Article

Impact of Mentoring Functions on Career Development: Moderating Role of Mentoring Culture and Mentoring Structure

Global Business Review
16(4) 1–19

SAGE Publications
sagepub.in/home.nav
DOI: 10.1177/0972150915581110
http://gbr.sagepub.com

Jeevan Jyoti[1]
Poonam Sharma[1]

Abstract

Mentoring is a valuable resource for learning and coping with major organizational changes. It brings value to everyone involved in this relationship, that is, mentees, mentors and the organization. The present study examin[illegible]mpact of mentoring functions on career development. Further, it also investigates the role of mentoring culture and mentoring structure as moderator. Employees working in call centres in India have been selected for data collection. Reliability and validity has been proved with the help of confirmatory factor analysis. Structural equation modelling has been used for hypotheses testing. Results revealed that mentoring functions significantly affect career development of call centre employees. Further, mentoring culture and mentoring structure moderate the relationship between mentoring functions and career development.

Keywords

Mentoring functions, career development, mentoring structure, mentoring culture

Introduction

In an era of global competition, restructuring, rapid technological changes and constrained resources, organizations are searching for ways to do more with less, especially in the area of human resources (HR) (Dominguez and Hager, 2013). In response, many organizations have started mentoring programmes to serve their business purpose as well as help to meet the developmental needs of employees. Mentoring is a valuable resource for learning and coping with major organizational changes (Kram and Hall, 1996). Mentoring is a process in which more a senior person acts as a mentor to provide a variety of functions that support, guide, protect, expose and counsel the young adults to get the work done efficiently (Akarak and Ussahawanitchakit, 2008; Pembridge and Paretti, 2011; Rhay et al., 2010). Kram (1985) identified different types of mentoring functions, namely, career and psychosocial functions, which have been confirmed by various researchers (Davis, 2005; Erdem and Ozen, 2008; Jacobi, 1991; Johnson and

[1]Commerce Department, University of Jammu, Jammu.

Corresponding author:
Poonam Sharma, Department of Commerce, University of Jammu, Jammu and Kashmir 180 006, India.
Email: poonamsharma2386@gmail.com

Cervero, 2004; Luna and Cullen, 1998; Mullen, 2007; Ragins and Cotton, 1999; Young and Perrewe, 2000). Mentoring leverages strategic knowledge and skill throughout the organization by sharing and spreading acquired learning and know-how. It allows the learner to acquire new skills, abilities and knowledge that enhance his competences and help in career development. Career development is the opportunities for promotion and development within the organization or field of work (Conway and Briner, 2002). It is a lifelong process of managing progression in learning, work, leisure and transitions in order to move towards a determined future (Career Industry Council of Australia, 2007).

Mentoring yields better results when coupled with mentoring structure and culture. Mentoring culture is a learning environment in which a person learns by watching others' behaviours. Mentoring culture consists of an environment which implements mentoring in a sound, complete and careful way (MacArthur and Pilato, 1995). It empowers mentor with communicating network, training and administrating facilities to promote mentoring relationships. Zachary (2007) highlighted four traits to successfully implement mentoring culture in an organization, namely, flexibility, ownership, clarity and feedback.

Mentoring structure is a well-planned technique of designing all organizational activities from top to bottom and bottom to top in a flexible environment. It supports mentoring and provides records for evaluation and benchmarking. It also provides means for feedback and clarifies roles, goals and responsibilities, as well as expectations and accountability (Bally, 2007; Koberg et al., 1998; Lyons and Oppler, 2004; Doolittle et al., 2013). Mentoring structure helps to link personal, career and reward-related HR processes (Swart and Kinnie, 2003; Viator, 1999).

Akarak and Ussahawanitchakit (2008), Emmerik (2008), Murphy and Ensher (2001) and Young and Perrewe (2000) have explored the outcomes of mentoring, but there has been very little research regarding the variables which strengthen this relationship. Therefore, the present study focuses on evaluating variables which strengthen the relationship between the processes that help in career progression and other related outcomes.

The article is arranged as follows. Literature has been reviewed next, followed by the objectives and a section related to hypotheses development. The section after that describes methodology, followed by analyses and discussion of the present study. Then, managerial and theoretical implications are given, followed by the limitations and scope for future research.

Review of Literature

As per *Saman Suttam* 27, an important Jaina philosophy, mentoring is an age-old practice that could offer valuable benefits to organizations (Jain, 2011). Academically, Kram (1985) pioneered research in mentoring and identified two forms of support provided by mentors, that is, career and psychosocial support. Organizations benefit through improved employee retention, enhanced organizational commitment, reduced turnover (Chew and Wong, 2008; Payne and Huffman, 2005; Raabe and Beehr, 2003), enhanced job commitment, job efficiency and job performance (Akarak and Ussahawanitchakit, 2008; Emmerik, 2008). Mentors get benefited through enhanced in-role job performance, personal learning, social status, team cohesiveness, promotion rate and compensation (Dawley et al., 2010; Liu, Liu, Kwan and Mao, 2009; Ragins and Cotton, 1999; Rekha and Ganesh, 2012). Mentoring gives positive results for protégés in the form of increased employees satisfaction, role clarity, self-efficacy, personal learning, professional development and career satisfaction (Eastman and Williams, 1993; Murphy and Ensher, 2001; Young and Perrewe, 2000). Further, it can also help in repatriation of female managers (Tahir and Azhar, 2013).

Jung and Tak (2008), Lentz (2004) and Lentz and Allen (2009) have explored the moderating role of mentoring. Shrivastava (2011) revealed that mentoring moderated the relationship between job burnout and career development, whereas Dawley et al. (2010) found that mentoring moderated the relationships

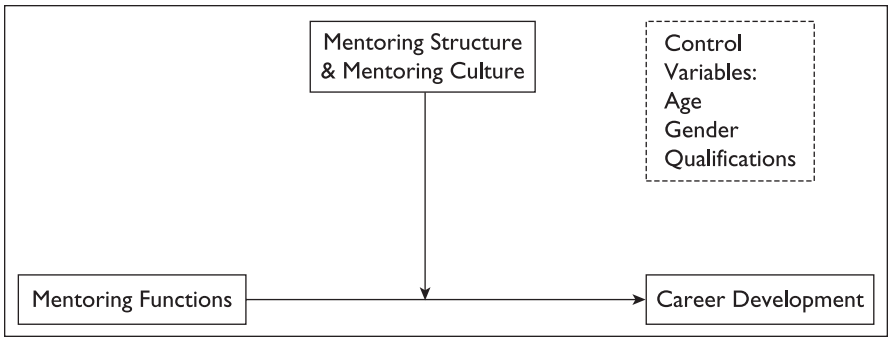

Figure 1. Theoretical Framework

Source: Authors' own.

between perceived organizational support, supervisor support and job fit on turnover intentions. As against the above-mentioned studies, Hegstad and Wentling (2005) identified three variables, that is, feedback, reward systems and selection/matching processes, which act as a moderator between mentoring and its outcomes. Further, previous research has also explored mediating variables between mentoring and its outcomes: for example, Eisenberger, Armeli, Rexwinkel, Lynch and Rhoades (2001) and Rhoades, Eisenberger and Armeli (2001) found that the effects of perceived organizational support (as a mentoring function) on turnover are fully mediated through affective commitment. Similarly, normative commitment mediates the relationship between perceived organizational support and turnover intention (Maertz et al., 2007).

Review of literature has revealed that number of researches have been conducted on the mentoring functions and its outcomes (Allen et al., 2004; Ettington, 1998; Hezlett and Gibson, 2005; Scandura, Manuel, Werther and Lankau, 1996). Noe, Greenberger and Wang (2002) indicated that only a small number of studies have examined the moderating variables, that is, gender, race, age, etc., and stressed the need to explore the variables which strengthen the relationship between career raised ground and outcomes variables. Therefore, the proposed study bridges this research gap by examining the role of mentoring culture and mentoring structure as moderating variables between mentoring functions and career development (see Figure 1).

Objectives

1. To examine the impact of mentoring functions on career development.
2. To explore the impact of mentoring culture and structure between mentoring function and career development.

Framework of Analysis

Impact of Mentoring Functions on Career Development

Ragins and Scandura (1999) found that mentoring benefits protégés through increased prospects of career development. Positive outcomes which have been linked to mentoring include: protégé's career attachment (Allen and Lentz, 2006; Bahniuk et al., 1983; Janine, 2012; Noe, 1988a; Ricker, 2006; Scandura, 1992; Scandura and Viator, 1994; Turban and Dougherty, 1994); early career success (Whitely

et al., 1991); career satisfaction; career enhancement; professional development; and the numbers of promotions received (Whitely and Coestsier, 1993). The experience, knowledge and coaching rendered by the mentor can be significant for the career development of the protégé. The protégé learns from the mentor and advances in his or her career by having protection, coaching, sponsorship, exposure, etc. The mentor protects the protégés from undesirable assignments and internal politics, which helps the mentee to concentrate upon his career development or advancement. Mentor coaches by providing advice, analysis and feedback, with the intention of improving decision making, organizational fit and skills of the protégé, so as to enhance the competence level which, in turn, will help in career development. Mentor also exposes protégés to senior decision makers and aids them in the creation of their own internal and external networks that result in career development. The mentor, as a counsellor, listens to the protégé's work as well as life-related issues and helps him to take correct decisions which improve mentee's career. Mentor also acts as a friend and a role model for protégé, which encourages him/her to achieve higher career. It has also been found that employees who have mentors get promotions faster than those without the mentor (Dreher and Ash, 1990). Study by Arifeen (2010) revealed that there is an association between slow career advancement and lack of mentor. So, the first part of the theoretical framework aims at evaluating impact of mentoring functions on career development.

Moderating Role of Mentoring Structure and Mentoring Culture between Mentoring Functions and Career Development

Mentoring structure has a significant impact on organizations and individuals. Structured mentorship requires the mentor and protégé to set goals and objectives together, and meet regularly to discuss issues and provide feedback. A well-planned mentoring structure programme improves productivity and performance ratings, develops mentee's as well as mentor's career and improves diversity. Developing a valuable mentoring structure programme requires adequate budget, time, facilities and a true commitment from business leaders. Factors like structure and culture enhance mentoring relationship (Ragins and Cotton, 1991). A mentor is assigned by virtue of structural position, power and status, which keeps things on track and ensures the efficient use of time. This structural process is very important to achieve employee's career development (Purcell, 2004). Further, mentoring culture cultivates, disseminates and maintains learning as a core part of the organizational culture. A mentoring culture facilitates organizational learning (Kent et al., 2009). It promotes growth, enhances learning, utilizes time effectively and emphasizes career advancement. Allen et al. (2004) examined the moderating role of culture between mentors and protégé relationship. The second part of the theoretical framework evaluates the role of mentoring structure and culture between mentoring functions and career development.

Methodology

This research is evaluative in nature. Following steps have been undertaken to make this research objective more accurate:

Sample

Call centre is a growing service sector. Most of the young people start (especially graduates and those who studied till school level without any professional qualification) their initial career in these call centres. Centerserve published a report in 2008, titled *How to be Great Call Center Manager Report*,

which highlights five attributes of the supervisors, namely, leader as role model, coach, motivator, communicator and problem solver. Further, the leaders/supervisors are also evaluated on the basis of their mentoring skills (Centreserve, 2008, p. 6). This report gives us the clue that mentoring is being practised in call centres. So, to evaluate the outcomes of mentoring, the call centres employees were selected as the respondents for the present study.

Employees working in two call centres of telecommunication firms in Jammu and Kashmir (J&K), India, were selected as respondents for the study. The call centre employees were selected as the sample for the study due to formal superior–subordinate relationship prevalent in these organizations. The pilot survey revealed that the team leader performs maximum of the mentoring functions. The research population comprised 1,157 employees. All employees who had been working in the call centre for one year or above were contacted to generate research information, which further reduced the population to 907. Only 215 employees responded back (response rate 23.7 per cent). Questionnaire technique with five-point Likert scale was used for data collection.

Measures

The questionnaire was divided into two parts. The first part provided information regarding age, qualification and gender of the employees, which was used as control variables as these can affect the outcome variable, that is, career development (Quinn, 1992; Rodriguez & Scurry, 2014; Super, 1983; Watson, 1984). The second part consisted of four constructs, namely, mentoring functions, career development, mentoring culture and mentoring structure. All constructs were measured on five-point Likert scale (1 = strongly disagree; 5 = strongly agree). The items for these constructs were borrowed from the original literature discussed next.

Mentoring Functions

It consisted of 29 items developed by Noe (1988b), which are divided into career function (protection, coaching, exposure, sponsorship, challenging assignment) and psychosocial function (role modelling, friendship, counselling and acceptance). For example, mentor reduces unnecessary risks that could threaten the possibility of advancing in the field or of receiving a promotion; mentor helps to finish assignments/tasks or meet deadlines that otherwise would have been difficult to complete; mentor gave assignments or tasks in work that prepare mentees for an administrative position; mentor gave assignments that increased written and personal contact; I try to imitate the work behaviour of my mentor; my mentor has shared personal experiences as an alternative perspective to problems; my mentor has demonstrated good listening skills in conservations; my mentor has encouraged me to talk openly about anxiety and fears that detract from my work; my mentor conveys feelings of respect and empathy to me.

Career Development

It comprised 16 items developed by Brusoni (2012), like ‘the organization imparts training for career development’, ‘the organization informs you about future career plans’ and ‘mentor promotes your career’.

Mentoring Culture

Mentoring culture scale consisted of six items, which were adopted from Zachary (2007), like ‘the culture of our organization supports mentoring’ and ‘it provides means for benchmarking’.

Mentoring Structure

A seven-item scale, developed by Viator (1999), was used for measuring mentoring structure, for example, ‘periodic communication by mentor is done with regular meeting with mentee’ and ‘periodic follow up by mentor is done to check the progress of mentee on his task’.

Result and Analysis

Demographic Profile

73 per cent respondents are male. Most of the respondents (64.6 per cent) are between 21–25 years of age. Thirty-five per cent respondents are those who studied till school level, 61 per cent are graduates having bachelor degree and 4 per cent are postgraduates having masters' degree. The detailed results are shown in Table 1.

Common Method Variance

The data was self-reporting in nature, which can cause the problem of common method variance. In order to remove this problem, Harman's one-factor test (1967) was applied, where all dependent and independent variables were added together and principal component factor analysis was conducted with varimax rotation. The results revealed that no single factor was explaining majority of the variance, which provided evidence that no threat of common method bias exists (Liu et al., 2011). Further, confirmatory factor analysis (CFA) also helps to remove this problem.

Reliability and Validity of Measurement Models

Though the mentoring function constructs are well established in Western countries' context, these have not been validated in Indian context. So, instead of directly conducting CFA, we first ran exploratory factor analysis (EFA) in order to reconfirm the dimensions of mentoring functions. The multivariate data reduction technique of factor analysis has been used to examine the interrelationships (correlations) among variables and reduction of variables into few manageable and meaningful sets. It was carried with principal component analysis, along with orthogonal rotation procedure of varimax, for summarizing the original information with minimum factors and optimal coverage (Hair et al., 2006, p. 133) All the five major methodological issues that a researcher should consider when conducting a factor analysis (Fabrigar et al., 1999) were taken care of while pursuing factor analysis, as these decisions have an important bearing on the results obtained. These are: (i) what variables to include (Cattell and Gorsuch, 1963); (ii) appropriateness of factor analysis; (iii) selection of appropriate procedure; (iv) number of factors to be included; and (v) selection of appropriate rotational method. Initial 29 items of mentoring

Table 1. Demographic Information

Demographic Variables	Categories	Frequency	Percentage
Gender	Male	158	73.48
	Female	57	26.51
Age	16–20 years	59	27.44
	21–25 years	139	64.65
	26–30 years	17	7.90
Qualifications	Metric	11	5.1
	High School	65	30.2
	Graduation	131	60.9
	Postgraduation	8	3.72

Source: Authors' own.

Table 2. Summary of Exploratory Factor Analysis: Mean, Standard Deviations, Variance Explained, KMO Value and Eigen Value

Constructs	Mean	SD	VE (%)	KMO Values	Eigen Values
Coaching	4.44	0.840	15.19	0.637	3.19
Role modelling	4.32	0.903	14.2		2.99
Exposure	4.39	0.779	13.80		2.90
Friendship	4.44	0.842	13.76		2.89
Counselling	4.36	0.862	11.90		2.50
Protection	3.99	0.601	10		2.10
Total Mean and VE by Mentoring Functions	4.38	0.847	78.85		
Career development	4.315	0.840	65.26	0.622	1.90
Mentoring culture	4.20	0.899	61.17	0.585	1.83
Mentoring structure	4.34	0.771	66.95	0.605	3.01

Source: Authors' own.
Note: SD = standard deviation; VE = variance explained; KMO = Kaiser–Meyer–Olkin.

functions were reduced to 22, which converged under six factors, namely, protection, coaching, exposure, role modelling, counselling and friendship. Factor analysis of three other scales used in study resulted in one factor solution for each. Summary of factor analysis, mean and standard deviation of the factors that emerged after factor analysis are presented in Table 2.

The CFA has been used to provide a confirmatory test to the measurement theory. It is a way of testing how well-measured variables represent a latent construct (Demirbag, Koh, Tatoglu and Zaim, 2006). In the present study, CFA was performed to assess reliability and validity of latent constructs. All the measurement models (mentoring functions, career development, mentoring structure and mentoring culture) yielded appropriate goodness of fit (see Table 4). Anderson and Gerbing (1988) suggested that convergent validity is demonstrated by statistically significant path coefficients. Results of the measurement models for latent constructs revealed that all standardized loadings are above 0.50 ($p < 0.01$), which provided support for convergent validity (see Table 3). Further average variance extracted values (> 0.50) also proved convergent validity (see Table 3). Discriminant validity can be achieved when the squared correlations between the variables are less than the average variance explained by the respective construct (Fornell and Larcker, 1981) and our results satisfy this condition (Table 5). For evaluation of internal consistency among the items, Cronbach's alpha is used and all the values are above 0.70 (see Table 3). Scale reliability has been also assessed using composite reliability measure (Fornell and Larcker, 1981) and the result revealed that composite reliability for all the constructs is above conventional cut-off limit of 0.70 (Nunnally and Bernstein, 1994) (see Table 3).

Impact of Mentoring Functions on Career Development: Role of Mentoring Culture and Mentoring Structure

Structural modelling was used to assess the hypothesized relationships. In order to test the moderating effect, we divided mentoring functions into two categories, that is, career function (protection, coaching and exposure) and psychosocial functions (counselling, role modelling and friendship), and all the

Table 3. Reliability and Validity Analysis

Constructs	Items	Standardized Estimates (SRW)	AVE	Composite Reliability	Cronbach's Alpha
Protection	P1	0.645	0.512	0.817	0.733
	P3	0.787			
	P5	0.708			
Coaching	Ch2	0.764	0.546	0.971	0.763
	Ch4	0.748			
	Ch6	0.632			
	Ch8	0.625			
Exposure	E2	0.553	0.504	0.835	0.790
	E4	0.949			
	E6	0.554			
Role modelling	Rm1	0.725	0.515	0.959	0.724
	Rm2	0.793			
	Rm3	0.704			
	Rm5	0.642			
Counselling	Cu1	0.751	0.515	0.866	0.758
	Cu2	0.610			
	Cu3	0.828			
	Cu4	0.665			
Friendship	F1	0.715	0.528	0.963	0.738
	F2	0.623			
	F3	0.726			
	F4	0.830			
Career development	Cd2	0.564	0.509	0.934	0.713
	cd3	0.529			
	Cd4	0.671			
	Cd6	0.812			
	Cd8	0.563			
Mentoring culture	Mc2	0.617	0.515	0.959	0.701
	Mc4	0.780			
	Mc5	0.648			
	Mc6	0.874			
Mentoring structure	Ms3	0.622	0.515	0.905	0.769
	Ms5	0.947			
	Ms7	0.611			
	Ms4	0.638			

Source: Authors' own.
Note: SRW = standardized regression weights; AVE = average variance extracted (AVE).

conditions described by Baron and Kenny (1986) were satisfied. These are: (i) the moderator should not directly relate with dependent variable; (ii) the moderator hypothesis is supported if the interaction is significant; and (iii) another property of the moderator variable is that, unlike the mediator–predictor relation (where the predictor is causally antecedent to the mediator), moderators and predictors are at the same level in regard to their role as causal variables to criterion variable. We used a three-step procedure through structural equation modelling in which we first assessed the impact of predictor variables, namely, mentoring functions on career development, which revealed significant effect (career function

Table 4. Goodness of Fit Indices of Measurement Models

Construct	CMIN/DF	RMR	GFI	AGFI	NFI	TLI	CFI	RMSEA
Protection	1.154	0.020	0.996	0.997	0.985	0.998	0.994	0.028
Coaching	2.123	0.018	0.990	0.948	0.979	0.988	0.965	0.075
Exposure	2.581	0.050	0.947	0.979	0.923	0.966	0.915	0.080
Role modelling	0.978	0.014	0.995	0.976	0.987	1.00	1.00	000
Counselling	2.371	0.038	0.999	0.941	0.984	0.990	0.942	0.080
Friendship	2.123	0.022	0.992	0.937	0.988	0.993	0.967	0.075
Mentoring culture	2.487	0.033	0.987	0.936	0.965	0.934	0.978	0.086
Mentoring structure	1.539	0.024	0.992	0.962	0.985	0.983	0.994	0.052
Career development	2.067	0.029	0.980	0.940	0.950	0.946	0.973	0.073

Source: Authors' own.

Note: CMIN/DF= chi-square/ degree of freedom, RMR= root mean square residual, GFI= goodness of fit index, AGFI= adjusted goodness of fit index, NFI= normed fit index, TLI= Tucker-Lewis Index, CFI= comparative fit index and RMSEA= root mean square error of approximation

Table 5. Correlation and Discriminant Analysis

	P	Ch	E	Rm	Cu	F	Cd	Mc	Ms
P	0.512								
Ch	0.077 (0.279**)	0.546							
E	0.251 (0.501**)	0.381 (0.618**)	0.504						
Rm	0.096 (0.311**)	0.239 (0.489**)	0.194 (0.441**)	0.515					
Cu	0.119 (0.345**)	0.227 (0.477**)	0.266 (0.516**)	0.255 (0.505**)	0.515				
F	0.210 (0.459**)	0.394 (0.628**)	0.471 (0.687**)	0.215 (0.464**)	0.237 (0.487**)	0.528			
Cd	0.076 (0.277**)	0.119 (0.345**)	0.103 (0.321**)	0.106 (0.326**)	0.075 (0.274**)	0.093 (0.305**)	0.509		
Mc	0.027 (0.166*)	0.038 (0.195*)	0.025 (0.159*)	0.042 (0.205*)	0.048 (0.220*)	0.046 (0.216*)	0.090 (0.300**)	0.515	
Ms	0.084 (0.290**)	0.044 (0.211*)	0.062 (0.250*)	0.045 (0.213*)	0.078 (0.280**)	0.043 (0.208*)	0.064 (0.254*)	0.061 (0.248*)	0.515

Source: Authors' own.

Notes: (i) The values on diagonal axis represent AVE; and below the diagonal axis are squared correlations between the constructs.

(ii) Values in parenthesis are correlation values.

(iii) ** $p < 0.01$ and * $p < 0.05$.

(iv) P = protection; Ch = coaching; E = exposure; Rm = role modelling; Cu = counselling; F = friendship; Cd = career development; Mc = mentoring culture; Ms = mentoring structure.

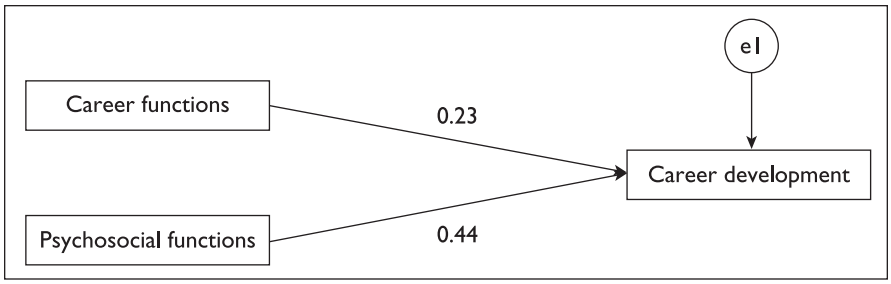

Figure 2. Impact of Mentoring Functions on Career Development

Source: Authors' own.

standardized regression weights [SRW] = 0.230, p <0.001; psychosocial functions SRW = 0.440, p < 0.001). So, hypothesis 1 stands accepted (see Figure 2).

In the second step, we added the moderating variables, that is, mentoring culture and mentoring structure, and the result revealed that mentoring culture and mentoring structure have insignificant impact (p > 0.05) on career development, which satisfies the first condition to test the moderation effect as suggested by Baron and Kenny (1986) (see Figure 3).

In the third step, we added the interaction effects, which are significant, that is, career functions* mentoring culture (SRW = 0.571, p < 0.001); career functions*mentoring structure (SRW = 0.203, p < 0.05); psychosocial functions*mentoring culture (SRW = 0.274, p < 0.001); psychosocial functions* mentoring structure (SRW= 0.418, p < 0.001) (see Figure 4). Thus, the results confirm that mentoring culture and mentoring structure moderate the relationships between mentoring functions and career development, so our second hypothesis is accepted.

To further explore the nature and form of the significant interactions between mentoring functions and mentoring structure and culture, we conducted simple slope analysis using one standard deviation above and below the mean of moderating variables. The tests of simple slopes indicated that the relationship between mentoring functions and career development increased when mentoring culture and mentoring structure were high (see Figure 5).

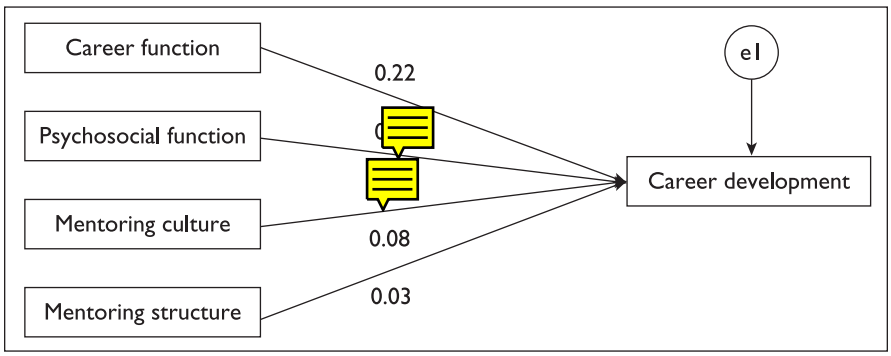

Figure 3. Impact of Mentoring Functions, Mentoring Culture and Mentoring Structure on Career Development

Source: Authors' own.

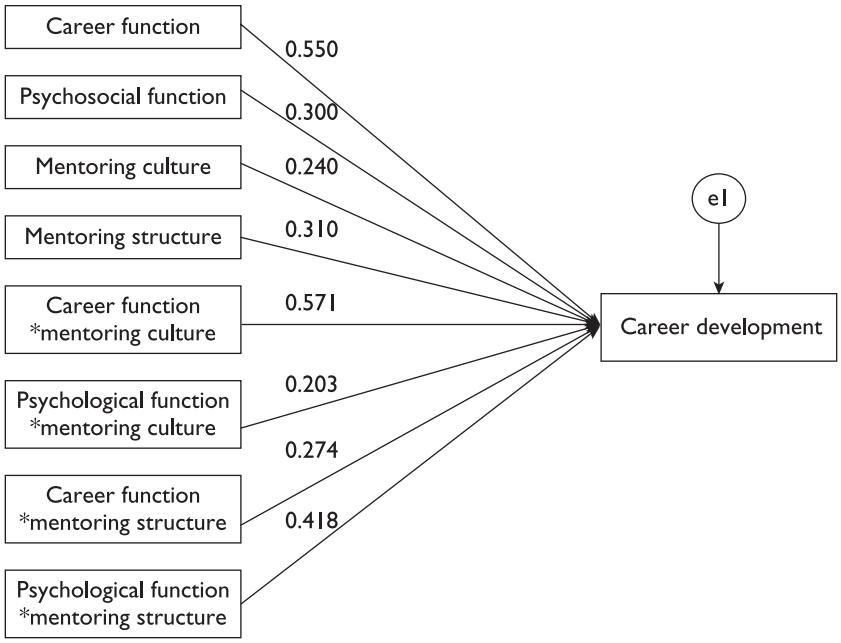

Figure 4. Interaction Effects of Mentoring Functions*Mentoring Culture and Mentoring Functions*Mentoring Structure on Career Development

Source: Authors' own.

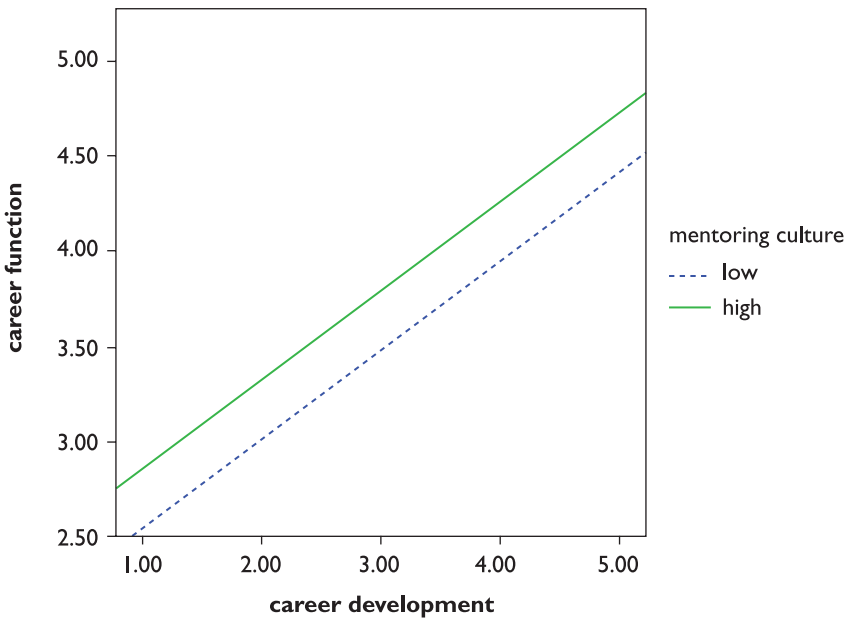

Figure 5a. Simple Slope Analysis of Mentoring Culture as Moderator Between Career Function and Career Development

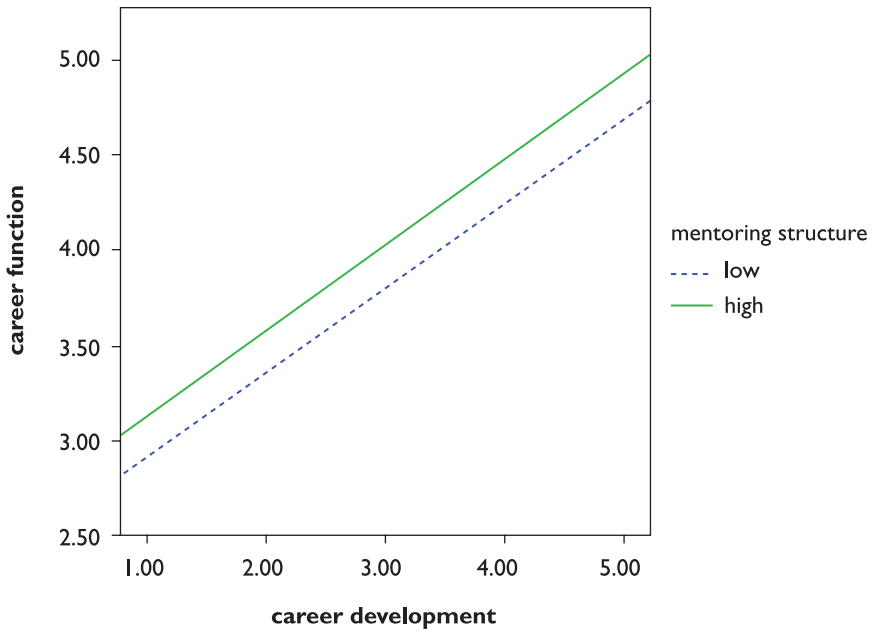

Figure 5b. Simple Slope Analysis of Mentoring Structure as Moderator Between Career Function and Career Development

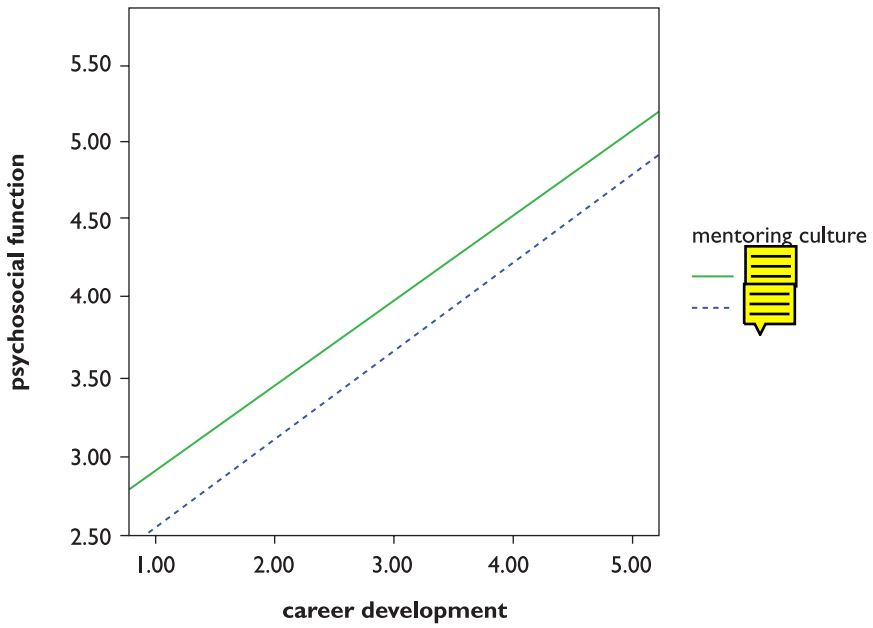

Figure 5c. Simple Slope Analysis of Mentoring Culture as Moderator Between Pyschosocial Function and Career Development

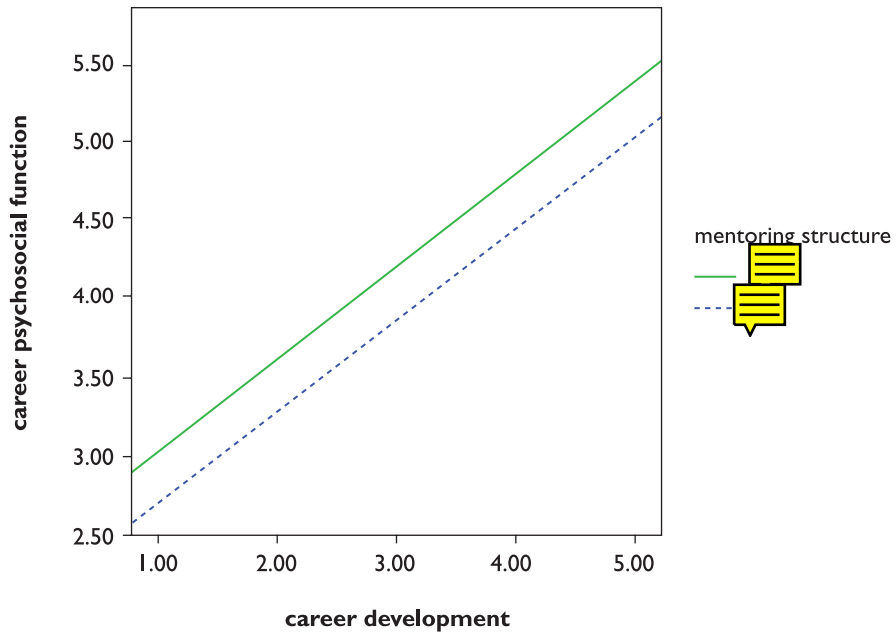

Figure 5d. Simple Slope Analysis of Mentoring structure as Moderator Between Pyschosocial Function and Career Development

Source: Authors' own.

Discussion

The study constantly emphasizes the importance of excellence in mentoring, by enhancing the overall competence level of the employees. Mentoring culture and mentoring structure strengthen mentoring relationships and make employees give their best and perform to the highest standards. It constantly emphasizes mentoring excellence by mastering and enhancing overall competence level of the employees. Our study explored the following issues.

First, we explored the impact of mentoring functions on career development. Career development involves assessing the current position and taking steps to reach the future position. It demands reflection of future, thoughtful assessment and deliberate movement towards selected goals. It requires a link between thinking to doing. In this process, mentor becomes a supporter. Mentor always answers the mentee's questions of how he can achieve his goals. In support of this theory, our results strengthen the fact that mentoring functions positively influence career development (Baugh and Sullivan, 2005; Eastman and Williams, 1993; Sallyanne, 2011; Stamm and Fischer, 2011). Our results revealed that all the mentoring functions are positively and significantly related with career development. Mentor provides a safe place for the protégé to try out new ideas without fear of being punished, which encourages him/her to try new ways of workplace management and customer service, especially in call centres. In this process, mentee is able to develop the competences which help in developing his/her career. Coaching process helps to develop linkages between mentor and mentee by providing advice and feedback with the intention of improving decision-making skills of the mentee and enhancing competence level that, in turn, helps in the career development. Exposure, a mentoring

function, positively affects career development, which is in line with Ragins and Scandura (1999), because during mentoring relationship, the mentee is able to develop internal and external networks that help him/her to enhance his knowledge about career opportunities and develop his career accordingly. Further, role modelling significantly influences career development as the mentor's attitudes, values and behaviour provide a blueprint and structure for the mentee to emulate for a successful career. Again, mentor acts as a counsellor by listening to mentees' work and life-related issues and helps with these problems. The mentor also counsels the mentee about various career opportunities and ways to achieve them. Besides these, in call centre, social interactions result in mutual liking and understanding, with formal and informal exchange about work and non-work experiences, that help in career development of the mentees.

Second, we analyzed the moderating effect of mentoring culture and structure between mentoring functions and career development relationship. And this part supported the main theme of our study. It revealed that all the interaction effects are significant, which suggests that through proper mentoring functions and appropriate mentoring structure and culture, mentor helps mentee to learn and achieve more in his/her career. The mentor suggests specific strategies to mentee for accomplishment of his/her career goals. Mentoring culture and mentoring structure require infrastructure to execute mentoring in a reasonable, widespread and careful way. Mentor puts in place the resources, both human and capital, ensures proper budgets and time, a homely feeling, guarantees protection and provides proper communication, training, coaching, support and direction to help mentees to develop their career (Purcell, 2004). In the organization, a protégés has the opportunity to adopt mannerisms and traits of the mentor that are admired and valued, and also personalize these actions as his own. In this process, the protégé, with proper mentoring structure and culture, tries to develop himself professionally on the lines of his mentor, which results in his/her career development.

To conclude, we can say that the mentee is able to enhance his skills, capabilities and knowledge more effectively when mentoring is coupled with mentoring culture and mentoring structure.

Theoretical Implications

This is a pioneer study on call centres regarding the impact of mentoring functions on career development and the moderating effects of mentoring culture and mentoring structure. This research has explored the impact of individual mentoring functions on career development. The investigation is important for academicians as well as researchers. It adds to prior mentoring research by evaluating the impact of individual mentoring functions on career development. We empirically tested the moderating role of mentoring culture and mentoring structure through their interaction with mentoring functions and the results revealed their significant effect on career development. Further, this investigation shows that due to the introduction of proper, structured mentoring programme and mentoring culture, organizations can channelize properly the mentoring functions, which can result in better career development for the employees.

Implications for Indian and Global Manager

The results of this investigation reveal the positive impact of protection, coaching, exposure, role modelling, counselling and friendship on employee's career development. The findings reveal that mean of protection is little less as compared to other mentoring functions. So, organizations that practise mentoring should take necessary measures to make the employees feel comfortable, that is, create an

environment where they feel secure, and specifically in call centres, team leader/mentor should protect the employees by informing them in advance about problems encountered in attending the phone calls so that unnecessary stress can be avoided. Although these mentoring functions are significantly related with career development, the degree of cause-and-effect relationship is low. Proper introduction of mentoring culture and mentoring structure will help to strengthen these relationships. So, it is suggested that management should provide formal mentoring structure in order to build a strong relationship between mentoring functions and career development. Informal mentoring should also be encouraged as it helps to build personal relationships, which yield positive outcomes for the organization, mentee and mentor. Management should always frame individual action plans or development plans. These plans should include goals and objectives and learning activities to accomplish the set goals.

When mentoring is aligned with proper mentoring culture, it is perceived as an add-on activity to accomplish the desired goals. It also promotes growth through enhanced learning and better utilization of time, effort and resources, and also enriches vibrancy and productivity. Management should also encourage informal mentoring culture where both the mentor and the protégé can share their experiences. Adoption of mentoring culture and mentoring structure helps to set standards and follow mentoring functions in best possible manner. Managers should make mentoring a culture and structure-bound competence so that it smoothens the way business is conducted.

This study is also important for global mangers/employees as most of the organizations place their talented employee in important international assignments. Being a newcomer, it becomes very difficult to cope up with the host country culture and environment. In such a situation, if the expatriates are assigned mentors to guide them about their work as well as societal culture, it will help the expatriate employees/mentees to better adjust in the foreign land. Through mentoring, employees as well as managers learn and transfer knowledge in a global environment more easily. Global managers can achieve various benefits for the organization as well as the expatriate employees by providing mentoring regarding work-related as well as psychosocial issues, which will reduce stress and role conflict among the expatriate employees/mentees and they will be able to work more efficiently and effectively to achieve the organizational goals. Once the expatriate employees/mentees settle in the organization, the mentors can further encourage them to take more out of parent country assignments to advance their careers. Thus, mentoring can help the global managers in better management of expatriate employees and further extend their careers through proper implementation of mentoring structure and mentoring culture.

Limitations and Scope for Future Research

All the precautionary efforts were taken to ensure the objectivity, reliability and validity of the study, yet certain limitations were discovered. These limitations are as follows. The study was confined to call centres only. Moderating role of mentoring culture and structure was investigated between mentoring functions and only one of its outcomes. Same can be done for other outer outcomes of mentoring functions, namely, job performance, organizational commitment, relationship quality, personal learning and self-efficacy. Only employees were contacted for data collection. In future, data can be collected from multiple respondents, that is, mentors and mentees.

Acknowledgement

The authors are grateful to the anonymous referees of the journal for their extremely useful suggestions to improve the quality of the article. Usual disclaimers apply.

References

Akarak, P., & Ussahawanitchakit, P. (2008). Effects of mentoring on intention to leave in Thai public accounting firms: Mediators of job efficiency, commitment and performance. *Review of Business Research*, *8*(2), 37–46.

Allen, T.D., & Lentz, E. (2006). Career success outcomes associated with mentoring others: A comparison of mentors and non mentors. *Journal of Career Development*, *32*(3), 272–285.

Allen, T.D., Eby, T., Poteet, M.L., Lentz, E., & Lima, L. (2004). Career benefits associated with mentoring for protégés: A meta-analysis. *Journal of Applied Psychology*, *89*(1): 127– 136.

Anderson, J., & Gerbing, D. (1988). Structural equation modelling in practice: A review and recommended two step approach. *Psychological Bulletin*, *103*(3), 411–423.

Arifeen, S.R. (2010). The significance of mentoring and its repercussions on the advancement of professional, managerial women in Pakistan. *Global Business Review*, *11*(2), 221–238.

Bahniuk, M.H., Dobos, J., & Hill, S.E. (1990). The impact of mentoring, collegial support and information adequacy on career success: A replication. *Journal of Social Behaviour and Personality*, *5*(4), 431–451.

Bally, J.M.G. (2007). The role of nursing leadership in creating a mentoring culture in acute care environments. *Nursing Economic*, *25*(3), 148–149.

Baron, R.M., & Kenny, D.A. (1986). The moderator–mediator variable distinction in social psychological research: Conceptual, strategic and statistical considerations. *Journal of Personality and Social Psychology*, *51*(6), 1173–1182.

Baugh, G.S., & Sullivan, E. (2005). Mentoring and career development. *Career Development International*, *10*(6), 425–428.

Brusoni, H. (2012). *2012 Career development survey: Optimise and SDA Bocconi School of Management*. Retrieved 2 February 2011, from www.Optimis-hcm. Com/…/CareeerdevSurvey-CDR%20conference%20-%

Career Industry Council of Australia (2007). *Guiding principles for career development services & information products*. Retrieved 19 June 2011, from http://www.cica.org.au

Cattell, R.B., & Gorsuch, R.L. (1963). The uniqueness and significance of simple structure demonstrated by contrasting natural structure and random structure data. *Psychometric*, *28*(1), 55–67.

Centerserve (2008). *How to be great call centre manager report*. Call Centre Best Practices Benchmarking Report. Retrieved 11 August 2010, from http:www.call-center.net

Chew, Y.T., & Wong, S.K. (2008). Effect of career mentoring experience and perceived organizational support on employee commitment and intentions to leave: A study among hotel worker in Malaysia. *International Journal of Management*, *25*(4), 692–700.

Conway, N., & Briner, B. (2002). Full-time versus part-time employees: Understanding the links between work status, the psychological contract, and attitudes. *Journal of Vocational Behaviour*, *61*(6), 279−301.

Davis, A.L. (2005). *An investigation of formal mentoring relationships and programs: A meta-analysis*. Retrieved 23 December 2010, from http://digitalcommons.olivet.edu

Dawley, D.D., Andrews, M.C., & Bucklew, N.S. (2010). Enhancing the ties that bind: Mentoring as a moderator. *Career Development International*, *15*(3), 259–278.

Demirbag, M., Koh, S.C., Tatoglu, E., & Zaim, S. (2006). TQM and market orientation's impact on SMEs' performance. *Industrial Management and Data Systems*, *106*(8), 1206–1228.

Doolittle, E.M., Graham, J.B., Martin, A., Mendelsohn, H., & Snowden, K. (2009). Creating a culture of mentoring @ your library. *South Eastern Librarian*, *57*(1), 29–38.

Dominguez, N., & Hager, M. (2013). Mentoring frameworks: Synthesis and critique. *International Journal of Mentoring and Coaching in Education*, *2*(3), 171–188.

Dreher, G.F., & Ash, R.A. (1990). A comparative study of mentoring among men and women in managerial professional and technical position. *Journal of Applied psychology*, *75*(5), 539–546.

Eastman, K., & Williams, D.L. (1993). Relationship between mentoring and career development of agricultural education faculty. *Journal of Agricultural Education*, *34*(2), 71–76.

Eisenberger, R., Armeli, S., Rexwinkel, B., Lynch, P.D., & Rhoades, L. (2001). Reciprocation of perceived organizational support. *Journal of Applied Psychology*, *86*(1), 42–51.

Emmerik, I.J.H. (2008). It is not only mentoring: The combined influences of individual-level and team-level support on job performance. *Career Development International*, *13*(7), 575–593.

Erdem, F., & Ozen, A.J. (2008). Mentoring a relationship based on trust: Qualitative research. *Public Personnel Management*, *37*(1), 211–235.

Ettington, D.R. (1998). Successful career plateauing. *Journal of Vocational Behaviour*, *52*(1), 72–88.

Fabrigar, L.R., Wegener, D.T., MacCallum, R.C., & Strahan, E.J. (1999). Evaluating the use of exploratory factor analysis in psychological research. *Psychological Methods*, *4*(3), 272–-299.

Fornell, C., & Larcker, D. (1981). Evaluating structural equation models with unobservable variables and measurement error. *Journal of Marketing Research*, *18*(1), 39–50.

Golden, J. (2012). Mentoring as a career strategy for mid-level public library managers: A selective review of literature involving methodology and cross-disciplines. *Library Philosophy & Practice*, pp. 1–13. Retrieved 25 June 2011, from http/digitalcommons.unl.edu/cgi/viewcontent.cgi?article=1945&context

Hair, J.F., Anderson, R.E., Tatham, R.L., & William, C.B. (2006). *Multivariate data analysis*. UK: Pearson Education, Inc.

Harman, H.H. (1967). *Modern factor analysis* (2nd ed.). Chicago: University of Chicago Press.

Hegstad, C.D., & Wentling, R.M. (2005). Organizational antecedents and moderators that impact on the effectiveness of exemplary formal mentoring programs in fortune 500 companies in the United States. *Human Resource Development International*, *8*(4), 467–487.

Hezlett, S.A., & Gibson, S.K. (2005). Mentoring and human resource development: Where we are and where we need to go. *Advances in Developing Human Resources*, *7*(4), 446–469.

Hunt, D.M., & Michael, C. (1983). Mentorship: A career training and development tool. *Academy of Management Review*, *8*(3), 475–485.

Jacobi, M. (1991). Mentoring and undergraduate academic success: A literature review. *Review of Educational Research*, *61*(4), 505–532.

Jain, N. (2011). Leadership Insights from Jaina text Saman Suttam. *Global Business Review*, *12*(1), 21–36.

Johnson, J., & Cervero, R.M. (2004). Mentoring in black and white: The intricacies of cross-cultural mentoring. *Mentoring & Tutoring*, *12*(1), 7–21.

Jung J., & Tak, J. (2008). The effects of perceived career plateau on employees' attitudes: Moderating effects of career motivation and perceived supervisor support with Korean employees. *Journal of Career Development*, *35*(2), 187–201.

Koberg, C.S., Boss, R.W., & Goodman, E. (1998). Factor and outcome associated with mentoring among health care professionals. *Journal of Vocational Behaviour*, *53*(1), 48–72.

Kram, K.E. (1985). *Mentoring at work: Developmental relationships in organizational life*. Glenview, IL: Scott, Foresman. Retrieved 22 December 2010, from www.joe.org

Kram, K.E., & Hall, D.T. (1996). Mentoring in a context of diversity and turbulence. In E. Kossek & S. Lobel (Eds), *Managing diversity: Human resource strategies for transforming the workplace* (pp. 108–136). Cambridge, MA: Blackwell.

Lentz, E. (2004). *The link between the career plateau and mentoring—Addressing the empirical gap*. (MA thesis), Department of Psychology, College of Arts and Sciences, University of South Florida, Tampa, FL.

Lentz, E., & Allen, T.D. (2009). The role of mentoring others in the career plateauing phenomenon. *Group & Organization Management*, *34*(3), 358–384.

Liu, D., Liu, J., Kwan, H.K., & Mao, Y. (2009). What can I gain as a mentor?: The effect of mentoring on the job performance and social status of mentoring in China. *Journal of Occupational Psychology*, *82*(4), 871–895.

Liu, Y., Jun, X.U., & Weitz, A.B. (2011). The role of emotional expression and mentoring in internship learning. *Academy of Management Learning and Education*, *10*(1), 94–110.

Luna, G., & Cullen, D.L. (1998). Do graduate students need mentoring? *College Student Journal*, *32*(3), 322–330.

Lyons, B.D., & Oppler, E.S. (2004). The effects of structural attributes and demographic characteristics on protégé satisfaction in mentoring programs. *Journal of Career Development*, *30*(3), 215–229.

MacArthur, C.A., & Pilato, V. (1995). Mentoring: An approach to technology education for teacher. *Journal of Research on Computing in Education*, *28*(1), 46–61.

Maertz, C.J., Griffeth, R., Campbell, N., & Allen, D. (2007). The effects of perceived organizational support and perceived supervisor support on employee turnover. *Journal of Organizational Behaviour*, *28*(8), 1059–1075.

McOuillin, S.D., Terry, J.D., Strait, G.G., & Smith, B.H. (2013). Innovation in school-based mentoring: Matching with evidence based practices. *Advances in School Mental Health Promotion, 6*(4), 280–294.

Mullen, C.A. (2007). Naturally occurring student–faculty mentoring relationships: A literature review. In T.D. Allen & L.T. Eby (Eds), *The Blackwell handbook of mentoring: A Multiple perspectives approach* (pp. 119–138). Oxford, UK: Blackwell Publishing.

Murphy, E., & Ensher, E.A. (2001). The role of mentoring support and self-management strategies on reported career outcomes. *Journal of Career Development*, *27*(4), 229–246.

Noe, R.A. (1988). Women and mentorship: A review and research agenda. *Academy of Management Review*, *13*(1), 65–78.

———. (1988). An investigation of the determinants of successful assigned mentoring relationships. *Personnel Psychology*, *4*(3), 457–479.

Noe, R.A., Greenberger, D.B., & Wang, S. (2002). *Mentoring: What we know and where we might go*. New York: Elsevier Science.

Nunnally, J., & Bernstein, I. (1994). *Psychometric theory* (3rd Edition). New York: McGraw-Hill.

Payne, S., & Huffman, A. (2005). A longitudinal examination of the influence of mentoring on organizational commitment and turnover. *Academy of Management Journal*, *48*(2), 158–168.

Pembridge, J.J., & Paretti, M.C. (2011). *Work in progress—A comparison of mentoring functions in Capstone courses across engineering disciplines*. Presented at 41 ASEE/IEEE Frontiers in Education conference, Rapid City, SD.

Purcell, K. (2004). Making e-mentoring more effective. *American Journal of Health-Systems and Pharmacy*, *61*(3), 284–286.

Quinn, S. (1992). *The effect of career development programme*. (Unpublished MA dissertation), Rand Afrikaans University, Johannesburg.

Raabe, B., & Beehr, T. (2003). Formal mentoring versus supervisor and co-worker relationship: Differences in perception and impact. *Journal of Organizational Behavior*, *24*(2), 271–293.

Ragins, B.R., & Cotton, J.L. (1991). Easier said than done: Gender difference in perceived barriers to gaining a mentor. *Academy of Management Journal*, *34*(4), 939–951.

———. (1999). Mentor functions and outcomes: A comparison of men and women in formal and informal mentoring relationships. *Journal of Applied Psychology*, *84*(4), 529–550.

Ragins, B.R., & Scandura, T.A. (1999). Burden or blessing: Expected costs and benefits of being a mentor. *Journal of Organizational Behaviour*, *20*(4), 493–509.

Rekha, K.N., & Ganesh, M.P. (2012). Do mentors learn by mentoring others? *International Journal of Mentoring and Coaching in Education*, *1*(3), 205–217.

Rhay, H.W., Ching, Y.H., Wen, C.T., Li-Yu, C., Lin, S.E., & Mei, Y.L. (2010). Exploring the impact of mentoring functions on career development and organizational commitment of new staff nurses. *BMC Health Services Research*, *10*, 210–240. doi: 10.1186/1472-6963-10-240

Rhoades, L., Eisenberger, R., & Armeli, S. (2001). Affective commitment in the organisation: The contribution of perceived organizational support. *Journal of Applied Psychology*, *86*(5), 825–836.

Ricker, K.M. (2006). GIS mentoring. *Library Trends*, *55*(2), 349–360.

Rodriguez, J.K., & Scurry, T. (2014). Career capital development of self initiated expatriates in Qatar: Cosmopolitan globetrotters, experts and outsiders. *The International Journal of Human Resource Management*, *25*(2), 190–211 (published online in November 2013).

Sallyanne, H. (2011). *Mentoring & career development: ACO* solution. Retrieved 20 April 2011, from www.aabpa.ord/…/2011i_pmentoring%20and%20career%20development

Scandura, T.A. (1992). Mentorship and career mobility: An empirical investigation. *Journal of Organizational Behaviours*, *13*(2), 169–174.

Scandura, T.A., Manuel, J.T., Werther, W.B., & Lankau, M.J. (1996). Perspectives on mentoring. *Leadership and Organisation Development Journal*, *17*(3), 50–56.

Scandura, T.A., & Viator, R.E. (1994). Mentoring in public accounting firms: An analysis of mentor–protégé relationship, mentorship functions, and protégé turnover intention. *Accounting Organizations and Society*, *19*(8), 717–734.

Shrivastava, S. (2011). Analysing the impact of mentoring on job burnout–career development relation: An empirical study on Indian managers. *Paradigm*, *15*(1), 48–57.

Stamm, M., & Fischer, B.B. (2011). The impact of mentoring during postgraduate training on doctor's career success. *Medical Education, 45*(5), 488–496.

Super, D.E. (1983). Assessment of career guidance: Toward truly developmental counseling. *Personnel and Guidance Journal*, *61*(19), 555–562.

Swart, J., & Kinnie, N. (2003). Sharing knowledge in knowledge-intensive firms. *Human Resource Management Journal*, *13*(2), 60–75.

Tahir, R., & Azhar, N. (2013). The adjustment process of female repatriate managers in Australian and New Zealand (ANZ) companies. *Global Business Review*, *14*(1), 155–167.

Turban, D.B., & Dougherty, T.W. (1994). Role of protégé personality in receipt of mentoring and career success. *Academy of Management Journal*, *37*(3), 688–702.

Viator, R.E. (1999). An analysis of formal mentoring programs and perceived barriers to obtaining a mentor at large public accounting firms. *Accounting Horizons*, *13*(1), 37–53.

Watson, M.B. (1984). *Career maturity of colored high school pupils*. (Unpublished PhD thesis), University of Port Elizabeth, Port Elizabeth.

Whitely, W., Dougherty, T.W., & Dreher, G.F. (1991). Relationship of career mentoring and socioeconomic origin to managers and professionals early career progress. *Academy of Management Journal*, *34*(2), 331–351.

Whitely, W.T., & Coestsier, P. (1993). The relationship of career mentoring to early career outcomes. *Organisation Studies*, *14*(3), 419–441.

Young, A.M., & Perrewe, P.L. (2000). What did you expect?: An examination of career related support and social support among mentors and protégés. *Journal of Management*, *26*(4), 611–632.

Zachary, L.J. (2007). *Creating mentoring culture: The organisation's guide*. San Francisco: Jossey Bass, Wiley. Retrieved February, from books.google.co.in>Business&Economics>Mentoring&coaching