

**Mentoring and employee commitment: an investigation into the levels of mentoring received and employee commitment within the inside sales function of a technology organisation.**

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## **Abstract**

This dissertation provides insights into how mentoring is a critical tool used to facilitate development within an organisations learning culture. It explores two factors that of mentoring and employee commitment within the inside sales function of a technology organisation and seeks to observe whether these areas are related.

The purpose of this research is to review what exists academically with most acclaiming a relationship between the two factors and indeed espousing their organisational benefit. Within the context of mentoring itself two specific functions are of focus, career and psychosocial mentoring. Although published materials are plentiful concerning this area limited research exists specifically around inside sales within the technology sector. Hence an exploratory approach has been taken and with this in mind research conducted using a quantitative design by administering a questionnaire to measure the levels under review.

The findings suggest statistically speaking a positive but weak correlation between mentoring and employee commitment factors while a positive and very strong relationship exists between the two mentoring functions themselves. Six summary findings are also noted with a view to alleviate challenges through suggested recommendations. While five limitations have been called out to include control variables limitations, generalisability limitations, protégé only perspectives, the formal mentoring program delay and lastly moderators were excluded from the two functions correlation measurements. The practical implication shows improvements in the levels of mentoring received is something for company X to consider. As such this research has succeeded in offering a contribution to the opinions around mentoring and employee commitment arena.

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# Submission of Thesis and Dissertation

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## **Chapter 1: Introduction**

### **1.1 Background**

With the influx of multinational corporations over the last decade, technology companies like Facebook, Yahoo, Google, Dropbox, LinkedIn and Twitter have positioned Ireland as a world class start up ecosystem (Thomas Crosbie Media Ltd, 2015). Recent forecasts from Irish Business and Employers Confederation (IBEC) and the Economic and Social Research Institute (ESRI) show the economy is growing with increases in recruitment and subsequent resurgence in the war on talent. The technology sector even during the recession was at risk of skill gaps (Zenzaoui, 2014). According to the Organisation for Economic and Co-operation Development (OECD) Science, technology and industry scoreboard which is published every two years current and future sources of long term sustainable growth are based on building up knowledge assets within an organisation. People embody this knowledge by generating Knowledge Based Capital (KBC) which is directly related to value added productivity and competitiveness (OECD, 2013). The relevance to this study is that the company in question is located within the technology sector and therefore subject to recruitment and retention challenges.

### **1.2 Mentoring**

The purpose of this section is to situate mentoring with a view to alleviate the challenges outlined above. Mentoring programs are seen as a strategic and powerful Human Resource Development (HRD) intervention tool, used to develop and accelerate an organisations human capital in the form of career advancement, on-the-job training and the overall creation of a learning organisation. (Hegstad and Wentling, 2004; Sosik, Lee and Bouquillon, 2005; Thurston, D'Abate and Eddy, 2012). Within seminal definitions mentoring is seen as an interpersonal relationship with the older person providing guidance, support and counselling to a younger individual. (Kram and Isabella, 1985). More recent conceptualisations portray within the relationship itself a relatively experienced person holds the mentor role while the less experienced acts as protégé (Haggard et

al., 2011) so in other words not necessarily an older or younger aspect. Having introduced mentoring as a concept the next section looks to the second factor employee commitment.

### **1.3 Commitment**

Within seminal studies organisational commitment fundamentally it is the bond between the employee and their organisation. (Meyer and Allen, 1991). It is clear that mentoring is seen as a key strategy for career development and organisational advancement (Leck, Elliott and Rockwell, 2012; Leck and Orser, 2013) however the question is how does this link in with organisational commitment? Five meta-analytical studies are published which show mentoring to have a positive small to medium effect from an objective (salary, promotions) and subjective (job satisfaction, career progression) outcome perspective. (Chandler, Kram and Yip, 2011). More specifically the relationship between mentoring and commitment has been reviewed with positive outcomes through a number of lens although. (Craig et al., 2012; Brashear et al., 2006; Thurston et al., 2012). In contrast a British study found socio-economic informal mentoring had a negative organisational commitment outcome. (Bozionelos et al., 2011). A further controversy was found where no differences between these relationships (Herrbach, Mignonac and Richebe, 2011) exist and additionally formal mentoring was reported as unrelated to commitment (Joiner, Bartram and Garreffa, 2004). In sum it can be seen there are numerous arguments introduced while the next section will focus specifically on the gaps within the existing debate.

### **1.4 Research Issue**

A challenge foreseen concerns the lack of literature with respect to the inside sales (sales representatives primarily selling over the telephone) and specifically within the technology sector in Ireland. As noted, prior studies have emerged from the United States (US), Canada, France and the United Kingdom (UK) but limited published works out of Ireland. What is apparent is that competitors of company X are active in the area of mentoring many of whom have formal programs in place. From both employer and employee perspectives awareness of the importance of employee engagement has increased although levels of engagement itself are falling. When surveyed the most substantial organisational challenges affecting engagement were found to be

the quality of line manager (43.5%) followed by leadership visibility and confidence (28.3%) (Murphy, 2011). The relevance to this study is that mentoring can for example support line managers not only from a functions perspective but also in preventing burnout (Van Emmerik, 2004) while a developmental network can support an employee's career advancement. (Dobrow et al., 2012).

## **1.5 Aims**

The research intention is to look specifically at levels of mentoring received and levels of commitment and to establish what if any relationship exists between these factors. Academics have noted the area of sales generally is under researched. (Brashear et al., 2006). Mentoring functions need specific attention where organisational commitment was found to be positively associated with career mentoring while psychosocial mentoring was not. It was highlighted that replication of this research is needed across industries. (Bozionelos et al., 2011). In doing so significant benefits can ensue and are recognised next.

## **1.6 Potential significance**

Organisations benefit from having a culture to support learning and development processes to foster such a culture (Garavan, 2007). Informal learning and on-the-job development are facilitated through mentoring. (Hezlett and Gibson, 2005). Other research noted has proved or disproved the links between mentoring and commitment however a point to re-empathise is the limited availability of inside sales literature. This study will seek to understand the levels of mentoring and commitment as either case could be found. The potential in doing so if a strong relationship is found proves this research is in agreement with proposers of mentoring being related to employee commitment. Whereas if a weak relationship ensues as this is an exploratory piece, future research and indeed practical implications can be recognised with recommendations for example on how to successfully implement a mentoring program in today's diverse workforce. (Rutti, Helms and Rose, 2013).

## **1.7 Value Statement**

The value of this current study will be measurable findings in respect of an inside sales technology organisation encompassing a number of business areas and across a number of career role levels using an Irish based employee sample.

## **1.8 Research Questions**

Three sub questions are introduced to answer the overall objective:

- To explore the level of career mentoring received and its association with employee commitment.
- To explore the level of psychosocial mentoring received and its association with employee commitment.
- To explore the association between the two mentoring functions that of career mentoring and psychosocial mentoring.

## **1.9 Method**

An exploratory approach is taken while the research instrument used will be a questionnaire via an online tool. To justify this method other studies have used it successfully (Craig et al., 2012; Brashear et al., 2006; Thurston et al., 2012) to measure similar variables. It is noteworthy to mention the limitations in using this method as detailed next.

## **1.10 Limitations**

Through-out this study it is observed five limitations are highlighted to include specific control variables used in the findings, the overall generalisability as this related to inside sales perspective only, protégé views only are measured, the formal mentoring program has yet to be officially launched which could have an effect on findings and lastly there is limited use of moderators when measuring the mentoring functions themselves and this was due to time constraints. In sum as this

is exploratory in nature where the author is observing the phenomena only it is cautionary to note its transferability to non inside sales as well as other sectors may prove challenging.

## **1.11 Structure**

This thesis is made up of seven chapters to include the introduction section as described which has contextualised the topic under investigation and seeks to verify its value and what it hopes to achieve. Next the literature chapter is the theoretical framework (Quinlan, 2011) which supports this entire exploration. Differing reviews are put forward with critical arguments to justify the overall research area. The research questions are discussed and verified they are worthy of research. The Methodology chapter is a key area as it explains how the research will be completed and justifies the research instrument chosen. It positions the study within the philosophical assumptions held by this author and within the overall objective to be reached. The findings section will present the overall results while the discussion chapter offers explanations as to the findings while confirming prior research and ultimately with the aim to answer the questions posed. The final conclusion chapter summarises the body of work and brings together all of the arguments. The research questions will be specifically answered and will demonstrate the need for further research while also highlight key limitations. Recommendations are suggested with practical implications on how the HR and management teams can best proceed following this study admission.



## **Chapter 2: Literature Review**

### **2.1 Introduction**

The purpose of this chapter is to understand the research which has taken place to date within the context of the organisational mentoring and employee commitment. There is an abundance of literature from the three decades years identifying key theoretical concepts with notable seminal articles which have been cited thousands of times. The overall research question is to investigate the link between levels of mentoring received and an employee's commitment to the organisation. The research sub objectives are to explore these relationships from two functional perspectives that of a career lens and a psychosocial lens. The aim of this literature review is to locate the main trends and identify areas of controversy, acknowledge existing gaps in the literature whilst isolating questions which necessitate further exploration. In essence, benefits and challenges in using mentoring as a developmental platform are conveyed within the themes identified so that the overall research questions can be argued. Additionally throughout this chapter consideration on how the literature will influence the choice of method chosen will be expressed.

The findings in the literature have found gaps which warrant further investigation. The first is to include a model comprising of two functions which will be used to identify individual levels of mentoring received. Secondly a controversial area is to distinguish whether or not gender differences exist between mentoring function outcomes. Thirdly, employee commitment at an individual level will be measured using Irish based inside sales employees in response to gaps identified in this area. Although there have been many studies from a protégé viewpoint (as opposed to mentor) it is still warranted in consideration of the industry literature gaps identified hence this study's investigation of both mentoring forms across all lines of business and both sales and management careers. Lastly, in terms of the structure of this chapter the journey will be facilitated by identifying three key themes. The first theme comprises of an overview of mentoring evolution and conceptualisation, it will look at the various models, mentoring definition controversies and link in with the overall current argument. The second theme assesses the delineated mentoring function types and model's expanding on the key controversial gender variable as it occurs frequently throughout the literature while highlighting seminal and peripheral significance to the argument. The third theme examines employee commitment from an intrinsic

analysis perspective looking at theoretical trends and contrasting empirical evidence which makes the case of arguing the need to further explore employee commitment from a mentoring functions perspective. In sum as acknowledged in the fourth theme the primary area where the literature is lacking relates to industry specific analysis inside sales role view. As remarked already research is needed specifically around sales mentoring due to the unique characteristics of a sales role as well as the effects of the mentoring type. (Brashear et al., 2006).

## **2.2 Mentoring evolution and conceptualisation**

This subject will initially and briefly review how mentoring has evolved throughout literature. It introduces the conceptual model and its relevance to the current study. Arguments warrant further examination while definition criticisms are explored with suggestions put forward relevant to the practicality of this study. Alternatives to the traditional model are discussed expanding on earlier concepts. To begin, the word “mentor” holds its origins in Greek methodology where Odysseus entrusted the care of his young son to his friend “Mentor” before going to the Trojan War (Clutterbuck, 2004, p.171). This archetype embodied both male and female attributes to teach, protect and guide the boy and has transcended today to become a very real relationship within working environments. (Ragins and Kram, 2007).

Seminal research frequently appears throughout the literature from the 1980’s. The first major piece of systematic qualitative work was pioneering at this time. It used a conceptual model derived from two parallel studies exploring the successive phases of mentoring relationship development (Kram, 1983) while examining the evolution and characteristics to show how mentoring influences manager development at various careers stages. Two areas were identified the first where a senior individual provides support from a career perspective and the second where a psychosocial function occurs in caring beyond the work environment, offering acceptance, confirmation, counselling and friendship. (Kram, 1985). The link between these two seminal areas portrays mentoring as the vehicle which systematically describes the psychosocial and organisational factors which influence the career and psychosocial functions provided, thus causing movement between the four distinct phases from initiation, through cultivation, separation and ultimately the redefinition stages (Kram, 1983). The relevance to this study is that as part of the overall research the two mentoring functions as identified historically will be explored and correlated with the

commitment variable. It is noteworthy the seminal research was qualitative however more recent studies have used a mixed method approach identifying some similar characteristics to Kram's original work regarding mentoring functions. (Fowler and O'Gorman, 2005).

Three arguments are identified which justify why further investigation is required within this current context. Firstly there is an inability to generalise in that the samples Kram used comprised of pairs, sponsorship mentoring between older managers and younger subordinates (18 mentoring relationship pairs) as well as offline relationships (15 peer relationships pairs). Secondly a limitation identified includes cross-sex relationships such as female managers seeking support from other female peers and the need for further study using such an attribute and looking at a variety of organisational contexts (Kram, 1983). The author questions this as it was during a different time with less female employees. Thirdly these studies were based on American samples where an Irish based employee perspective may be different. In order to de-risk the three limitations for this study it is suggested to review mentor and protégé relationships at an individual level as opposed to specific pairs. The use of unrelated sets of mentors and protégés has been done successfully within other works and using a quantitative method. (Fagenson-Eland, Baugh and Lankau, 2005; Herrbach et al., 2011). To counter the gender limitation the author suggests looking at both genders within the current scenario and the provision of distinct mentoring functions where a quantitative method was also used. (Fowler, Gudmundsson and O'Gorman, 2007). In response to the third limitation identified as American samples were used, this author suggests using an Irish based employee sample. To verify this it has been found that after the separation phase (of Kram's mentoring phases), that instead within a European perspective the relationship may still have a sounding board quality albeit informally and infrequently (Clutterbuck, 2004). Having now reviewed the history, seminal conceptual models, limitations and relevance to the current study, there is merit to next consider criticisms surrounding mentoring definitions.

Since 1980 approximately forty definitions have been used in empiric literature. (Haggard et al., 2011). This author has identified three key criticisms, the first relates to the overall exploration of the core concept and theory itself. Researchers claim that although findings are plentiful theory remains fragmented due to multi disciplines with key questions left unexplained (Bozeman and Feeney, 2007). Secondly and more recently key attributes rather than a definition has been recommended to help conceptualise the mentoring construct by instead reviewing relationship's

characteristics of reciprocity or mutual exchange, regular interactions and overall development benefit to a protégés career. (Haggard et al., 2011). Thirdly, a critique concerning “developmental interactions” where the overall construct needs clarification due to non agreement. (D’Abate, Eddy and Tannenbaum, 2003, p.360). The author suggests a commonality between the three arguments is a demarcation is needed across all. For example, dividing out the three processes of Training, Socialisation and Mentoring (Bozeman and Feeney, 2007). The relevance to the current study is one of time practicality in that only two mentoring functions are explored career development and psychosocial support. To further validate this author’s choice in using this model, the next area to be examined relates to the wider developmental arena.

An alternative to traditional mentoring has emerged in the form of peer relationships encompassing a wider range of developmental relationships instead with a peer, subordinate or indeed manager. The argument made is that such individuals have perhaps more available bandwidth. One special attribute makes this unique in the form of “mutuality” so that both parties assume the role of guide peer to peer as opposed to “complementarity” as within a traditional mentoring relationship whereby the mentor is key sponsor. (Kram and Isabella, 1985, p. 117). This conceptual gap shifts from a traditional single or primary mentoring relationship towards a new lens so an argument is that it now includes a “developmental network”. The implication is a broader yet interconnected set of individuals both within and outside the workplace who support the individual. (Higgins and Kram, 2001. p. 268). The move towards a multiple relationship phenomenon is due to changes in career, employment, organisational structures and membership, diversity and technology. In the context of this current study this is true in that the within the inside sales function of Company X diversity and technology play a significant role while a developmental network could comprise of peer relationships.

To further expand on the aforementioned mutuality perspective another identified gap is that no broad framework exists as yet to tie in developmental networks. It can include several people from different life domains or as Kram originally recognised this as “constellations” of people. (Kram, 1985; Higgins and Kram, 2001). Most significantly a more recent study which identified the need to investigate how such developer networks can influence a broader set of outcomes for protégés, developers and indeed organisations. (Dobrow et al., 2012). The relevance to this study is to therefore examine some of this conceptual gap by including a more social aspect in the form of

informal mentoring as well as formal mentoring. In sum the concept of mentoring over time has evolved to the end that a newer version shows more of an interpersonal relationship, no longer between the older individual (mentor) to the younger (mentor) but more so between the more experienced individual (mentor) to the less experienced individual (mentee). (Haggard et al, 2011). The final part of this evolution and conceptualisation section will next look into mentoring the mentoring forms or types.

As mentioned for the purpose of this review it is noteworthy to clarify the distinction between mentoring forms. Informal mentoring is more spontaneous and voluntary in nature while formal mentoring is planned and part of a matching process where there is usually a specific requirement in mind (Short, 2014). An argument to this distinction is that mentoring is an informal social exchange implying formal mentoring is an oxymoron as formal mentor programs set up by companies still have mentoring relationships but are these not set up on command? (Bozeman and Feeney, 2007). Moreover a quantitative review of formal mentoring pairing has shown might not work even being compared to an arranged marriage with the reason that individual characteristics and traits on both parties need consideration (Germain, 2011). In contrast informal mentoring results show a larger effect on career outcomes rather than formal mentoring (Underhill, 2006). The relevance to the current study is that mentoring forms have been considered within company X with the intention to be unbiased. To verify it has been recognised that either type formal or informal can also influence mentoring function perceptions by the protégé as well as influence the amount of actual mentoring received. (Sosik, Lee and Bouquillon, 2005).

To recap mentoring has been on an interesting journey from its seminal roots to the current day interpersonal relationship concept. Definitional criticism exists but a common theme as suggested by this author is one of differentiation therefore for practically and bandwidth this study concentrates on the two functions model, career and psychosocial mentoring. It will also take into account both mentoring forms formal and informal, the latter of which may also embrace peer relationships. Method choice has also been based on prior methods as detailed. Lack of industry research availability is also driving this current study forward.

## **2.3 Mentoring Functions**

This section will delve more specifically into what and why certain mentoring functions are of concern to the current work. The first argument looks at the types of functions which appear from seminal works through to present day and highlight relevance to this study. Secondly the numbers of functions are reviewed and thirdly the key controversial topic of gender is considered within the context as to whether or not it has an impact on the functions themselves. The last matter is that of industry specific mentoring functions within current day technology organisations. Before proceeding to the specific functions it is necessary to clarify where this fits into the overall research objectives and the exploration of the level of mentoring functions received. The second part of the question regarding commitment will be covered in section 2.4.

### **2.3.1 Types of functions**

Generally there is a sense that many types of mentoring behaviours for example coaching, sponsorship, counselling, friendship and role modelling are beneficial to both the employer and employee. Studies exploring whether or not mentoring matters with comparisons of mentored and non-mentored individuals have found it can lead to greater job and career satisfaction, organisational commitment, quicker promotions and higher payment rewards. (Allen et al 2004; Harris et al, 2007). While the strength of their quantitative study although within the insurance industry (Thurston et al., 2012) showed a link between mentoring functions directly impacting employee contribution and organisational success. Others have argued negative associations between mentoring functions and in this quantitative British managerial sample separated functions to show psychosocial mentoring as unrelated to organisation commitment while career mentoring is related (Bozionelos et al., 2011). In sum it is suggested functions specifically have appeared throughout prior quantitative studies. The author looks now to review arguments relating to specific functions.

With regards to the number of functions themselves, seminal work (Kram, 1985) noted previously within the evolution section highlights two delineated development functions. The first takes the form of career development where a mentor is preparing the individual protégé for career advancement through specific functions and this is made possible due to the mentors influence or

indeed position within the organization. The second is psychosocial relating to interpersonal relationships and supporting protégé emotional feelings (Kram, 1983). Table 2-1 illustrates the specific functions from seminal literature.

Career Functions <sup>a</sup>	Psychosocial Functions <sup>b</sup>
Sponsorship	Role Modeling
Exposure and visibility	Acceptance and confirmation
Coaching	Counseling
Protection	Friendship
Challenging assignments	

<sup>a</sup> Career functions are those aspects of the relationship that primarily enhance career advancement.

<sup>b</sup> Psychosocial functions are those aspects of the relationship that primarily enhance sense of competence, clarity of identity and effectiveness in the managerial role.

**Table 2 - 1** *Mentoring Functions from Kram (1983 p.614)*

A suggested contradiction is that although Kram talks of relationship constellations implying not only direct dyad engagements but also developmental relationships with peers, superiors, friend and family she excludes these within the original traditional mentoring function concept. This issue reverts back to something already explored within the conceptualisation section of this review which is how developmental interactions are actually defined. To aid this situation a model (nomological network) is put forward suggesting a Taxonomy of Characteristics to describe development interactions and thus help clarify this conceptual confusion. (D’Abate et al., 2003). The relevance to the current study is the author will broadly define what each role in the mentoring relationship implies and what form these relationships may have taken. The practical application is further discussed during the methodology chapter.

Returning now to the subject of peer relationships but in the context of mentoring functions as this seems to be another controversial area. More specifically within the two functions it became apparent the psychosocial element is more contentious. Within a qualitative piece of seminal work

it was found peer relationships can provide a wide range of both functions whilst others just provide one career enhancing function. (Kram and Isabella,1985). A possible reason is it is more intimate, longer term, higher levels of disclosure and trust being warranted and a suggested author's opinion is perhaps some people are not comfortable within this scope. A question raised in argument is are such relationships really mentoring outcomes at all or just outcomes of friendship?. (Bozeman and Feeney, 2007). To counter this and following a longitudinal quantitative study especially in the global environment of today following the economic recession, it has been proven such psychosocial support can play a powerful role in helping employees cope with external forces. (Higgins et al., 2010). Another comment is around two key differences between traditional mentoring verses peer, the first being age and hierarchy for example with peer both individuals may be of similar career status within an organisation whereas a formal mentor may be in a higher level role. The second relates importantly to the functions themselves with peer being a two way helping dynamic and mentoring traditionally a one way. (Kram and Isabella, 1985). Although it was shown with another questionnaire a two way mentoring role can also exist in that some mentors are not only providing a helping dynamic but also alleviating a narcissistic need perhaps. (Van Emmerik, Baugh and Euwema, 2005). The relevance to this study shows a requirement to measure informal peer mentoring as well as keeping the overall mentoring definition broad so as to prevent bias. This is also reviewed further in the methodology section.

### **2.3.2 Numbers of functions**

Having looked at the mentoring function types applicable the next studies follow on from seminal literature and specifically what other function options have been researched. This ultimately will assist with answering the sub questions posed. As an example two studies used more than two functions as originally identified in the seminal work. The first using five groups of behaviours in their quantitative study of 3,500 professional real estate salespeople and as this sample was sales specific, their modified version had an additional behaviour that of developing selling skills. Four other behaviours comprising of coaching, counselling, career exposure and role modelling were also measured. (Bolman-Pullins and Fine, 2002). The main limitation of relevance to this study other than industry is that protégé outcomes are not measured. However behavioural expectation is measurable in the form of learning, career progression and emotional support (D'Abate et al., 2003). Whereas a second quantitative analysis examined eight distinct functions and an opinion



offered by this author when compared to Krams original two function model it transpires that most overlap onto Krams barr one called learning facilitator. (Fowler and O’Gorman, 2005). Mentoring definitions are identified and can range from vague to highly restrictive and as a result they focus attributes instead across the roles of protégé, mentor and the relationship itself. (Haggard et al., 2011). More recently a three function model has been used comprising of career, psychosocial and additionally role modelling in a meta-analysis concluding the latter function was in fact found to have be strongest correlation in perceived organizational support terms. (Dickson et al., 2014). The strength in their quantitative study was determining role modelling as a standalone function. However having examined a number of studies which have used more than two functions, there are still those considering the use of career and psychosocial in terms of their research measurements albeit qualitative (Allen et al., 2008). In sum the relevance of these works to the current research show although there are more than two functions to be considered and in some cases three, five or indeed eight within the scope of this study due to time constraints two functions are explored with limitations and implications identified in the following chapters. As outlined mentoring function types and numbers which are of relevance to this current work have been discussed and what follows is an account of arguments offered recounting gender.

### **2.3.3 Gender**

One of the most controversial areas within this mentoring function analysis is that of the impact of gender. The gender variable is used as a control within the current research. Firstly evoking debate is an individual’s accessibility to mentoring within an organization with some studies revealing women have fewer formal and informal opportunities (Kram, 1985; Leck et al., 2012). Others claim both genders are likely to be equally protégés and gain career benefits (Kammeyer-Mueller and Judge, 2008; O’Brien et al., 2010) however there still may be a difference in the type of mentoring function received based on what the individuals organisational needs are. (Wanberg et al., 2003). Even where females have access other research has declared within powerful organisational positions women are still mainly under-represented (Leck, 2002). To understand why, this concept can be explained using a human growth model called Relational Cultural Theory (RCT) which essentially expands on the traditional two function model to include mutuality, interdependence, autonomy and connection. The key point within the context of gender and mentoring functions is that this relational concept uses power with and not power over someone

nevertheless those with less power are forced to develop relational skills. Fletcher and Ragins (cited in Ragins and Kram, 2007). An argument albeit from a highly cited older longitudinal work is that male mentors have more power than females due to more influential networks within an organisation (Ragins and Sandstrom, 1989) and indeed often in higher ranked positions thus likely to provide career related advice (O'Brien et al., 2010) as seen in this meta-analysis. In contrast another quantitative study confirms female mentors are of more help than their male counterparts within a multi industry sample of 3,220 people (Tharenou, 2005). Perhaps this is due to female's apparent unique relational skills thus being able to gain psychosocial support. (O'Brien et al., 2010). Having reviewed accessibility and power variables next the author discusses specific examples of gender combinations and mentoring functions.

In their quantitative research where samples include high technology it was confirmed that male protégés are more satisfied with mentors providing them with career developmental functions. While females are significantly and positively related with socio-emotional-based success criteria through psychosocial support. (Ortiz-Walters, Eddleston and Simione, 2010). In looking at gender combinations and the distinct functions it found gender to have limited influence but knowledge of the same when used with particular functions was helpful within dyadic engagements. In a quantitative study three out of eight findings indicated for example an important difference confirming female protégés as being provided with more career development. (Fowler et al., 2007). An argument from a mentor perspective found no differences were highlighted (Allen and Eby, 2004) which often was in line with earlier works also from 1990s. (Ragins and McFarlin 1990). To strengthen this no difference argument two additional studies, the first showing males did not receive any more career development (O'Brien et al., 2010) the second showing psychosocial support was not as helpful for females in an Australian sample across industries (Tharenou, 2005). This author suggests fundamentally it depends on the type of functional engagement involved as has been evidenced within this study's findings whereby although from a statistical significance perspective no differences were found, it did however within the control variable of gender exemplifying female protégés receiving more psychosocial rather than career mentoring. Moreover a further finding shows once again it depends on the type of function as it was asserted within their H2a objective no differences with the male sample in terms their receiving more career support were found. To conclude this section, it can be suggested moderating variables may influence the effect that gender and mentoring functions have resulting in career outcomes. This

can depend on the relationship make up itself in terms of gender composition (O'Brien et al., 2010) or indeed mentor gender for example where female mentors are more helpful to female protégés (Tharenou, 2005).

## **2.4 Employee Commitment**

The research questions relate to exploring the links between levels of mentoring received and employee commitment. This section will discuss the second measurement factor. The first key trend concerns mentoring in the context of employee commitment and identifies gaps in particular with intrinsic analysis. It then looks at areas of controversy and will revert in highlighting areas to be further investigated within the current work. The second trend relates to where research gaps exist today between mentoring and protégé perception. It is suggested it will contextualise why protégé measurement (as opposed to a mentor view) is still relevant for this particular study in a previously unexplored sample and under investigated industry within the context of application.

### **2.4.1 Links between mentoring and commitment**

From a strategic perspective it is possible to transfer company specific knowledge which is a source of competitive advantage using mentoring as a catalyst. (Watson and Hewitt, 2006). Numerous studies assert mentoring as a relatively inexpensive vehicle to pro-actively influence attitudes or perceptions (Joiner et al., 2004) and when an employee perceives their organisation supporting their development this cultivates higher job performance (Kramier et al., 2010). As a consequence evidence suggests positive links between mentoring and employee commitment. Prior analysis has been objective in nature, whereby salary or promotions are studied rather than emotional intrinsic reactions like Affective Organisational Commitment or AOC, so that the significance to this study is that emotional reactions do matter in providing a predictive value to reduce organisation turnover (Craig et al., 2012). A further quantitative study backs this argument up acknowledging more intrinsic analysis is needed and using a Human Resource Development lens (Thurston et al., 2012). The strength of that study was that it looked at the links between a mentor (regardless of the type) and positive outcomes using the two dimensions of Affective Commitment and Continuous Commitment. Indeed more specifically from an industry perspective as noted already a third study suggests more research is needed around sales mentoring due to the unique characteristics of such a role. (Brashear et al., 2006).

For clarity it is necessary to comment on what encompasses Organisational Commitment as a three component model is put forward by Meyer and Allen (1991) which includes

- 1) Continuance Commitment (cost of leaving)
- 2) Affective Commitment (emotional attachment)
- 3) Normative Commitment (personal values)

These elements differ depending on a person's mindset and bond with the organisation. Within the following two pieces of seminal work it is noted that such a bond may be behavioural, emotional or cognitive. (Mowday, Steers and Porter, 1979). The significance to this current study of exploring in particular affective emotional attachment, including identification and involvement in Company X is that it looks at responses to an organisational event such as mentoring which can happen affectively or cognitively. (Meyer and Allen, 1984). Therefore a predefined commitment scale will be used to measure this for the purposes of this study. Fundamentally other studies have suggested looking at more subjective measures like career success, personal and organisational benefits as these have much less researched under formal mentoring. (Joiner et al., 2004). Having identified the significance of this factor within the current study next areas of controversy are noted.

An area of controversy is the use a theoretical framework called Affective Events Theory or AET (Weiss and Cropanzano, cited in Craig et al., 2012) where the impact on turnover is tested using more complex employee relationships. The most significant aspect to the current scenario is that in using the theory within their fourth hypotheses (which was the greatest contribution to their study) findings suggested a link between mentoring and employee commitment which over time can lead to a positive or negative AOC reaction. (Craig et al., 2012). An opinion offered by this author is that it does not say it is positive necessarily, only that psychosocial mentoring is stronger in relationship terms rather than with career mentoring. This is of particular relevance to the current study as it is deemed both mentoring functions will be explored as well as both mentoring forms. In contradiction, following their quantitative study it was noted although a lot of research exists regarding mentoring and positive career success (due to exposure and role-modelling) however not on perceived career success relating to organisational commitment. (Joiner et al., 2004). Additionally an argument for formal mentoring as it was found to be unrelated to organisational commitment. To recap as part of this author's research question, the value of

reviewing the above studies is so that the current piece of work will investigate the link between mentoring and its relationship with employee commitment. The second trend is discussed next.

#### **2.4.2 Protégé verses mentor view**

Less research has taken place regarding mentor benefits (Rutti et al., 2013) while from a protégé lens benefits are numerous from faster promotions and increase income to informal network access. (Higgins et al., 2010). However both parties need to be reviewed and not just around mentor intentions. (Ragins and Scandura 1999). The aforementioned studies have been American based however a British study looks at how mentoring relates to career success and organisational commitment from both parties views. (Bozionelos et al., 2011). The most significant aspect to this current study relates to two of their hypotheses. The first is supported under Social Learning Theory (Bandura, cited in Bozionelos et al., 2011) where a protégé learns by observing another and this theoretically shows the link that receiving mentoring increases the likelihood the mentee will become a mentor later in their career. The second unexpected angle of relevance provides verification that socio-emotional mentoring is not positively related to AOC. It assumes highly committed people concentrate more on formal work thus neglecting more informal activities which they see this as. The importance to the current work is that formal and informal mentoring levels are measured so as to get a non biased view. Next to be discussed is that of mentoring form within the context of commitment, it is an interesting area of disagreement amongst researchers.

An area of debate is the promotion of non-commitment within both formal and informal mentorships arguing a mentor's non-promotion of commitment is correlated to a mentor's own level of organisational commitment. (Herrbach et al., 2011). The significance to the current study is they show no difference between formal and informal mentoring in terms of non-commitment transmission however the transmission effect was stronger overall with informal situations. Where their argument breaks down is if the protégé does not listen to the formal mentor in terms of non-commitment, can the same be said for commitment. This author suggests how useful are formal mentoring programmes in this case? This is a noteworthy argument within the current context in consideration the formal mentoring program within company X launched in 2011 across a number of sites. However to date it has not yet officially launched at the Dublin hub. The author's understanding is that the timeline is unconfirmed while it is important to note some Dublin based employees are still involved in the program in an unofficial capacity. To therefore support an

informal analysis the strength of Bozionelos et al.'s study is that a heterogeneous sample was used including sales as well as no role level bias. A weakness was only informal relationships were studied. The implication to this current study is that both sides of the argument in terms of commitment and non-commitment, formal and informal sample are used. To conclude, two priorities exist that of the association between company X's career mentoring and the commitment factor and secondly psychosocial mentoring and commitment. Trends were identified and areas of controversy reviewed with arguments espoused. The implication to the current study is that measurements of commitment will be correlated and discussed in the further chapters.

## **2.5 Technology Industry**

As noted, limited academic research exists specifically relating to inside sales within the technology sector hence this exploratory study. In saying that a leadership innovation and operational excellence whitepaper has acknowledged top technology companies are determined in using mentoring programs (Hay Group, 2013). Individually competitors of company X are currently availing of such mechanisms for example Google's Code F mentoring scheme which matches female engineers with senior staff for an eight week learning period. (People Management, 2012). While IBM have traditionally paved the way and now suggest a rejuvenation of their mentoring program through speed mentoring. (Murrell, Forte-Trammell and Bing, 2011). Having looked at current industry developments concerning this area a recap of the key points within the literature follows.

## **2.6 Literature summary**

From its early days mentoring literature reveals it has gone through and will continue to go through transitions from an ontogenic individual-level (gender) and a microsystem dyadic-level (type of relationship, the amount of mentoring received) to the more recent contemporary vision of development networks. (Chandler, Kram and Yip, 2011). Although a wealth of finding exists continuous quantitative research is still justifiable relating to mentoring benefits for both employee and employer. Overall mentoring is seen as an inexpensive mechanism to influence employees and therefore reduce employee turnover. (Joiner et al., 2004). In saying this there is still no

definitive consensus between its links with employee commitment and in particular intrinsic responses which may lead to positive or negative outcomes. (Craig et al., 2012). To answer the overall research sub objectives that of the link between career and psychosocial mentoring levels received and employee commitment, a two model mentoring function framework (career and psychosocial mentoring) was reviewed. A key controversial topic is highlighted comprising of whether or not gender affects the functions outcome. The third area that of commitment from a protégé standpoint is discussed, with the argument put forward in favour of further investigation based on the evidence of limited existing quantitative data surrounding technology and specifically inside sales. In sum by examining the literature surrounding mentoring functions and employee commitment the research sub objectives are answerable and their further justification is recounted in the proceeding chapter.

### **Chapter 3: Research Questions**

Having established within the literature chapter that mentoring is well defined by scholars and nowadays has had resurgence (Short, 2014) in publications, it is necessary to situate the research sub questions which have been developed to answer the overall topic. As illustrated in the prior chapter two mentoring functions are selected as governance resulting in the following three sub questions.

- To explore the level of career mentoring received and its association with employee commitment.
- To explore the level of psychosocial mentoring received and its association with employee commitment.
- To explore the association between the two mentoring functions that of career mentoring and psychosocial mentoring.

An exploratory sales lens was taken in a study looking at the relationship between mentoring and four measures two of which are of relevance to this study that of affective commitment and

continuance commitment. The strength was acknowledgement that mentoring does matter but drawbacks noted were a lack of industry specific research, mentoring forms and indeed studies conducted over longer timelines. (Brashear et al., 2006). A second study took a HRD perspective looking at the effects on job-related outcomes as opposed to mentoring benefits (Thurston et al., 2012) with the significance to the current research being they also confirmed mentoring as positively related to job and organisation attitude. Inconsistency identified by this author is around the type of mentoring some used formal samples (Joiner et al., 2004; Thurston et al., 2012) and others informal. (Bozionelos, et al., 2011; Brashear et al., 2006). Moreover others did not look at the dyads themselves and therefore made no distinction between formal and informal (Craig et al., 2012) or did look at dyads and so were able to compare formal and informal mentoring results. (Herrbach et al., 2011). The implication to the current study is that both forms it is suggested are included in this measurement.

More specifically to justify dividing out the two functions it is possible to look at the more emotionally driven aspects of mentoring and AOC as guided by Affective Events Theory (AET). Mentoring can lead to a positive or negative affective reaction in the form of AOC and as a mediator between psychosocial mentoring and turnover. (Craig et al., 2012). Difficulties arise with this where another study did not support the hypothesis of career related and socio-emotional mentoring being related to AOC (Bozionelos et al.'s, 2011) while a weakness identified is informal relationships and management only samples were measured.

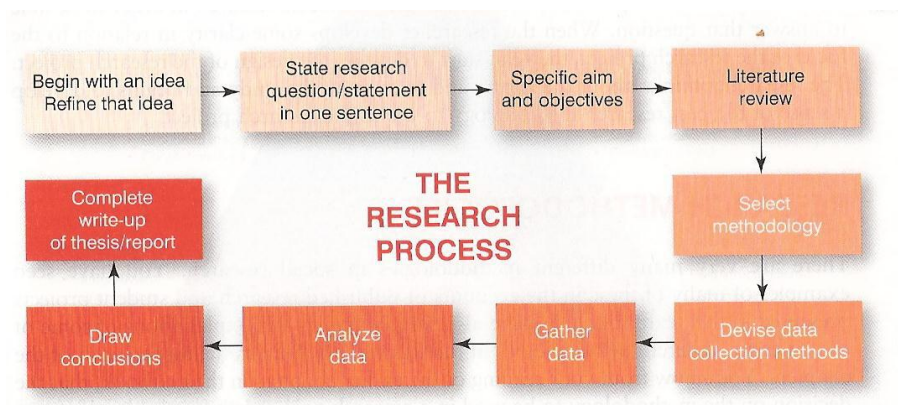
The third sub question looks at links between both functions themselves as evidenced in terms of how participants both protégé and mentor view their relationship in association with the functions. A difficulty highlight by this author was they used dyadic pairs as opposed to just a protégé albeit across a high technology sector. (Fagenson-Eland et al., 2005). More recently a meta-analysis noted as the first of its kind and using protégé reported mentoring functions includes a third function that of role modelling, resulting in this latter function being the strongest predictor in demonstrating value of mentoring received. (Dickson et al., 2014). In sum what can be confirmed is that differing views exist regarding the specific mentoring functions therefore within the resource constraints of this study it attempts to apply similar variables but within the context of inside sales within technology and incorporating both mentoring forms.



## Chapter 4: Methodology

### 4.1 Introduction

Following identifying the research objectives the intention of this chapter is to justify how the information required to answer the questions was found and how the research itself was conducted. When selecting the research design three key elements are identified, the philosophical assumption, strategies of enquiry and the specific research method. Each step of this project needs to be of an appropriate fit regarding purpose and philosophical framework (Quinlan, 2011). Figure 4.1 exemplifies where the methodology sits within the overall design process, it is imperative it is strong enough to support this process throughout.



*Figure 4. 1 The research process adapted from Quinlan (2011, p. 177)*

The research audience and authors own personal experience (Creswell, 2009) is also considered. The structure of this section firstly re-caps on the research questions briefly next it contextualises and justifies the philosophy and paradigm chosen for this work. It reviews the overall methodology strategy before delving into the tactical aspects of the specific method selected. Importantly the methodology limitations as well as ethical considerations are lastly discussed.

## **4.2 Research Questions**

Within the context of the methodology assessment the overall research question is to investigate the link between levels of mentoring received and commitment. This chapter highlights how the following questions are used to answer overriding objective.

- To explore the level of career mentoring received and its association with employee commitment.
- To explore the level of psychosocial mentoring received and its association with employee commitment.
- To explore the association between the two mentoring functions that of career mentoring and psychosocial mentoring.

## **4.3 Research Philosophy**

Research philosophy is where an individual makes assumptions on how they view the world which in turn underpins the research strategy and indeed method they choose. (Saunders, Lewis and Thornhill, 2012, p.128). Within business and management there are three research philosophies with two key views, the researcher decides which view best fits their objective. Firstly an Ontological assumption relates to the researcher's view of the nature of reality. Two natures are at either end of the spectrum, Positivists believe social reality is objective and external to the researcher with only one reality existing. While Interpretivists believe in subjectivity as their social reality is socially constructed so that multiple realities exist. (Collis and Hussey, 2009). Secondly an Epistemological assumption considers what is viewed as acceptable knowledge by the researcher. Positivists take an objective stance accepting knowledge as valid only when they see measurable

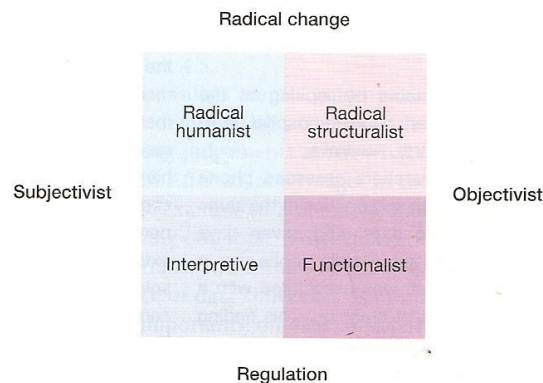
facts (Saunders et al., 2012) while Interpretivists distance themselves from the research and look at the subjective meaning or indeed what should determine fact. (Collis and Hussey, 2009). The final assumption is Axiological relating to how the researcher views the role of values. Positivists again take an objective position where their research is value free and the researcher is independent of the data. (Saunders et al., 2012) and are interested in the existing interrelationships (Collis and Hussey, 2009) while Interpretivists believe their research is laden with subjective value and they are an inseparable from the research. (Saunders et al., 2012).

This research the author suggests takes a Positivist standpoint. At an Ontological level the nature of reality is a prior involvement in mentoring both as protégé and mentor within company X so to avoid bias an external objective view applies. At an Epistemological level valid knowledge for this author takes the view that objective phenomena are measurable. Hence factual evidence where levels of both mentoring received and commitment are measurable. In defence of this prior literature uses similar assumptions (Craig et al., 2012) and similar samples within high technology. (Fagenson-Eland et al., 2005). Lastly in taking a Positivists bearing at an Axiological level as multiple lines of business and two career levels will mean the research process can be free from potential attitude interpretations in consideration that the author is in one specific business unit. If alternatively an Interpretivist view was held where the researcher could draw on their own interpretations from the evidence, such has also been found within the mentoring area .(Helm Stevens, 2010; Chaudhuri and Ghosh, 2012). However for the specific objectives previously outlined the former assumption is more practical and fitting due to the size of the salespeople sample and the fact there are a number of lines of business dispersed .(Brashear et al., 2006). To recap across the three philosophical themes outlined the suggested assumption is Positivist as this best fits the overall objective. Turning next to look at specific research paradigm.

#### **4.4 Research Paradigm**

“A paradigm is a way of examining social phenomena from which particular understandings of these phenomena can be gained and explanations attempted” .(Saunders et al., 2012, p.140). This can be summarised using Figure 4.2 which shows the two conceptual dimensions that of the Ontological assumption as previously discussed may be objective or subjective and secondly

Radical Change which suggests judgements about ways fundamental changes can be made within an organisation. While the Regulatory view which is the less judgemental of the two suggests improvements in terms of what's already current within an organisation.



**Figure 4. 2** *Four paradigms for the analysis of social theory (Burrell and Morgan, 1982) adapted from Saunders, Lewis and Thornhill (2012, p.141).*

Of significant relevance to this study are the two paradigms on the bottom of Figure 4.2 that of Interpretative and Functionalist. The reason to discard the top two is because they would imply fundamental change to existing norms for example around power and conflict. This research will gather facts to then make functional recommendations towards potential improvement. A reason why an Interpretative paradigm is not considered is due to the subjective element where social actors are not required in respect of answering the research questions outlined. To conclude, in measuring mentoring and employee commitment levels it is possible to assess effectiveness of what is currently in place and suggest subsequent areas to improve. The choice of research approach is next examined.

#### **4.5 Research Approach**

It is suggested a deductive approach is engaged, the process is based on what is known already and deduces a hypothesis, data is collected and findings submitted so that the hypothesis may be confirmed or rejected and theory revised. (Bryman and Bell, 2015). As noted within the literature although there is considerable mentoring research in existence however it is mainly across other

industries and non sales functions. As also outlined a gap exists for inside sales and particularly within technology. (Herrbach et al., 2011). An alternative inductive approach where the researcher interest is in formulating a theory based on the observations from their work (Saunders et al., 2012) is inappropriate as this specific research area needs exploration to then provide guidance for future research. Next justification on the choice of research classification based on its overall purpose is proposed.

#### **4.6 Research Design**

Research may be classified according to purpose, it can be exploratory looking at patterns and ideas to become more familiar with the subject instead of confirming hypothesis, it can be descriptive in seeking out characteristics or it can be explanatory / predictive in looking for causal relations and forecasting the likelihood of a similar challenge reoccurring. (Collis and Hussey, 2009). Based on this research question and the fact limited research exists within an inside sales technology environment the most appropriate classification is exploratory. To justify this choice others have used this exploratory method to investigate relationships between mentee-mentor gender combinations towards distinct mentoring functions (Fowler et al., 2007). While descriptive could be unsuitable as this looks at what or how (Collis and Hussey, 2009) but within this study the how is not a concern in answering the questions to hand.

#### **4.7 Research Strategy**

The choice of strategy depends on the research objective, researcher philosophical perspective, time resources and importantly existing knowledge about the subject. (Saunders et al., 2012). The strategy enquiry can be one of two techniques where quantitative relies on numeric data or data which can be readily coded which is statistically analysed while qualitative relies on non-numeric data or data which represents feelings, ideas and thoughts (Quinlan, 2011). For the purpose of this study the more appropriate fit is a quantitative approach. The rationale in using objectivity is to minimise the risk of bias which in turn could affect validity (Anderson, 2009). Although qualitative has also been used previously (Leck and Orser, 2013) within an exploratory design it was subjective and used a small sample. Best fit for this research as levels of mentoring and

commitment are measurable, objective and use an adequate sample is thus quantitative. With respect to time resource a longitudinal study over different timelines (Collis and Hussey, 2009) would be unsuitable due to resource constraints hence a cross-sectional strategy is deployed. Subsequently the specific research methods are recounted.

## **4.8 Specific Research Methods**

Sample, procedure and measurement itself are next investigated moving from research strategy towards a tactical method.

### **4.8.1 Sample justification and size**

As part of the overall sampling strategy two groups are considered, purposive using a heterogeneous technique and haphazard using a convenience technique. (Saunders et al., 2012). As the author does not have access across the entire multiple site locations for company X, it is unfeasible for each individual to have an equal probability of being selected (Quinlan, 2011). Therefore a non probability sampling technique has been chosen and has proved successful in other research. (Fagenson-Eland et al., 2005; Thurston et al., 2012). This study includes a convenience technique as it extends across numerous Lines of Business (LOBs) in this case Technology, Systems, Applications and Consulting Services. To justify past research have used this. (Craig et al., 2012; Thurston et al., 2012). Furthermore a heterogeneous technique was not used as often difficult-to-identify members of a population may be more challenging as each participant would need to contribute (Quinlan, 2011) which could prove unsuitable here. The sample size of 117 responses out of a 180 target population with a 65% response rate will be further recounted in the findings chapter. To avoid sampling bias (Quinlan, 2011) the sample includes all four LOBs and not just this authors own (Technology). The data collection method is next explored.

### **4.8.2 Data collection method**

Questionnaires can establish how widespread something is in large population (Oakshott, 2006) while eliciting short precise responses (Quinlan, 2011). This study uses an online tool (Limesurvey) to collect the data. A pilot questionnaire was sent in advance to a number of

individuals to sense test the clarity of questions, feedback was gained and modifications made. The author also used internal networks by handing out printed versions of the survey while also sending the online link via email. Anonymity was emphasised as is important to increase response rates. (Rugg and Petre, 2007). Probing deeper into the questionnaire itself is next examined.

### **4.8.3 Questionnaire**

Classification questions are used so that the sample can be described and relationships explored between the sample subsets. (Collis and Hussey, 2009). Initial demographic data is sourced including gender, age, career level, length of service and whether the person has been or currently in a mentoring relationship. They are also asked what form did this relationship take, formal, informal or neither. It is noteworthy that measurements of those not in mentoring relationships are also recorded. Three controls were used length of service, gender and age and to justify have been successfully used in prior research. (Herrbach et al., 2011).

“Likert Scales are used to measure the direction and force of attitudes on a three, five or seven point scale” (Quinlan, 2011, p.327). Overall scale validity and reliability must be confirmed and discussed further in the following section. The author located three published reliable and valid scales to capture the theoretical phenomena and indeed latent variables to answer the research questions posed.

- Career Mentoring Scale
- Psychosocial Mentoring Scale
- Commitment Scale

The first and second scales above are taken from Dreher and Ash (1990) which use a 7-point likert-type frequency-of-occurrence scale (1 = not at all to 7 = to a large extent) and is applicable to gather data differentiating the two mentoring functions under analysis. An example of a question posed using the career mentoring scale is “To what extent have you had a mentor who has given or recommended you for challenging assignments that present opportunities to learn new skills?”. (Dreher and Ash, 1990, p.542). The third scale is from Mowday, Steers and Porter (1979) which again use a 7-point likert-type scale (1 = strongly disagree to 7 = strongly agree) and is applicable to gather data concerning organisational commitment. An example of a question posed using the commitment scale is “How much do you agree or disagree with the following statement: I find that

my values and this organizations values are very similar” (Mowday, Steers and Porter, 1979, p.228). It is noted that a slight modification to these scales was used more recently by Craig et al, 2012 who ran a confirmatory factor analysis which met convergent and discriminate validity. This study is based on the validated Craig et al. questionnaire as it was more recent and also based around technology as with company X. The author modifications were purely name based for example replacing wording like state government with that of organisation. In sum the questionnaire comprises of classification questions while specific control variables are used to explore the relationships which exist with the scale questions.

#### 4.8.4 Reliability and Validity

Published scales are used so that latent variables may be captured. The key quality requirement is to validate the scales by testing their reliability. Validity is data trustworthiness or indeed evidence confirming the data is what it is supposed to be in terms of accuracy, while reliability looks at data creditability where on another occasion the results are consistent (Anderson, 2009). The most frequently used statistical test is Cronbach’s Alpha to test consistency of the alpha coefficient and results in a value between 0 and 1, so that a reliability value of .70 may result. (Saunders et al., 2012). As Table 4-1 shows all three scales score above .70 and consequently confirm scale reliability. What follows is a discussion on the data analysis route map.

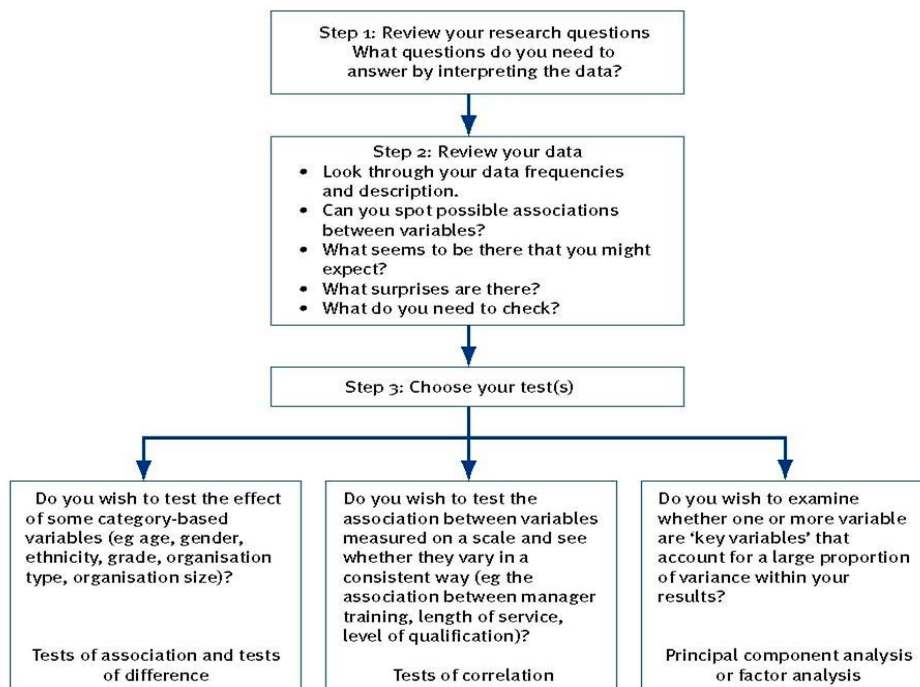
Reliability Statistics					
Cronbach's Alpha	N of Items	Cronbach's Alpha	N of Items	Cronbach's Alpha	N of Items
0.919	7	0.936	8	0.885	7
Career Mentoring Scale		Psychosocial Mentoring Scale		Organizational Commitment Questionnaire (OCQ)	

**Table 4 - 1** Reliability Statistics for all scales



## 4.9 Data analysis strategy

Organising and presenting the data in a comprehensive way is the next challenge as it is anticipated due to volume a systematic approach is required for subsequent analysis (Anderson, 2009). This takes the form of descriptive statistics to compare variables numerically. (Saunders et al., 2012) and to then allow for an assessment of the relationships between the different variables the use of inferential statistics (Quinlan, 2011) is required. This researcher uses the data to guide the choice of analysis techniques to be used. (Saunders et al., 2012). Figure 4.3 summarises the first steps for this analysis.



*Figure 4.3 Steps and options for quantitative analysis adapted from Anderson (2009, p. 289)*

Having reviewed the research questions the author moves into Step 2 - Review your data. It transpired that more respondents preferred to answer the survey by hardcopy so these results needed to be added to an excel worksheet along with online responses. It also allowed for the data to be checked for errors where it was noticed one female answered the first three sections but omitted the commitment scale which is alerted in the findings chapter. Data is classified into nominal and ordinal on the worksheet for subsequent addition to the Statistical Package for Social

Sciences (SPSS) software analysis tool. Examples of coding used include length of service comprising of '0–2 years' coded as 1, '2–5 years' coded as 2 and '5 years or more' coded as 3, with gender coded as 1 for male and 2 for female. It was decided to use just two age groupings, one to look at 'under 36 years' coded as 1 which would imply Generation Y classification (Myers and Sadaghiani, 2010) and '36 years and over' or Generation X and Boomers (Cennamo and Gardener, 2009) coded as 2.

Once the data was transferred into SPSS, the author moved into Step 3 – Choose your test(s). Here the first priority was to check the data preconditions in terms of normality using the Shapiro-Wilk test. This in turn determines which test to use in the form of a parametric statistic for normally distributed populations or a non parametric for deviations from this and also categorical data (Saunders et al., 2012). In this study most normality tests resulted in violations hence non parametric tests are used. Once normality was confirmed Tests of Difference (Collis and Hussey, 2009) using the Mann-Whitney U Test could check for differences between the two samples and where three samples exist an alternative Kruskal-Wallis test was used. In sum, each of the three classification variables tested for associations between the scales. The last piece in terms of the overall data analysis strategy is to check for correlations between the scales and in doing so the research questions are answerable in full.

#### **4.10 Methodology limitations**

As an exploratory study there are two method limitations are identified, firstly due to access restrictions only Irish based employees make up the population and indeed sample, additionally generalising out to other non-inside sales industries may be a limitation. Secondly one female employee omitted to respond to the commitment scale when filling the hardcopy, while had she answered online due to the survey set up for some compulsory questions this section had to be answered to proceed to the end. The last section looks to ethical challenges highlighted.

#### **4.11 Ethical considerations**

Such considerations apply throughout the research and it is a requirement of the author to anticipate and resolve them (Creswell, 2009). Of particular note concerns the data around commitment which

could be conveyed as sensitive in nature. Regarding anonymity the author explained in advance in person and also via email to ensure confidentiality acceptability to all consenting participants.

#### **4.12 Methodology conclusion**

A number of key points can be made regarding this chapter the first is to reiterate how important this particular part of the dissertation is as a support to the overall research process. Justification has been given regarding reasons why and how this particular method has evolved with the driving force denoted by the research questions. The review has moved through the process of understanding the philosophical and paradigm assumptions and taken forward the research approach and design. The resulting data collection questionnaire has been successful in eliciting answers from 117 employees. Methodology limitations and ethical considerations have been noted. Throughout this section the author has linked back to prior literature in justifying the method chosen as a best fit to answer the question.

## **Chapter 5: Findings**

### **5.1 Introduction**

This section shows the results found by exploring the three focus areas as set out within the overall research objective. Each of the three factors identified career mentoring psychosocial mentoring and commitment are compared with three control variables length of service, gender and age. From a preconditions perspective the scales used are analysed using tests of normality to subsequently determine the appropriate test to infer differences. The findings illustrated are in preparation for the following discussion chapter.

### **5.2 Response rates**

The response rate from the survey was 65% of the target population and in total 117 completed surveys. The target population accounted for 180 Irish based inside sales people. As noted within the last chapter both hardcopy and online instruments were used and Table 5-1 shows the itemised response rates. A higher response rate resulted with hardcopy version.

Response Rate Numbers			
	Sample	Population	%
Hardcopy	91	120	76%
Online	26	60	43%
Total	117	180	65%

**Table 5 - 1** *Response Rates*

### **5.3 Factor 1. Career mentoring**

As pointed out in the literature and methodology chapters the term career mentoring has been contextualized for the purposes of this study so that in summary it equates to mentoring which will aid employee's career development. Within this factor each of the control variables are next reviewed.

### 5.3.1 Career mentoring and LOS

Looking at career mentoring and length of service where the control variable is sub divided into three groups with the respondent sample sizes (n) as detailed in Table 5-2

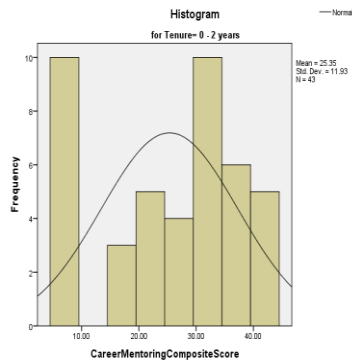
**Case Processing Summary**

	Length of service	Cases					
		Valid		Missing		Total	
		N	Percent	N	Percent	N	Percent
CareerMentoringCompos	0 - 2 years	43	100.0%	0	0.0%	43	100.0%
iteScore	2 - 5 years	46	100.0%	0	0.0%	46	100.0%
	5 years or more	28	100.0%	0	0.0%	28	100.0%

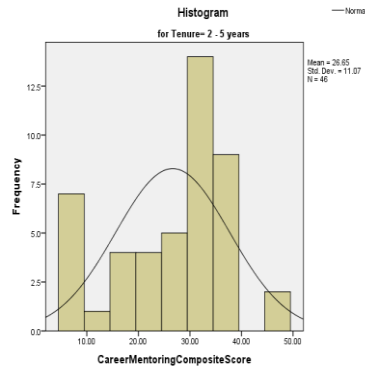
*Table 5- 2 Length of Service Career Mentoring sample sizes*

It is a requirement to analyze whether the data values are in a bell shaped symmetrical distribution (Collis and Hussey, 2009; Saunders et al., 2012) denoting normality. The Shapiro-Wilk’s test is used to determine normality where the null hypothesis assumes no relationship between the two variables. (Bryman and Bell, 2015).

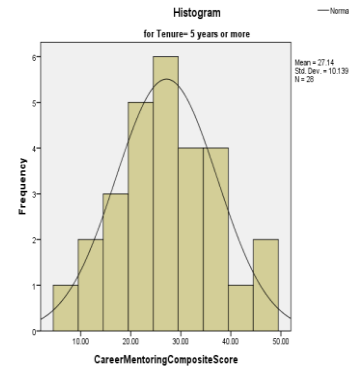
Within the following graphical representations it is noteworthy that across all Career Mentoring (CM) scale responses a composite score is used and represented on the horizontal axis. The maximum score for a participant was 49 where career mentoring has been received to a large extent (7 scale responses to 7 questions). The minimum score was 7 indicating mentoring was not at all received. The three grouping variables are depicted on the vertical axis showing quantity of respondents. For example Figure 5.3 shows the ‘5 years or more’ grouping with a normal distribution where the maximum frequency of respondents was 6 who scored 25 out of 49 meaning they have received career mentoring to some extent. While Figure 5.1 depicts the ‘0 – 2 years’ group of 10 people indicating they have received no career mentoring at all. The blank space denotes no response to that composite score.



**Figure 5. 1** CM 0-2 yrs



**Figure 5. 2** CM 2-5 yrs



**Figure 5. 3** CM 5 yrs / more

The Descriptives table shows the associated distribution statistics for career mentoring when analysed with all length of service groupings in Appendix I.

The probability or ‘p’ value 0.05 is statistically significant. (Rugg and Petre, 2007). Shapiro-Wilks results are presented in Table 5-3 and show significant deviations from normality for the ‘0-2 years’ length of service ( $W_{0-2\text{ yrs}} = .910$ ,  $df = 43$ ,  $p = .003$ ) and the ‘2-5 years’ ( $W_{2-5\text{ yrs}} = .903$ ,  $df = 46$ ,  $p = .001$ ). However, as per the visual representation noted previously the ‘5 years or more’ group shows no deviation from normality ( $W_{5\text{ yrs or more}} = .973$ ,  $df = 28$ ,  $p = .669$ ).

		Tests of Normality					
		Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Length of service	Statistic	df	Sig.	Statistic	df	Sig.
CareerMentoringCompositeScore	0 - 2 years	.147	43	.020	.910	43	.003
	2 - 5 years	.196	46	.000	.903	46	.001
	5 years or more	.119	28	.200 <sup>*</sup>	.973	28	.669

\*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

**Table 5- 3** Career Mentoring Normality result

Now that the normality violations have been confirmed for two out of three of the groupings, the Kruskal-Wallis H test is used to check for differences as it considers relationships between mean ranks of more than two groups. The default null hypotheses when using this test is that there are

no differences between the mean ranks (Collis and Hussey, 2009). Table 5-4 and 5-5 results suggest there are no significant differences between the Length of Service (LOS) groups ‘0–2 years’ (Mdn=57.30), ‘2-5 years’ (Mdn=60.72) and ‘5 years or more’ (Mdn=58.79) ( $\chi^2 = .228$ ,  $p = .892$ ).

Ranks				Test Statistics <sup>a,b</sup>	
	Length of service	N	Mean Rank		CareerMentoringCompositeScore
CareerMentoringCompositeScore	0 - 2 years	43	57.30	Chi-Square	.228
	2 - 5 years	46	60.72	df	2
	5 years or more	28	58.79	Asymp. Sig.	.892
	Total	117		a. Kruskal Wallis Test	
				b. Grouping Variable: Length of service	

*Table 5- 4 Kruskal-Wallis test: mean*

*Table 5- 5 Grouping Variable: LOS*

### 5.3.2 Career mentoring and Gender

The second variable to be explored is that of gender within career mentoring as in Table 5-6 showing the breakdown of male and female sample sizes (n).

Case Processing Summary							
		Cases					
		Valid		Missing		Total	
		N	Percent	N	Percent	N	Percent
CareerMentoringCompositeScore	Male	80	100.0%	0	0.0%	80	100.0%
	Female	37	100.0%	0	0.0%	37	100.0%

*Table 5- 6 Gender Career Mentoring sample sizes*

Reviewing this graphically and as noted previously the horizontal axis and vertical axis remain the same and now take into account the gender variable. Visually both the male and female results do not appear to be normally distributed. For example Figure 5.4 distributions show the highest frequency of 10 males responding with a composite score of 7 implying they received no career

mentoring at all. Whereas in Figure 5.5 shows the same volume of females received career mentoring to some extent.

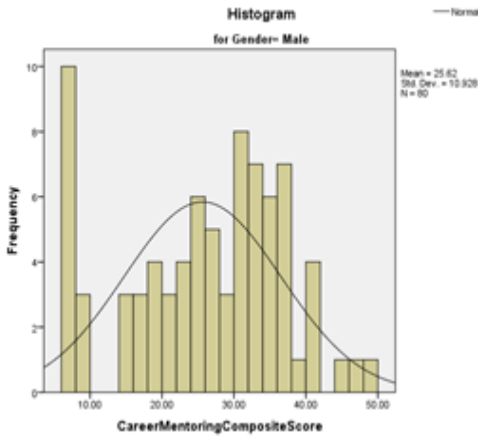


Figure 5. 4 Career Mentoring: male

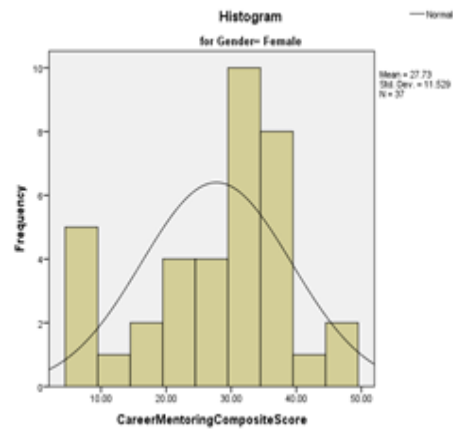


Figure 5. 5 Career Mentoring: female

The Descriptives table shows the associated distribution statistics for the Career Mentoring variable when analysed with gender in Appendix II.

Shapiro-Wilks results are presented in Table 5-7 and show significant deviations from normality for both males ( $W_{MALE} = .948$ ,  $df = 80$ ,  $p = .003$ ) and females ( $W_{FEMALE} = .930$ ,  $df = 37$ ,  $p = .022$ ).

		Tests of Normality					
		Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Gender	Statistic	df	Sig.	Statistic	df	Sig.
CareerMentoringCompos iteScore	Male	.126	80	.003	.948	80	.003
	Female	.152	37	.030	.930	37	.022

a. Lilliefors Significance Correction

Table 5- 7 Career Mentoring Normality result

What follows is the use of the Mann Whitney U Test to compare the median rank of two samples and identifying if they are significantly different. The default null hypotheses is there are no differences between the mean ranks therefore results in Table 5-8 and 5-9 show that there is



insufficient evidence to suggest that there is a difference between male (**Mdn=56.84**) and female (**Mdn=63.66**) responses, (**U = 1307.5, p = .311**).

Ranks					Test Statistics <sup>a</sup>	
	Gender	N	Mean Rank	Sum of Ranks		CareerMentoringCompositeScore
CareerMentoringCompositeScore	Male	80	56.84	4547.50	Mann-Whitney U	1307.500
	Female	37	63.66	2355.50	Wilcoxon W	4547.500
	Total	117			Z	-1.013
					Asymp. Sig. (2-tailed)	.311

a. Grouping Variable: Gender

**Table 5- 8** Mann-Whitney test: mean

**Table 5- 9** Grouping Variable: Gender

### 5.3.3 Career mentoring and Age

The third variable to test is that of age and an interesting comparison is to look at two specific groupings of Generation Y / Millennial participants born between 1979–1994 and Generation X those born between 1965 and 1979 (Helm Stevens, 2010). For the purposes of this test the Baby Boomer generation those born between 1946–1964 (Chaudhuri and Ghosh, 2012) are also added into the second group due to the small sample size (n = 2). The case summary Table 5-10 shows the sample sizes per grouping.

Case Processing Summary							
Age		Cases					
		Valid		Missing		Total	
		N	Percent	N	Percent	N	Percent
CareerMentoringCompositeScore	Up to 36 yrs	73	100.0%	0	0.0%	73	100.0%
	36 yrs & Over	44	100.0%	0	0.0%	44	100.0%

**Table 5- 10** Age Career Mentoring sample sizes

Figure 5.7 conveys the older grouping have a more normal distribution to that of Figure 5.6. For example only 1 person aged ‘36 years and over’ answered with the maximum score of 49 implying

they received career mentoring to a very large extent. While 9 people said they received career mentoring to a small extent and another 9 saying to an extent. Within the younger grouping Figure 5.6 denotes 10 people saying they did not receive any career mentoring.

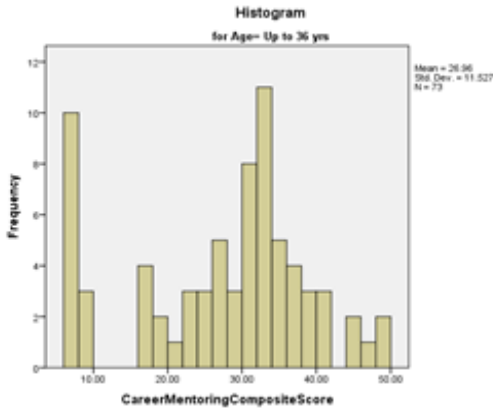


Figure 5. 6 Career Mentoring: Up to 36 yrs

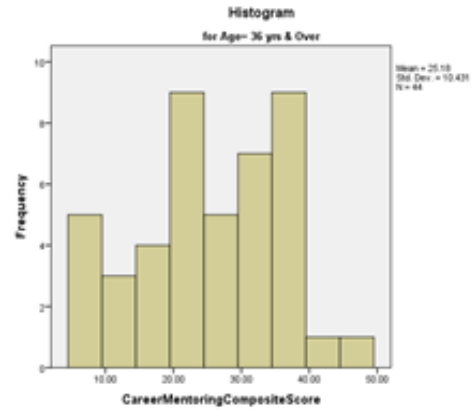


Figure 5. 7 Career Mentoring: 36 yrs+

The Descriptives table details distributions for Career Mentoring and age in Appendix III.

Shapiro-Wilks results are presented in Table 5-11 and show significant deviations from normality for the ‘Up to 36 years’ ( $W_{Up\ to\ 36\ yrs} = .926, df = 73, p = .000$ ) and the ‘36 years and over’ ( $W_{36\ yrs\ \&\ Over} = .955, df = 44, p = .081$ ).

		Tests of Normality					
		Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Age	Statistic	df	Sig.	Statistic	df	Sig.
CareerMentoringCompos iteScore	Up to 36 yrs	.144	73	.001	.926	73	.000
	36 yrs & Over	.121	44	.112	.955	44	.081

a. Lilliefors Significance Correction

Table 5- 11 Career Mentoring Normality result

To check the significance of the normality violation the Mann Whitney test is used. Tables 5-12 and 5-13 show there is insufficient evidence to suggest a difference for the ‘Up to 36 years’ ( $Mdn=61.25$ ) and the ‘36 years and over’ groups ( $Mdn=55.27$ ), ( $U = 1442.0, p = .355$ ).

Ranks				Test Statistics <sup>a</sup>		
	Age	N	Mean Rank	Sum of Ranks	CareerMentoringCompositeScore	
CareerMentoringCompositeScore	Up to 36 yrs	73	61.25	4471.00	Mann-Whitney U	1442.000
	36 yrs & Over	44	55.27	2432.00	Wilcoxon W	2432.000
	Total	117			Z	-.925
					Asymp. Sig. (2-tailed)	.355

a. Grouping Variable: Age

**Table 5- 12 Mann-Whitney test: mean**

**Table 5- 13 Grouping Variable: Age**

### 5.3.4 Summary of Findings

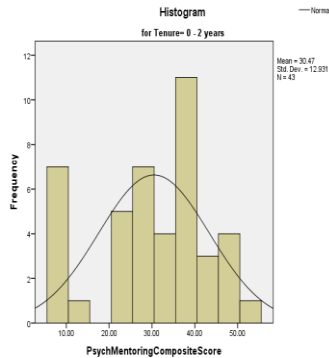
At this point a brief recap summarising key findings within the career mentoring factor is necessary. Regarding LOS the most normally distributed responses were from individuals who are employed the longest length of time. The largest volume of participants came from those employed in the mid grouping or for the last ‘2–5 years’. There was insufficient evidence to suggest differences between all three groups responses implying results did not reflect a real underlying causal factor rather that just occurring by chance. (Rugg and Petre, 2007). In terms of gender more males than females answered the survey and both had normality violations but gender seemed to have some effect however not enough statistically thus there were no associations made between gender and career mentoring. The age variable showed more Generation Y answered the survey than Generation X and Baby Boomer however the latter were the more normally distributed. Again there is no statistical difference between the groups when measuring the amount of career mentoring received.

## 5.4 Factor 2. Psychosocial mentoring

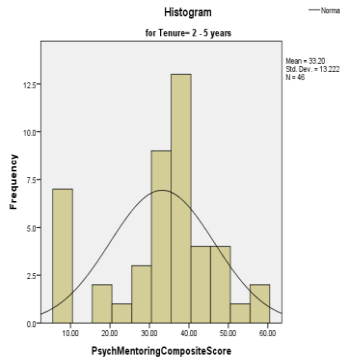
As described in the methodology chapter the term psychosocial mentoring has been contextualized for the purposes of this study so that in summary it equates to mentoring which supports an employee’s emotional and social workplace aspects. This second factor and the control variables are next reviewed.

### 5.4.1 Psychosocial mentoring and LOS

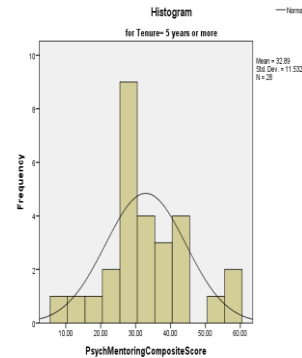
The length of service sample sizes are the same as noted under the first mentoring function, to recap 43 in the 0–2 years, 46 in the 2–5 years and 28 in the 5 years or more groupings. Psychosocial Mentoring (PM) measurements are shown Figures 5.8, 5.9 and 5.10. It is noteworthy that the maximum composite score increases to 56 (8 psychosocial questions and 7 scales). For example the ‘5 years or more’ group again is the more normally distributed visually showing in Figure 5.10 that 9 respondents gain psychosocial support through receiving mentoring to a small extent. Whilst Figure 5.8 shows 11 people in receipt of it to an extent and likewise Figure 5.9 shows 13 people. In contrast 7 respondents in the 0–2 years and 7 in the 2–5 years grouping receive no such mentoring as in Figs 5.8 and 5.9 respectively.



*Figure 5. 8 PM 0 - 2 yrs*



*Figure 5. 9 PM 2 - 5 yrs*



*Figure 5. 10 PM 5 yrs +*

The Descriptives statistics table for Psychosocial Mentoring and tenure can be found in Appendix IV.

Shapiro-Wilks results are presented in Table 5-14 and show significant deviations from normality for the ‘0-2 years’ length of service ( $W_{0-2 \text{ yrs}} = .936$ ,  $df = 43$ ,  $p = .018$ ) and the ‘2-5 years’ ( $W_{2-5 \text{ yrs}} = .887$ ,  $df = 46$ ,  $p = .000$ ). Similar to the first mentoring function and as visually representation the ‘5 years or more’ group shows no deviation from normality ( $W_{5 \text{ yrs or more}} = .969$ ,  $df = 28$ ,  $p = .561$ ).

**Tests of Normality**

	Length of service	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
PsychMentoringCompositeScore	0 - 2 years	.108	43	.200*	.936	43	.018
	2 - 5 years	.228	46	.000	.887	46	.000
	5 years or more	.108	28	.200*	.969	28	.561

\*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

**Table 5- 14 Psychosocial Mentoring Normality result**

As normality violations have been recognised and now in order to test for significant differences between the three groups the Kruskal-Wallis H test is used. The results in Table 5-15 and 5-16 suggest there are not significant differences between the three groups 0–2 years (**Mdn=55.10**) 2-5 years (**Mdn=63.51**) and 5 years or more (**Mdn=57.57**) ( $\chi^2 = .228, p = .488$ ).

Ranks				Test Statistics <sup>a,b</sup>	
	Length of service	N	Mean Rank		PsychMentoringComposite Score
PsychMentoringCompositeScore	0 - 2 years	43	55.10	Chi-Square	1.435
	2 - 5 years	46	63.51	df	2
	5 years or more	28	57.57	Asymp. Sig.	.488
	Total	117			

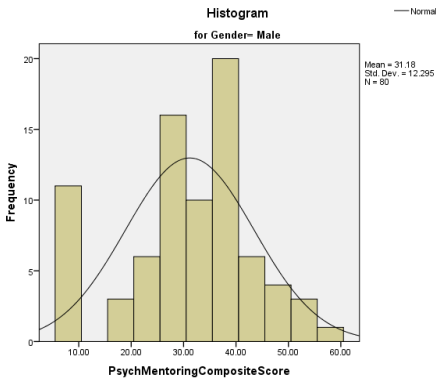
a. Kruskal Wallis Test  
b. Grouping Variable: Length of service

**Table 5- 15 Kruskal Wallis test: mean**

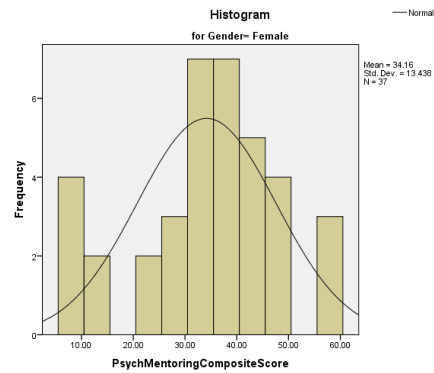
**Table 5- 16 Grouping Variable: LOS**

### 5.4.2 Psychosocial mentoring and Gender

This section explores tests to ascertain gender differences again within the second mentoring function. Gender sample sizes are the same as noted previously under the previous factor. Both genders appear to have normality violations for example in Figure 5.12 where 3 females had received a very large extent of psychosocial mentoring and only 1 male in Figure 5.11 has likewise. While 11 males and 4 females said they were not at all in receipt of psychosocial mentoring. Indeed with the highest frequency which was 20 males who said they had received this mentoring function to some extent.



**Figure 5. 11** Psychosocial Mentoring: male



**Figure 5. 12** Psychosocial Mentoring: female

The Descriptives table shows these distributions for this function and gender in Appendix V.

Shapiro-Wilks results are presented in Table 5-17 and show significant deviations from normality for both males ( $W_{MALE} = .944$ ,  $df = 80$ ,  $p = .002$ ) and females ( $W_{FEMALE} = .928$ ,  $df = 37$ ,  $p = .020$ ).

		Tests of Normality					
		Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Gender	Statistic	df	Sig.	Statistic	df	Sig.
PsychMentoringComposit eScore	Male	.110	80	.019	.944	80	.002
	Female	.139	37	.069	.928	37	.020

a. Lilliefors Significance Correction

**Table 5- 17** Psychosocial Mentoring Normality result

The Mann Whitney test results as represented in Table 5-18 and Table 5-19 infer there is insufficient evidence to imply differences in male responses ( $Mdn=55.93$ ) and that of female responses ( $Mdn=65.65$ ), ( $U = 1234.0$ ,  $p = .149$ ).

Ranks					Test Statistics <sup>a</sup>	
	Gender	N	Mean Rank	Sum of Ranks		PsychMentoringComposite Score
PsychMentoringCompositeScore	Male	80	55.93	4474.00	Mann-Whitney U	1234.000
	Female	37	65.65	2429.00	Wilcoxon W	4474.000
	Total	117			Z	-1.444
					Asymp. Sig. (2-tailed)	.149

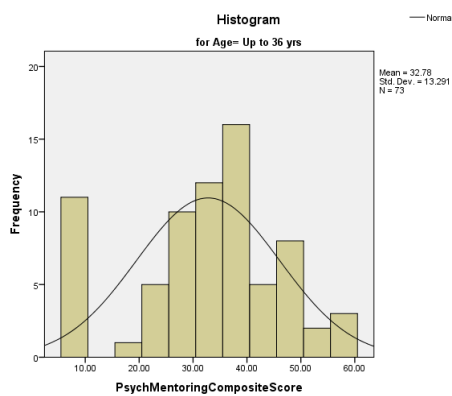
a. Grouping Variable: Gender

*Table 5- 18 Mann-Whitney test: mean*

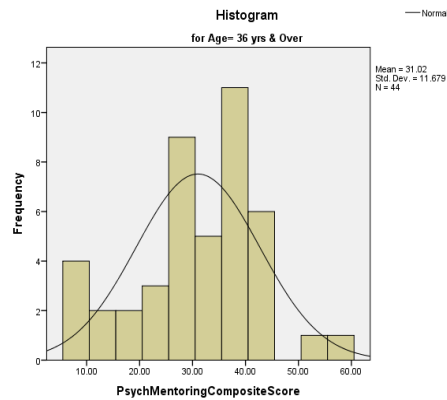
*Table 5- 19 Grouping Variable: Gender*

### 5.4.3 Psychosocial Mentoring and Age

The final variable of age is now reviewed with this mentoring function. The age sample sizes are the same as noted under the first career function. Figures 5.13 and 5.14 look similar to what was found with the first career mentoring function. For example Figure 5.13 shows within the younger age band there are 11 individuals who are in receipt of no psychosocial mentoring while the older age band frequency was 4. Figure 5.14 shows the ‘36 years and over’ to have a more normal distribution. The highest frequency occurrence in both groups was to receive psychosocial mentoring to an extent recording 16 people in the younger age group and 11 in the lower age group.



*Figure 5. 13 PM: Up to 36 yrs*



*Figure 5. 14 PM: 36 yrs+*

The Descriptives distribution statistics for this function and age can be found in Appendix VI.

Shapiro-Wilks test results are presented in Table 5-20 and show significant deviations from normality for the ‘Up to 36 years’ ( $W_{\text{Up to 36 yrs}} = .930, df = 73, p = .001$ ) and the ‘36 years and over’ ( $W_{\text{36 yrs \& Over}} = .956, df = 44, p = .092$ ).

Age	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
PsychMentoringComposit eScore	Up to 36 yrs	.139	73	.001	73	.001
	36 yrs & Over	.097	44	.200*	44	.092

\*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

**Table 5- 20 Psychosocial Mentoring Normality result**

Mann Whitney test results as represented in Table 5-21 and Table 5-22 which infer there is insufficient evidence to imply differences in male responses ( $Mdn=61.04$ ) and that of female responses ( $Mdn=55.61$ ), ( $U = 1457.0, p = .401$ ).

Age	N	Mean Rank	Sum of Ranks
PsychMentoringComposit eScore	Up to 36 yrs	61.04	4456.00
	36 yrs & Over	55.61	2447.00
Total	117		

	PsychMentori ngComposite Score
Mann-Whitney U	1457.000
Wilcoxon W	2447.000
Z	-.840
Asymp. Sig. (2-tailed)	.401

a. Grouping Variable: Age

**Table 5- 21 Mann-Whitney test: mean**

**Table 5- 22 Grouping Variable: Age**

#### 5.4.4 Summary of Findings

Before turning to the final factor, a quick summary is necessary. Similar to career mentoring the most normally distributed participants to receive psychosocial mentoring were those working for a longer period. Once again as with career mentoring there was insufficient evidence to suggest differences between LOS between all three group responses so that randomness could have



occurred. Gender appeared to have some effect but not so much as to show statistical significance. Of the two age groupings Generation X and Baby Boomer conveyed a more normal distribution. As with career mentoring no statistical differences between the two groups when measuring the amount of psychosocial mentoring received occurred.

## 5.5 Factor 3. Commitment

As was explained in the literature and methodology chapters the term commitment has been contextualized for the purposes of this study so that in summary it entails how the person’s bond to their organisation. This third factor and the control variables are next reviewed.

### 5.5.1 Commitment and LOS

This part looks again at the first variable LOS but this time within the overall employee commitment context. The case summary in Table 5-23 finds a slight difference in terms of the frequency due to the missing female response as previously noted hence 45 and not 46 are recorded within the mid age band. The other two sample sizes remain the same.

**Case Processing Summary**

		Cases					
		Valid		Missing		Total	
		N	Percent	N	Percent	N	Percent
CommitmentCompositeS core	Length of service						
	0 - 2 years	43	100.0%	0	0.0%	43	100.0%
	2 - 5 years	45	97.8%	1	2.2%	46	100.0%
	5 years or more	28	100.0%	0	0.0%	28	100.0%

*Table 5- 23 Length of Service and Commitment sample sizes*

Visually the first point to note in Figure 5.15 measuring the commitment (Commit) factor and the ‘0–2 years’ appears to have a positive skew to the right hand side which means fewer respondents were in disagreement. The highest frequencies were found in this group for example Figure 5.15 shows 7 people are committed to an extent to the organization. While in the ‘2–5 years’ also found 7 individuals but they are slightly less committed in Figure 5.16. Furthermore Figure 5.17 shows the ‘5 years or more’ looks to be more normally distributed. Here the highest frequencies were 5

answering to an extent and another 5 to a large extent. The maximum scoring result was once again 49 and here the newest people in the ‘0–2 year’s’ bracket have the highest number of responses being 5.

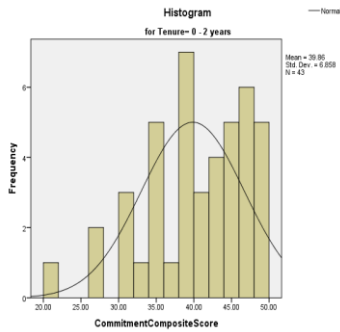


Figure 5. 15 Commit 0–2 yrs

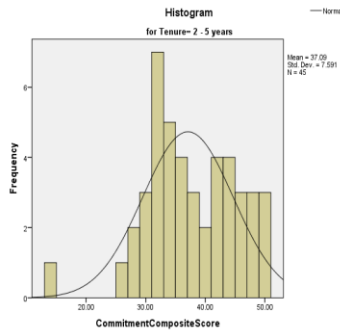


Figure 5. 16 Commit 2–5 yrs

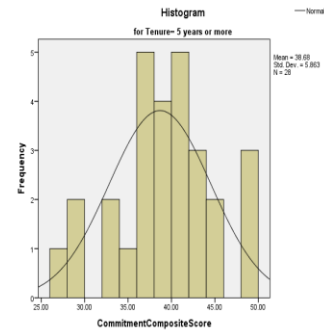


Figure 5. 17 Commit 5 yrs+

The Descriptives distribution statistics for Commitment across the three tenure groupings are found in Appendix VII.

Shapiro-Wilks test results are presented in Table 5-24 and show significant deviations from normality for the ‘0-2 years’ LOS ( $W_{0-2 \text{ yrs}} = .944$ ,  $df = 43$ ,  $p = .035$ ). While with the ‘2-5 years’ ( $W_{2-5 \text{ yrs}} = .953$ ,  $df = 45$ ,  $p = .065$ ) and ‘5 years or more’ ( $W_{5 \text{ yrs or more}} = .964$ ,  $df = 28$ ,  $p = .436$ ) both of these longer term groups suggest distributions are normal.

		Tests of Normality					
		Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Length of service	Statistic	df	Sig.	Statistic	df	Sig.
CommitmentCompositeScore	0 - 2 years	.118	43	.146	.944	43	.035
	2 - 5 years	.105	45	.200*	.953	45	.065
	5 years or more	.110	28	.200*	.964	28	.436

\*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Table 5- 24 Commitment Normality result

Due to their being three groups it is necessary to use the Kruskal-Wallis H test Table 5-25 and Table 5-26 there is insufficient evidence to suggest that there is a difference in the extent of

responses from ‘0–2 years’ (**Mdn=65.33**), ‘2-5 years’ (**Mdn=52.02**) and ‘5 years or more’ responses (**Mdn=58.43**), ( $\chi^2 = 3.450$ ,  $p = .178$ ).

Ranks				Test Statistics <sup>a,b</sup>	
	Length of service	N	Mean Rank		Commitment Composite Score
Commitment Composite Score	0 - 2 years	43	65.33	Chi-Square	3.450
	2 - 5 years	45	52.02	df	2
	5 years or more	28	58.43	Asymp. Sig.	.178
	Total	116		a. Kruskal Wallis Test	
				b. Grouping Variable: Length of service	

*Table 5- 25 Kruskal Wallis test: mean*

*Table 5- 26 Grouping Variable: LOS*

### 5.5.2 Commitment and Gender

The next test to explore is with the gender variable. It is worthy to note within the case summary in Table 5-27 the missing female relates to one respondent who completed the mentoring scales but not the commitment scale hence 36 and not 37 female sample size.

Case Processing Summary							
		Cases					
		Valid		Missing		Total	
		N	Percent	N	Percent	N	Percent
Commitment Composite Score	Male	80	100.0%	0	0.0%	80	100.0%
	Female	36	97.3%	1	2.7%	37	100.0%

*Table 5- 27 Gender and Commitment sample sizes*

Figures 5.18 and 5.19 show male and female distributions respectively, visually it is noted the male distribution is skewed to the right and there were less responses in disagreement. For example Figure 5.18 shows the highest frequency score of 12 who slightly agreed they are committed to the organisation. While Figure 5.19 shows females scored half this frequency but at more moderate levels in neither agreeing nor disagreeing and also and also moderately agreeing.

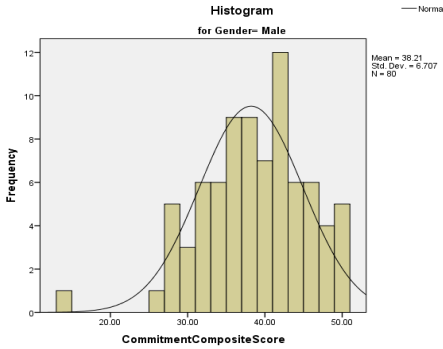


Figure 5. 18 Commitment: male

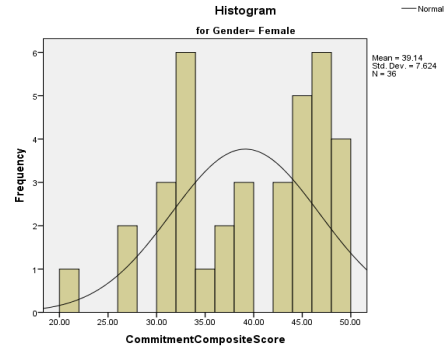


Figure 5. 19 Commitment: female

The Descriptives table shows distribution statistics for this factor with gender in Appendix VIII.

Shapiro-Wilks test results are presented in Table 5-28 and show significant deviations from normality for male  $W_{MALE} = .966$ ,  $df = 80$ ,  $p = .032$ ) and female  $W_{FEMALE} = .923$ ,  $df = 36$ ,  $p = .015$ ) results.

**Tests of Normality**

Gender	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
CommitmentCompositeScore Male	.087	80	.200*	.966	80	.032
CommitmentCompositeScore Female	.166	36	.013	.923	36	.015

\*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Table 5- 28 Commitment Normality result

The Mann Whitney is used to test for differences as in Table 5-29 and Table 5-30 with results showing insufficient evidence to suggest that there is a difference in the extent of male responses ( $Mdn=56.81$ ) and that of female responses ( $Mdn=62.26$ ), ( $U = 1304.5$ ,  $p = .418$ ).

Ranks					Test Statistics <sup>a</sup>	
	Gender	N	Mean Rank	Sum of Ranks		Commitment Composite Score
CommitmentCompositeScore	Male	80	56.81	4544.50	Mann-Whitney U	1304.500
	Female	36	62.26	2241.50	Wilcoxon W	4544.500
	Total	116			Z	-.810
					Asymp. Sig. (2-tailed)	.418

a. Grouping Variable: Gender

**Table 5- 29 Mann-Whitney test: mean**

**Table 5- 30 Grouping Variable: Gender**

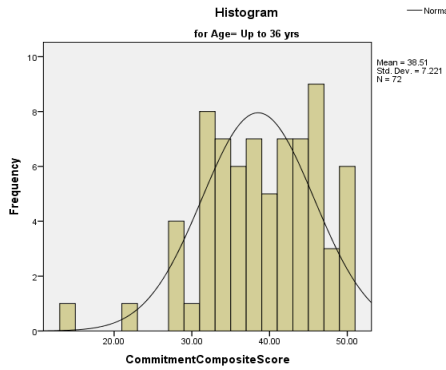
### 5.5.2 Commitment and Age

This last section looks at the third variable of age and the commitment factor. For consistency the two age groupings are again used with the case summary frequencies in Table 5-31, a note is the missing commitment respondent who falls within the first age grouping denoting 72 and not 73 in the sample size.

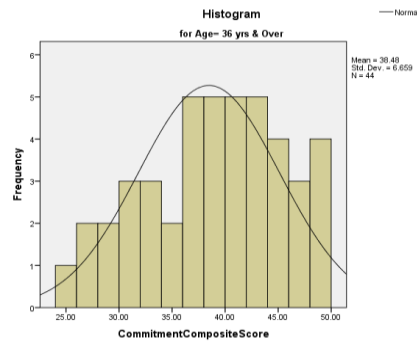
Case Processing Summary							
Age		Cases					
		Valid		Missing		Total	
		N	Percent	N	Percent	N	Percent
CommitmentCompositeScore	Up to 36 yrs	72	98.6%	1	1.4%	73	100.0%
	36 yrs & Over	44	100.0%	0	0.0%	44	100.0%

**Table 5- 31 Age and Commitment sample sizes**

The first histogram in Figure 5.20 shows a skew to the right meaning the ‘Up to 36 years’ or Generation Y respondents answered on the agreement end of the scale while this group is not as normally distributed visually. Figure 5.21 reflects the older grouping immediately looks to have a more normal distribution. From this result it would appear a broader spread exists with 20 respondents answering they are slightly agreeing and moderately agreeing that they are committed to the organization. While Figure 5.20 shows the maximum score was given by ‘Up to 36 years’ meaning 6 individuals in this group answered strongly commitment to the organisation.



**Figure 5. 20** Commit and Age Up to 36yrs



**Figure 5. 21** Commit and Age 36yrs+

The Descriptives distributions for Commitment and age are located in Appendix IX.

Shapiro-Wilks test results are presented in Table 5-32 and show significant deviations from normality for the ‘Up to 36 years’ group ( $W_{\text{Up to 36 yrs}} = .953$ ,  $df = 72$ ,  $p = .010$ ). While the ‘36 years and over’ group infers a normal distribution ( $W_{\text{36 yrs & Over}} = .965$ ,  $df = 44$ ,  $p = .202$ ).

		Tests of Normality					
		Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
Age	CommitmentCompositeS	Statistic	df	Sig.	Statistic	df	Sig.
Up to 36 yrs	core	.080	72	.200 <sup>*</sup>	.953	72	.010
36 yrs & Over		.085	44	.200 <sup>*</sup>	.965	44	.202

\*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

**Table 5- 32** Commitment Normality result

Next the violation significance is confirmed using once again the Mann Whitney U Test resulting in Table 5-33 and Table 5-34 to show that there is insufficient evidence to suggest that there is a difference between ‘Up to 36 years’ ( $Mdn=58.88$ ) and ‘36 years and over’ ( $Mdn=57.88$ ), ( $U = 1556.5$ ,  $p = .875$ ) groupings when tested with Commitment responses.

Ranks				
	Age	N	Mean Rank	Sum of Ranks
CommitmentCompositeScore	Up to 36 yrs	72	58.88	4239.50
	36 yrs & Over	44	57.88	2546.50
	Total	116		

Test Statistics <sup>a</sup>	
	Commitment Composite Score
Mann-Whitney U	1556.500
Wilcoxon W	2546.500
Z	-.157
Asymp. Sig. (2-tailed)	.875

a. Grouping Variable: Age

**Table 5- 33 Mann-Whitney test: mean**

**Table 5- 34 Grouping Variable: Age**

### 5.5.4 Summary of Findings

Within this last commitment factor it is noteworthy to recap key findings. Those employed more than two years have normally distributed responses in being committed to the organisation. Again as with the mentoring functions there was still insufficient evidence to suggest statistical differences between all three group's responses so that essentially randomness could have occurred, however this factor was indeed the closest to being at a significant level (still over one chance in 1,000 or  $p = .178$ ) when compared with the mentoring functions. The male gender seemed to have more of an effect with its positive skew than female but again not so much as to show a statistical significance. Again it was Generation X and Baby Boomer conveying more normal distributions. As with the mentoring functions there were no differences between the age groups when their commitment was measured.

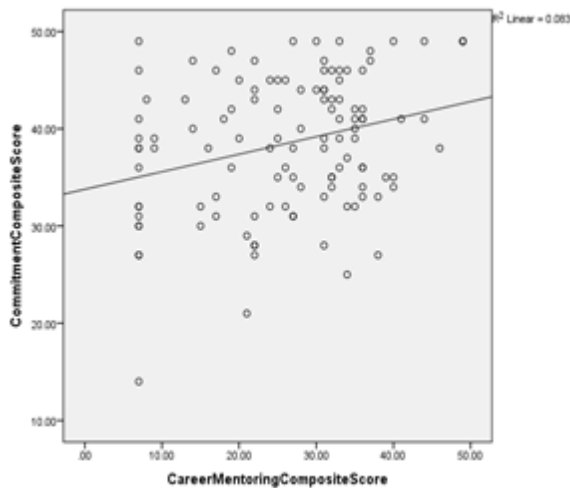
### 5.6 Correlation and statistical significance

Two further tests can be carried out the first is to establish a quantification of the strength of the relationship between each of the mentoring functions and employee commitment as well as between both mentoring functions themselves which takes the format of a correlation coefficient. (Saunders et al., 2009). Secondly by looking at the statistical significance it shows the likelihood the coefficient will be found in the population of the original sample. (Bryman and Bell, 2015). Before using the Pearson's  $r$  test the two variables need to be broadly linear hence the necessity to graphically clarify their relationship does not violate test assumptions. (Saunders et al., 2009). It

is a requirement to look at both the correlation coefficient and the significance level. (Bryman and Bell, 2015).

### 5.6.1 Career mentoring and Commitment

The results from Figure 5.22 show visually a positive correlation in that a change in both variables occurs in the same direction (Fisher, 2010). Looking at Table 5-35 using Pearson’s test to show a fairly weak but positive correlation ( $r = .288$ ) between Career Mentoring (CM) and Commitment, while it is statistically significant ( $p < 0.01$ ).



		CareerMentoringCompositeScore	CommitmentCompositeScore
CareerMentoringCompositeScore	Pearson Correlation	1	.288**
	Sig. (2-tailed)		.002
	N	117	116
CommitmentCompositeScore	Pearson Correlation	.288**	1
	Sig. (2-tailed)	.002	
	N	116	116

\*\* Correlation is significant at the 0.01 level (2-tailed).

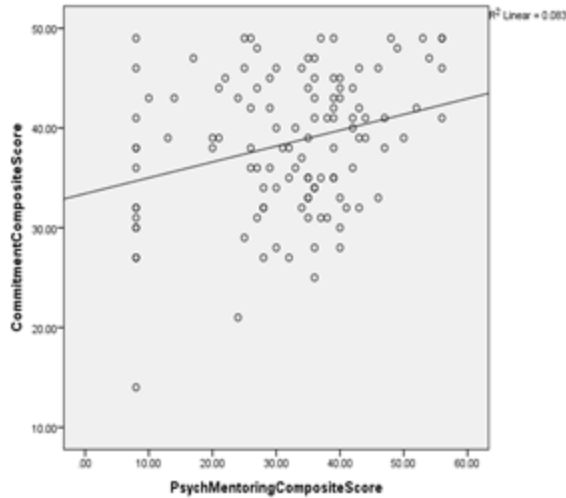
**Figure 5. 22** Scatterplot: CM and Commitment

**Table 5- 35** Pearson: CM and Commitment

### 5.6.2 Psychosocial Mentoring and Commitment

Similar to Career Mentoring Figure 5.23 shows a positive correlation. Reviewing Table 5-35 again using Pearson’s test shows again a fairly weak but positive correlation ( $r = .288$ ) between Psychosocial Mentoring (PM) and Commitment, while it too is statistically significant ( $p < 0.01$ ).





**Correlations**

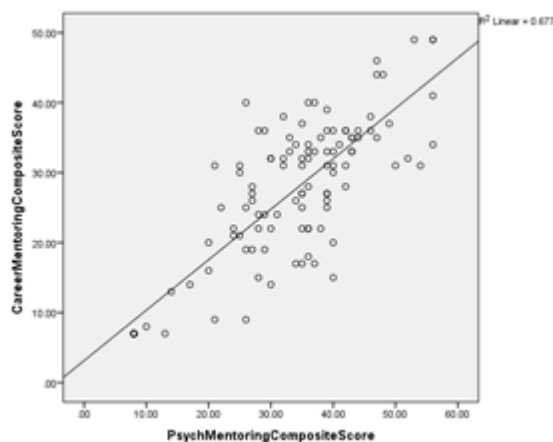
		PsychMentoringCompositeScore	CommitmentCompositeScore
PsychMentoringCompositeScore	Pearson Correlation	1	.288**
	Sig. (2-tailed)		.002
	N	117	116
CommitmentCompositeScore	Pearson Correlation	.288**	1
	Sig. (2-tailed)	.002	
	N	116	116

\*\* . Correlation is significant at the 0.01 level (2-tailed).

**Figure 5. 23 Scatterplot: PM and Commitment**      **Table 5- 36 Pearson: PM and Commitment**

### 5.6.3 Career and Psychosocial Mentoring

The last test will look at the correlation between both mentoring functions. Visually straight away it can be seen a positive correlation exists Figure 5.24. Reviewing Table 5-37 with Pearson’s test shows a strong positive correlation ( $r = .823$ ) between both functions, while it is statistically significant ( $p < 0.01$ ).



**Correlations**

		CareerMentoringCompositeScore	PsychMentoringCompositeScore
CareerMentoringCompositeScore	Pearson Correlation	1	.823**
	Sig. (2-tailed)		.000
	N	117	117
PsychMentoringCompositeScore	Pearson Correlation	.823**	1
	Sig. (2-tailed)	.000	
	N	117	117

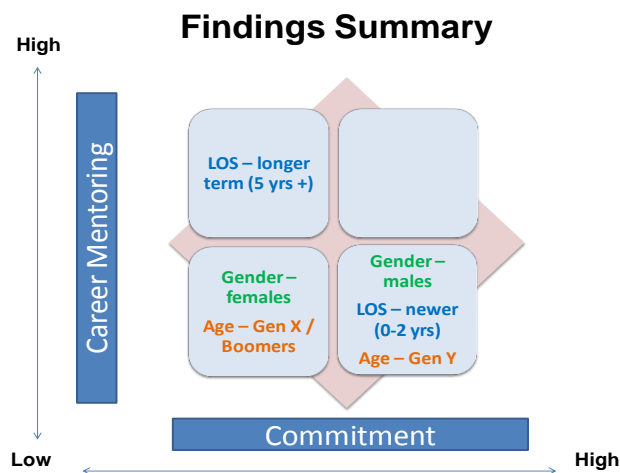
\*\* . Correlation is significant at the 0.01 level (2-tailed).

**Figure 5. 24 Scatterplot: CM and PM**

**Table 5- 37 Pearson: CM and PM**

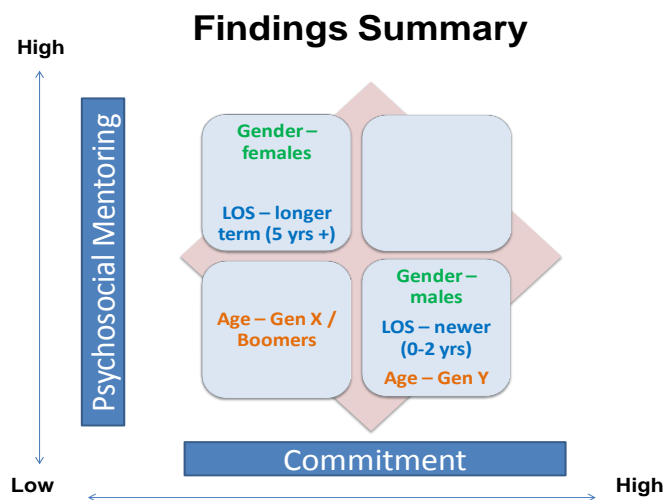
## 5.7 Research Findings Summary

Before proceeding to the discussion section a brief recap covers off the key findings to date. Figure 5.25 is a summary of the main findings across the three control variables and career mentoring plotted on a matrix. This vividly shows none of the respondents are in the category of receiving a high amount of mentoring as well as being highly committed. It can be seen longer term employees are in receipt of more career mentoring than their newer counterparts. Generation X / Boomer employees receive more career mentoring but are not as committed to the organisation as are their Generation Y counterparts. A key observation concerns gender whereby females answered more moderately than their male counterparts. Females receive career mentoring more than males but are the less committed of the two genders. Statistically no significant associations between LOS, gender or indeed age occurred. Four limitations are noted, firstly it is recognised the three classification variables imply others could not be used for example relationship type (formal or informal) or indeed duration of relationship. Additionally as this sample relates to inside sales only within the technology sector generalisability may be a challenge. Thirdly answers gleaned relate to a protégé's level of mentoring received and their level of strength of commitment perspectives as opposed to a mentor's view of the world. Lastly as remarked within the methods chapter the official formal mentoring program has not as yet been rolled out across the Dublin site for which this sample is located, thus it is worthy to note this could have had an implication on the results found.



**Figure 5. 25** Findings Summary – Career Mentoring and Commitment

Figure 5.26 is a likewise summary for the psychosocial function. Within the second factor psychosocial mentoring as with the previous factor noticeably shows none of the respondents fall into the category of receiving a high amount of mentoring as well as being highly committed. Also repeated is that longer tenured people who are in receipt of more psychosocial support however their shorter termed counterparts are even more committed. While once again Generation Y receives less psychosocial support but still remain committed. The big difference here is in terms of gender where females receive more psychosocial support but are less strongly committed than males. Fundamentally both mentoring function results show no significant statistical associations between the three variables analysed. The same limitations apply to psychosocial mentoring as those already covered off within the career mentoring section above.



**Figure 5. 26 Findings Summary – Psychosocial Mentoring and Commitment**

The final analysis looks at correlations between the three factors. Findings showed a positive but weak relationship strength correlation existing between both functions and commitment, whereas with the mentoring functions themselves a very strong and positive relationship exists. However an important note is that a correlation does not imply causation where statistically they may be related by not causally related (Fisher, 2010) and a possible explanation is that other factors may be in play. This will be explored in the following discussion chapter. An additional fifth limitation is identified here in terms of the lack of moderates used, the justification is due to time constraints and it is noted in the implications section of the discussion chapter and future implications within the conclusion chapter.

## **Chapter 6: Discussion**

### **6.1 Introduction**

To re-introduce the overall research question is to investigate the link between levels of mentoring received and an employee's commitment. This chapter is divided into three areas each of which discusses the findings relating to the research sub questions as detailed:

- To explore the level of career mentoring received and its association with employee commitment.
- To explore the level of psychosocial mentoring received and its association with employee commitment.
- To explore the association between the two mentoring functions that of career mentoring and psychosocial mentoring.

Before launching into each specific sub question discussion it is worthy to recall the response rate where more respondents answered via hard copy, a possible explanation is due to the vast volume of emails and social media content employees are exposed to daily so that their preference was via hardcopy.

Regarding the findings overall it points towards a positive correlation between the levels of mentoring received and employee commitment although its relationship strength is weak. While not surprisingly a very strong and positive correlation exists between the two mentoring functions themselves. This is in line with a recent study indicating both functions are strongly linked for example where a protégé is facilitated in a career mentoring exercise but also requires emotional support. (Arora and Rangnekar, 2014). The current research specifically shows both mentoring functions have a weak and positive relationship with commitment and a 1 in 100 chance that there is no relationship in the population. While there is a very strong and positive relationship between functions themselves which also has a 1 in 100 chance that there is no relationship in the population. The next section will discuss the findings and link back with the research questions.

## **6.2 Career mentoring received and employee commitment**

### **6.2.1 Length of service**

The results from the first factor career mentoring and the first variable LOS signify individuals who are employed for the longest amount of time are normally distributed. What this means is in terms of the level of this type of mentoring received extreme values were relatively rare whilst most of the sample answered near the average (Rugg and Petre, 2007). Another key point is a high quantity of newer employees received no career mentoring at all. Across the three tenure groups analysed there was no statistically significant difference. Regarding the commitment factor and LOS results confirmed again those with a longer tenure were more normally distributed than the other two groups. Unsurprisingly the newer employees are even more strongly committed. When tested across the three LOS groups the commitment factor and LOS showed no statistically significant differences. With regards to the current finding this is inconsistent with results from prior research. Mentoring received shows an association with intrinsic perceptions of future prospects and loyalty within the organization (Bozionelos and Bozionelos, 2010) and indeed career mentoring provided has previously been positively associated with AOC within private sector sales environments (Bozionelos et al., 2011). A possible explanation for this is much of the career mentoring perceived as informal (75%) however across the Dublin site for which this study relates the formal mentoring program has not yet been rolled out. A question raised is in having a systematic program in place could this increase awareness hence strengthen the correlation? This is followed through under the recommendations piece.

### **6.2.2 Gender**

The career mentoring function findings from the gender perspective conveyed neither gender is normally distributed also sample values the male variable were more extreme. For example ten males received no career mentoring whilst in contrast only one reported receiving career mentoring to a very large extent. However, female answers were more moderate and of the two closer to an average. Both scored similarly with respect to being in receipt to some extent of career mentoring. Ultimately statistically no differences were reported between gender responses. Within commitment factor findings it appears males answered more positively in agreement rather than disagreement to being more committed. While females answered more cautiously by saying they

neither agreed nor disagreed or moderately felt committed. From a statistical standpoint no differences were reported between gender responses. These current findings are consistent with previous longitudinal research showing no difference in gender albeit a managerial only sample was used across multiple industries. (Herrbach et al., 2011). A further study shows mentoring is not as gendered as previously suggested (O'Brien et al., 2010) where females do not receive any less career mentoring than males.

An argument to this is located in another body of work showing gender identity does matter when looking at the overall mentoring relationship satisfaction, whereby males were found to be more satisfied with career mentoring while females more so with psychosocial mentoring. (Ortiz-Walters, Eddleston and Simione, 2010). Additionally a dual summary finding shows statistically few significant relationships between the mentoring functions and gender however, specifically three named functions were held to depart from this with career called singled out as one such function. (Fowler et al., 2007). The relevance to this current study is although statistically no associations were made between career mentoring and commitment when viewed in gender terms there is an acknowledgement of a positive correlation albeit as weak. Concerning the male gender sample who are not receiving career mentoring it is cautiously probable therefore they are dissatisfied which is inconsistent evidence with Ortiz-Walters et al.'s work where male samples were found to be the more satisfied gender with regards to this mentoring function.

### **6.2.3 Age**

The last variable to be reviewed was age within the career function. Current findings reveal the older age group has a normal distribution again denoting less extreme responses rather than those in the younger category. Most responses in the former group are receiving career mentoring to a small extent and to an extent. Within the younger group significant normality deviations illustrates a higher volume of this sample receiving no career mentoring at all while others are mentored to an extent. Statistically speaking the results conveyed offer no differences between this function and age groups. With regards to the commitment and age combination it was found as with career function, the older age group were more normally distributed. A noteworthy remark is their answers were broader extending across slight and moderate agreement as opposed to either strongly disagreeing or strongly agreeing. Moreover the younger group has a positive skew

meaning they are more in agreement as opposed to disagreement with being committed. While statistically it was demonstrated no difference between commitment levels and age groups are present. In support of this finding, a preceding study shows protégé experience is negatively related to age. (Van Emmerik, Baugh and Euwema, 2005).

In contrast a finding within high technology evidenced significant differences in correlations between protégé development support concerning people of dissimilar ages and therefore correlations were stronger in groups with similar ages. (Fagenson-Eland et al., 2005). The relevance to this current study is although statistically there are no differences evidenced with the age variable the sample grouping used was based around generational identities distinguishable by a shared experience of a certain time. (Joshi et al., 2010). A weakness according to this author is that these identities have indeed different levels of commitment whereby Millennials are stereotyped as job hopping (Myers and Sadaghiani, 2010) around career paths whereas Generation X are more commitment to their own careers rather than an organisation itself and Boomers are loyal and organisationally committed (Cennamo and Gardener, 2009). Essentially where there are wide age spreads within an organisation, biases and a difference of beliefs can occur across the generations resulting in barriers to knowledge transfer (Helm Stevens, 2010) which can apply to mentoring scenarios. Therefore the current result that no differences exist between career mentoring and age nor commitment and age is a surprise when compared with prior research.

## **6.3 Psychosocial mentoring received and employee commitment**

### **6.3.1 Length of Service**

Within the current work the second mentoring function and LOS concludes the longer term employees answered in a normal distribution. The majority of these employees are in receipt of a small amount of psychosocial mentoring. The key difference between this and the two other groups is around some of the newer employees who are not at all in receipt of psychosocial mentoring. Commitment results for both psychosocial and career function are both the same with as per section 6.2.1 but to recap those employed for the longer term are normally distributed whilst the newer individuals are strongly committed to the organisation. Current results show no statistically significant differences between psychosocial mentoring and tenure groups or that of commitment

and tenure groups upon review. Consistent with the current results, previous research confirms psychosocial mentoring is not related to AOC and contrary to that of career mentoring, the reason being individuals are focused on formal work and may see the more emotional side of mentoring as an informal activity and may therefore not prioritise it. It is noted a limitation is they used a management only sample and informal mentoring studied. (Bozionelos et al., 2011). A contrasting study found only psychosocial mentoring provided a predictive value for AOC the reason being emotional experiences having more powerful impacts rather than with career mentoring impacts. (Craig et al., 2012). A further argument shows over a longitudinal ten year study (1996 – 2006) that psychological capital in the form of optimism can support an individual receiving developmental relationship advice within their career. (Higgins, Dobrow and Roloff, 2010). This in turn is linked to a positive association with organisation commitment. (Kluemper, Little and DeGroot, 2009).

### **6.3.2 Gender**

Current findings comparing psychosocial mentoring and gender show although both genders appear to have normality violations as with the first function a similar quantity of men said they have received no psychosocial mentoring. Bearing in mind the sample size of females to males was almost half, the largest volume of psychosocial mentoring received to some extent was with men. A point to highlight is that more women are receiving psychosocial mentoring to a very large extent. Whereas to recap what was acknowledged with career mentoring was that females answered moderately. As before the commitment results with gender are already noted within section 6.2.2 but to recap males answered more positively in agreement and females answered more cautiously. Statistically no differences were observed between gender responses. Overall this current result is contrary to prior meta-analytical research which looked at gender differences where it was found females do in fact get more psychosocial support (O'Brien et al., 2010). While it was found female protégés when in same gender dyads receive more psychosocial support. (Fowler et al., 2007).



### **6.3.3 Age**

Looking now at the last variable age and psychosocial mentoring where again the older age group is normally distributed and most people are in receipt of psychosocial mentoring to an extent. Not only is this a commonality between both groups but it is also found within the first function highlighting regardless of the function itself both age groups are in receipt of mentoring to an extent as opposed to either extreme of none at all or to a very large extent. A further point is the fact more young employees are not receiving any psychosocial mentoring at all. This culminates however to show statistically no differences exist. Regarding the factor of commitment and age as the results have already been covered off under section 6.2.3 but to point out again the older age group were more normally distributed although their answers were broader while the younger group are more in agreement to being committed. In summary statistically no differences exist between commitment levels and age. This current finding is inconsistent with prior studies, the first of which looks at age diversity within dyads and concludes age differences are based on vocational and psychosocial functions difference however, within that same study perceptual agreement was not actually assessed. (Finkelstein, Allen and Rhoton, 2003). While a more recent conceptual paper proposes as people are more attracted to like minded surface level factors and in this case age is one of them, an environment for communal sharing exchange within mentoring relationships is created more easily. (Rutti et al., 2013).

## **6.4 Limitations**

Five focus limitations have been identified throughout the findings chapter and now further discussed. These include the control variables used within the mentoring function analysis which concludes other variables could also have been used such as mentoring form like formal and informal or indeed the relationship duration. Due to time constraints this was not viable. Secondly the ability to generalise this work as it was specifically set out to explore inside sales individuals within the context of a technology organisation environment. Thirdly this limitation relates to the choice by this author to measure protégé levels of mentoring received as opposed to mentor's levels of mentoring given or indeed dyadic pairing relationships. The argument to do so was given in literature section as the main concern was that this was an exploratory project and as such justified to investigate from a protégé lens. Fourthly within the use of measuring both function

correlations, it has been called out moderates could have been used more specifically what was used already concerning each of the functions themselves when tested with commitment LOS, gender and age or alternatively others like duration or type, this is further discussed in the following section. The last limitation is the practical implication that the official formal mentoring program is yet to be launched across the Dublin site this may have had an implication on the results generated.

## **6.5 Both mentoring functions correlation**

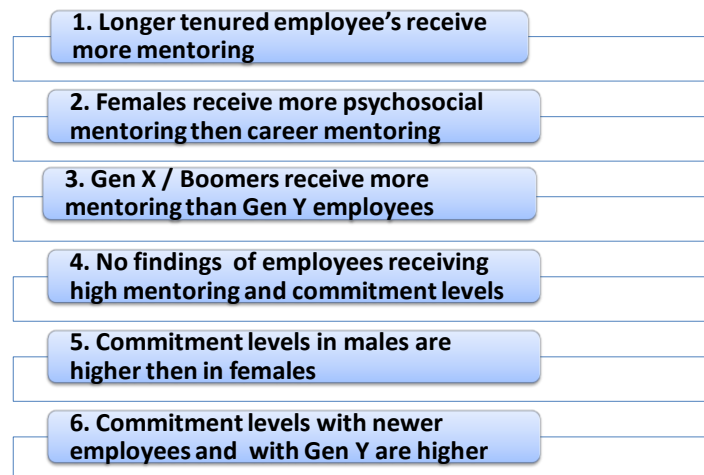
The last research sub question unsurprisingly finds correlations between the functions as positive and very strong. This is consistent with other studies where correlations are significant albeit using a more contemporary model (Fowler and O’Gorman, 2005) but ultimately their work was still based around Krams original seminal two factor model. Additionally another more recent study in support and where relationship strengths between the two factors reviewed using a meta-analysis found of the six moderators analysed the strongest correlation was when the relationship was formal as opposed to informal. (Dickson et al., 2014). The relevance to this current study is that 38% of the respondents understood the type of mentoring they are engaged with in their perception is that of formal mentoring, which therefore strengthens the argument that the current findings are in line with other research.

To circle back the final point warranting discussion relates to correlation not implying causation (Fisher, 2010) as highlighted in findings chapter. In other words within this study’s context just because both mentoring functions positively correlate where a change in one is accompanied by changes in the other and in the same direction, this does not mean one has caused the other. As with investigating each function and commitment in terms of LOS, gender and age, with respect to the two mentoring functions themselves other moderators may also include race or duration of mentoring relationship or indeed the context of the relationship itself. (Dickson et al., 2014). For example in this study if there was an investigation by tenure where a longer term individual has an established network (career support) but also gains trust (psychosocial support), in this case a correlation explanation could be they “co-vary” as both may be influenced by the person’s tenure (Fisher, 2010, p.236). This limitation was noted in the above section and is further acknowledged in the conclusion chapter.

## 6.6 Discussion Summary

To conclude this section this work demonstrates at the present time in company X a positive but weak correlation exists between both mentoring functions and employee commitment while a very strong and positive correlation is found between the mentoring functions themselves. To go back to the point made above there may be other factors in play which affect the correlation which could warrant further investigation of the two functions themselves. A summary of six key practical implication takeaways are proposed in Figure 6.1

### Discussion Summary



*Figure 6. 1 Discussion summary – six key takeaways*

The big question is does mentoring matter at all then if employees are already committed? From the seminal work of the 1980s all the way through to current day there are numerous proposers in favor and all leading back ultimately to argue mentoring reduces employee turnover (Joiner et al, 2004; Lankau and Scandura, 2002; Payne and Hoffman, 2005) and can increase employee commitment .(Thurston et al., 2012; Bozionelos et al., 2011). But more importantly as in the case for company X where employees already have a level of commitment, prior studies have shown mentoring can also support an employee's ability and attitude .(Thurston et al., 2012). Additionally

it is supportive through adverse working conditions such as burnout or indeed if an employee does not have excellent career options it can still offer positive work outcomes (Van Emmerik, 2004). Drawbacks include the cost element is questioned in particular women found it as an important time resource (Van Emmerik et al., 2005) while there is also the aspect of mentoring effectiveness where a crucial component is the formation of trust within dyadic relationships. (Leck and Orser, 2013). Consequently the relevance of these examples to this work is that although there are positive levels of commitment within the organisation there is still scope for more employees to gain the benefits outlined by being engaged with an effective mentoring model. Lastly the limitations identified in this discussion have practical future implications recounted next in the conclusion.

## **Chapter 7: Conclusion and Recommendations**

### **7.1 Introduction**

The final chapter of the thesis is divided into two parts the first will give an overall evaluation and key learning in terms of what was set out at the start of the process, what was achieved, the practical implications of what was found while highlighting the research limitations and lastly implications for future study. Secondly a number of recommendations are suggested.

### **7.2 Evaluation and practical implications**

At the start of this thesis journey it was argued an organisation can benefit from creating and sustaining a culture which supports learning, while developmental processes are consistent tools used to facilitate such a learning culture (Garavan, 2007). From the outset this author's aim was to look for measurable findings to see if links exist between mentoring and employee commitment. It became clear from the literature advocated that an abundance of research has taken place regarding the nature, outcomes and process of mentoring from seminal work through to the current burgeoning development networks, theories and practises. The challenge identified was specifically concerning inside sales mentoring practises within the technology sector. The method chosen to use a single source (protégé) against a single method to collect the data in a correlation cross sectional design and examine the relationships amongst variables was ratified. (Allen et al., 2008). In terms of what was actually achieved against the objectives set out follows.

- To explore the level of career mentoring received and its association with employee commitment.

From the sample used ultimately a positive but weak correlation was established between these two relationships. Statistically no significant differences resulted. In saying that a number of interesting arguments are recognised as this was inconsistent with prior studies shown. With respect to LOS longer term employees are in receipt of more mentoring than their shorter term peers. Males reported receiving no career mentoring but are still committed while females are moderately so. Regarding age the Generation Y group reported more commitment regardless of the fact they are in receipt of the least amount of career mentoring. So the question posed was does

career mentoring matter at all then if commitment levels remain high? The practical implication of this the author argues is yes it still matters. A UK report based on private sector employee's has shown the median voluntary resignation rate as 9.9% in 2013 which essentially implies on average one employee in twelve (12.5%) resigned from their job during the 2013 calendar year. Overall the level of voluntary resignations was slightly higher year on year (Stuff, 2013). The author suggests employees are on the move with the improved economic outlook. In particular Generation Y who as noted previously are job hoppers. A suggested way to retain staff is through a mentoring mechanism for such a group as an argument is that tenure still has a stronger effect on career outcomes (Higgins and Kram, 2001).

- To explore the level of psychosocial mentoring received and its association with employee commitment.

With respect to this factor correlation findings suggest it is the same as that of career mentoring showing a positive but weak correlation but statistically no significant differences result. Again those with longer tenure are in receipt of more psychosocial support with arguments put forward both supporting and rejecting whether there is a link between this function and commitment. Therefore from the psychosocial mentoring lens does it matter at all if commitment levels are high anyway? Looking at the age variable unsurprisingly it showed Generation X / Boomer group availing of psychosocial support. The practical bearing argued is if there is a communal sharing exchange the mentoring relationship should be easier in matching up like minded surface level factors for example age. (Rutti et al., 2013). A key discrepancy argued is that of gender had some effect although as noted above it was not statistically significant but still worthy for the author to note. To recall the literature review it was denoted gender is a controversial topic within the scope of whether or not gender differences exist in terms of mentoring function outcomes. The practical implication the author argues is psychosocial mentoring does matter. Informally it empathises developing the “whole person” over a longer time and it is suggested within the dynamic context of a high technology organisation informal mentoring can be used to lever leadership development. (Sosik et al., 2005).

- To explore the association between the two mentoring functions that of career mentoring and psychosocial mentoring.

Statistical results regarding the last sub question were largely more positive in that correlation findings inferred a positive and very strong correlation between the two mentoring functions themselves. This is unsurprising based on prior literature noted. However an interesting practical implication found as per the discussion chapter that moderators for example LOS could also be included in future studies to measure influences on such a correlation.

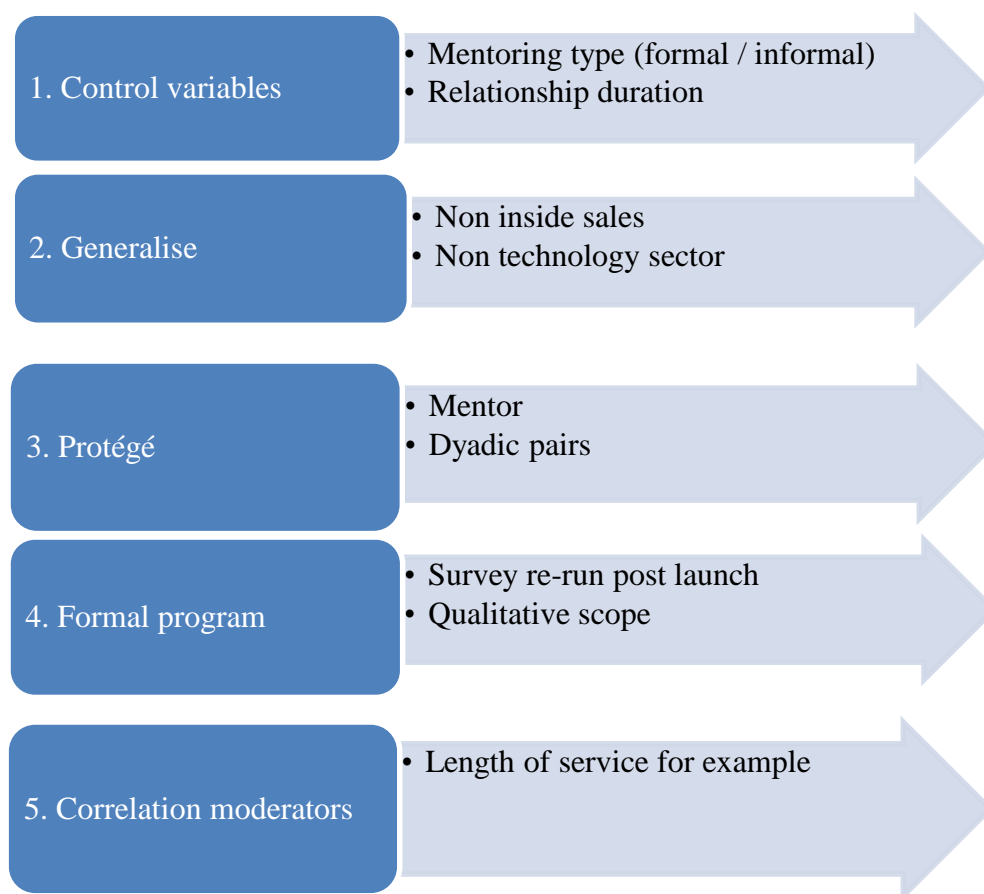
### **7.3 Limitations**

Throughout the findings and discussion chapter's five limitations are highlighted, but to recap the first is that three control variables and as a consequence others were not used specifically mentoring type and relationship duration. Secondly generalise to other industries and indeed non inside sales may be a challenge. Protégé levels of mentoring received as opposed to mentor's levels of mentoring given or indeed dyadic pairing relationships are a noted limitation. Fourthly the fact the formal mentoring program has not as yet been launched officially could have an effect on results generated. Lastly specific moderators were not used in measuring both function correlations and as such deemed a limitation.

### **7.4 Implications for future research**

Fundamentally positive correlations have been shown albeit a weak relationship regarding the actual functions and commitment and a stronger relationship between the functions themselves within company X. This was an exploratory piece and in reality the salient practical implication for HR and indeed the wider management team is firstly that current trends in the workplace show an increased need for continuous learning where the responsibility is back onto the employee to manage their own career using on-the-job development. (Hezlett and Gibson, 2005). In practice planned learning is considered an essential element for the employees job therefore clear roles, responsibilities and policies need to be in place where HR and indeed management can develop mechanisms to facilitate and foster a continuous learning organisational culture (Garavan, 2007). A key outcome of a strong strategic HRD system can be seen with individual and organisational mentoring benefits (Thurston et al., 2012). Secondly five limitations have been recognised and for each of these future research suggestions are posed in Figure 7.1. Areas include using different

control variables such as formal and informal, non inside sales and non technology samples, instead of concentrating on the views of protégé to explore the mentor perspective or indeed dyadic pairing groups for a combination view. Within the formal program the survey could be re-run once the program is fully launched to the Dublin site. Additionally a qualitative engagement could provide richer detail around the effectiveness of the mentor program and possibly from both a protégé and mentor view. Lastly in re-running the correlation tests specifically between mentoring functions, a moderator such as tenure could prove interesting as it could reflect specific measured effects due to time spent within the organisation.



**Figure 7. 1** *Future research suggestions*

Before concluding with the overall recommendations section, it is noteworthy to reiterate the six practical implication key takeaways from the discussion section. As a reminder they included longer tenured individuals receiving more mentoring, females receiving more psychosocial rather



than career mentoring, Generation X / Boomer age group receiving more mentoring rather than their younger counterparts, no findings to prove high levels of both commitment and mentoring in play, male commitment levels were higher than female and lastly Generation Y commitment levels were the higher of the two groups measured. The following recommendations will look to alleviate some of these challenges posed.

## **7.5 Recommendations**

As stated this was an exploratory study with conclusions based on the past survey analysis therefore the following suggestions are this author's views on what should now happen (Anderson, 2009). Four actions are put espoused.

In terms of priority the first action is for company X's formal mentoring program to be launched across the Dublin location, as yet there is no official date for this to the best of the knowledge of the author. Best practise feedback from other site locations across Europe on how their launches went could be sought. While engagement with an industry expert and real world user within the field of mentoring may support. In terms of the local launch day itself an all hands communication event could be organised for a dedicated number of hours. The industry expert guest speaker could highlight accessibility to website links and internal social media alerts made available to all. Subsequently this survey could be re-run to see if changes have occurred in terms of the strength of the relationships correlation between each of the mentoring functions and level of employee commitment. If access was granted by local HR across the other site locations a similar study could measure the other inside sales locations which could prove valuable as a temperature check on the uptake of mentoring directly whilst indirectly promoting the same. Regarding the six discussion takeaways this action could help with encouraging mentoring levels and indeed commitment levels (the box in the findings summary matrix which was empty).

The second priority entails training both mentors and protégés as there are numerous advocates of the necessity for this. (Dickson et al., 2014; Leck et al., 2012; Ortiz-Walters et al., 2010). A UK training and development study suggests is a half day workshop for potential mentors and a 1–2 hour session for potential protégés. (Hamlin and Sage, 2011). It is noteworthy to say line managers should be included here concerning both forms of mentoring formal and informal. It was found

having an inside manager as a mentor as opposed to an inside peer or indeed outside mentor resulted in high performance, high organisational commitment and low intention to leave. (Brashear et al., 2006). This could help with getting more Generation Y age groups more engaged in mentoring as per one of the six takeaway discussion points.

The third priority will help with getting the newer employees exposed to mentoring by highlighting what it comprises of, who and where to go to for details and overall expectation setting around its usefulness during their Induction program upon starting in company X. This in turn will help again with the six takeaway discussion points.

The final point is to encourage focus on real world mentoring champion volunteers who are successful in their engagements. In particular this may help female employees at all career levels and links back to the six takeaway discussion points. A UK survey on creating learning costs efficiencies found 76% of companies are using informal learning methods to reign in training costs (Egan, 2013). Appendix X shows a summary list with timelines and resource cost implications.

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## **Appendices**

### **Appendix I: Questionnaire cover email**

Dear colleagues,

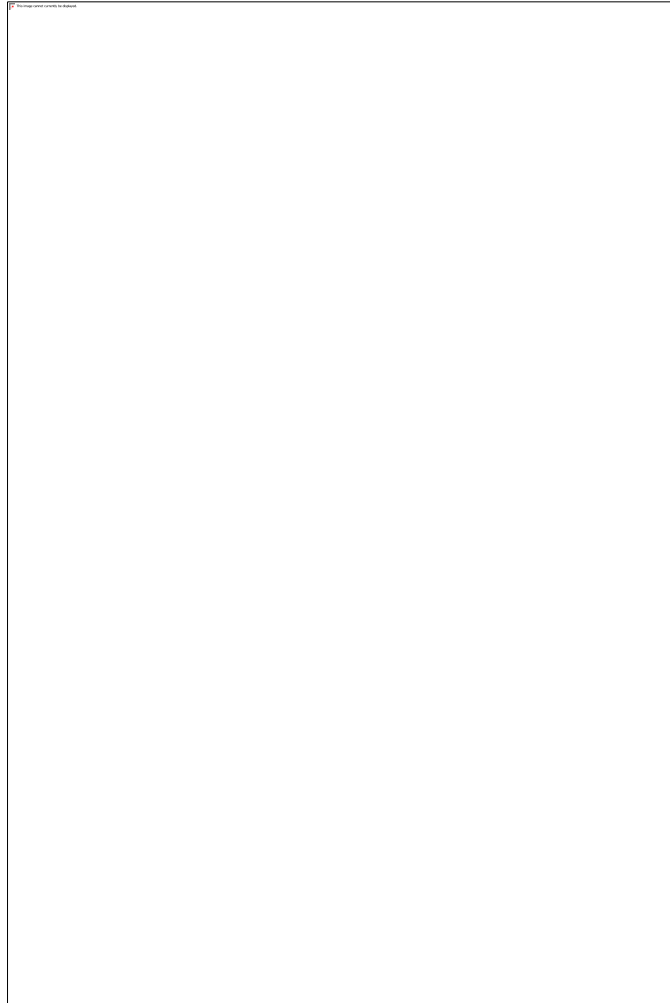
Thank you in advance for taking a few minutes to read my request.

As part of a college thesis research project my request is for you and your team to please fill in a quick **online survey** – it is open to all individuals who are engaged within the Inside Sales organisation. This is an anonymous survey with some questions taken from internationally recognised standard studies.

A very sincere thanks to those you have already completed this.

Kind Regards,

Marilyn



## **Appendix II: Questionnaire**

Mentoring and employee commitment

An investigation into levels of mentoring received and employee commitment.

Hello, my sincere thanks to you for taking the time to complete this anonymous survey.

The overall objective is to look at levels of mentoring received and employee commitment within the organisation. Sections 3 and 4 of the survey are based on an internationally recognised

set of standard questions used in prior research. It will take just a few minutes to complete this survey.

Thank you in advance for your support.

There are 29 questions in this survey

## Section1. Respondent's demographic characteristics

This section requires respondents to provide information on their gender, age, career level, length of service and geographical workplace location

1 [ITM1] Please state your consent to take part in this anonymous survey? \*

Please choose the appropriate response for each item:

Yes

Please click

2 [ITM2] What is your gender? \*

Please choose only one of the following:

Female

Male

3 [ITM3] What is your age? \*

Please write your answer here:



4 [ITM4] What is your career level? \*

Please choose only one of the following:

Individual Contributor (IC)

Management

5 [ITM5] How long have you worked in the organisation? \*

Please choose only one of the following:

0 - 2 years

2 - 5 years

5 years or more

## Section2. Respondents mentoring relationship and its form

This section requires respondents to provide information on the type of developmental mentoring relationship. Typically it is between a senior and junior individual within the organisation. It also requires respondents to answer if these relationships are Formal or Informal.

6 [ITM6] Are you currently or have you ever been a \*

Please choose all that apply:

Protege (or mentee)

Mentor

Neither

The protege (or mentee) receives mentoring from the mentor. The mentor gives mentoring to the protege (or mentee).

7 [ITM7] What form does / did the mentoring relationship take? \*

Please choose all that apply:

Formal

Informal

Neither

Formal mentoring occurs due to a systematic selection, training and third party matching process. While Informal mentoring occurs spontaneously.

### Section3. Respondents mentoring level and type

If you answered 'Neither' in Section 2, please answer 1 = not at all in this Section 3.

8 [ITM8] To what extent have you had a mentor who has given or recommended you for challenging assignments that present opportunities to learn new skills? \*

Please choose the appropriate response for each item:

1. Not at			4. To			7. To a
all	2.	3.	some	5.	6.	very large
			extent			extent

Click one response

If you answered 'Neither' in Section 2, please answer 1 = not at all in this Section 3.

9 [ITM9] To what extent have you had a mentor who has given or recommended you for assignments that required personal contact with supervisors in different parts of the company? \*

Please choose the appropriate response for each item:

1. Not at			4. To			7. To a
all	2.	3.	some	5.	6.	very large
			extent			extent

Click one response

If you answered 'Neither' in Section 2, please answer 1 = not at all in this Section 3.

10 [ITM10] To what extent have you had a mentor who has given or recommended you for assignments that increased your contact with higher level managers? \*

Please choose the appropriate response for each item:

1. Not at			4. To			7. To a
all	2.	3.	some	5.	6.	very large
			extent			extent

Click one response

If you answered 'Neither' in Section 2, please answer 1 = not at all in this Section 3.

11 [ITM11] To what extent have you had a mentor who has given or recommended you for assignments which helped you meet new colleagues? \*

Please choose the appropriate response for each item:

1. Not at			4. To			7. To a
all	2.	3.	some	5.	6.	very large
			extent			extent

Click one response

If you answered 'Neither' in Section 2, please answer 1 = not at all in this Section 3.

12 [ITM12] To what extent have you had a mentor who has helped you finish assignments / tasks or meet a deadline that otherwise would have been difficult to complete? \*

Please choose the appropriate response for each item:

1. Not at all      2.      3.      4. To some extent      5.      6.      7. To a very large extent

Click one response                           

If you answered 'Neither' in Section 2, please answer 1 = not at all in this Section 3.

13 [ITM13] To what extent have you had a mentor who has helped you reduce unnecessary risks that could have threatened your opportunities for promotion? \*

Please choose the appropriate response for each item:

1. Not at all      2.      3.      4. To some extent      5.      6.      7. To a very large extent

Click one response                           

If you answered 'Neither' in Section 2, please answer 1 = not at all in this Section 3.

14 [ITM14] To what extent have you had a mentor who has given or recommended you for assignments or tasks that have prepared you for higher positions? \*

Please choose the appropriate response for each item:

1. Not at all      2.      3.      4. To some extent      5.      6.      7. To a very large extent

Click one response                           

If you answered 'Neither' in Section 2, please answer 1 = not at all in this Section 3.

15 [ITM15] To what extent have you had a mentor who has conveyed feelings of respect for you as an individual? \*

Please choose the appropriate response for each item:

1. Not at all      2.      3.      4. To some extent      5.      6.      7. To a very large extent

Click one response                           

If you answered 'Neither' in Section 2, please answer 1 = not at all in this Section 3.

16 [ITM16] To what extent have you had a mentor who has conveyed empathy for the concerns and feelings you have discussed with him/her? \*

Please choose the appropriate response for each item:

1. Not at all      2.      3.      4. To some extent      5.      6.      7. To a very large extent

Click one response                    

If you answered 'Neither' in Section 2, please answer 1 = not at all in this Section 3.

17 [ITM17] To what extent have you had a mentor who has encouraged you to talk openly about anxiety and fears that might detract from your work? \*

Please choose the appropriate response for each item:

1. Not at all      2.      3.      4. To some extent      5.      6.      7. To a very large extent

Click one response                    

If you answered 'Neither' in Section 2, please answer 1 = not at all in this Section 3.

18 [ITM18] To what extent have you had a mentor who has shared personal experiences as an alternative perspective to your problems? \*

Please choose the appropriate response for each item:

1. Not at all      2.      3.      4. To some extent      5.      6.      7. To a very large extent

Click one response                    

If you answered 'Neither' in Section 2, please answer 1 = not at all in this Section 3.

19 [ITM19] To what extent have you had a mentor who has discussed your questions or concerns regarding feelings of competence, commitment to advancement, relationships with peers and supervisors or work / family conflicts? \*

Please choose the appropriate response for each item:

1. Not at all      2.      3.      4. To some extent      5.      6.      7. To a very large extent

Click one response                    

If you answered 'Neither' in Section 2, please answer 1 = not at all in this Section 3.

20 [ITM20] To what extent have you had a mentor who has shared history of his / her career with you? \*

Please choose the appropriate response for each item:



1. Not at all      2.      3.      4. To some extent      5.      6.      7. To a very large extent

Click one response                           

If you answered 'Neither' in Section 2, please answer 1 = not at all in this Section 3.

21 [ITM21] To what extent have you had a mentor who has provided suggestions concerning problems you have encountered at work? \*

Please choose the appropriate response for each item:

1. Not at all      2.      3.      4. To some extent      5.      6.      7. To a very large extent

Click one response                           

If you answered 'Neither' in Section 2, please answer 1 = not at all in this Section 3.

22 [ITM22] To what extent have you had a mentor who has displayed attitudes and values similar to your own? \*

Please choose the appropriate response for each item:

1. Not at			4. To			7. To a
all	2.	3.	some	5.	6.	very large
			extent			extent

Click one response

If you answered 'Neither' in Section 2, please answer 1 = not at all in this Section 3.

### Section4. Respondents relationship with the organisation

23 [ITM23] How much do you agree or disagree with the following statement: I am willing to put in a great deal of effort beyond what is normally expected in order to help the organisation to be successful \*

Please choose the appropriate response for each item:

1.			4. Neither			7.
Strongly	2.	3.	agree nor	5.	6.	Strongly
disagree			disagree			agree

Click one response

24 [ITM24] How much do you agree or disagree with the following statement: I really care about the future of this organisation. \*

Please choose the appropriate response for each item:

1. Strongly disagree      2.      3.      4. Neither agree nor disagree      5.      6.      7. Strongly agree

Click one response                           

25 [ITM25] How much do you agree or disagree with the following statement: I am extremely glad that I chose this organisation for which to work, over others I was considering at the time I joined. \*

Please choose the appropriate response for each item:

1. Strongly disagree      2.      3.      4. Neither agree nor disagree      5.      6.      7. Strongly agree

Click one response                           

26 [ITM26] How much do you agree or disagree with the following statement: I talk up being employed in this organisation to friends as a great company for which to work. \*

Please choose the appropriate response for each item:

1. Strongly disagree 2. 3. 4. Neither agree nor disagree 5. 6. 7. Strongly agree

Click one response

27 [ITM28] How much do you agree or disagree with the following statement: I find that my values and this organisation's values are very similar. \*

Please choose the appropriate response for each item:

1. Strongly disagree 2. 3. 4. Neither agree nor disagree 5. 6. 7. Strongly agree

Click one response

28 [ITM29] How much do you agree or disagree with the following statement: for me this is the best of all possible organisation's for which to work. \*

Please choose the appropriate response for each item:

1. Strongly disagree 2. 3. 4. Neither agree nor disagree 5. 6. 7. Strongly agree

Click one response

29 [ITM27] How much do you agree or disagree with the following statement: I am proud to tell others that I work for this organisation \*

Please choose the appropriate response for each item:

1.			4. Neither			7.
Strongly	2.	3.	agree nor	5.	6.	Strongly
disagree			disagree			agree
Click one response	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Thank you for your response.

01.01.1970 – 03:00

Submit your survey.

Thank you for completing this survey.

**Appendix III: Career Mentoring Descriptives: Length of Service**

**Descriptives**

Length of service		Statistic	Std. Error		
CareerMentoringCompositeScore	0 - 2 years	Mean	25.3488	1.81933	
		95% Confidence Interval for Mean	Lower Bound	21.6773	
			Upper Bound	29.0204	
	5% Trimmed Mean	25.3475			
	Median	28.0000			
	Variance	142.328			
	Std. Deviation	11.93012			
	Minimum	7.00			
	Maximum	44.00			
	Range	37.00			
	Interquartile Range	18.00			
	Skewness	-.359	.361		
	Kurtosis	-1.125	.709		
	2 - 5 years	2 - 5 years	Mean	26.6522	1.63217
			95% Confidence Interval for Mean	Lower Bound	23.3648
Upper Bound				29.9395	
5% Trimmed Mean		26.6546			
Median		31.0000			
Variance		122.543			
Std. Deviation		11.06991			
Minimum		7.00			
Maximum		49.00			
Range		42.00			
Interquartile Range		15.75			
Skewness		-.528	.350		
Kurtosis		-.510	.688		
5 years or more		5 years or more	Mean	27.1429	1.91604
			95% Confidence Interval for Mean	Lower Bound	23.2115
	Upper Bound			31.0742	
	5% Trimmed Mean	26.9524			
	Median	25.0000			
	Variance	102.794			
	Std. Deviation	10.13872			
	Minimum	7.00			
	Maximum	49.00			
	Range	42.00			
	Interquartile Range	14.25			
	Skewness	.357	.441		
	Kurtosis	.093	.858		

**Appendix IV: Career Mentoring Descriptives: Gender**

**Descriptives**

Gender		Statistic	Std. Error		
CareerMentoringCompos iteScore	Male	Mean	25.6250	1.22182	
		95% Confidence Interval for Mean	Lower Bound	23.1930	
			Upper Bound	28.0570	
		5% Trimmed Mean	25.5833		
		Median	27.0000		
		Variance	119.427		
		Std. Deviation	10.92828		
		Minimum	7.00		
		Maximum	49.00		
		Range	42.00		
		Interquartile Range	15.75		
		Skewness	-.295	.269	
		Kurtosis	-.743	.532	
		Female	Mean	27.7297	1.89541
	95% Confidence Interval for Mean		Lower Bound	23.8857	
Upper Bound			31.5738		
5% Trimmed Mean	27.6997				
Median	31.0000				
Variance	132.925				
Std. Deviation	11.52931				
Minimum	7.00				
Maximum	49.00				
Range	42.00				
Interquartile Range	13.50				
Skewness	-.421		.388		
Kurtosis	-.392		.759		

**Appendix V: Career Mentoring Descriptives: Age**

**Descriptives**

Age		Statistic	Std. Error			
CareerMentoringCompositeScore	Up to 36 yrs	Mean	26.9589	1.34914		
		95% Confidence Interval for Mean	Lower Bound	24.2694		
			Upper Bound	29.6484		
		5% Trimmed Mean	26.9384			
		Median	31.0000			
		Variance	132.873			
		Std. Deviation	11.52707			
		Minimum	7.00			
		Maximum	49.00			
		Range	42.00			
		Interquartile Range	15.50			
		Skewness	-.435	.281		
		Kurtosis	-.608	.555		
		36 yrs & Over	36 yrs & Over	Mean	25.1818	1.57252
				95% Confidence Interval for Mean	Lower Bound	22.0105
Upper Bound	28.3531					
5% Trimmed Mean	25.1313					
Median	25.0000					
Variance	108.803					
Std. Deviation	10.43089					
Minimum	7.00					
Maximum	49.00					
Range	42.00					
Interquartile Range	16.50					
Skewness	-.143			.357		
Kurtosis	-.622			.702		



**Appendix VI: Psychosocial Mentoring Descriptives: Length of Service**

**Descriptives**

Length of service		Statistic	Std. Error		
PsychMentoringCompositeScore	0 - 2 years	Mean	30.4651	1.97194	
		95% Confidence Interval for Mean	Lower Bound	26.4856	
			Upper Bound	34.4446	
		5% Trimmed Mean	30.5284		
		Median	32.0000		
		Variance	167.207		
		Std. Deviation	12.93086		
		Minimum	8.00		
		Maximum	54.00		
		Range	46.00		
		Interquartile Range	16.00		
		Skewness	-.422	.361	
		Kurtosis	-.616	.709	
	2 - 5 years	Mean	33.1957	1.94951	
		95% Confidence Interval for Mean	Lower Bound	29.2691	
			Upper Bound	37.1222	
		5% Trimmed Mean	33.3575		
		Median	36.0000		
		Variance	174.828		
		Std. Deviation	13.22224		
Minimum		8.00			
Maximum		56.00			
Range		48.00			
Interquartile Range		13.50			
Skewness		-.750	.350		
Kurtosis		-.085	.688		
5 years or more	Mean	32.8929	2.17935		
	95% Confidence Interval for Mean	Lower Bound	28.4212		
		Upper Bound	37.3645		
	5% Trimmed Mean	32.8968			
	Median	31.0000			
	Variance	132.988			
	Std. Deviation	11.53205			
	Minimum	8.00			
	Maximum	56.00			
	Range	48.00			
	Interquartile Range	14.25			
	Skewness	.238	.441		
	Kurtosis	.201	.858		

Appendix VII:

Psychosocial Mentoring Descriptives: Gender

Descriptives

Gender		Statistic	Std. Error		
PsychMentoringCompositeScore	Male	Mean	31.1750	1.37459	
		95% Confidence Interval for Mean	Lower Bound	28.4390	
			Upper Bound	33.9110	
		5% Trimmed Mean	31.2083		
		Median	34.0000		
		Variance	151.159		
		Std. Deviation	12.29467		
		Minimum	8.00		
		Maximum	56.00		
		Range	48.00		
		Interquartile Range	13.75		
		Skewness	-.425	.269	
		Kurtosis	-.264	.532	
	Female	Mean	34.1622	2.20922	
		95% Confidence Interval for Mean	Lower Bound	29.6817	
			Upper Bound	38.6427	
		5% Trimmed Mean	34.4024		
		Median	36.0000		
		Variance	180.584		
Std. Deviation		13.43816			
Minimum		8.00			
Maximum		56.00			
Range		48.00			
Interquartile Range		15.50			
Skewness		-.589	.388		
Kurtosis		-.167	.759		

**Appendix VIII: Psychosocial Mentoring Descriptives: Age**

**Descriptives**

Age		Statistic	Std. Error			
PsychMentoringCompositeScore	Up to 36 yrs	Mean	32.7808	1.55557		
		95% Confidence Interval for Mean	Lower Bound	29.6798		
			Upper Bound	35.8818		
		5% Trimmed Mean	32.8874			
		Median	35.0000			
		Variance	176.646			
		Std. Deviation	13.29081			
		Minimum	8.00			
		Maximum	56.00			
		Range	48.00			
		Interquartile Range	15.00			
		Skewness	-.511	.281		
		Kurtosis	-.326	.555		
		36 yrs & Over	36 yrs & Over	Mean	31.0227	1.76065
				95% Confidence Interval for Mean	Lower Bound	27.4720
Upper Bound	34.5734					
5% Trimmed Mean	31.0505					
Median	32.5000					
Variance	136.395					
Std. Deviation	11.67882					
Minimum	8.00					
Maximum	56.00					
Range	48.00					
Interquartile Range	13.75					
Skewness	-.386			.357		
Kurtosis	-.123			.702		

## Appendix IX: Commitment Descriptives: Length of Service

Descriptives				Statistic	Std. Error
CommitmentCompositeScore	Length of service				
	0 - 2 years	Mean		39.8605	1.04579
		95% Confidence Interval for Mean	Lower Bound	37.7500	
			Upper Bound	41.9709	
		5% Trimmed Mean		40.2222	
		Median		41.0000	
		Variance		47.028	
		Std. Deviation		6.85767	
		Minimum		21.00	
		Maximum		49.00	
		Range		28.00	
		Interquartile Range		11.00	
		Skewness		-.693	.361
		Kurtosis		-.038	.709
		2 - 5 years	Mean		37.0889
	95% Confidence Interval for Mean		Lower Bound	34.8082	
			Upper Bound	39.3696	
	5% Trimmed Mean			37.3580	
	Median			36.0000	
	Variance			57.628	
	Std. Deviation			7.59133	
	Minimum			14.00	
	Maximum			49.00	
	Range			35.00	
	Interquartile Range			11.50	
	Skewness			-.395	.354
	Kurtosis			.351	.695
	5 years or more		Mean		38.6786
		95% Confidence Interval for Mean	Lower Bound	36.4052	
			Upper Bound	40.9520	
		5% Trimmed Mean		38.7381	
		Median		39.0000	
		Variance		34.374	
		Std. Deviation		5.86296	
		Minimum		27.00	
		Maximum		49.00	
Range			22.00		
Interquartile Range			6.00		
Skewness			-.227	.441	
Kurtosis			-.141	.858	

**Appendix X: Commitment Descriptives: Gender**

**Descriptives**

Gender		Statistic	Std. Error		
CommitmentCompositeScore	Male	Mean	38.2125	.74983	
		95% Confidence Interval for Mean	Lower Bound	36.7200	
			Upper Bound	39.7050	
		5% Trimmed Mean	38.4444		
		Median	38.5000		
		Variance	44.980		
		Std. Deviation	6.70668		
		Minimum	14.00		
		Maximum	49.00		
		Range	35.00		
		Interquartile Range	9.00		
		Skewness	-.600	.269	
		Kurtosis	.877	.532	
	Female	Mean	39.1389	1.27064	
		95% Confidence Interval for Mean	Lower Bound	36.5594	
			Upper Bound	41.7184	
		5% Trimmed Mean	39.4506		
		Median	40.5000		
		Variance	58.123		
		Std. Deviation	7.62385		
Minimum		21.00			
Maximum		49.00			
Range		28.00			
Interquartile Range		14.00			
Skewness		-.441	.393		
Kurtosis		-.866	.768		

**Appendix XI: Commitment Descriptives: Age**

**Descriptives**

Age		Statistic	Std. Error			
CommitmentCompositeS core	Up to 36 yrs	Mean	38.5139	.85099		
		95% Confidence Interval for Mean	Lower Bound	36.8171		
			Upper Bound	40.2107		
		5% Trimmed Mean	38.8642			
		Median	39.0000			
		Variance	52.141			
		Std. Deviation	7.22085			
		Minimum	14.00			
		Maximum	49.00			
		Range	35.00			
		Interquartile Range	11.75			
		Skewness	-.644	.283		
		Kurtosis	.622	.559		
		36 yrs & Over		Mean	38.4773	1.00395
	95% Confidence Interval for Mean			Lower Bound	36.4526	
				Upper Bound	40.5019	
	5% Trimmed Mean			38.5808		
Median	39.0000					
Variance	44.348					
Std. Deviation	6.65945					
Minimum	25.00					
Maximum	49.00					
Range	24.00					
Interquartile Range	11.25					
Skewness	-.235			.357		
Kurtosis	-.870			.702		

## Appendix XII: Recommendations Summary List

	<b>Action</b>	<b>Responsibility</b>	<b>Time</b>	<b>Resource Implications</b>	<b>Contingencies</b>
<b>1</b>	Launch of formal mentoring program to Dublin site	Organisational Development & HR business partner	3 mths	Guest speaker costs (€1,000 p/event). Time cost to gather feedback from other sites & planning launch. Time cost to re-run survey across other site locations.	Launch using social media / email
<b>2</b>	Training for both mentors and protégés	Training business partner & line manager liaison	6 mths	Internal cost via training team. Half day workshop for mentors, 1-2 hr session proteges. Time costs.	Consider a webinar / online training if internal costs are unapproved.
<b>3</b>	Add mentoring scope to induction	HR & Recruitment business partners	3 mths	Include in the new hire induction program	Reinforce via on-boarding pack & email
<b>4</b>	Mentoring Champions	Organisational Development & HR business partner	6 - 12 mths	Select and publicise expertise, time costs for those engaged	Reinforce via communications meetings / social media / email

