



Research Paper

## The Relationship between Mentoring Functions Received and Psychological Empowerment: The Role of Trust and Political Skill<sup>□</sup>

### *Alınan Mentorluk Fonksiyonları ile Psikolojik Güçlendirme Arasındaki İlişki: Güven ve Politik Yeteneğin Gücü*

Elmira Kabdulova<sup>a</sup>, Engin Bağış Öztürk<sup>\*,b</sup>

#### ARTICLE INFO

**Keywords:**  
*Mentoring functions, Trust, Political skill, Psychological empowerment*

**Article History::**  
Received 22 December 2016  
Received in revised form 13 March 2017  
Accepted 14 March 2017

#### MAKALE BİLGİSİ

**Anahtar Kelimeler:**  
*Mentorluk fonksiyonları, Güven, Politik yetenek, Psikolojik güçlendirme*

**Article history:**  
Geliş 22 Aralık 2016  
Düzeltilme geliş 13 Mart 2017  
Kabul 14 Mart 2017

#### ABSTRACT

*There are studies focusing on mentoring functions received and its motivational outcomes, but most of these studies fail to show how and when mentoring relates to these outcomes. In order to fulfill this gap, we investigated the mediating effect of trust in mentor and the moderating role of political skill of the mentor on the relationship between mentoring functions received and psychological empowerment. We collected data from 164 employees who work in public and private organizations in Kazakhstan, and conducted a moderated mediation analysis. Based on the findings, protégés feel psychologically empowered as mentoring functions received instilled trust in mentor. However, it was also revealed that the relationship between mentoring functions received and psychological empowerment was stronger only when the mentor was perceived to have high political skill. Based on these findings, theoretical and practical implications were discussed.*

#### ÖZ

*Mentorluğun motivasyonel çıktılarına odaklanan çalışmalar olmakla birlikte bunların birçoğu mentorluğun nasıl ve ne zaman çıktılarla ilişkili olduğunu göstermemektedir. Bu boşluğu doldurmak için çalışmamızda, alınan mentorluk fonksiyonları ile psikolojik güçlendirme arasındaki ilişkide mentora olan güvenin aracılık ve politik yeteneğin biçimlendiricilik rolünü inceledik. Verileri Kazakistan'ın özel ve kamu şirketlerinde çalışan 164 kişiden topladık ve koşullu aracılık analizleri gerçekleştirdik. Bulgularımıza göre, alınan mentorluk fonksiyonları mentora olan güveni arttırdıkça çıkarlar kendilerini psikolojik olarak güçlendirilmiş hissetmektedir. Bununla birlikte mentora olan güvenin psikolojik güçlendirmeye olan olumlu etkisinin sadece politik yeteneği yüksek algılanan mentorlar için geçerli olduğu anlaşılmaktadır. Bu bulgulara uygun olarak teorik ve pratik uygulamalar tartışılmıştır.*

<sup>□</sup> This study was derived from a master thesis which was authored by Elmira Kabdulova and supervised by Engin Bağış Öztürk. The study was also presented as a proceeding at the 24th National Management and Organization Congress at May 2016.

<sup>a</sup> Former graduate student of Dokuz Eylül University, Graduate School of Social Sciences, İzmir, Turkey.

<sup>\*,b</sup> Corresponding author. Dokuz Eylül University, School of Business, İzmir, Turkey. enginozturk@deu.edu.tr

## 1. INTRODUCTION

Mentoring is one of the oldest training methods that focuses on the development of a less experienced person (protégé) with the help of a more experienced person (mentor). To equip protégés with necessary knowledge, skills and abilities at work, mentors and protégés interact with each other in a way that protégés receive mentoring functions such as psychological support, career development, and role modeling (Kram, 1983; Scandura, 1992). Findings from several meta-analysis studies supported that protégés who receive mentoring functions attain positive attitudinal and behavioral outcomes (Dickson et al., 2014; Eby et al., 2013; Kammeyer-Mueller & Judge, 2008). In order to regulate and reach positive outcomes of mentoring, work motivation is critical (Orpen, 1997; Scandura & Williams, 2004; Wayne, Liden, Kraimer & Graf, 1999). Work motivation is a psychological process influencing the allocation of personal efforts and resources related to work (Kanfer, Chen & Pritchard, 2008). Eby and her colleagues (Eby et al., 2013; Eby, Allen, Evans, Ng & DuBois, 2008) showed that mentoring can significantly increase protégé's work motivation such as hours worked, persistence, or job involvement.

When we consider the effects of mentoring programs on protégés' task and work role motivation (Thomas & Velthouse, 1990), researchers suggest that more nuanced motivational constructs can be also employed (Koberg, Boss, Senjem & Goodman, 1999; Seibert, Wang & Courtright, 2011). According to Spreitzer (2007), psychological empowerment is a key and comprehensive construct in assessing ones' tasks and work role. Specifically, psychological empowerment is an intrinsic task motivation expressed in four interrelated cognitions; meaning, competence, self-determination and impact (Spreitzer, 1995). Given that one of the natural purposes of mentoring is to develop a sense of competence, and confidence of the protégés (Kram, 1983), psychological empowerment can be considered as an expected and recognized consequence of mentoring functions (Rhodes, Liang & Spencer, 2009).

Despite the theoretical and empirical support of the relationship between mentoring functions and psychological empowerment, researchers who focus on relational aspects of mentoring (Haggard, Dougherty, Turban & Wilbanks, 2011) still neglects motivational aspects (Scandura & Pellegrini, 2008). To build the bridge between developmental and motivational aspects in a mentoring relationship, we highlighted two issues. First, how do the mentoring

functions affect psychological empowerment? According to both mentoring and psychological empowerment literatures, researchers claim that interpersonal trust has a pivotal role to transmit the effects of mentoring functions on positive outcomes (e.g. Chua, Ingram & Morris, 2008; Ergeneli, Ari & Metin, 2007). Interpersonal trust can be the new avenue for mentoring research (Eby et al., 2013; Kram & Ragins, 2008), because of the relational qualities embedded in a mentoring relationship (Ragins, Cotton & Miller, 2000). However, at many of the studies relationship quality has been conceptualized in terms of relationship satisfaction or relational support (Eby et al., 2008). Considering researchers' call for more nuanced conceptualizations of relationship quality (Allen, Eby, Poteet, Lentz & Lima, 2004; Eby et al., 2013), we point this gap and claim that interpersonal trust (specifically trust in mentor) can be utilized to translate the mentoring functions' effects on to motivational outcomes, specifically psychological empowerment. Trust is an intention to accept vulnerability based on the positive expectations of the intentions and behavior of another (Rousseau, Sitkin, Burt & Camerer, 1998). When a party (e.g. protégé) trusts another (e.g. mentor), care and concern, and confidence in a relationship increase, and through these benefits trust becomes an integral part of the relationship quality (Dirks & Ferrin, 2002). We specifically assert that as protégés receive mentoring functions from their mentors, protégés' trust in mentors increases. Protégé's positive orientation towards mentor will reduce uncertainty and increase psychological safety in a relationship. Thus trust will both carryover mentoring function effects and make protégé psychologically empowered. Therefore, the contribution of this study is to evaluate protégé's trust in mentor as a mediating variable in the association of mentoring functions and psychological empowerment.

The second contribution of the study is considering the contextualizing effect of mentor's interpersonal understanding and competence on the quality of mentoring relationship. In other words, mentor's interpersonal skills are very important to exacerbate the positive outcomes of mentoring relationships (Kram & Ragins, 2008). One of the constructs that taps interpersonal skills is the political skill which is "the ability to effectively understand others at work and to use such knowledge to influence others to act in ways that enhance one's personal and /or organizational objectives" (Ferris et al., 2005). To the best of our knowledge, there is only one study (Sun, Pan & Chow, 2014) showing that perceived political skill of mentor moderates the relationship between mentoring functions and psychological empowerment. However, the moderating role of

perceived political skill of mentor is not examined when protégé's "trust in mentor" is used as a mediating variable. This poses the question of whether perceived political skill still moderates the mediated relationship. We claim that politically skilled mentors can give a sense of comfort to protégé and detect needs and wants of protégé better so that positive effect of trust strengthens. In another respect, the degree of political skill of mentor can moderate the relationship between mentoring functions and psychological empowerment. Consequently, this research shows a more precise way of displaying the moderating effect of political skill on the mediated relationship. Therefore, the aim of the study is to delve into the relationship between mentoring and psychological empowerment, and examine the mediating role of relationship quality (specifically trust) and moderating role of perceived political skill of mentor at the relationship.

## 2. LITERATURE REVIEW AND HYPOTHESIS DEVELOPMENT

Mentoring is a workplace relationship that focuses mainly on protégés' developmental goals in the career and work activities through three main functions; "psychological support", "career development" and "role modeling" (Kram, 1983; Scandura, 1992). Psychological support function includes counseling about uncertainties and anxieties of protégés, gaining acceptance and confirmation from a mentor, and developing friendship ties (Kammeyer-Mueller & Judge, 2008; Kram, 1983). In terms of career development, mentors prepare protégés by giving challenging assignments, appointing exposed and visible tasks, coaching for achievable work objectives, and sponsoring for upcoming career opportunities (Kram, 1983). Role modeling is also an integral part of mentoring functions along with the psychological support and career development (Haggard et al., 2011). As a third function, it refers to the process of respecting and imitating a mentor (Scandura, 1992). Protégés get inspiration from their mentors and try to model mentors' values, attitudes and behaviors (Kram, 1983). The level of mentoring functions is influenced by protégé's demographics (e.g. gender) (Noe, 1988), protégé's personality (e.g. locus of control, self-monitoring), relationship attributes (e.g. relationship formality) (Eby et al., 2013), human capital of mentors and protégés (e.g. education level, tenure) (Kammeyer-Mueller & Judge, 2008).

Kram (1983) implied that one of the advantages of mentoring is to enhance one's task assessments.

Specifically, task related impact, competence, identity and autonomy assessments can be increased through mentoring functions (Bearman, Blake-Beard & Hunt, 2007; Hall & Smith, 2009). These types of task assessments can be conceptualized under psychological empowerment. It focuses on the intrinsic task motivation assessing employee's tasks in four related cognitions; competence (the sense of ability or self-efficacy to perform tasks in a successful way), meaningfulness (the value and purpose of a task and how the employee associate it with him/her belief, values, and behaviors), self-determination (employee's autonomy or choice in initiating or regulations his/her actions), and impact (the extent of significance of the task in terms of organizational outcomes) (Spreitzer, 1995; Thomas & Velthouse, 1990). These interrelated cognitions function additively to indicate the level of psychological empowerment and reflect psychological reactions and active orientation to tasks (Spreitzer, 2007). Therefore, its combined effects is necessary to predict workplace outcomes (Spreitzer, 1995).

Empirical studies also indicate that there is a positive relationship between mentoring functions and psychological empowerment. Fagenson (1988) empirically showed that protégés who receive mentoring functions have increased feelings of impact in the workplace when compared to non-mentored employees. Day and Allen (2004) found that psychological support and career development functions increased self-efficacy of the protégés. Empirical evidence is not only limited to impact and sense of competence aspects but also extended to all aspects of psychological empowerment. For example Sun et al. (2014) showed that psychological empowerment was positively influenced by mentoring functions. It indicated that protégés enjoy autonomy, found their work meaningful, and showed competence to fulfill their tasks after receiving mentoring functions. From these theoretical and empirical connections, we conclude that mentoring functions increase protégé's psychological empowerment.

### 2.1. The Mediating Role of Protégé's Trust in Mentor

Trust is a psychological state and an aspect of relationship based on the positive expectations and intentions of another (Rousseau et al., 1998). Based on social exchange dynamics, trust develops with repeated economic and social exchanges between two entities; e.g. individuals (Cropanzano, 2005). These exchanges continue as they are reciprocated and create a history-dependent process providing information on which grounds an individual can trust to another (Kramer, 1999). Therefore, trust

becomes one of the key elements in describing high-quality relationships in the workplace (Cropanzano, 2005; Schoorman, Mayer & Davis, 2007), and lead to important outcomes such as increased psychological availability and safety (Li & Tan, 2013), risk-taking behavior in relationships (Colquitt, Scott & LePine, 2007), and reduced uncertainty (Colquitt, LePine, Piccolo, Zapata & Rich, 2012).

In a mentoring relationship trust is a critical factor (Young & Perrew, 2000), since it can be perceived as an important aspect of the relationship quality (Ragins, 2011). However, prior mentoring studies shed light on constructs such as interpersonal comfort, reciprocity, emotional distance or satisfaction from the relationship but did not delineate the views on trust (Eby et al., 2013; Hezlett & Gibson, 2007). Moreover, among the limited research both on trust and mentoring, many of them report the effects of trust on mentoring functions rather than vice versa (e.g. Chun, Litzky, Sosik, Bechtold & Godshalk, 2010; Erdem & Aytumur, 2008).

Providing that trust is based on the actions of the other party, protégé's perceptions will be depended on mentor's actions, specifically mentoring functions. Consistent with the concepts of relationship quality (Eby et al., 2013), and trust in the leader (Dirks & Ferrin, 2002), we argue that mentoring functions can also serve as an antecedent to develop protégé's trust in mentor. Protégés who receive psychological support positively evaluate the intentions of the mentors and eventually increase the trust level in mentor. According to Young and Perrew (2000), not only psychological support but also career development help protégés in developing trust to the mentor. Sharing relational networks with protégé through sponsorship, and defending protégé against organizational politics through protection can enhance mentor's positive intentions and ultimately increase protégé's trust in mentor. Furthermore, given that similarity between trustor and trustee can increase trust (McAllister, 1995), role modeling can also increase trust in mentor. Based on these arguments and findings, mentoring functions received by the protégé can increase trust in mentor.

**Hypothesis 1:** Mentoring functions received by the protégé positively influence protégé's trust in mentor.

Even though psychological empowerment is an intrinsic task motivation concept, perceptions related with a superior (e.g. supervisors/leader) is a precursor condition to ignite psychological empowerment (Conger & Kanungo, 1988). Thomas

and Velthouse (1990) supported a similar argument that sense of empowerment originates not only from individual factors but also from contextual factors such as supervisors, leaders. With regard to leader-related judgments, trust-based relationship is one of the most important aspect of psychological empowerment (Seibert et al., 2011; Spreitzer, 2007). Several studies showed evidence on the relationship between trust in leader and psychological empowerment (Barton & Barton, 2011; Ergeneli et al., 2007; Gomez & Rosen, 2001).

We claim that protégé's trust in mentor is an important source for psychological empowerment. As employees are psychologically empowered, they can engage in persistent, intense and directed behaviors to accomplish their tasks (Sun et al., 2014). However, these tasks are not always predefined due to competition, change and ambiguity. Many of the outcomes and process of tasks can bear the elements of risk (Spreitzer, 1995). At this point an employee who wants to engage in action without fear of negative consequences, (s)he might want to feel psychologically safe which can be mainly provided by trust (Li & Tan, 2013). So trust in mentor can provide protégé feelings of security, safety and protection in the face of risk. Once trust increases, protégé can feel more empowered. Moreover, lack of trust can create uncertainty in the workplace as well. Uncertainty can drain out necessary resources from an employee and it can inhibit task-related behaviors (Kanfer et al., 2008). Mayer and Gavin (2005) supported that lack of trust deteriorated the ability to focus on one's job, and consequently decreased employees' motivation. Given that mentoring is one of the influential relationships in the workplace (Scandura & Pellegrini, 2008), uncertainty emanating from lack of trust in mentor can occupy protégé's physical, emotional, and intelligent resources at hand (Li & Tan, 2013). So trust in mentor can provide protégé psychological availability and ability to focus on the job. Once trust decreases protégés can feel less empowered. Based on these arguments and findings, we state that protégé's trust in mentor has an impact on overall perception of psychological empowerment.

**Hypothesis 2:** Protégé's trust in mentor positively influences psychological empowerment of the protégé.

Even though prior research, albeit limited, supported the relationship between mentoring functions and trust in mentor relationship (e.g. Young & Perrew, 2000) and the relationship between trust in mentor and psychological empowerment (e.g. Ergeneli et al., 2007), there is no empirical study linking mentoring functions to

psychological empowerment through trust in mentor. However, protégé's trust in mentor can mediate the relationship between mentoring functions and psychological empowerment. Robbins, Crino, and Fredendall (2002) argued that trust can be an intervening process between training practices and psychological empowerment. So, if we conceive mentoring as a training and development activity, mentoring functions received by the protégé will increase trust in mentor, and this positive orientation towards the mentor will provide necessary grounds for psychological empowerment.

**Hypothesis 3:** Protégé's trust in mentor mediates the relationships between mentoring functions received and psychological empowerment.

## 2.2. The Moderating Role of Perceived Political Skill of Mentor

Having said that the relationship between mentoring functions received and psychological empowerment is mediated by protégé's trust in mentor, it is expected that mediation strength can differ according to the perception of mentor's political skill. Since Sun et al. (2014) showed that political skill moderated the relationship between mentoring functions and psychological empowerment. However, there is no study examining the moderating effect of political skill in the association of mentoring functions and psychological empowerment through trust in mentor.

Workplaces are inherently political arenas and people have a tendency to use social and political competencies to reach their objectives (Pfeffer, 1981). Political skill is one of the constructs that taps these social competencies and is the most important predictor of task performance when other social effectiveness constructs are considered (Semadar, Robins & Ferris, 2006). A recent meta-analysis (Munyon, Summers, Thompson & Ferris, 2015) indicates that political skill has important implications as well such as reputation, self-efficacy, job satisfaction and organizational commitment.

While most of the studies focus on the direct effects of political skill (Harris, Kacmar, Zivnuska & Shaw, 2007), we focus on the moderator effect of perceived political skill of mentor. Recent studies show that political skill can also be used as a moderator between superior perceptions and workplace outcomes (Brouer, Duke, Treadway & Ferris, 2009; Brouer, Harris & Kacmar, 2011). These studies generally argue that politically skilled superiors understand their subordinates better, influence them effectively and mobilize their resources and networks if necessary.

From the perspective of mentoring relationships, we assert that protégé's trust in mentor is positively related with psychological empowerment and politically skilled mentors can exacerbate this effect. We claim that politically skilled mentors have the ability to interpret other's motivation and behaviors allowing mentors to read their protégés better. Ferris et al. (2007) support that mentors can use necessary interpersonal influence tactics much more effectively when compared to less political skilled mentors. Therefore, when mentors have high political skill, they can correctly understand how protégé thinks about empowerment and determine which empowerment aspect could be developed better. If mentor is low in political skill, then safety and security atmosphere created by the mentor may not be communicated effectively. Moreover, politically skilled mentors should not be perceived as manipulative (Ferris et al., 2007), therefore information regarding intentions of mentors is important. Given that trust in mentor informs about intentions of another, political skill might interact with trust perceptions. So, this discussion leads to following moderated moderation hypothesis:

**Hypothesis 4:** The strength of mediation is moderated by perceived political skill of mentor, such that mediation strength will be weaker at less politically skilled condition when compared to high politically skilled condition.

## 3. METHODOLOGY

### 3.1. Participants and Procedures

We collected data from a sample of 231 employees in Kazakhstan through an online survey form. In order to invite employees who received mentoring functions, we used snowball sampling, where invited employees fill the survey and redistribute it to their acquaintances. We collected 164 usable responses out of 231 responses.

Sample characteristics showed that participants averaged 29 years of age ( $SD = 8.77$ ) and mainly works in private sector (71%). Women comprised 48 percent of the sample. In our sample, 53% percent of the participants received mentoring functions from a specific mentor and the rest of the sample received it from their supervisors. The specific mentor can be a person outside from the organization as well as a person working in the same organization but having different organizational status. Participants had 3 years of relationship on average with their mentors ( $SD = 3.29$ ) and more than 50% of the participants meet

with their mentors several times in a week or every day.

### 3.2. Measures

We translated all measures to Kazakh and Russian languages. The translation and back translation procedures were implemented as recommended by Brislin (1970). Except for the demographic variables (gender etc.), all variables were measured on a 7-point Likert scale ranging from 1 (completely disagree) to 7 (completely agree).

*Mentoring Functions Received* (Cronbach's  $\alpha = .88$ ). We measured mentoring functions by the protégé with 9 items using Mentoring Functions Questionnaire (Castro, Scandura & Williams, 2004).

*Trust in Mentor* (Cronbach's  $\alpha = .90$ ). We adopted six items from McAllister's (1995) Trust Scale to measure protégé's trust in mentor.

*Political Skill of Mentor* (Cronbach's  $\alpha = .92$ ). We adopted 15 items from the Political Skill Inventory (Ferris et al., 2005). Given that we focus on perceived political skill of mentor, the words with "I" in the original scale were changed to "my mentor".

*Psychological Empowerment* (Cronbach's  $\alpha = .87$ ). We also measured protégé's psychological empowerment by Spreitzer's (1995) Empowerment at Work Scale. The measure contained 12 items, which included 3 items for each sub-dimension;

meaning, confidence, self-determination, and impact.

*Control variables.* We controlled protégé's gender (male= 0, female=1), because females may encounter more problems in mentoring programs than men (Ragins & Cotton, 1999). We also controlled mentor's supervisory status (no=0, yes=1) because mentors with supervisory status can have advantage due to their positions when compared to mentors without supervisory status (Pan, Sun & Chow, 2011). Relationship formality is also controlled (formal=0, informal=1), because informal mentoring might provide better relational characteristics (Ragins & Cotton, 1999). In addition to these control variables, relationship length (in years), and relationship interaction frequency (never=1, about once a week=3, every day=5) are also controlled, because these might influence relationship quality (Eby et al., 2013).

## 4. RESULTS

Means, standard deviations, and zero-order correlations among variables are reported in Table 1, which shows that the variables of the study are significantly related with each other.

### 4.1. Confirmatory Factor Analysis (CFA)

We performed a series of confirmatory factor analyses (CFAs) to assess the discriminant validity of the measures. However, it was not possible to

**Table 1:** Means, standard deviations, correlations, and reliability estimates for study variables

Variables	M	SD	1	2	3	4	5	6	7	8	9
<b>1. Protégé's gender</b>	.48	.50									
<b>2. Mentor's supervisory status</b>	.47	.50	.03								
<b>3. Relationship formality</b>	.13	.34	-.11	.12							
<b>4. Relationship Int. Frequency</b>	4.07	1.11	.00	-.06	-.24*						
<b>5. Relationship Length</b>	3.09	3.29	.15	.03	.31*	-.18					
<b>6. Mentoring Functions Received</b>	4.89	1.17	.11	-.02	.03	.29*	.13	(.88)			
<b>7. Trust in Mentor</b>	5.50	1.08	.10	.05	.14	.21*	.11	.72*	(.90)		
<b>8. Political Skill of Mentor</b>	5.49	0.91	.02	.05	.18	.20	.11	.70*	.74*	(.92)	
<b>9. Psychological Empowerment</b>	5.60	0.78	.08	.02	.18	.00	.25*	.32*	.39*	.44*	(.87)

**Note:** \*p < .01, two tailed. Cronbach's alphas are shown in parentheses on the diagonal.

conduct CFA with individual measurement items, since the number of items to sample size ratio (42 survey items: 164 sample size) was below the desired ratio (1:10). Therefore, we utilized item parceling strategy to overcome the instability of measurement model (Little, Cunningham, Shahar & Widaman, 2002). Following the recommendations of Hall, Snell and Faust (1999), sub-dimensions were chosen as parcels for multidimensional constructs so that parcels would be unidimensional, independent from another parcel to reduce secondary influences or methods effects.

Specifically, the hypothesized four factor model involving mentoring functions received, protégé’s trust in mentor, political skill of mentor, and psychological empowerment was entered as separate variables ( $\chi^2 = 202.43$ ,  $df = 98$ ,  $\chi^2/df = 2.07$ ,  $TLI = .93$ ,  $CFI = .94$ ,  $RMSEA = .08$ ), indicating that the measurement model was acceptable owing to good fit indices (Hu & Bentler, 1999). In order to ensure that the hypothesized model was the best representative of data, hypothesized model was compared with a series of alternative models (Brown, 2006). As a result, the hypothesized four factor model had the best fit to the data and chi square difference tests showed that it was significantly different than compared models (three factor model, two factor model and one factor model) (all  $p$ ’s < .001). These findings supported the discriminant validity of the measures.

#### 4.2. Data Analyses Strategy

We used regression based path analysis framework based on Edwards and Lambert (2007) to show the direct, indirect and total effects. This conditional mediation framework is represented by paths;  $P_{MX}$  shows the path from X (mentoring functions) to M (trust in mentor),  $P_{YM}$  refers to the path from M (trust in mentor) to Y (psychological empowerment), and  $P_{YX}$  is the direct path from X to Y. Indirect effects are shown by the product of two paths ( $P_{YM} \times P_{MX}$ ), and total effect of X on Y is denoted by  $P_{YX} + (P_{YM} \times P_{MX})$ .

In order to correctly run the path model, we centered all the predictors around their means, which is recommended by Cohen, Cohen, West, and Aiken (2003). In addition, we implemented a bootstrap procedure with 1,000 samples to estimate confidence intervals of indirect and total effects (Efron & Tibshirani, 1994). The theoretical model can be statistically modeled as a “second stage” mediation (Edwards & Lambert, 2007), where mentoring functions on psychological empowerment through trust in mentor to be moderated by different levels of political skills.

#### 4.3. Test of Hypotheses

The regression results (at Table 2) indicated that mentoring functions received positively and

**Table 2:** Regression results for mentoring functions, trust in mentor, and political skill predicting psychological empowerment

Path Estimated	Trust in Mentor		Psychological Empowerment	
	Beta	SE	Beta	SE
Constant	-3.44***	.31	5.76***	.40
<b>Control Variables</b>				
Protégé’s Gender	.09	.12	.10	.11
Relationship Formality	.42*	.19	.08	.18
Relationship Int. Frequency	.03	.06	-.00	.05
Relationship Length	-.01	.02	.04*	.02
Mentor’s supervisory status	.12	.12	-.04	.11
<b>Independent Variable</b>				
Mentoring Functions	.66***	.05	-.08	.08
<b>Mediating Variable</b>				
Trust in Mentor			.20*	.09
<b>Moderator Variable</b>				
Political Skill of Mentor			.33***	.10
<b>Interaction</b>				
Trust in Mentor x Political Skill of Mentor			.11**	.04
R <sup>2</sup> Trust in Mentor	<b>.54</b>			
R <sup>2</sup> Psychological Empowerment			<b>.28</b>	

Note: Entries are unstandardized coefficient estimates. \* $p < .05$  \*\* $p < .01$  \*\*\* $p < .001$

**Table 3:** Path-analytic results: Direct, indirect and total effects of mentoring functions on psychological empowerment through trust in mentor at low and high levels of political skill

Variable	$P_{MX}$	$P_{YM}$	Direct Effects ( $P_{YX}$ )	Indirect Effects ( $P_{YM} \times P_{MX}$ )	Total Effects ( $P_{YX} + [P_{YM} \times P_{MX}]$ )
Simple paths for low political skill	.66***	.06	-.08	.04	-.04
Simple paths for high political skill	.66***	.20*	-.08	.13*	.05*

**Note:** Tests of differences for the indirect and total effects were based on bias-corrected confidence intervals derived from bootstrap estimates.

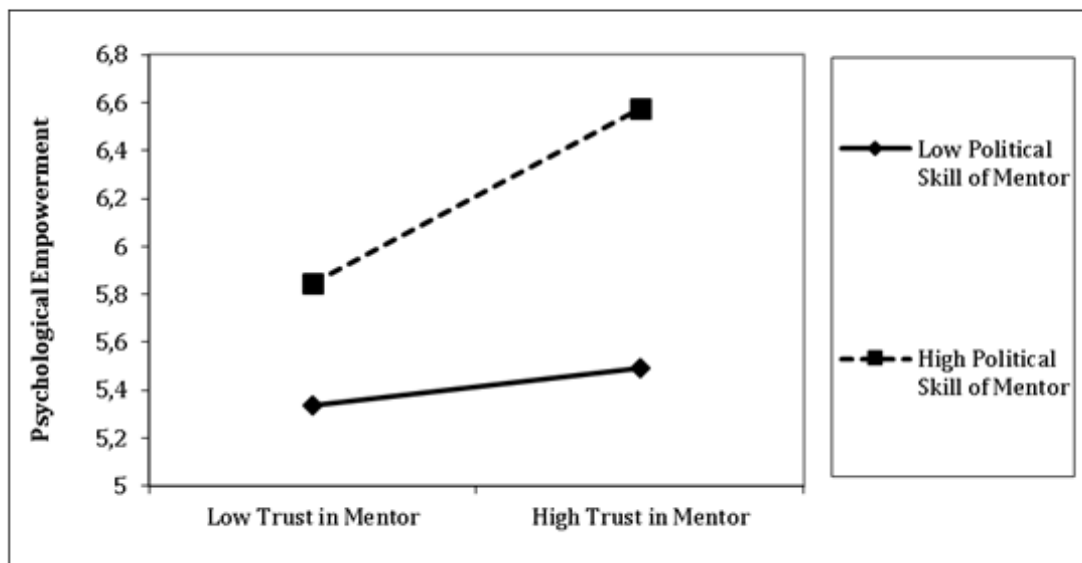
significantly influenced protégé’s trust in mentor ( $B = .66, p < .001$ ), explaining a unique 56 percent of the variance. Consistent with Hypothesis 1, the findings supported that mentoring functions received positively and significantly influenced protégé’s trust in mentor. As it was claimed in Hypothesis 2, trust in mentor also positively and significantly predicted psychological empowerment ( $B = .20, p < .01$ ). In our further analysis, mediation tests were conducted where mentoring functions received was a predictor, trust in mentor was a mediator and psychological empowerment was an outcome variable. Mediation analysis indicated that direct effects of mentoring functions on psychological empowerment was not significant ( $B = .05, ns, \text{Confidence Interval}; -.09 \text{ to } .19$ ), while indirect effects through trust in mentor was significant ( $B = .15, p < .01, \text{Confidence Interval}; .03 \text{ to } .28$ ). This finding supported Hypothesis 3 that protégé’s trust in mentor mediated the relationship between mentoring functions and psychological empowerment.

In Hypothesis 4, it was claimed that the mediation strength would be moderated by political skill of mentor. The second stage of indirect effect was moderated by political skill of mentor ( $B = .11, p < .01$ ). As predicted, when political skill of mentor was high the relationship between trust in mentor and psychological empowerment was high ( $B_{highPSI} = .20, SE = .09, 95\% \text{ confidence interval}; .02 \text{ to } .38$ ), and when political skill of mentor was low the relationship between trust in mentor and psychological empowerment is constant ( $B_{lowPSI} = .06, SE = .07, 95\% \text{ confidence interval}; -.08 \text{ to } .21$ ).

As Table 3 shows, the effects of mentoring functions received on psychological empowerment through protégé’s trust in mentor varied at different levels of political skill of mentor.

When political skill of mentor was low, the indirect effects of mentoring functions on psychological empowerment through trust in mentor ( $P_{YM} \times P_{MX} =$

**Figure 1:** Psychological empowerment as a function of trust in mentor at high and low levels of political skill.



**Note:** Trust in Mentor Low (-1 SD); Trust in Mentor High (+1 SD)



.04), and total effects of ( $P_{YX} + [P_{YM} \times P_{MX}] = -.04$ ) were not significant. On the other hand, when the political skill of mentor is high, the indirect effects of mentoring functions received on psychological empowerment through trust in mentor ( $P_{YM} \times P_{MX} = .13$ ), and total effects of ( $P_{YX} + [P_{YM} \times P_{MX}] = .05$ ) were significant. These findings were also supported by the index of moderated mediation (Index = .07, SE = .04; 95% confidence interval: 0.02 to 0.15). The graphical representation of the moderation is also presented at Figure 1.

## 5. DISCUSSION

At the present study, we focused on understanding the process and boundary of conditions of the relationship between mentoring functions and psychological empowerment from the protégé perspective. We showed that mentoring functions received influenced relational quality in terms of trust and this positive orientation influenced sense of empowerment only for protégés who perceive their mentors as politically skilled. In other words, even though mentoring functions received increased protégé's trust in mentor, protégés sense of empowerment increased as a function of trust when they think that their mentors understand their needs and motivations and act accordingly.

The study has several theoretical implications. One of the theoretical implications is showing the mediating role of trust while prior studies generally considered trust as an antecedent (Wang, Tomlinson & Noe, 2010) or as a consequence variable (Young & Perrewe, 2000) in mentoring relationships. Protégé's trust in mentor becomes one of the key mechanisms in translating mentoring functions to psychological empowerment, and it captures the dynamics of relational aspects even when relationship attributes such as frequency, length, and formality are considered. Consistent with Eby and her colleagues' (2013) relational quality formulation, the findings suggest that future mentoring studies can consider trust concept as an aspect of relationship, which is an integral part of mentoring processes.

Based on the findings regarding conditional mediation analysis, we suggest that, motivational outcomes of mentoring depend on the quality of the mentoring relationship (e.g. trust). The finding is significant regardless of how the mentoring relationship is initiated. The study supports the view of political skill moderation at the second stage of mediation. Specifically, relational aspects alone may not be translated into empowerment, since it

needs politically skilled mentors to guide this relationship.

The main objective of the mentoring is to adapt and to train the new employee or the protégé in workplaces, so that organizations can develop their competitive capacities (Allen, Smith, Mael, Gavan O'Shea & Eby, 2009). Even though the benefits seem to be directed to protégés and organizations, mentors have a crucial role in reaping these benefits. They might involve in leader developmental programs in which they learn new skills, extend their power and network (Scandura, Tejeda, Werther & Lankau, 1996). So the findings point to a practical contribution by informing how to develop better mentoring programs in workplaces. Similar to Allen et al.'s (2004) meta-analysis findings, we suggest that mentoring programs should value trust building activities to have higher quality relationships. Given that mentors generally have higher organizational status, it is especially important for mentors to initiate trust building activities. This recommendation is also consistent with the findings on managerial trustworthiness that show managers are the main initiators of trust relationships (Whitener, Brodt, Korsgaard & Werner, 1998). While trust in mentor is an important source to trigger sense of empowerment, even beyond relational attributes, its effects are limited due to mentors' social competencies. The findings also suggest that mentors should be also assessed and trained in terms of political skill which would enhance their networking ability, social astuteness and influence. Once mentors can acquire these skills, mentors with high political skill are capable to help protégés to adapt to working environment, accommodate and use the calibration of behavior depending on the situation.

One of the limitations of the present study is common method variance (CMV) because all study variables are based on self-report measures. To eliminate common method bias, we took several precautions to minimize common method bias. We especially follow Podsakoff, MacKenzie, Lee & Podsakoff's (2003) recommendations. From procedural perspective, anonymity was ensured for participants so as to keep respondents giving socially desirable answers. Item overlap between measurements were checked, even though they are conceptually distinct constructs. From statistical perspective, the potential impact of CMV was examined via Harman single factor test (Podsakoff, 1986). The analysis indicated that one factor solution explains only 36 percent of the covariation which implies that majority of the variation cannot be attributed to common method bias. However, and more importantly, we examined the interactive

effects on dependent variable. Among these studies, CMV generally deflates the interactive effects and it makes harder to find the effects. In other words, interactive effects cannot be artifacts of CMV (Siemsen, Roth & Oliveira, 2010). So the interactive findings are not influenced by CMV. However, it is also recommended that future studies should use other reports to minimize or eliminate CMV effects.

In order to overcome the weakness that can be caused by cross-sectional design of the study, future studies should conduct longitudinal studies to capture nature of causation between study variables. Even though the study is based on valid conceptual grounds, empirical verification of the model will reveal true relationship between variables. Specifically, which perception regarding political skill of mentor or trust in mentor is formed first is an intriguing and necessary point to validate the model. In addition, the study excluded apparent sincerity sub-dimension from perceived political skill of the mentor due to low reliability ( $<.70$ ) in Russia China, Russia and Turkey samples (Lvina et al., 2012), which can be considered not satisfactory according to Nunnally (1978). Since Ferris et al. (2008) showed that Political Skill Inventory can be conceptualized at the level of sub-dimensions owing to second-order structure, so lack of one sub-dimension might deflate but it will not eliminate political skill construct. However, future studies should include this sub-dimension (apparent sincerity) and test the model, as it is possible that political skill perception could lead to strengthened results.

Moreover, sample and mentoring characteristics can be investigated further. Owing to recent trends in work environment (e.g. cross-functional teams, virtual teams), protégés can interact with many people to advance their selves, that might also involve many mentors to provide information and support for a protégé. While this study focuses on one mentor (in terms of number), developmental aspect of network in mentoring research (Higgins & Kram, 2001) might shed light on how multiple mentors affect the mentoring process. Furthermore, not only mentoring but also sample characteristics may be important to consider. Industry characteristics might change the nature of the mentoring relationship. For example, in a health care industry, Fleig-Palmer and Schoorman (2011) showed that trust in mentor moderated rather than mediated the relationship between mentoring functions received and knowledge transfer. So it is possible that in different industries the variables of the study might have different characteristics which needs attention.

## 6. CONCLUSION

In this study, we verified that mentoring functions and psychological empowerment was positively related. Moreover, we elaborated this relationship by showing that protégé's trust in mentor was a key mediating mechanism to carry over the effects of mentoring functions onto psychological empowerment. Through this finding, this study became one of the few studies connecting mentoring function and psychological empowerment through trust in mentor. Further, we revealed that the mediating link between mentoring functions received and psychological empowerment had a boundary condition which was political skill of the mentor. Specifically, the mediating relationship was reinforced if the mentor was perceived politically skilled. But the relationship was neutralized if the mentor was perceived to have less political skill. Through this finding, we extended the earlier works on mentoring, especially the ones which centralized quality of relationship between antecedents and consequences of mentoring.

While our findings were limited due to cross-sectional nature of the data, we offered a new complement in choosing or developing mentors. In practice, mentors were generally chosen because of their seniority, experience, and/or willingness to mentor protégés. However, we also offered that organizations should choose mentors not only based on their seniority or experience but also according to their political skill as well. Moreover, future studies should employ longitudinal designs to find causal effects between these concepts and use different contextual characteristics to study the limits of mentoring relationships.

## KAYNAKÇA

- Allen, T.D., Eby, L.T., Poteet, M.L., Lentz, E. & Lima, L. (2004). Career benefits associated with mentoring for proteges: A meta-analysis. *Journal of Applied Psychology*, 89(1), 127–136. <http://doi.org/10.1037/0021-9010.89.1.127>
- Allen, T.D., Smith, M.A., Mael, F.A., Gavan O'Shea, P. & Eby, L.T. (2009). Organization-level mentoring and organizational performance within substance abuse centers. *Journal of Management*, 35(5), 1113–1128. <http://doi.org/10.1177/0149206308329969>
- Barton, H. & Barton, L.C. (2011). Trust and psychological empowerment in the Russian work context. *Human Resource Management Review*, 21(3), 201–208. <http://doi.org/10.1016/j.hrmr.2011.02.001>
- Bearman, S., Blake-Beard, S. & Hunt, L. (2007). Future mentoring research: Cutting across mentoring themes and contexts. In T.D. Allen & L.T. Eby (Eds.), *The Blackwell Handbook of Mentoring: A Multiple Perspectives Approach* (pp. 375–397). Oxford: Blackwell Publishing.
- Brislin, R.W. (1970). Back-translation for cross-cultural research. *Journal of Cross-Cultural Psychology*, 1(3), 185–216. <http://doi.org/10.1177/135910457000100301>
- Brouer, R.L., Duke, A., Treadway, D.C. & Ferris, G.R. (2009). The moderating effect of political skill on the demographic dissimilarity — Leader–member exchange quality relationship. *The Leadership Quarterly*, 20(2), 61–69. <http://doi.org/10.1016/j.leaqua.2009.01.015>
- Brouer, R.L., Harris, K.J. & Kacmar, K.M. (2011). The moderating effects of political skill on the perceived politics–outcome relationships. *Journal of Organizational Behavior*, 32(6), 869–885. <http://doi.org/10.1002/job.718>
- Brown, T.A. (2006). *Confirmatory factor analysis for applied research*. Guilford Press.
- Castro, S.L., Scandura, T.A. & Williams, E.A. (2004). Validity of Scandura and Ragins' (1993) multidimensional mentoring measure: An evaluation and refinement. *Management Faculty Articles and Papers*, 1–39.
- Chua, R.Y.J., Ingram, P. & Morris, M.W. (2008). From the head and the heart: Locating Cognition- and affect-based trust in managers' professional networks. *Academy of Management Journal*, 51(3), 436–452. <http://doi.org/10.5465/AMJ.2008.32625956>
- Chun, J.U.U., Litzky, B.E.E., Sosik, J.J.J., Bechtold, D.C.C., Godshalk, V.M.M., Jae Uk Chun & Godshalk, V. M. M. (2010). Emotional intelligence and trust in formal mentoring programs. *Group & Organization Management*, 35(4), 421–455. <http://doi.org/10.1177/1059601110378293>
- Cohen, J., Cohen, P., West, S.G. & Aiken, L. (2003). *Applied multiple regression/correlation analysis for the behavioral sciences*. London: Lawrence Erlbaum Associates.
- Colquitt, J.A., LePine, J.A., Piccolo, R.F., Zapata, C.P. & Rich, B.L. (2012). Explaining the justice–performance relationship: Trust as exchange deepener or trust as uncertainty reducer? *Journal of Applied Psychology*, 97(1), 1–15. <http://doi.org/10.1037/a0025208>
- Colquitt, J.A., Scott, B.A. & LePine, J.A. (2007). Trust, trustworthiness, and trust propensity: A meta-analytic test of their unique relationships with risk taking and job performance. *Journal of Applied Psychology*, 92(4), 909–927. <http://doi.org/10.1037/0021-9010.92.4.909>
- Conger, J.A. & Kanungo, R.N. (1988). The empowerment process: Integrating theory and practice. *Academy of Management Review*, 13(3), 471–482. <http://doi.org/10.5465/AMR.1988.4306983>
- Cropanzano, R. (2005). Social exchange theory: An interdisciplinary review. *Journal of Management*, 31(6), 874–900. <http://doi.org/10.1177/0149206305279602>
- Day, R. & Allen, T.D. (2004). The relationship between career motivation and self-efficacy with protégé career success. *Journal of Vocational Behavior*, 64(1), 72–91. [http://doi.org/10.1016/S0001-8791\(03\)00036-8](http://doi.org/10.1016/S0001-8791(03)00036-8)
- Dickson, J., Kirkpatrick-Husk, K., Kendall, D., Longabaugh, J., Patel, A. & Scielzo, S. (2014). Untangling protege self-reports of mentoring functions: Further meta-analytic understanding. *Journal of Career Development*, 41(4), 263–281. <http://doi.org/10.1177/0894845313498302>
- Dirks, K.T. & Ferrin, D.L. (2002). Trust in leadership: Meta-analytic findings and implications for research and practice. *Journal of Applied Psychology*, 87(4), 611–628. <http://doi.org/10.1037/0021-9010.87.4.611>
- Eby, L.T., Allen, T.D., Evans, S.C., Ng, T. & DuBois, D.L. (2008). Does mentoring matter? A multidisciplinary meta-analysis comparing mentored and non-mentored individuals. *Journal of Vocational Behavior*, 72(2), 254–267. <http://doi.org/10.1016/j.jvb.2007.04.005>
- Eby, L.T., Allen, T.D., Hoffman, B.J., Baranik, L.E., Sauer, J.B., Baldwin, S. & Evans, S. C. (2013). An interdisciplinary meta-analysis of the potential antecedents, correlates, and consequences of protégé

- perceptions of mentoring. *Psychological Bulletin*, 139(2), 441–476. <http://doi.org/10.1037/a0029279>
- Edwards, J.R. & Lambert, L.S. (2007). Methods for integrating moderation and mediation: A general analytical framework using moderated path analysis. *Psychological Methods*, 12(1), 1–22. <http://doi.org/10.1037/1082-989X.12.1.1>
- Efron, B. & Tibshirani, R.J. (1994). *An introduction to the bootstrap*. CRC Press.
- Erdem, F. & Aytemur, J.Ö. (2008). Mentoring—A relationship based on trust: Qualitative research. *Public Personnel Management*, 37(1), 55–65. <http://doi.org/10.1177/009102600803700104>
- Ergeneli, A., Arı, G.S. & Metin, S. (2007). Psychological empowerment and its relationship to trust in immediate managers. *Journal of Business Research*, 60(1), 41–49. <http://doi.org/10.1016/j.jbusres.2006.09.012>
- Fagenson, E.A. (1988). The power of a mentor: proteges' and nonproteges' perceptions of their own power in organizations. *Group & Organization Management*, 13(2), 182–194. <http://doi.org/10.1177/105960118801300205>
- Ferris, G.R., Blickle, G., Schneider, P.B., Kramer, J., Zettler, I., Solga, J. & Meurs, J.A. (2008). Political skill construct and criterion-related validation: A two-study investigation. *Journal of Managerial Psychology*, 23(7), 744–771. <http://doi.org/10.1108/02683940810896321>
- Ferris, G.R., Treadway, D.C., Kolodinsky, R.W., Hochwarter, W.A., Kacmar, C.J., Douglas, C. & Frink, D.D. (2005). Development and validation of the political skill inventory. *Journal of Management*, 31(1), 126–152. <http://doi.org/10.1177/0149206304271386>
- Ferris, G.R., Treadway, D.C., Perrewé, P.L., Brouer, R.L., Douglas, C. & Lux, S. (2007). Political skill in organizations. *Journal of Management*, 33(3), 290–320. <http://doi.org/10.1177/0149206307300813>
- Fleig-Palmer, M.M. & Schoorman, F.D. (2011). Trust as a moderator of the relationship between mentoring and knowledge transfer. *Journal of Leadership & Organizational Studies*, 18(3), 334–343. <http://doi.org/10.1177/1548051811408615>
- Gomez, C. & Rosen, B. (2001). The leader-member exchange as a link between managerial trust and employee empowerment. *Group & Organization Management*, 26(1), 53–69. <http://doi.org/10.1177/1059601101261004>
- Haggard, D.L., Dougherty, T.W., Turban, D.B. & Wilbanks, J.E. (2011). Who is a mentor? A review of evolving definitions and implications for research. *Journal of Management*, 37(1), 280–304. <http://doi.org/10.1177/0149206310386227>
- Hall, M. & Smith, D. (2009). Mentoring and turnover intentions in public accounting firms: A research note. *Accounting, Organizations and Society*, 34(6–7), 695–704. <http://doi.org/10.1016/j.aos.2008.11.003>
- Hall, R.J., Snell, A.F. & Foust, M.S. (1999). Item parceling strategies in SEM: Investigating the subtle effects of unmodeled secondary constructs. *Organizational Research Methods*, 2(3), 233–256. <http://doi.org/10.1177/109442819923002>
- Harris, K.J., Kacmar, K.M., Zivnuska, S. & Shaw, J.D. (2007). The impact of political skill on impression management effectiveness. *Journal of Applied Psychology*, 92(1), 278–285. <http://doi.org/10.1037/0021-9010.92.1.278>
- Hezlett, S.A. & Gibson, S.K. (2007). Linking mentoring and social capital: Implications for career and organization development. *Advances in Developing Human Resources*, 9(3), 384–411. <http://doi.org/10.1177/1523422307304102>
- Higgins, M.C. & Kram, K.E. (2001). Reconceptualizing mentoring at work: A developmental network perspective. *Academy of Management Review*, 26(2), 264–288. <http://doi.org/10.5465/AMR.2001.4378023>
- Hu, L. & Bentler, P.M. (1999). Cutoff criteria for fit indexes in covariance structure analysis: Conventional criteria versus new alternatives. *Structural Equation Modeling: A Multidisciplinary Journal*, 6(1), 1–55. <http://doi.org/10.1080/10705519909540118>
- Kammeyer-Mueller, J.D. & Judge, T.A. (2008). A quantitative review of mentoring research: Test of a model. *Journal of Vocational Behavior*, 72(3), 269–283. <http://doi.org/10.1016/j.jvb.2007.09.006>
- Kanfer, R., Chen, G. & Pritchard, R. (2008). The three C's of work motivation: Content, context, and change. In R. Kanfer, G. Chen & R. Pritchard (Eds.), *Work motivation: Past, present, and future* (pp. 1–17). New York: Routledge.
- Koberg, C.S., Boss, R.W., Senjem, J.C. & Goodman, E.A. (1999). Antecedents and outcomes of empowerment: Empirical evidence from the health care industry. *Group & Organization Management*, 24(1), 71–91. <http://doi.org/10.1177/1059601199241005>
- Kram, K.E. (1983). Phases of the mentor relationship. *Academy of Management Journal*, 26(4), 608–625. <http://doi.org/10.2307/255910>
- Kram, K.E. & Ragins, B.R. (2008). *The landscape of mentoring in the 21st century*. (B. R. Ragins & K. E. Kram, Eds.) *The Handbook of Mentoring at Work:*

- Theory, Research, and Practice*. California: SAGE Publications, Inc.  
<http://doi.org/10.4135/9781412976619>
- Kramer, R.M. (1999). Trust and distrust in organizations: Emerging perspectives, enduring questions. *Annual Review of Psychology*, 50(1), 569–598.  
<http://doi.org/10.1146/annurev.psych.50.1.569>
- Li, A.N. & Tan, H.H. (2013). What happens when you trust your supervisor? Mediators of individual performance in trust relationships. *Journal of Organizational Behavior*, 34(3), 407–425.  
<http://doi.org/10.1002/job.1812>
- Little, T.D., Cunningham, W.A., Shahar, G. & Widaman, K.F. (2002). To parcel or not to parcel: Exploring the question, weighing the merits. *Structural Equation Modeling: A Multidisciplinary Journal*, 9(2), 151–173.  
[http://doi.org/10.1207/S15328007SEM0902\\_1](http://doi.org/10.1207/S15328007SEM0902_1)
- Lvina, E., Johns, G., Treadway, D.C., Blickle, G., Liu, Y., Liu, J. & Ferris, G.R. (2012). Measure invariance of the Political Skill Inventory (PSI) across five cultures. *International Journal of Cross Cultural Management*, 12(2), 171–191.  
<http://doi.org/10.1177/1470595812439870>
- Mayer, R.C. & Gavin, M.B. (2005). Trust in management and performance: Who minds the shop while the employees watch the boss? *Academy of Management Journal*, 48(5), 874–888.  
<http://doi.org/10.5465/AMJ.2005.18803928>
- McAllister, D.J. (1995). Affect- and cognition-based trust as foundations for interpersonal cooperation in organizations. *Academy of Management Journal*, 38(1), 24–59.  
<http://doi.org/10.2307/256727>
- Munyon, T.P., Summers, J.K., Thompson, K.M. & Ferris, G.R. (2015). Political skill and work outcomes: A theoretical extension, meta-analytic investigation, and agenda for the future. *Personnel Psychology*, 68(1), 143–184.  
<http://doi.org/10.1111/peps.12066>
- Noe, R.A. (1988). An investigation of the Determinants of Successful Assigned Mentoring Relationships. *Personnel Psychology*, 41(3), 457–479.  
<http://doi.org/10.1111/j.1744-6570.1988.tb00638.x>
- Nunnally, J.C. (1978). *Psychometric theory*. USA: McGraw-Hill.
- Orpen, C. (1997). The effects of formal mentoring on employee work motivation, organizational commitment and job performance. *The Learning Organization*, 4(2), 53–60.  
<http://doi.org/10.1108/09696479710160906>
- Pan, W., Sun, L.Y. & Chow, I.H.S. (2011). The impact of supervisory mentoring on personal learning and career outcomes: The dual moderating effect of self-efficacy. *Journal of Vocational Behavior*, 78(2), 264–273.  
<http://doi.org/10.1016/j.jvb.2010.05.001>
- Pfeffer, J. (1981). *Power in organizations*. New York: Financial Times Prentice Hall.
- Podsakoff, P.M. (1986). Self-reports in organizational research: Problems and prospects. *Journal of Management*, 12(4), 531–544.  
<http://doi.org/10.1177/014920638601200408>
- Podsakoff, P.M., MacKenzie, S.B., Lee, J.Y. & Podsakoff, N.P. (2003). Common method biases in behavioral research: a critical review of the literature and recommended remedies. *Journal of Applied Psychology*, 88(5), 879–903.  
<http://doi.org/10.1037/0021-9010.88.5.879>
- Ragins, B.R. (2011). *Relational mentoring. The Oxford handbook of positive organizational scholarship*. Oxford University Press.  
<http://doi.org/10.1093/oxfordhb/9780199734610.013.0039>
- Ragins, B.R. & Cotton, J.L. (1999). Mentor functions and outcomes: A comparison of men and women in formal and informal mentoring relationships. *Journal of Applied Psychology*, 84(4), 529–550.  
<http://doi.org/10.1037/0021-9010.84.4.529>
- Ragins, B.R., Cotton, J.L. & Miller, J.S. (2000). Marginal mentoring: The effects of type of mentor, quality of relationship, and program design on work and career attitudes. *Academy of Management Journal*, 43(6), 1177–1194.  
<http://doi.org/10.2307/1556344>
- Rhodes, J., Liang, B. & Spencer, R. (2009). First do no harm: Ethical principles for youth mentoring relationships. *Professional Psychology: Research and Practice*, 40(5), 452–458.  
<http://doi.org/10.1037/a0015073>
- Robbins, T., Crino, M. & Fredendall, L. (2002). An integrative model of the empowerment process. *Human Resource Management Review*, 12(3), 419–443.  
[http://doi.org/10.1016/S1053-4822\(02\)00068-2](http://doi.org/10.1016/S1053-4822(02)00068-2)
- Rousseau, D.M., Sitkin, S.B., Burt, R.S. & Camerer, C. (1998). Not so different after all: A cross-discipline view of trust. *Academy of Management Review*, 23(3), 393–404.  
<http://doi.org/10.5465/AMR.1998.926617>
- Scandura, T.A. (1992). Mentorship and career mobility: An empirical investigation. *Journal of Organizational Behavior*, 13(2), 169–174.  
<http://doi.org/10.1002/job.4030130206>
- Scandura, T.A. & Pellegrini, E.K. (2008). Trust and leader-member exchange: A Closer look at relational vulnerability. *Journal of Leadership & Organizational Studies*, 15(2), 101–110.  
<http://doi.org/10.1177/1548051808320986>

- Scandura, T.A., Tejada, M.J., Werther, W.B. & Lankau, M.J. (1996). Perspectives on mentoring. *Leadership & Organization Development Journal*, 17, 50–56. <http://doi.org/10.1108/01437739610117019>
- Scandura, T.A. & Williams, E.A. (2004). Mentoring and transformational leadership: The role of supervisory career mentoring. *Journal of Vocational Behavior*, 65, 448–468. <http://doi.org/10.1016/j.jvb.2003.10.003>
- Schoorman, F.D., Mayer, R.C. & Davis, J.H. (2007). An integrative model of organizational trust: Past, present, and future. *Academy of Management Review*, 32(2), 344–354. <http://doi.org/10.5465/AMR.2007.24348410>
- Seibert, S.E., Wang, G. & Courtright, S. H. (2011). Antecedents and consequences of psychological and team empowerment in organizations: A meta-analytic review. *Journal of Applied Psychology*, 96(5), 981–1003. <http://doi.org/10.1037/a0022676>
- Semadar, A., Robins, C. & Ferris, G. R. (2006). Comparing the validity of multiple social effectiveness constructs in the prediction of managerial job performance. *Journal of Organizational Behavior*, 27(4), 443–461. <http://doi.org/10.1002/job.385>
- Siemsen, E., Roth, A. & Oliveira, P. (2010). Common method bias in regression models with linear, quadratic, and interaction effects. *Organizational Research Methods*, 13(3), 456–476. <http://doi.org/10.1177/1094428109351241>
- Spreitzer, G.M. (1995). Psychological empowerment in the workplace: Dimensions, measurement and validation. *Academy of Management Journal*, 38(5), 1442–1465. <http://doi.org/10.2307/256865>
- Spreitzer, G.M. (2007). Taking stock: A review of more than twenty years of research on empowerment at work. In C. Cooper & J. Barling (Eds.), *The Sage Handbook of Organizational Behavior* (pp. 54–72). London: SAGE Publications, Inc.
- Sun, L.Y., Pan, W. & Chow, I.H.S. (2014). The role of supervisor political skill in mentoring: Dual motivational perspectives. *Journal of Organizational Behavior*, 35(2), 213–233. <http://doi.org/10.1002/job.1865>
- Thomas, K.W. & Velthouse, B. a. (1990). Cognitive elements of empowerment: An “interpretive” model of intrinsic task motivation. *Academy of Management Review*, 15(4), 666–681. <http://doi.org/10.5465/AMR.1990.4310926>
- Wang, S., Tomlinson, E.C. & Noe, R.A. (2010). The role of mentor trust and protégé internal locus of control in formal mentoring relationships. *Journal of Applied Psychology*, 95(2), 358–367. <http://doi.org/10.1037/a0017663>
- Wayne, S.J., Liden, R.C., Kraimer, M.L. & Graf, I.K. (1999). The role of human capital, motivation and supervisor sponsorship in predicting career success. *Journal of Organizational Behavior*, 20(5), 577–595. [http://doi.org/10.1002/\(sici\)1099-1379\(199909\)20:5<577::aid-job958>3.0.co;2-0](http://doi.org/10.1002/(sici)1099-1379(199909)20:5<577::aid-job958>3.0.co;2-0)
- Whitener, E.M., Brodt, S.E., Korsgaard, M A. & Werner, J.M. (1998). Managers as initiators of trust: An exchange relationship framework for understanding managerial trustworthy behavior. *Academy of Management Review*, 23(3), 513–530. <http://doi.org/10.5465/AMR.1998.926624>
- Young, A.M. & Perrewe, P.L. (2000). What did you expect? An examination of career-related support and social support among mentors and proteges. *Journal of Management*, 26(4), 611–632. [http://doi.org/10.1016/S0149-2063\(00\)00049-0](http://doi.org/10.1016/S0149-2063(00)00049-0)