which often had a non-linear correlation with relevant factors. Had they done both of these things, it is likely that formality of the relationship would not have shown

significant differences in either career or psychosocial assistance when comparing formal and informal relationships. This study found no such differences.

Gender Composition

In the present study the level of both career and psychosocial assistance was affected by the gender composition of the relationship, being at its maximum in the male-male dyad and male-female dyad respectively. Prior to this study Ragins with McFarlin (1990) and with Cotton (1999) had conducted the only studies directly investigating the influence of gender composition on the level of assistance given in a mentoring relationship. Both Ragins' studies found some results that were inconsistent with the other and with the results of the present study. An obvious difference between the previous studies and this study was the covariates used (detailed in Table 10), nine in this one, up to three in Ragins.

Contrary to both the results of the later study of Ragins with Cotton (1999), and of this study Ragins (with McFarlin, 1990) found that the level of career and psychosocial assistance reported by the protégés was not influenced by the gender composition of the relationship. They used only three of the nine covariates this researcher used, plus they controlled for the number of previous mentoring relationships.

In the later study Ragins and Cotton (1999) used only one of the nine covariates used in the current study. Contrary to the results of the present study Ragins and Cotton (1999) found no difference in career functions reported by protégés of male mentors compared to protégés of female mentors. Two other main findings of their study received support from my study (a) protégés in same gender relationships did not report higher levels of psychosocial functions than protégés in cross gender relationships, and (b) male protégés with male mentors did not report more mentoring functions than any other gender dyad. Contrary to the findings of Ragins and Cotton (1999), when the present study controlled for nine covariates, no significant interaction effects were found between gender composition and formality of the mentoring relationship.

Organisational Distance

The present study, unlike any prior studies, analysed for difference in level of assistance using three levels of organisational distance. The levels were as follows: (1) Closest: The closest relationship type included the relationships (a) in which the mentor and protégé were in the same organisation and (b) the mentor was the protégé's supervisor. (2) Mid-Close: The next closest relationship type, of intermediate closeness, covered the relationships (a) in which the mentor and protégé were in the same organisation but (b) the mentor was not the protégé's supervisor. (3) Least Close: The most distant relationship type utilised the relationships in which the mentor and protégé (a) were not in the same organisation and (b) the mentor was not the protégé's supervisor. An important finding of this study was that overall career assistance was higher if the protégé and the mentor were in the same organisation than if in different organisations.

Prior studies have looked at one component only of organisational distance being the effect of the supervisory status of the mentor. Those studies have found that supervisory mentors provide more career functions than non-supervisory mentors. In analysing for the difference in the level of assistance depending on whether the mentor and protégé were in the same organisation while controlling for nine covariates the researcher found a different result than prior researchers. It was found that the effect of whether the mentor was the protégés supervisor or not was not reliably different for career or psychosocial functions.

A New Hypothesis

Up until now there have been two major explanatory hypotheses with respect to mentoring: "Mentor Power Hypothesis" (Ragins, 1997), and "Mentor Risk Hypothesis" Chao et al. (1992) and Kram (1985).

The Mentor Power Hypothesis (Ragins, 1997) can be understood by applying the idea that men have more power than women and this power differential may be an important underlying factor which influences the difference in career assistance given by mentors. This happens as the level of

career assistance depends on the mentor's power and position in the organisation (Kram, 1985). On the basis of the Mentor Power Hypothesis Ragins and Cotton (1999) hypothesised that (a) protégés with male mentors would report more career functions than protégés of female mentors, and (b) male protégés with male mentors would report more career development functions than any other gender combination. Ragins and Cotton (1999) found no support for either prediction.

The Mentor Risk Hypothesis relates level of risk for the mentor to the visibility of the functions that the mentor performs to assist the protégé. Chao et al. (1992) suggest that psychosocial assistance involves less risk than career assistance for the mentor. This is because psychosocial assistance involves interaction between the mentor and protégé only, unlike career assistance which requires interactions with others outside the mentoring dyad and consequently requires visible behaviour from the mentor and thereby more risk to the mentor. As formal relationships are more visible than informal relationships, Chao et al. (1992) proposed that risk helped explain why they study found that formal mentors gave less career support than informal mentors, a finding inconsistent with the present study.

Kram's Mentor Risk Hypothesis (1985) contends that the potential complication of sexual issues has an adverse effect on the level of psychosocial assistance. Cross-gender relationships attract more attention than same-gender relationships (Missirian, 1982; Kram, 1990), and this attention, coupled with the risk that the relationship may be perceived, or may become, sexual in nature, may inhibit psychosocial assistance given by a mentor in a cross-gender relationship when compared to a same-sex relationship (Kram, 1985). Kram's prediction for risk was tested by Ragins with McFarlin (1990) and with Cotton (1999). Neither study found support that a lower level of psychosocial functions were reported in cross-gender relationships when compared to same-gender relationships.

Analyses were performed to test the Mentor Risk Hypothesis in the present study. The analyses provided further evidence that did not support a Mentor Risk Hypothesis. The analyses showed that level of risk associated with

career and psychosocial functions was not different depending on formality of the relationship, the gender composition of the relationship, or the supervisory status of the mentor; however the level of risk was different depending on whether the mentor was in the same organisation as the protégé, higher in the same organisation.

Table 11 illustrates how the results of the current study either support or run counter to the hypothesis of mentor power and mentor risk. It can be seen that mentor risk is unequivocally supported by only one finding but countered by two findings. Of non-significant findings five were in the opposite direction of that presented as Mentor Risk.

The Mentor Power Hypothesis was supported by five findings and countered by one finding. However, four of the non-significant findings were in the opposite direction of that predicted by the Ragins Power Hypothesis.

I wish to put forward a hypothesis which accounts for the data more completely than these other two hypotheses called *Protégé Influence Hypothesis*. In contrast with the previous hypotheses the focus shifts from the mentor to the protégé as controlling certain aspects of the relationship. The essence of this hypothesis is that the protégé, not the mentor, has the primary influence on the functions performed in the mentoring relationship, and it is the behaviour of the protégé, not the mentor, which determines the level of career and psychosocial assistance given.

When looking to see how this hypothesis is supported by the data of this present study, we find, as illustrated in Table 11 that the *Protégé Influence Hypothesis* is supported in ten out of ten cases, one of those is in the predicted direction but not significantly so. A glance at Table 11 shows clearly the advantage the *Protégé Influence Hypothesis* has over Mentor Power Hypothesis and Mentor Risk Hypothesis for those variables studied in this research.

Table 11.

Score-sheet for three mentoring hypotheses as explanation for all mentoring functions.

Results of present study; all are "versus not the case"	Protégé Influence (Present Study)	Mentor Power (Ragins, 1997)	Mentor Risk (Chao et. al. 1992; Kram, 1985)
Same organisation (vs. not same org.), supplies more career assistance	+	+	--
Supervisor, = career help	+	(--)	(--)
Formal, = career help	+		(+)
Same organisation, = psychosocial assistance	(+)		
Supervisor, = psychosocial assistance	+		
Formal, = psychosocial assistance	+		
Mm/Mp, most career help	+	+	
--/Fp, = career help	+	(--)	(--)
Fm/Fp, least 'general management' experience		+	
Mm/Fp, most psychosocial help	+	+	--
Fm/Fp, least network function		+	
--/Fp, = stereotype countering	+	(--)	(--)
Same organisation, most risk		--	+
Formal, = risk			(--)
Three gender dyads, = risk		(--)	(--)

+

= results of present study gives support for hypothesis.

--

= results of present study gives evidence counter to hypothesis.

()

= results direction of hypothesis but not significant.

blank

= result of present study not relevant to hypothesis.

Mm/Fp = Male Mentor / female protégé; -- /Fp means female protégé.

Limitations

In this study the number of prior mentoring relationships was not controlled for. However, existing research has indicated that more experienced mentors report providing greater levels of career functions (Fagenson-Eland et al. (1997).

Also the present study controlled for length of relationship in two ways. Experimentally it controlled for relationship stage; in addition, it controlled statistically, using length as a covariate. As detailed in the Results section, it is now clear that a quadratic correlation should have been utilised to control for length in the present study.

In this study only one female mentor reported a relationship with a male protégé. It is commonly reported that female mentor/male protégé relationships are scarce (Ragins & McFarlin, 1990; Ragins & Cotton, 1999). As this study has shown that gender composition influences mentoring assistance, it would be advisable to divide the population in half and instruct one-half to report on a female mentor/male protégé relationship as a priority. In order to control for bias the other half of the population would be instructed to choose any mentoring relationship regardless of gender composition, as was done in the present study.

Implications for the Future

Despite the above limitations, this work has important implications for those conducting research on mentoring relationships.

1. Clearly mentoring functions are influenced by a number of demographic variables and these need to be controlled for in future research. In this study gender composition has been shown to have a significant impact on the level of assistance provided in a mentoring relationship, and this illustrates how important it is to control for gender composition when investigating mentoring relationships.
2. The findings of this study also have implications with respect to the definition of mentors. It is timely to decide if a mentor can be a protégé's supervisor, or whether the mentor must be in the same organisation as the protégé

3. From a theoretical perspective this study suggests a shift in thinking away from the focus on the mentor in terms of risk or power to a new focus on the influence of the protégé in the relationship. To evaluate my new hypothesis, one might look to see how a protégé gets what they want from the mentor.

The findings of this study do not only have implications for future research. They also have practical applications. For those implementing formal mentoring programs the research presented here has shown that for the population studied there was no significant difference from informal mentoring in level of career or psychosocial assistance provided by the mentor. This is comforting news given the proliferation of formal mentoring programs, but the results of this research cannot be generalised to all formal mentoring programs.

This study measured level of assistance given by mentors who were participating in formal mentoring programs. Evaluation of formal mentoring programs is not normal practice in New Zealand. I suggest that it would be valuable to become so.

From a practical perspective this study suggests that a protégé would benefit were they to choose their mentor with care. If a female protégé wants to maximise the level of assistance she receives with psychosocial issues relating to an inhospitable work environment, she should choose a male mentor. It is not an important consideration whether the male mentor is formal or informal, or their supervisor or not, or in the same organisation or not. If the protégé, whether male or female, wants career assistance relating to gaining work experience, this study suggests the protégé should choose a male mentor in the same organisation. It is not an important consideration whether the mentor is formal or informal, or the protégé's supervisor or not.

Career assistance is more important than psychosocial assistance when considering impact on a protégé's career. If a protégé wants to enhance their career success they should choose same-organisation men; this study suggests they make the best mentors.

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Appendices

Appendix 1: Guidelines for NZIM Fellows

Guidelines for "Associate Fellow" (AFNZIM).

To qualify for an Associate Fellow a person must fulfil the following requirements:

- Have a record of proven performance over ten (10) years in business, industrial, governmental or similar experience, including at least three (3) years as either the Chief Executive of a medium sized organisation⁴ with overall responsibility for all aspects or the organisation's operation, or as a senior executive in a medium to large organisation reporting directly to the Chief Executive, being responsible for the management of a major segment of the organisation and have several outstanding career achievements; or
 - as an owner/manager, have initiated, established or developed a small to medium sized organisation, to be recognised in the community as a leader, and demonstrated a high degree of management skills, covering all aspects of the organisation over a period of normally not less than six (6) years; and have several outstanding career achievements;

and

- hold a minimum qualification of NZIM Certificate in Practising Management or relevant educational attainment,

or

- be an individual who has contributed in some way to the profession of management; either through writing, practice and achievements, or examples of excellence.

⁴ A small organisation would typically be no more than 20 employees. A medium organisation would have at least 20 employees and a turnover of at least NZ\$2 million per annum. A large organisation would have at least 250 employees and/or a turnover of at least NZ\$15 million per annum.

Guidelines for "Fellow" (AFNZIM).

To qualify for a Fellow (FNZIM) a person must fulfil the following requirements:

- Have a record of proven performance over ten (10) years in a senior position with a high level of managerial responsibility including planning and decision-making affecting the organisation's overall operations including a record of proven performance over a period of not less than three (3) years as either the Chief Executive of a medium to large organisation with overall responsibility for all aspects of the organisation's operation, or as a senior executive in a large organisation, reporting directly to the Chief Executive, being responsible for the management of a major segment of the organisation; or
- as an owner/operator, have initiated, established or developed a medium sized organisation, to be recognised in the community as a leader, and demonstrated a high degree of management skills, covering all aspects of the organisation over a period of normally not less than ten (10) years
and
- have several outstanding career achievements; or
- have contributed in some way to the profession of management; either through writing, practice and achievements, or examples of excellence
and
- hold the NZIM Diploma in Management, or NZIM Certificate in Practising Management or an appropriate university degree, or a high academic or professional qualification;
or
- in the absence of formal qualifications, have a good record of proven performance at the required level of management responsibility as detailed above, but in this instance a period of normally not less than six (6) years as the chief executive/senior executive level or in the case of an owner /manager of a medium sized organisation the period should normally be not than eleven (11) years.

Appendix 2: Covering Letter to Business People Known to the Researcher

Palmerston North
25 June 2001

Dear

I am writing to you personally in your capacity as a person who has had senior level experience in business and who I know will have experiences and thoughts which will be of real value to others.

I need your help with an important piece of research that I am undertaking on "mentoring and other similar relationships", a subject that has not been researched to any great extent previously. This research is for my Masters in Business Psychology at Massey University and I will be surveying a wide range of senior business people internationally.

I know very well how busy you are and if you are just too busy to deal with the questionnaire please discard it and I will fully understand.

On the other hand if you can assist me then I would be most grateful.

Please find enclosed an "information sheet" that I have prepared.

Thank you once again

Yours sincerely

Carol Moore

Appendix 3: Information Sheet to Business People Known to the Researcher

I am doing a piece of research on different types of important business relationships. The purpose of the research is to describe the experiences and perceptions common to certain types of those relationships within the business environment, and to compare them with other important relationships.

I am sending the questionnaires to senior people in business, and anticipate the questionnaire should take you about twenty minutes to complete.

You are asked to respond to only one of the three coloured questionnaires enclosed, either as a mentor, or as a protégé of a mentor or as an individual who has had other types of significant business relationships. Instructions as to which questionnaire you are required to fill out appear at the bottom of this letter. There is a great deal of debate as to the meaning of the term mentor and I deliberately leave it up to you to decide if you have been or have had a mentor.

Once you have completed the questionnaire, it can be returned anonymously in the reply paid envelope. To ensure anonymity you will note that your questionnaire will be returned to a person who you have not known.

For ethical reasons you have the right to:

- * decline to participate.
- * refuse to answer any particular question(s) as some of the questions are quite personal.
- * withdraw from participation in this research at any time. Once your data is submitted it will not be able to be identified and therefore it cannot be withdrawn.
- * provide information on the understanding that your name will not be used. Your responses will remain totally anonymous, and there is no need to put your name on the questionnaire. All the information you provide will be held

in the strictest confidence and will only be seen by the person you mail the questionnaire back to and those coding the information.

- * ask questions about the study at any time during participation. Contact details for the researcher are as follows: telephone number 06 *****, e-mail address **@*** or alternatively a postal address is ***, Palmerston North.
- * to be given access to a summary of the findings of the study when it is concluded. I will send you a summary of the results when they are collated and analysed, should you ask for it.

When reported, only summarised information will be used so that no one can be identified from the reports and findings. Results will be published in academic and professional journals.

It is assumed that filling out the questionnaire implies consent.

Yours sincerely

Carol Moore

IMPORTANT

HOW TO CHOOSE WHICH QUESTIONNAIRE TO FILL OUT:

- If you have been a mentor, or currently are, a mentor please fill out the BLUE sheets and throw all the other sheets away *NOW* (to avoid confusion).
- If you have never been a mentor, but have had a mentor (that is, you have been a protégé of a mentor), or currently have a mentor please fill out the GREEN sheets and throw all other sheets away *NOW* (to avoid confusion).
- If you have never been a mentor or had a mentor, please answer the YELLOW sheets and throw all the other sheets away *NOW* (to avoid confusion).

Appendix 4: Covering Letter to NZIM Members

Dear

I am writing to you personally in your capacity as a Fellow and a senior member of the Institute.

On this occasion I need your help with an important piece of research we are undertaking in association with Carol Moore of Massey University on “mentoring and other similar relationships” A subject which I cannot recall being researched to any great extent previously.

However my commitment to you as a member of NZIM is not to ask you to help with more than two research projects in any one year. While we segment our membership for our research projects to try and avoid asking the same people more than twice there are overlaps. So if you have helped me before this year and you are just too busy to deal with the questionnaire please dump it and I will fully understand.

On the other hand if you can assist then we would be most grateful.

Please find enclosed an “information sheet” prepared by Carol.

Thank you once again

Yours sincerely

David Chapman

CE NZIM Inc

Appendix 5: Information Sheet to NZIM Members

I am doing a piece of research on different types of important business relationships. The purpose of the research is to describe the experiences and perceptions common to certain types of those relationships within the business environment, and to compare them with other important relationships.

We are sending the questionnaires to senior people in business, and anticipate the questionnaire should take you about twenty minutes to complete.

You are asked to respond to only one of the three coloured questionnaires enclosed, either as a mentor, or as a protégé of a mentor or as an individual who has had other types of significant business relationships. Instructions as to which questionnaire you are required to fill out appear at the bottom of this letter. There is a great deal of debate as to the meaning of the term mentor and I deliberately leave it up to you to decide if you have been or had a mentor.

For ethical reasons you have the right to:

- * decline to participate.
- * refuse to answer any particular question(s) as some of the questions are quite personal.
- * withdraw from participation in this research at any time. Once your data is submitted it will not be able to be identified and therefore it cannot be withdrawn.
- * provide information on the understanding that your name will not be used. Your responses will remain totally anonymous, and there is no need to put your name on the questionnaire. All the information you provide will be held in the strictest confidence and will only be seen by the researcher.

* ask questions about the study at any time during participation. Contact details for the researcher are as follows: telephone number 06 *****, e-mail address **@*** or alternatively a postal address is ***, Palmerston North.

* be given access to a summary of the findings of the study when it is concluded. The New Zealand Institute of Management have indicated that they will make a summary available to all interested members.

Results will be published in academic and professional journals.

It is assumed that filling out the questionnaire implies consent. Once you have completed the questionnaire, it can be returned anonymously in the reply paid envelope.

Yours sincerely

Carol Moore

IMPORTANT

HOW TO CHOOSE WHICH QUESTIONNAIRE TO FILL OUT:

- If you have been a mentor, or currently are, a mentor please fill out the BLUE sheets and throw all the other sheets away *NOW* (to avoid confusion).
- If you have never been a mentor, but have had a mentor (that is, you have been a protégé of a mentor), or currently have a mentor please fill out the GREEN sheets and throw all other sheets away *NOW* (to avoid confusion).
- If you have never been a mentor or had a mentor, please answer the YELLOW sheets and throw all the other sheets away *NOW* (to avoid confusion).

Appendix 6: Mentor Questionnaire

Blue Questionnaire

You have been a mentor or currently are a mentor

Please think of one or more people who have been a **protégé** of yours in the business environment. This questionnaire is for you to record your experiences and perceptions during a relationship with one such person (please exclude family members and people who live with you). Simple instructions follow on how to choose one relationship to report on. This will be based on the stage of that relationship. The protégé, in the chosen relationship, will be referred to hereafter as your “protégé”, and I will refer to you as the “mentor” of this person throughout the questionnaire.

How to choose the relationship

The literature suggests there may be four stages to a mentoring relationship:

- 1) *Initiation* - defined as a period when the relationship begins and starts to become important to both mentor and protégé
- 2) *Cultivation* – defined as a period when the maximum range of mentoring functions are provided
- 3) *Separation* – a period when the protégé works more autonomously
- 4) *Redefinition* - a period after the separation phase when the relationship takes on significantly different characteristics making it more peer-like friendship, or the relationship has ended

Identify all of your relationships with protégés that are in the last stage, the redefinition stage. Choose any one of these relationships to report on. If you have no mentoring relationships in the redefinition stage, please report on a mentoring relationship which is closest to that stage.

1. The stage that the relationship that I will report on in this questionnaire is in is:
(circle one tick mark, please)

- ✓ 1) Initiation - relationship begins and starts to become important
- ✓ 2) Cultivation- maximum mentoring functions provided
- ✓ 3) Separation – protégé autonomy
- ✓ 4) Redefinition – ended, or more peer-like

If you are reporting on a relationship which is currently in the initiation, cultivation or separation stage then you will need to read all questions as if they were in the present tense.

SECTION A GENERAL DATA

Please circle one response alternative from each of the questions below, unless specifically stated otherwise.

2. Are you (1) MALE or are you (2) FEMALE? (Circle one, please)
3. Was the **protégé** a (1) MALE or were they a (2) FEMALE? (Circle, please)
4. How long did this mentoring relationship last? (insert number) _____ YEARS
5. This relationship is still in progress as mentoring? YES NO
6. The **mentor** was specifically paid for their mentoring role TRUE FALSE
7. This mentoring relationship had *one* mentor who mentored a *group* of protégés?
TRUE FALSE
8. How many mentoring relationships in total, similar to this relationship have you had? (Please include both current and ended relationships but exclude assigned mentoring relationships ie: mentor and protégé were asked to work together as mentor and protege by an organisation or by a department within an organisation) (insert number) _____
9. The ethnic origin of the **mentor** is? (Please circle one tick mark)
 - ✓ 1) European/Pakeha
 - ✓ 2) Asian
 - ✓ 3) Maori
 - ✓ 4) Pacific Islander
 - ✓ 5) Other
10. The ethnic origin of the **protégé** is believed to be? (circle one tick)
 - ✓ 1) European/Pakeha
 - ✓ 2) Asian
 - ✓ 3) Maori
 - ✓ 4) Pacific Islander
 - ✓ 5) Other

A few of these questions ask about your beliefs concerning what the protégé thinks. Of course you can't be sure, but we are asking about your best guess of their opinions.

11. Did your protégé know you regarded yourself as their mentor? YES NO

When answering the remaining questions in this section, Section A, please think back and focus on the INITIATION stage of your mentoring relationship, that is when the relationship began.

12. How long ago did this mentoring relationship begin? (insert number) _____ YEARS
13. Your age at the time of initiation of this relationship _____ and approximate age of the protégé at that time _____
16. At the time of initiation of this relationship, indicate the organisational level of the **mentor**, by dividing your organisation's management into four broad groups. (Please circle one tick mark)
 - ✓ 1) Junior
 - ✓ 2) Middle
 - ✓ 3) Senior
 - ✓ 4) Executive

17. At the time of initiation of this relationship, indicate the organisational level of the **protégé** (circle one)
- ✓ 1) Junior
 - ✓ 2) Middle
 - ✓ 3) Senior
 - ✓ 4) Executive
18. In comparison with the protégé at what level was the **mentor** at initiation?
- ✓ 1) Below
 - ✓ 2) Same
 - ✓ 3) 1 rung above
 - ✓ 4) 2 rungs above
 - ✓ 5) 3 or more rungs above
19. At initiation, the protégé and the mentor were in the same organisation?
- | | | |
|--|------|-------|
| | TRUE | FALSE |
|--|------|-------|
20. At initiation, the **protégé** reported directly to the mentor?
- | | | |
|--|------|-------|
| | TRUE | FALSE |
|--|------|-------|
21. This mentoring relationship was assigned ie: the two were asked to work together as mentor and protege by an organisation or a department within an organisation?
- | | | |
|--|------|-------|
| | TRUE | FALSE |
|--|------|-------|
22. This mentoring relationship was initiated by the **mentor**?
- | | | |
|--|------|-------|
| | TRUE | FALSE |
|--|------|-------|
23. This mentoring relationship was initiated by the **protégé**?
- | | | |
|--|------|-------|
| | TRUE | FALSE |
|--|------|-------|
24. This mentoring relationship was **mutually** initiated by the mentor and the protégé?
- | | | |
|--|------|-------|
| | TRUE | FALSE |
|--|------|-------|
25. This mentoring relationship was for an agreed length of time?
- | | | |
|--|------|-------|
| | TRUE | FALSE |
|--|------|-------|
26. Did you deliberately set out to obtain a protégé ?
- | | | |
|--|-----|----|
| | YES | NO |
|--|-----|----|
27. The *highest* level of educational attainment of the **mentor** at the initiation of this relationship was? (circle one)
- ✓ 1) High School
 - ✓ 2) Incomplete tertiary qualification
 - ✓ 3) Completed Tertiary qualification, Polytech, Technical Institute or College of Education
 - ✓ 4) Completed Tertiary qualification, graduate level University
28. The *highest* level of educational attainment of the **protégé** at the initiation of this relationship was probably? (circle one)
- ✓ 1) High School
 - ✓ 2) Incomplete tertiary qualification
 - ✓ 3) Completed Tertiary qualification, Polytech, Technical Institute or College of Education
 - ✓ 4) Completed Tertiary qualification, graduate level University

For the questions below where the answers are in the form of a continuum, please mark the best answer with a cross (X) at a point ANYWHERE along the continuum. If you make a cross in error please put a vertical line (I) through the cross and redo it.

Please rate the following values in response to the question

“How important to the mentor was each of the following as a guiding principle in the mentor’s **work life**?”

29. Contributing to people and society

1	2	3	4	5	6	7	8	9
not at all		somewhat		moderately		quite		extremely

30. Work with people

<u>1</u>	2	<u>3</u>	4	<u>5</u>	6	7	8	<u>9</u>
not at all		somewhat		moderately		quite		extremely

31. Good salary and work conditions

<u>1</u>	2	<u>3</u>	4	<u>5</u>	6	7	8	<u>9</u>
not at all		somewhat		moderately		quite		extremely

32. Job security

<u>1</u>	2	<u>3</u>	4	<u>5</u>	6	7	8	<u>9</u>
not at all		somewhat		moderately		quite		extremely

33. Authority to make decisions over people

<u>1</u>	2	<u>3</u>	4	<u>5</u>	6	7	8	<u>9</u>
not at all		somewhat		moderately		quite		extremely

34. Prestigious, highly valued work

<u>1</u>	2	<u>3</u>	4	<u>5</u>	6	7	8	<u>9</u>
not at all		somewhat		moderately		quite		extremely

35. Interesting and varied work

<u>1</u>	2	<u>3</u>	4	<u>5</u>	6	7	8	<u>9</u>
not at all		somewhat		moderately		quite		extremely

SECTION B

GENERAL ATTRIBUTES OF THE RELATIONSHIP

When answering ALL the following questions in the whole questionnaire please think back and focus on the CULTIVATION stage of your mentoring relationship, that is when the most mentoring was taking place (except of course when specifically instructed otherwise). In this research we are primarily interested in the mentoring relationship at its height.

For a few of the questions I make an introduction or clarify a term, these will appear in SMALL CAPITALS

36. SOME MENTORS SPEND AS MUCH TIME WITH A PROTÉGÉ AS POSSIBLE; OTHER MENTORS SPEND ONLY ENOUGH TIME WITH THE PROTÉGÉ TO ATTEND TO ESSENTIAL BUSINESS; AND OTHERS DO NOT EVEN SPEND ENOUGH TIME WITH THE PROTÉGÉ TO ATTEND TO ESSENTIAL BUSINESS. The type of mentoring you experienced in the relationship that you are reporting on is

<u>1</u>	2	<u>3</u>	4	<u>5</u>	6	7	8	<u>9</u>
not enough time spent together to attend essential business		enough time to attend to essential business only		slightly more than enough time to attend to essential business		almost as much time as possible spent together		as much time as possible spent together

37. When the relationship was at its height estimate the average number of hours per week you spent interacting with your protégé (please think about all types of interaction: e-mail, telephone, direct contact, formal, informal/casual etc)? (insert number)

38. Estimate the percentage of everything the mentor did to help the protégé, that was *formally specified* for the mentor to carry out .

<u>0%</u>	<u>25%</u>	<u>50%</u>	<u>75%</u>	<u>100%</u>
-----------	------------	------------	------------	-------------

39. The *outcomes* of this mentoring relationship were *formally specified* from outside the relationship (eg. by the organisation)

1	2	3	4	5	6	7	8	9
not at all		to a very slight extent		to a moderate extent		to a large extent		to a very large extent

40. There was a limit to the *functions* that the **mentor** was willing to perform to help the protégé? (circle one tick please)

- 1) No limit
- 2) Almost no limit
- 3) Close to definite limit
- 4) Definite limit

41. The **mentor** was *formally* required to perform the *role* of mentor? (circle, please)

TRUE FALSE

42. How much would the **mentor** step outside their official work role, in terms of their job description, to help the protégé ?

1	2	3	4	5	6	7	8	9
not at all		to a very slight extent		to a moderate extent		to a large extent		to a very large extent

43. [PLEASE ANSWER THIS QUESTION ONLY IF YOU WERE IN AN ASSIGNED MENTORING RELATIONSHIP, THAT IS, THE MENTOR AND PROTÉGÉ WERE LINKED EITHER BY AN ORGANISATION OR A DEPARTMENT WITHIN AN ORGANISATION. IF YOUR RELATIONSHIP WAS NOT ASSIGNED PLEASE PROCEED TO THE NEXT QUESTION, NUMBER 44] .

How much would the **mentor** step outside their official mentoring role, in terms of their mentoring agreement, to help the protégé?

1	2	3	4	5	6	7	8	9
not at all		to a very slight extent		to a moderate extent		to a large extent		to a very large extent

44. How much would the **mentor** step outside the rules of “expected emotional behaviour at work” in their interaction with the protégé (please think of all interactions, not just in the work environment)?

1	2	3	4	5	6	7	8	9
not at all		to a very slight extent		to a moderate extent		to a large extent		to a very large extent

45. The mentor was interested in maximising the *personal potential* of the protégé?

1	2	3	4	5	6	7	8	9
not at all		to a very slight extent		to a moderate extent		to a large extent		to a very large extent

46. The mentor was interested in maximising the development of the *career* of the protégé?

1	2	3	4	5	6	7	8	9
not at all		to a very slight extent		to a moderate extent		to a large extent		to a very large extent

47. Please indicate the **percentage** of time that this mentoring relationship was contributing to developing the *career* of the protégé ?

0%	25%	50%	75%	100%
----	-----	-----	-----	------

48. Indicate the percentage of time that this mentoring relationship was contributing to the *personal* development of protégé ?

0%	25%	50%	75%	100%
----	-----	-----	-----	------

49. If this relationship was *not mainly* devoted to career development and/or personal development of the **protégé** what was it mainly devoted to? Please describe:

49. Mentor and protégé had a "shared dream" of the future for the **protégé**?
(circle, please) TRUE FALSE

SECTION C EMOTIONAL ATTRIBUTES OF THE RELATIONSHIP

The following section is about the emotional nature of mentoring relationships. If you are not comfortable answering any one of these questions, you may, of course, choose to skip it. We would like to reiterate that this questionnaire is strictly confidential and anonymous; in the field of mentoring, this area needs clarification particularly in relation to outcomes, and so your contribution would be valuable. Please remember to focus on the **CULTIVATION** stage of your mentoring relationship when the maximum range of mentoring functions are provided to the protégé.

50. Comparing this mentoring relationship when it was at its most intense with the relationship with your "significant other" (ie: wife/husband/partner/boyfriend/girlfriend) also at its most intense, this mentoring relationship was:

1	2	3	4	5
a lot less intense	a bit less intense	the same intensity	more intense	much more intense

51. Roughly estimate the duration of this mentoring relationship while it was at its most intense. _____ Months

52. Roughly estimate the duration of the relationship with your "significant other" (ie: wife/husband/partner/boyfriend/ girlfriend) at its most intense. _____ Months

53. The **mentor** would rate the intensity of the *negative* emotional aspects of the mentoring relationship as?

1	2	3	4	5
None	Low negative	Moderately negative	Highly negative	Extraordinarily negative

54. The **mentor** would rate the intensity of the *positive* emotional aspects of the mentoring relationship as?

1	2	3	4	5
None	Low Positive	Moderately Positive	Highly Positive	Extraordinarily Positive

55. If the mentoring relationship could be divided into positive, neutral and negative emotional components, write the percentage of each below

Negative _____% Neutral _____% Positive _____%

58. The **mentor** would rate the level of *bonding* to the protégé in this mentoring relationship as?

<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
None	Low	Moderate	High	Extraordinary

59. The **mentor** would rate the level of *respect* towards the protégé in this mentoring relationship as?

<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
None	Low	Moderate	High	Extraordinary

60. The **mentor's** *attraction* to the protégé could be described as chemistry? (circle, please) TRUE FALSE

61. The **mentor** liked the protégé?

<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>
not at all	somewhat		moderately		quite		extremely	

62. [SEVERAL PEOPLE I HAVE SPOKEN TO HAVE TOLD ME THAT THEY LOVED THEIR PROTÉGÉ.] The **mentor** loved the protégé? (circle, please) TRUE FALSE

63. The **mentor's** relationship with the protégé was similar to that of a parent-offspring relationship?

<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>
not at all	somewhat		moderately		quite		extremely	

64. The **mentor** thought the protégé was special? TRUE FALSE

65. The **mentor** treated the protégé in a way which was different to the way the mentor treated **anyone** else (excluding other similar mentoring relationships)? TRUE FALSE

66. DURING TEAM SPORTS, AT RARE TIMES IT SEEMS THAT THE TEAM MEMBERS ACT AS ONE UNIT, THEY SEEM SYNCHRONISED, GEL, THINGS JUST "CLICK. IF WE CALL THAT "RESONANCE":

The mentor and the protégé had a resonant relationship?

<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>
never	rarely		occasionally		frequently		always	

67. I was committed to maintaining my relationship with my **protégé**

<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>
not at all	somewhat		moderately		quite		extremely	

68. I had confidence in the stability of my relationship with my **protégé**

<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>
not at all	somewhat		moderately		quite		extremely	

69. I felt emotionally close to my **protégé**

<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>
not at all	somewhat		moderately		quite		extremely	

70. I felt that I could really trust my **protégé**

<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>
not at all	somewhat		moderately		quite		extremely	

71. I **received** considerable emotional support from my **protégé**

<u>1</u>	2	3	4	5	6	7	8	<u>9</u>
not at all		somewhat		moderately		quite		extremely

72. I **gave** considerable emotional support to my **protégé**

<u>1</u>	2	3	4	5	6	7	8	<u>9</u>
not at all		somewhat		moderately		quite		extremely

73. I was able to count **on my protégé** in times of need

<u>1</u>	2	3	4	5	6	7	8	<u>9</u>
not at all		somewhat		moderately		quite		extremely

74. My **protégé** was able to count **on me** in times of need

<u>1</u>	2	3	4	5	6	7	8	<u>9</u>
not at all		somewhat		moderately		quite		extremely

75. I valued my **protégé** greatly in my life

<u>1</u>	2	3	4	5	6	7	8	<u>9</u>
not at all		somewhat		moderately		quite		extremely

76. I experienced great happiness with my **protégé**

<u>1</u>	2	3	4	5	6	7	8	<u>9</u>
not at all		somewhat		moderately		quite		extremely

77. I had a comfortable relationship with my **protégé**

<u>1</u>	2	3	4	5	6	7	8	<u>9</u>
not at all		somewhat		moderately		quite		extremely

78. I had a warm relationship with my **protégé**

<u>1</u>	2	3	4	5	6	7	8	<u>9</u>
not at all		somewhat		moderately		quite		extremely

79. I communicated well with my **protégé**

<u>1</u>	2	3	4	5	6	7	8	<u>9</u>
not at all		somewhat		moderately		quite		extremely

80. I shared deeply personal information about myself with my **protégé**

<u>1</u>	2	3	4	5	6	7	8	<u>9</u>
not at all		somewhat		moderately		quite		extremely

81. I felt I really understood my **protégé**

<u>1</u>	2	3	4	5	6	7	8	<u>9</u>
not at all		somewhat		moderately		quite		extremely

82. I felt my **protégé** really understood **me**

<u>1</u>	2	3	4	5	6	7	8	<u>9</u>
not at all		somewhat		moderately		quite		extremely

83. I helped my **protégé** with personal problems?

<u>1</u>	2	3	4	5	6	7	8	<u>9</u>
not at all		to a very slight extent		to a moderate extent		to a large extent		to a very large extent

84. I found myself thinking of my **protégé** frequently during the day

1	2	3	4	5	6	7	8	9
not at all		somewhat		moderately		quite		extremely

85. There was something almost 'magical' about my relationship with my **protégé**

1	2	3	4	5	6	7	8	9
not at all		somewhat		moderately		quite		extremely

86. I would have done almost anything for my **protégé**

1	2	3	4	5	6	7	8	9
Not at all true Disagree completely				Moderately True Agree to some extent				Definitely true Agree completely

87. It would have been hard for me to get along without my **protégé**

1	2	3	4	5	6	7	8	9
Not at all true Disagree completely				Moderately True Agree to some extent				Definitely true Agree completely

88. If I could have never been with my **protégé**, I would have been miserable

1	2	3	4	5	6	7	8	9
Not at all true Disagree completely				Moderately True Agree to some extent				Definitely true Agree completely

89. I think that my **protégé** was one of those people who quickly wins respect

1	2	3	4	5	6	7	8	9
Not at all true Disagree completely				Moderately True Agree to some extent				Definitely true Agree completely

90. I have great confidence in my **protégé's** good judgement

1	2	3	4	5	6	7	8	9
Not at all true Disagree completely				Moderately True Agree to some extent				Definitely true Agree completely

91. In my opinion my **protégé** was an exceptionally mature person

1	2	3	4	5	6	7	8	9
Not at all true Disagree completely				Moderately True Agree to some extent				Definitely true Agree completely

SECTION D CAREER

92. The **mentor** helped the protégé to have a more balanced lifestyle by making the workplace more flexible for the protégé.

1	2	3	4	5	6	7	8	9
not at all		to a very slight extent		to a moderate extent		to a large extent		to a very large extent

93. The **mentor** positively influenced the protégé's happiness with the work environment?

1	2	3	4	5	6	7	8	9
not at all		to a very slight extent		to a moderate extent		to a large extent		to a very large extent

94. The **mentor** positively influenced the protégé's feeling of being challenged in their job?

1	2	3	4	5	6	7	8	9
not at all		to a very slight extent		to a moderate extent		to a large extent		to a very large extent

95. The **mentor** positively influenced the protégé's commitment to stick with the organisation?

1	2	3	4	5	6	7	8	9
not at all		to a very slight extent		to a moderate extent		to a large extent		to a very large extent

IT HAS BEEN SAID "THERE ARE THINGS THAT HAPPEN IN INSTITUTIONS THAT ARE IMPORTANT, BUT THE PEOPLE I KNOW WHO HAVE REALLY GROWN ALWAYS TALK ABOUT SOMEONE WHO TOOK A CHANCE ON THEM. YOU NEED SOMEONE BETTING ON YOU. MANAGING YOUR CAREER INVOLVES FINDING THAT PERSON". **In the context of the above statement:**

96. The **mentor** took a chance on the protégé?

1	2	3	4	5	6	7	8	9
not at all		to a very slight extent		to a moderate extent		to a large extent		to a very large extent

97. The **mentor** bet on the protégé?

1	2	3	4	5	6	7	8	9
not at all		to a very slight extent		to a moderate extent		to a large extent		to a very large extent

98. The **mentor** took risks for the protégé?

1	2	3	4	5	6	7	8	9
not at all		to a very slight extent		to a moderate extent		to a large extent		to a very large extent

MANY OF YOU WILL BE FAMILIAR WITH ORGANISATION CHARTS WHICH REVEAL THE FORMAL REPORTING STRUCTURE OF AN ORGANISATION. THESE CHARTS ARE NOT THE ONLY DESIGN FOR AN ORGANISATION. *INFORMAL NETWORKS* DO NOT APPEAR ON THE ORGANISATIONAL CHART. *INFORMAL NETWORKS* ARE THE MANY OTHER 'STRUCTURES' THAT AN ORGANISATION USES TO GET WORK DONE AND PROCESS INFORMATION

99. The **mentor** helped the protégé overcome exclusion from informal networks of communication?

1	2	3	4	5	6	7	8	9
not at all		to a very slight extent		to a moderate extent		to a large extent		to a very large extent

100. "THE *CULTURE* OF AN ORGANISATION DEFINES CONDUCT, WHAT IS AND WHAT IS NOT VALUED AND HOW AUTHORITY IS ASSERTED".(JAMES AND SAVILLE-SMITH, 1987).

The **mentor** helped the protégé to cope with the culture of an organisation when it felt inhospitable?

1	2	3	4	5	6	7	8	9
not at all		to a very slight extent		to a moderate extent		to a large extent		to a very large extent

101. The **mentor** explained/interpreted organisational politics to the protégé?

1	2	3	4	5	6	7	8	9
not at all		to a very slight extent		to a moderate extent		to a large extent		to a very large extent

111. For each of the following alternatives, (which appeared in questions 99 to 109), please indicate how risky it was for the **mentor** to perform the helping function for the protégé by entering a number on a scale of 0 to 10 (with 0 being no risk to 10 being very high risk)

- _____ 1) Overcome network exclusion
 _____ 2) Cope with inhospitable culture
 _____ 3) Explain/interpret politics
 _____ 4) Counter preconceptions
 _____ 5) Counter stereotyping
 _____ 6) Obtain general management experience
 _____ 7) Obtain line management experience
 _____ 8) Influential colleague networking
 _____ 9) Understand informal career paths
 _____ 10) Get into right pipeline
 _____ 11) Stay in right pipeline

122. The **mentor** helped the protégé to access high-visibility assignments?

<u>1</u>	2	3	4	5	6	7	8	<u>9</u>
not at all		to a very slight extent		to a moderate extent		to a large extent		to a very large extent

123. The **mentor** helped the protégé to communicate well with people within the protégé's organisation who were more senior than the protégé ?

<u>1</u>	2	3	4	5	6	7	8	<u>9</u>
not at all		to a very slight extent		to a moderate extent		to a large extent		to a very large extent

124. The **mentor** helped the protégé to consistently exceed the expectations of people within the protégé's organisation who were more senior than the protégé ?

<u>1</u>	2	3	4	5	6	7	8	<u>9</u>
not at all		to a very slight extent		to a moderate extent		to a large extent		to a very large extent

125. The **mentor** helped the protégé to develop a style with which female managers were comfortable?

<u>1</u>	2	3	4	5	6	7	8	<u>9</u>
not at all		to a very slight extent		to a moderate extent		to a large extent		to a very large extent

126. The **mentor** helped the protégé to develop a style with which male managers were comfortable?

<u>1</u>	2	3	4	5	6	7	8	<u>9</u>
not at all		to a very slight extent		to a moderate extent		to a large extent		to a very large extent

127. The **mentor** helped the protégé to seek out difficult assignments?

<u>1</u>	2	3	4	5	6	7	8	<u>9</u>
not at all		to a very slight extent		to a moderate extent		to a large extent		to a very large extent

128. For each of the following alternatives, (which appeared in questions 122 to 127), please indicate how risky it was for the **mentor** to perform the helping function for the protégé by entering a number on a scale of 0 to 10 (with 0 being no risk to 10 being very high risk)

- _____ 1) Access high visibility assignments
- _____ 2) Help communicate well
- _____ 3) Help consistently exceed expectations
- _____ 4) Develop style female managers comfortable with
- _____ 5) Develop style male managers comfortable with
- _____ 6) Seek out difficult assignments

134. On a scale from minus 500% (maximum negative change) through zero (no change) up to plus 500% (maximum positive change) estimate how much this mentoring experience has changed the **protégé's** performance "on the job" in comparison to if they had never had the mentoring experience _____ %

135. How do you think the **protégé** would rate the impact of the mentoring relationship on their career success as ? (circle one, please)

- ✓ 1) detrimental
- ✓ 2) no effect
- ✓ 3) low
- ✓ 4) moderate
- ✓ 5) high
- ✓ 6) extraordinary

136. If the answer was "**detrimental**", can you describe (a) specifically what went wrong, (b) specifically what you would do differently were you to do it again and what you believe the protégé would like you to have done differently. However, if the answer was **positive**, please describe both the major benefits of that relationship to the protégé and the major benefits to yourself.

137. Acknowledgment: Imagine you have just written a book and in the front you would like to acknowledge your **protégé** (YES, THE PROTÉGÉ) for what he/she as meant to your career, what would you like to write?

SECTION E
ATTRIBUTES OF THE RELATIONSHIP

136. The **mentor's** access to resources compared to that of the protégé was?

-1	0	1	2	3	4	5	6	7
less	same	slightly greater		moderately greater		largely greater		very largely greater

137. The **mentor** was willing to share their resources with the protégé?

1	2	3	4	5	6	7	8	9
not at all		to a very slight extent		to a moderate extent		to a large extent		to a very large extent

138. The **protégé** was willing to share their resources with the mentor?

1	2	3	4	5	6	7	8	9
not at all		to a very slight extent		to a moderate extent		to a large extent		to a very large extent

139. Please name the resources the **protégé** shared with the mentor

139. In terms of benefit to the protégé, the **mentor's** greater access to resources was important in this relationship?

1	2	3	4	5	6	7	8	9
not at all		somewhat		moderately		quite		extremely

140. Which of the following resources did the **mentor** give the protégé access to? Please circle *ALL* the relevant tick marks. Then put *two additional* ticks beside the most important resource, in terms of being the most beneficial to the protégé's career development, and *one additional* tick beside the second most important resource

- ✓ 1) Expertise
- ✓ 2) Influence
- ✓ 3) Experience
- ✓ 4) Influential people
- ✓ 5) Information
- ✓ 6) Financial Rewards
- ✓ 7) Power
- ✓ 8) Status
- ✓ 9) Services
- ✓ 10) Time
- ✓ 11) Other? Please describe _____

152. Why at the **'very beginning'** of the relationship did you **pick** the particular person you chose to be your protégé? Please place *one* tick beside *ALL* the descriptions you feel are appropriate to answer the question. Then put *two additional* ticks beside the most important reason and *one additional* tick beside the second most important reason

- 1) The protégé was matched with me by organisational assistance or intervention?
 2) they were alert
 3) they seemed intelligent
 4) they seemed interested in me
 5) they seemed motivated
 6) they approached me
 7) they seemed interested in the same things I was interested in
 8) they seemed to like me
 9) there was nothing negative
 10) we clicked
 11) they were a challenge
 12) I was comfortable in their presence
 13) they commanded respect
 14) I liked talking with them
 15) they seemed interesting
 16) they seemed to be highly skilled
 17) they seemed to have potential
 18) a relationship with them would be advantageous to me
 19) I was attracted to them
 20) I liked them
 21) they seemed eager to learn
 22) they seemed happy to help
 23) I wanted to work with them
 24) they displayed a learning attitude
 25) they seemed powerful
 26) similar work attitudes
 27) similar ambition
 28) similar keenness
 29) they seemed to hold me in high regard
 30) Other, please name (please don't forget to include these in your importance ratings) _____

184. And finally, please place a tick beside *ALL* the descriptions you feel are appropriate to the roles the **mentor** played in the relationship. Then put *two additional* ticks beside the most important role, in terms of being the most beneficial to the protégé's career development, and *one additional* tick beside the second most important role

- 1) peer)
- 2) role model
- 3) teacher
- 4) adviser
- 5) coach
- 6) sergeant
- 7) guide
- 8) counsellor
- 9) protector
- 10) advocate
- 11) benefactor
- 12) champion
- 13) sponsor
- 14) friend
- 15) other, please name (please don't forget to include these in your importance ratings) _____

Thank you very much for your help. I know it has been a long questionnaire, but it is hoped that this research will lead to more beneficial developmental relationships in the business environment for you and your colleagues. Sharing of your experiences and perceptions is a valued contribution to this field of inquiry.

It is likely that this research will form the basis for further research in this area. For the purposes of matching data from this study to subsequent studies it would be useful to be able to identify this questionnaire in a way which ensures your anonymity. Only if you are completely comfortable with this, please enter a password you can remember if you receive the same prompt in the future. Prompts: Your first street name where you lived as a child, first pet's name, first telephone number
