Career Development, Job Performance, Job Satisfaction: Mentoring As a Boosting Agent

ABHINAV K. RAINA*, POONAM SHARMA**, ASHA RANI*** and DEEPIKA GUPTA****

*Abhinav Kamal Raina, Ph.D Director, IQAC, Govt. P G College, Kekri Rajasthan India
**Poonam Sharma, Research scholar, PG Department of Commerce, University of Jammu, Jammu, India
***Asha Rani, Research scholar, PG department of Commerce, University of Jammu,
****Deepika Gupta, Ph.D., Lecturer, School of Hospitality and Tourism Management, University of Jammu, Jammu, India

ABSTRACT

Mentoring helps organisations see their employees more personally and obtain knowledge of their personal needs as well as their work. Therefore the present paper examines the impact of mentoring on employees' attitudes (career development, job satisfaction and job performance). Employees working in call centers in India have been selected for data collection. Reliability and validity has been proved with the help of confirmatory-factor analysis. Path analysis has been used for hypotheses testing. Results revealed that mentoring have direct impact on career development, job satisfaction and job performance of call centre employees. Further among the three employees attitudes mentoring impact job satisfaction the most. The data collected is self-report in nature and study is limited to service sector only.

KEYWORD: Mentoring; Career Development; Job Satisfaction; Job Performance; Confirmatory-Factor Analysis; Structural Equation Modeling; Reliability and Validity.

Introduction

In today's contemporary world, organisations are continuously trying to make people more productive and progressive. In the pursuit of making people more productive and progressive, organisations utilize mentoring programs in the hopes of improving their employees' job comprehension and job skills. Mentoring has been a tool of considerable interest in the last twenty years and has been utilised by many organisations to develop their personnel (Black et al., 2004). The benefits of mentoring are not only work related, mentoring can provide individuals with opportunities to enhance cultural awareness, aesthetic enjoyment and the potential to lead hopeful life. Mentoring helps organisations to see their employees more personally and obtain knowledge of their personal needs as well as their work (Christa, 2011).

Recent studies proved that mentee benefit from mentoring in the form of career recognition, success, increased compensation and career satisfaction (Chao et al., 1992; Dreher & Ash, 1990; Fangenson, 1992). Mentoring not only benefits mentees, but provides various benefit to the mentors like increased promotion rates, increased autonomy and complete transformation (Allen et al., 1997; Aryee et al.,

1996; Burke et al, 1994, 1991; Ragins & Scandurs, 1999). Moreover, organisations can also benefited from mentoring in the form of providing opportunities for enhanced organisational learning, competitive advantage, strategic functioning, employee motivation, better job performance, and executive development and retention (Kram & Hall, 1989; Mullen & Noe, 1999; Viator & Scandura, 1991). Given its potential benefits present paper examine the impact of mentoring on career development, job satisfaction and job performance in call centre, which is diagrammatically represented in figure.

Figure 1 : Impact of Mentoring on Career Development, Job Satisfaction and Job Performance
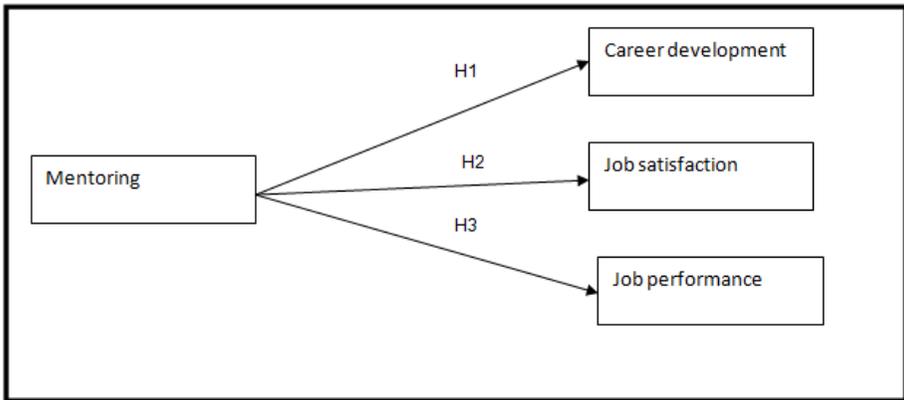
Hypotheses development

Positive outcomes which have been related to mentoring are mentee career attachment (Banhiuk et al., 1990, Hunt & Michael. 1983, Kram, 1983 Neo, 1988, Turan & Dougherty 1994), career success (Whitely et al., 1991) career satisfaction and the numbers of promotions received (Whitely & Coestsier, 1993; Henning & Jardim, 1977). Roche (1979) reported that mentoring was related to higher salaries and compensation. More recent studies of mentoring have continued to find that mentoring makes a significant contribution to career enhancement and professional development (Conway, 1995; Dreher & Ash, 1990; Dreher et al., 1996; Scandura & Viator, 1994; Scandura, 1992). Based on the above research the following hypothesis has been framed:

Hypothesis 1. Mentoring positively impact career development

The mentoring function has been related to greater job satisfaction (Scandura & Viater 1994). Ragin & Cotten (1999) found that a mentoring relationship benefit protégés through increased job satisfaction. Mentor exercising protective techniques and behaviors through which the mentor learn new skills and tactics in order to shield from untimely or damaging contact with key players which leads to job satisfaction. Mentor can make their mentee more visible by assigning and announcing important responsibilities with frequent complimentary progress report which satisfies the mentees with their job. Research has found that an

individual having a mentor correlates to the amount of job satisfaction they have. Ragins and Scandures (1999) found mentoring increases mentee's level of job satisfaction. So the next hypothesis is :-

Hypothesis 2. Mentoring enhances job satisfaction

Liu et al. (2009) found that mentoring relationships benefit mentee through enhancing their job performance. The mentor promotes mentee through sponsoring, counselling, accepting and role modelling which developed his potential performance and visibility within the organization (Chao, 1997). Accordingly, Mentoring research has examined impact of protection and coaching on the career progress of protégés in terms of performance (Dreher & Ash, 1990; Scandura, 1992). Mentors teach their protégés by providing prompt feedback and suggestions which helps to improve their job performance. Based on the above studies following hypothesis has been framed

Hypothesis 3. Mentoring positively influence job performance

Methodology

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

Sample Size & Design

Employees working in two call centres of telecommunication firms i.e. Airtel and Aircel in J & K (India) have been selected as respondents for the sample. The research population comprised 1157 employees. Only those employees who have the tenure of more than six months in call centre have been contacted. So, the population reduced to 907. All of these employees were contacted to generate research information. Only 215 employees gave the required response.

Generation of Scale Items

Mentoring has been measured with the help of fifteen items adapted from Scandura & Ragins (1993). The sample item is: "my mentor instructs me about my job". The career development scale (like "The organization imparts training for career development", "Organisation inform us about future career plans", " mentor promotes career and explores mentees activities and tools) has been adapted from Brusoni (2012), and Langley et al. (1996). The items used in job satisfaction scale have been generated from Warr et al. (1979); Fox (2000).

Results

Common Method Variance

The data was self-report in nature. In order to remove this problem Harman's 1-factor test was applied, where we added all dependent and independent variables together and conducted principal component factor analysis 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.

Exploratory Factor Analysis

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 summarising the original information with minimum factors and optimal coverage (Hair et al., 2007). Exploratory factor analysis was conducted to identify mentoring being exercised in call centres in India. Mentoring consisted of fifteen items. After applying factor analysis four items got deleted and all the other items fulfilled the threshold criteria of anti image value, communality extracted and factor loading (above 0.5) and these eleven items converged under three factors namely psychosocial functions (five items), career functions (four items), and role modelling (two items). These factors accounted for approximately 70 percent of total variations (i.e. psychosocial function account for 27.84% of variance, career function account for 25.32 % of variance and role modelling account for 17.09% of variance). The KMO value (0.751) and BTS (χ^2 =564.544, df=55, sig=0.000) gave the required adequacy for applicability of EFA. Career development contained eight items that has been reduced to five after applying factor analysis. These five items converged under two factor namely work related development and future development. The KMO value is .621 and the extracted communalities for all the items are greater than 0.5. This scale has explained 70 percent of total variation out of which first factor has explained 38 percent of variation and second factor has explained 32 percent of variation. The Eigen value is greater than one for both factors. Initially job satisfaction construct contained seven items and factor analysis reduced them into four items under one factor. The KMO value is .742 and all the items have communalities greater than 0.5. The factor loading values are positive (0.875, 0.800, 0.707, 0.754) The total variation explained by this scale has arrived at 60 percent. Lastly Job performance contained twelve items. After applying factor analysis these items resulted in six items that got compressed under two factors namely, task performance and contextual performance. These items shows positive factor loading values (.609, .807) and communalities are above 0.5. The total variance explained by this factor has arrived at 66 percent out of which first factor yield 37 percent and second factor yield 29 percent of variation.

Confirmatory factor analysis

CFA has been used to provide a confirmatory test to the measurement theory. All the measurement models (mentoring, career development, job satisfaction and job performance) yielded appropriate goodness of fit (Table 1). In the present study CFA was performed to assess reliability and validity of latent constructs. All the measurement models of mentoring, career development, job satisfaction and job performance proved their validity as all the manifest variables are highly loaded on their latent constructs (SRW >0.5). High standardised estimates and average variance extracted proved convergent validity as suggested by Anderson & Gerbing (1988). Results of the measurement models for latent constructs revealed that all standardised loadings are above 0.5 and significant, which provided support for convergent validity (Table 2). Discriminant validity can be achieved when the squared correlations between the variables are less than the average variance (Fornell & Larcker, 1981) and our results satisfy this condition (See table 3). For evaluation of internal consistency among the items, cronbach's α was analysed. Scale reliability was also assessed using a composite reliability measure (Fornell & Larker, 1981) and the result revealed that composite reliability for all the constructs is above conventional cut-off of 0.7 (Nunnally & Bernstein, 1994) (Table 2).

Table 1 : Model fit Summary of Measurement Models

Construct	CMIN/DF	GFI	AGFI	NFI	CFI	TLI	RMR	RMSEA
Mentoing	1.154	.996	.997	.985	.998	.994	.020	.028
Job Satisfaction	1.211	.994	.970	.989	.998	.994	.025	.033
Career Development	1.467	.989	.957	.976	.992	.980	.017	.048
Job Performance	.667	.997	.983	.993	1.00	1.000	.003	000

Table 2 : Reliability and Validity Analysis

Constructs	AVE	Composite Reliability	Cronbach's Alpha
Mentoring	.584	.817	.733
Career development	.548	.952	.723
Job satisfaction	.585	.974	.778
Job performance	.557	.964	.754

Table 3: Discriminant and nomo-logical validity of the latent construct

AVE Discriminant	Mentoring	Job satisfaction	Career Development	Job Performance
Mentoring	**.584**			
Job Satisfaction	.331** (.109)	**.585**		
Career Development	.270** (.072)	.488** (.238)	**.548**	
Job Performance	.118 (.013)	.456** (.207)	.600** (.360)	**.557**

Structural Equation Modelling

In order to determine the contribution of mentoring in representing the career development, job satisfaction and job performance SEM has been applied and it evaluated how well a set of observed variables measuring these dimension representing relationship between mentoring and its outcomes. A model has been designed where the mentoring has been used as independent variables to assess their impact on career development, job satisfaction and job performance. The result revealed that mentoring significantly impact all the three outcome variables and the same has been reflected in figure 2. The model fit indices are good. Further the analysis revealed that among the three relationship mentoring affects job satisfaction the most followed by career development.
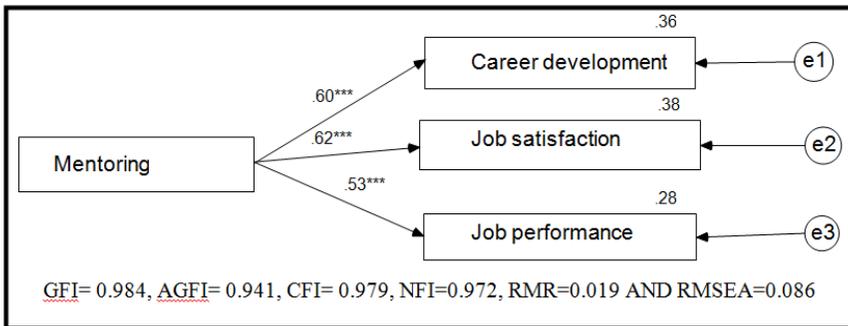
Discussion

The object of this paper is to examine the impact of mentoring on mentees attitudes e.g. career development, job satisfaction and job performance. The finding of this study revealed that mentors exposes their mentee to senior-decision makers and aid them in the creation of their own internal and external networks, which help in the career development of mentee. During the mentoring process, mentors often assigns challenging and learning tasks to mentees in order to improve the mentees' knowledge and skills, provide career guidance, support the advancement of job position, help in resolving task-related problems, and further promote their overall growth. This leads to career development and position advancement.

Mentor's protection of protégé installs a feeling of security in him, which further leads job satisfaction. The mentor as a coach instructs, listen, questions, praises, build rapport, trust, encourages, support and focus on the possible job opportunities, which enhances mentees satisfaction towards their job.

Further mentors can teach their protégés by providing prompt feedback and suggestions, which help to improve their job performance. Coaching is a process that aims to bring out the best in people. The mentoring function of coaching is dedicated to helping a protégé accomplices work objectives which improved mentees' performance at a particular job.

Role modeling is the senior individual's attitudes, values and behaviour that provide a blueprint and structures for the junior individual to emulate job performance. The senior colleague projects a desirable example that the protégé can understand and emulate by improving their performance.

Limitation and Future Research

All the precautionary efforts were made to ensure the objectivity, reliability, and validity of the study, yet certain limitations were discovered. These limitations were considered for any future references regarding the findings and implementations of the study. These limitations are discussed as under;-

- The study is confined to only two call centres namely Airtel and Aircel in J&k. for future research other call centre employees has been contacted.
- The method of filling questionnaire by the mentor and their mentee could be subjected to biasness.
- The study is cross- sectional in nature. For future longitudinal research has been conducted.

Reference

Allen, T. D., Poteet, M. L. & Burroughs, S. M. (1997). The mentor's perspective: A qualitative inquiry and future research agenda. *Journal of Vocational Behaviour*, 51(1), 70-89.

Anderson, J. C., & Gerbing, D. W. (1998). Structural equation modeling in practice: A review and recommended two- step approach. *Psychological Bulletin*, 103(3), 411-423.

Aryee, S., Chay, Y. T., & Chew, J. (1996).The motivation to mentor among managerial employees. *Group & Organization Management,* 21(3), 261-277.

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

Black, L. L., Suarez, E. C., & Medina, S. (2004). Helping students help themselves: Strategies for successful mentoring relationships. *Counsellor Education and Supervision*, 44(1), 44-56.

Brusoni, H. (2012). 2012 Career development survey: Optimise and SDA Bocconi school of management. Retrieved from www.Optimis-hcm. Com/.../CareeerdevSurvey-CDR%20conference%20-%

Burke, R. J., McKeen, C. A., & McKenna, C. (1994). Benefits of mentoring in organisations: The mentor's perspective. *Journal of Managerial Psychology,* 9 (3), 23-32.

Chao, G. T., Walz, P. M., & Gardner, P. D. (1992). Formal and informal mentorships: A comparison of mentoring functions and contrast with no mentored counterparts. *Personnel Psychology,* 45(3), 619-636.

Chao, G.T. (1997). Mentoring phases and outcomes. *Journal of Vocational Behaviour*, 51(1), 15-28

Christa, E. (2011). Mentoring, organizational rank, and women's perceptions of advancement opportunities in the workplace. *International Journal of Business and Social Science,* 2(9), 162-170.

Conway, C. (1995). Mentoring managers in organizations**. *Equal Opportunities International Journal,* 14(3/4), 10-20.

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

Dreher, G. F., Cox, J., & Taylor, H. (1996). Race, gender, and opportunity: A study of compensation attainment and the establishment of **mentoring** relationships. *Journal of Applied Psychology*, 81 (3), 297-308.

Fangenson, E. A. (1992). Mentoring who needs it? A comparison of proteges & non-proteges needs for power, achievement, affiliation, and autonomy. *Journal of Vocational Behaviour*, 4(1), 48-60.

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

Fox (2000). Sense of coherence, affect, dysfunctional thoughts and mood: A study on personality and job satisfaction. Unpublished honours Thesis. Johannesburg. University of the Witwatersrand, available at wivedspace.wits.ac.zal…ream/ handle/10539/1769/08.

Hair, J. J. F., Black, W.C., Babin, B. J., Anderson, R. E., & Tatham, R.L. (2007). Multivariate data analysis (6th ed.) .New jersey: Pearson Prentice Hall.

Henning, N., & Jardim, A. (1977). *The managerial woman*. New York: Anchor Books. Retrieved from: www.advancingwomen.com

Hunt, D. M., & Micheal, C. (1983). Mentorship a career training and development tool. *Academy Of Management Review*, 8(3), 475- 485.

Kram, K. E. (1983). Phases of the mentor relationship. *Administrative science quarterly*, 26(4), 608-625.

Kram, K. E., & Hall, D. T. (1989). Mentoring as an antidote to stress during corporate trauma*. Human Resource Management*, 28 (4), 493-510.

Langley, R., DuToit, R., & Herbsi, D.L. (1996). *Manual for the career development questionnaire.* Pretoria: Human Science Research Council.

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.

Mullen, E. J., & Noe, R. A. (1999). The mentoring information exchange: When do mentors seek information from their protégés? *Journal of Organisational Behaviour*, 20 (2), 233-242.

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

Nunnally, J., & Bernstein, I. (1994). *Psychometric theory.* 3rd ed. New York: McGraw-Hill, available at www.triciajoy.com/

Ragins, B. R., & Cotton, J. L. (1999). Mentor functions and outcomes: A comparison of men and women in formal and informal mentoring. *Journal of Applied Psychology, 84*(4), 529-549.

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.

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

Roche, G. R. (1979). Much do about mentors. *Harvard Business Review*, 57(1), 14-28.

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.

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

Scandura, T. A., & Ragins, B. R. (1993). The effects of sex and gender role orientation on mentorship in male-dominated occupations. *Journal of Vocational Behaviour, 43* (3), 251-265.

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. F., & Scandura ,T. A. (1991). A study of mentor-protégé relationships in large public accounting firms. *Accounting Horizon*, 5(September), 20-30.

Warr, P., Cook, J., & Wall, T. (1979). Scales for the measurement of some work attitudes and aspects of psychological well-being. *Journal of Vocational Behaviour*. 45, 261-269.

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. *Organization Studies*, 14(3), 419-441.

❏❏❏