



Mentoring Ability and Its Relation to Employees' Career Satisfaction: Empirical Evidence of the Malaysian Hotels

Khadijah Nordin¹, Umami Naiemah Saraih², Noorhani Ismail³, Hanim Hamdan⁴

^{1,2,4} Faculty of Applied and Human Sciences, Universiti Malaysia Perlis, Malaysia

³ Mahathir Mohamad Institute of Thought, Universiti Utara Malaysia, Malaysia

Correspondence Author: Khadijah Nordin, Faculty of Applied and Human Sciences, Universiti Malaysia Perlis, Malaysia

Abstract

With the changing style of work and the challenge of the job demand, there are times when employees feel pressured at work. Hence, mentor's role is said to be capable of helping the employees in the situation and even can improving their career satisfaction. The purpose of this research is to investigate whether the abilities of mentors and their functions have contributed to the career satisfaction of employees. The research of this study is based on questionnaires that were distributed to 167 employees among the administrative executives from eleven hotels in Selangor, Malaysia. In order to identify the possible relationships between the mentors' abilities in term of the six dimensions of Mentoring Competence Assessment (MCA) towards the employees' career satisfaction, factor analysis was used. Based on the research results, it was concluded that mentoring is the crucial factor in the career satisfaction of employees in the Malaysian hotel industry. Therefore, by knowing the knowledge and the importance of mentors' abilities, it will help both hotel industry and employees for their career satisfaction. Some recommendations for future research were touched at the end of this study.

Keywords: Mentoring, Career Satisfaction, Hotel Industry, Malaysia

1.0 Introduction

Economic, social, and demographic changes brought about in recent times by the rapid globalization of new information, technology, and communication have led to drastic changes in the working lives of people. As a consequence of this change, the current perception of career progression has also been affected and is now classified as a continuous process that develops throughout the life of an individual (Zapantis, Skordoulis, Chalikias, Drosos & Papagrighoriou, 2017). Not only does this situation affect the individual, but also the organization in which they operate. Providing them with mentoring is one of the popular and prevalent learning and development strategies to increase the knowledge of individual employees of the organization. Mentoring is seen as one of the tools that can help employees, particularly new employees, to cope with these new challenges successfully through career satisfaction. Mentoring is essentially a continuous relationship with a goal of learning and growth (Montgomery, 2017). From this argument, it is clear that two variables that may functionally related are mentoring and employees' satisfaction towards their career.

Therefore, the purpose of the study is to examine the mentor's ability for the career satisfaction of employees and especially for those who worked at the hotel industry in Selangor, Malaysia as the administrative executives. This is due to the mentoring issues which need to be faced by those administrative executives. Also,

this research attempts to investigate the mentor's function in terms of their capabilities such as maintaining effective communication, aligning expectations, assessing understanding, fostering independence, addressing diversity, and promoting professional development.

2.0 Literature Review

2.1 Career Satisfaction

Career tends to be defined by the nature and purpose of the study; thus, the various researchers use a wide range of career definitions (Saraih, 2015). It refers, for example, to a series of positions occupied by an individual throughout his lifetime (Robbins & Coulter, 2002). According to Kaynak (1996), career can also be defined as the use of positions related to their job during their personal life. Although career is generally defined as the total of jobs a person undertakes throughout his or her entire life, it has a meaning beyond and wider than this definition. Individuals' career is not just the jobs they have, but their training to fulfill the expectations, goals, emotions, and desires related to their job role, and as a result, progress in that workplace with knowledge, skill, quality, and desire to work (Yalçın, 1994). While, Spector (2003) defined career progression or the so-called 'career ladder' as an improvement in employee positions that seek to gain necessary skills and upgrade their performance. Weng et al. (2010) proposed four main organizational career growth constructs consisting of career progress, professional skill development, speed promotion, and growth in remuneration. That is, he argues that career growth is a measure of the degree to which an individual perceives their current organization to create an environment in which the employee can meet his/her career-related needs and reinforce those achievements through promotions and compensation. This multi-dimensional conceptualization implies that career satisfaction is both a function of the employees' own efforts to advance their personal career goals and acquire new skills and the organization's efforts to reward such efforts through promotions and wage increases. This multi-dimensional view of career growth can also be construed as fulfilling the employer's promises implied by the psychological contract, which in turn was found to be positively linked to the organizational commitment of employees (Coyle-Shapiro & Morrow, 2006).

Career satisfaction is not only important for the performance of the individual but also the organization; thus, good managerial practice should enforce the appropriate factors to increase the level of employees' career satisfaction which may benefit organizational success in the long run (Saraih et al., 2019). Career is not a static position, but it's a person's constant progress, experience, and skill acquisition in a specific field. According to Dialoke and Nkechi (2017), career advances are linked to wage growth, status and job satisfaction. Career advancement normally involves a clear path of progress through an organization's ranks. It's based on merit, regardless of race, gender, age or ethnicity. Deserving cases qualify for advancement. When employees learn that each of them has an equal chance of success, it becomes easy for them to put their best. Smit et al. (2007) agree that the prospect of career advancement could motivate employees to work hard. Mullins (2007) also confirms employees' aspiration to progress steadily in organizations they work for. Under common belief, career satisfaction would involve alternative career paths based on individual employee and organizational needs. As Saari and Judge (2004) point out lack of progress, a manager's chance to rise within an organization can be damaged for any reason.

2.2 Mentoring

This research is based on Bandura's (2006) Theory of Social Cognitive. The theory states that individuals not only respond to environmental influences by observing and imitating other individuals' behaviour, attitude, and emotional reactions, but also actively attempt to interpret information around them. In other words, individuals act as contributors to the network's own motivation, behaviour and development. That's where mentor's role plays. Over the past forty years, the role of mentor in organization has received considerable attention, as it is recognized as an important workplace learning entity (Chrysoula et al., 2018; Weinberg & Locander, 2014). From a business perspective, it appeared essentially as a phenomenon, then applied to many others. Some authors have tried to define who they mentor. Table 1 listed some mentor definitions.

From the definition, it can be concluded that mentoring is mainly a highly developed form of employee socialization. Mentor transmission requires feedback, support, and encouragement by devoting individual attention to mentee. However, this traditional member understanding has changed a lot due to job-style changes, job demands, competitiveness, globalization, and career-wide boundlessness. In the current era, mentor can be justified by providing vocational and psychological support and serving as a role model for desired behaviours as a mentor who can teach, guide, and protect his or her mentee (Godwin, Diem & Maddy, 2011). Mentoring is therefore positioned as a distinct and deeper commitment based on a thorough personal understanding of one's mentee and personal career aspirations. A mentor's investment in learning a person's personal strengths and weaknesses is called 'learning' (Montgomery, 2017). It allows the mentors to address an individual's unique mentoring needs (Montgomery, Dodson & Johnson, 2014; Ramirez, 2012). By understanding employees' professional development needs and how formal and informal mentoring can support those needs over the careers of employees, significant information could be provided to improve employee training and development practices. While much was learned about the mentoring process and outcomes, an understood perspective was the mentor's role (Dobrow et al., 2012; Weinberg & Lankau, 2011; Weinberg & Locander, 2014). This individual-centered mentoring view is distinct from many top-down approaches, which can very often reflect an advisory perspective associated with specific, often

time-limited goals related to instrumental facets of career progress (Lewis & Olshansky, 2016).

Table 1: Definitions of Mentor

Author (s) / year	Definitions
Payne & Huffman (2005)	Provides support, advice, proper guidance and feedback on the career and personal development.
Barton (2001)	Most skilled person who guides and supports the professional development of another person.
Pembridge & Paretti (2011)	Senior person act as a mentor to provide a variety of functions that support, guide, protect, expose, and counsel the young adults to get the work done effectively.
Boyatzis (2007)	Play a crucial role in allowing a protégé to make discoveries that ultimately encourage change and growth.
Feldman (2001)	Act as a coach which is associated with the facilitation of learning.
Daloz (2012)	Expert person provides advice to a less expert one.

2.3 Research Framework

Figure 1 presents a framework illustrating the relationship between mentor ability and career satisfaction. The figure outlines the model which has been tested in this research. This research's independent variable is mentoring ability as developed using MCA as introduced by Fleming et al. (2013). The six dimensions of the MCA were consisted of maintaining effective communication, aligning expectation, assessing understanding, fostering independence, addressing diversity and promoting professional development. While career satisfaction is consisted items as introduced by Greenhaus, Parasuraman and Wormley (1990) is this research was tested as the dependent variable.

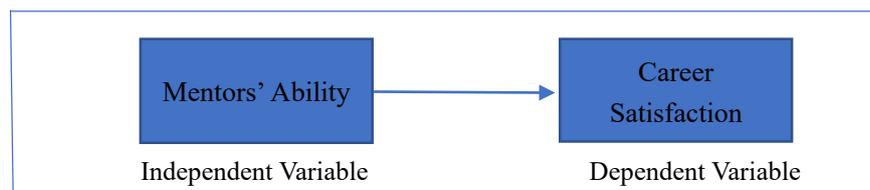


Figure 1. Research Framework

Based on the research model and the previous literature, the following hypotheses are formulated.

H₁: Mentor's maintaining effective communication ability support on employee's career satisfaction.

H₂: Mentor's aligning expectation ability support on employee's career satisfaction.

H₃: Mentor's assessing understanding ability support on employee's career satisfaction.

H₄: Mentor's fostering independence ability support on employee's career satisfaction.

H₅: Mentor's addressing diversity ability support on employee's career satisfaction.

H₆: Mentor's promoting professional development ability support on employee's career satisfaction.

3.0 Research Methodology

3.1 Research Approach, Sampling, Data Collection and Response Rate

This quantitative research conducted a data-collection survey based on the deductive approach. The respondents included 167 executives from 11 hotels located in Selangor, Malaysia. Executives were selected using a stratified random sampling technique based on two ranks of positions: junior executive and senior executive. Upon access from each hotel's Human Resource Department, questionnaires were distributed using two data collection techniques, 'drop-and-pick-later' and online survey. Relatively high response rate (69.29 percent) was received from both techniques due to follow-up contacts within each organization with human resource officers.

3.2 Questionnaire

The questionnaire set consists of three (3) sections, namely Sections A, B, and C. Since all respondents were required to provide information for all variable in this research, all respondents were asked to fulfill all three (3) sections in this questionnaire set consisting of thirty-four (34) questions. Section A asked respondents on three (3) questions about their gender, age, and service tenure. Section B asked twenty-six (26) questions adopted by Fleming et al. (2013) of MCA on measuring mentor ability. The MCA inventory focused on measuring six main

mentor-mentee relationship competencies. While in section C, five (5) career satisfaction items adopted by Greenhaus, Parasuraman and Wormley (1990) asking participants about personal perception of career achievement based on multiple viewpoints as listed in five items (5) below:

- I am satisfied with the success I have achieved in my career.
- I am satisfied with the progress I have made toward meeting my overall career goals.
- I am satisfied with the progress I have made toward meeting my goals for income.
- I am satisfied with the progress I have made toward meeting my goals for progress.
- I am satisfied with the progress I have made toward meeting my goals for progress of new skills.

3.3 Data Analysis Procedure

The Social Sciences Statistical Package (SPSS) version 25 used for statistical analysis. First and foremost, the researchers conducted the frequency test to identify the demographic variance. After that, the researchers conducted several tests to get the minimum, maximum, mean and standard deviation (SD) value for each tested variable. These tests were conducted for descriptive analysis only. Next, the reliability and factor analyses were run for all variables. The hierarchical multiple regression procedure was followed to test the hypotheses. This procedure was done to test the predictive power of independent variables on career satisfaction variable.

4.0 Research Results

4.1 Demographics of the Respondents

A total of 241 questionnaires were distributed to respondents working at 11 hotels in Selangor, Malaysia. 167 of questionnaires were returned. This showed 69.29 percent response rate. Researchers' demographic information in this research includes gender, age, and service tenure. Table 2 presents the mentioned demographics data. Based on Table 2, as far as respondents are concerned, it can be concluded that men responded with almost twice as many as women (53.29 percent), most of whom are 30-35 years of age (30.34 percent), and most of the respondents' ranges from 11-20 years of service for tenure (55.69 percent).

Table 2: Demographics Data of the Respondents

Characteristics	Category	Frequency	Percentage
Gender	Male	89	53.29
	Female	78	46.71
Age	18-23 years	24	14.37
	24-29 years	43	25.76
	30-35 years	51	30.54
	36-41 years	37	22.17
	42-47 years	9	5.39
	≥48 years	3	1.80
Tenure of service	< 1 year	0	0
	1-10 years	64	38.32
	11-20 years	93	55.69
	≥21 years	10	5.99

4.2 Descriptive Analysis

Descriptive analysis examines general statistical description of variables in the research. Statistics such as means. Standard deviation (SD), minimum and maximum were calculated for independent and dependent variables. All variables have been tapped on a five-point scale. The classification of different mean levels based on the composite/ average score for each variable is as Table 3. Descriptive analyzes general statistical description of research variables. Statistics as mean, standard deviation (SD), minimum and maximum for independent and dependent variables has been conducted. All variables were tapped on five-point scale. Classifying different mean levels for each variable based on the composite/average score is as Table 3.

Table 3: Indication of Mean Levels

Mean levels	Indications
3.34 to 5.00	High
1.67 to 3.33	Medium
1.00 to 1.66	Low

Table 4 reported results for related variables descriptions. The mean is relatively high for all variables. With the mean, the medium point ranged from 1.67 to 3.33. As seen, this study's result recommends that employees in

these hotels perceives relatively high career satisfaction ($\mu=4.26$ and $SD=0.49$). Thus, administrative executive in both junior and senior perceived career satisfaction is high; thus, they derive a very well-meaning of their career satisfaction. Apart from that, promoting professional development was also high at $\mu=4.46$. It showed that, from the executive perspective, respondents felt their mentors had demonstrated a high level of competence in promoting professional development. It also means that, among six dimensions of mentors' ability in term of MCA, promoting professional development appeared to be the highest among the other five dimensions of MCA. This was followed by means as reported by maintaining effective communication ($\mu=4.11$), assessing understanding ($\mu=4.07$), aligning expectation ($\mu=4.01$), addressing diversity ($\mu=3.81$) and fostering independence ($\mu=3.56$).

Table 4: Descriptive Analysis of the Study Variables

Variables	N	Mean	SD	Minimum	Maximum
Career Satisfaction	167	4.26	.49	2.87	5
Maintaining effective communication	167	4.11	.51	2.43	5
Aligning expectation	167	4.01	.55	2.25	5
Assessing understanding	167	4.07	.58	1.25	5
Fostering independence	167	3.56	.70	2.00	5
Addressing diversity	167	3.81	.64	1.00	5
Promoting professional development	167	4.46	.46	2.98	5

The minimum of 1.00 to address diversity and 1.25 to assess understanding indicates that some respondents are not comfortable with the level of mentors' ability of their competencies. This could be due to their mentor's failure at the level they expected. However, the minimum of 2.00 for fostering independence shows that some of the respondents were already satisfied with their mentor's ability to foster independence related to their career satisfaction. The maximum score of 5.00 per variable shows that some respondents perceived their mentor playing outstanding skills.

4.3 Reliability Analysis

As shown in Table 5, the reliability analysis shows Cronbach's Alpha for career satisfaction at $\alpha=.86$. Therefore, career satisfaction reliability was in the satisfactory indication (Hair et al., 1998). The item-to-total correlation exceeds 0.61 and is considered satisfactory for further analysis (e.g. Hair et al., 1998). For the remainder of all six mentoring dimensions, the Cronbach's Alpha ranged from 0.77 to 0.87 for each dimension were given as: Fostering independence ($\alpha=.77$); assessing understanding ($\alpha=.79$); addressing diversity ($\alpha=.81$); maintaining effective communication ($\alpha=.82$); aligning expectation ($\alpha=.83$); and promoting professional development ($\alpha=.87$). Therefore, the reliability coefficients for all dimensions are therefore within satisfactory range. All dimensions are acceptable for further analysis.

Table 5: Reliabilities of Variables

No of Item	Variables	Cronbach's Alpha
5	Career Satisfaction	.86
6	Maintaining effective communication	.82
5	Aligning expectation	.83
3	Assessing understanding	.79
5	Fostering independence	.77
2	Addressing diversity	.81
5	Promoting professional development	.87

4.4 Factor Analysis

Twenty-six (26) items were used to measure the ability dimensions of the six MCA in positively-worded items. A series of main component factor analysis using varimax rotation was then performed on the initial items to determine which items should be grouped into dimensions. Table 6 shows the factor analysis summary. KMO's sampling adequacy measure for the three-factor solution is .95, with significant Bartlett's sphericity test ($\text{sig}=.000$). This indicates data suitable for factor analysis. The variance is explained by more than 73.73 percent with extracted factors.

Table 6: Factor Analysis of the MCA Dimensions

Mentor's Competence Items	Factor Loading					
	1	2	3	4	5	6
Factor 1: Maintaining effective communication						
Listening	0.71	0.22	0.17	0.25	0.29	0.22
Feedback	0.57	0.18	0.28	0.37	0.25	0.23
Trust	0.77	0.37	0.33	0.26	0.13	0.37
Styles	0.82	0.28	0.19	0.34	0.21	0.40
Strategies	0.79	0.31	0.14	0.15	0.38	0.33
Coordinate	0.56	0.25	0.17	0.22	0.24	0.28
Factor 2: Aligning expectation						
Set expectation	0.24	0.73	0.17	0.16	0.12	0.22
Align expectation	0.38	0.78	0.21	0.20	0.33	0.23
Differences	0.25	0.72	0.38	0.18	0.27	0.37
Goals	0.16	0.71	0.22	0.14	0.39	0.38
Strategies	0.37	0.65	0.18	0.21	0.11	0.32
Factor 3: Assessing understanding						
Knowledge	0.19	0.36	0.81	0.27	0.30	0.18
Mentee ability	0.22	0.34	0.85	0.25	0.37	0.26
Mentee skills	0.37	0.39	0.71	0.31	0.32	0.17
Factor 4: Fostering independence						
Motivating	0.25	0.22	0.37	0.84	0.35	0.22
Confidence	0.23	0.17	0.21	0.86	0.30	0.18
Creativity	0.37	0.13	0.36	0.74	0.28	0.19
Contributions	0.40	0.24	0.32	0.66	0.24	0.29
Negotiating	0.33	0.31	0.22	0.67	0.26	0.31
Factor 5: Addressing diversity						
Prejudice	0.26	0.17	0.33	0.37	0.81	0.16
Background	0.21	0.18	0.24	0.22	0.71	0.21
Factor 6: Promoting professional development						
Network	0.17	0.22	0.13	0.12	0.24	0.71
Career goals	0.28	0.24	0.21	0.33	0.38	0.84
Work life balance	0.32	0.37	0.38	0.27	0.25	0.56
Role model	0.18	0.31	0.24	0.39	0.16	0.83
Acquire resources	0.14	0.39	0.18	0.11	0.37	0.62

Percentage of Variance Explained (%) = 73.73;

Kaiser-Meyer-Olkin (KMO) = .95;

Bartlett's Test of Sphericity Chi Square = 6107.95;

Degree of freedom = 153; Sig. = .000

4.5 Regression Analysis

Multiple regressions are used to test the developed hypotheses. As known, multiple regression analyzes are performed to test the predictive power of independent variable (MCA's dimension) on the dependent variables (career satisfaction). The model is found as statistically significant ($F=11.216$; $p=0.000$) and explained as much as 56 percent of the employees' career satisfaction variance (Adjusted $R^2=0.62$). As indicated in Table 7, all mentor abilities in term of MCA (maintaining effective communication, aligning expectations, assessing understanding, fostering independence, addressing diversity, and promoting professional development) were reported as statistically significant as positive predictors of career satisfaction. The sequence of the most predictors influence of career satisfaction was given as follows: Assessing understanding ($\beta=.28$, $p=.003$); maintaining effective communication ($\beta=.22$, $p=.007$); fostering independence ($\beta=.21$, $p=.006$); promoting professional development ($\beta=.18$, $p=.000$); aligning expectations ($\beta=.13$, $p=.013$); and addressing diversity ($\beta=.11$, $p=.011$). Thus, this study accepts that assessing understanding; maintaining effective communication, fostering independence, promoting professional development, aligning expectations and addressing diversity of mentors' competencies can influence the employees career satisfaction levels.

	β	t	p	R ²	R ² Δ	F Change
			.000	.62	.56	11.216
Maintaining effective communication	.22	3.45	.007*	.25	.13	.16
Aligning expectation	.13	.2.76	.013*	.25	.20	.06
Assessing understanding	.28	6.02	.003*	.25	.14	.16
Fostering independence	.21	4.40	.006*	.25	.13	.16
Addressing diversity	.11	1.66	.011*	.25	.23	.03
Promoting professional development	.18	3.14	.000*	.25	.15	.17

Finally, to answer to the developed research hypotheses the detail result of the multiple regression analyzed can be referred. As indicated in Table 7, this study found supporting for all of the hypotheses. The conclusions are summarized in Table 8.

Hypotheses Statements		Results
H ₁ :	Mentor's maintaining effective communication ability support on employee's career satisfaction.	Supported
H ₂ :	Mentor's aligning expectation ability support on employee's career satisfaction.	Supported
H ₃ :	Mentor's assessing understanding ability support on employee's career satisfaction.	Supported
H ₄ :	Mentor's fostering independence ability support on employee's career satisfaction.	Supported
H ₅ :	Mentor's addressing diversity ability support on employee's career satisfaction.	Supported
H ₆ :	Mentor's promoting professional development ability support on employee's career satisfaction.	Supported

5.0 Conclusions

The purpose of the study was to examine mentoring's abilities and its contribution to employees' career satisfaction. This paper confirmed that mentoring ability was very crucial in determining career satisfaction among the employees of the hotels industry in Malaysia. Factor analysis was used to extract components about mentoring's competencies to the career satisfaction of employees with non-dependent work relationship. Thus, mentoring programs can be said as tools to redefine professional development in the hotels industry particularly among the administrative executives. These results showed the hotels has good mentors and should continue this mentoring program as it manages to engage employees through the organization. Personal development is an important element for mentors to be evolved professionally. This characteristic is first described as a crucial element that a mentor must protect. This study highlights that if mentoring increases to assist employees (mentees), the most important issues facing by employees will be decreased. Based on the results, those three (3) significant dimensions of MCA which need to be enforced by the mentors in the hotels industry were assessing understanding; maintaining effective communication, and fostering independence.

Many references and researches were conducted for the impact of emotional intelligence and various leadership styles. Thus, examining the relationship between the above issues with or without coexistence and mentoring effectiveness in Malaysia would be particularly beneficial for future research. Future research is needed if employees are to give up the process and the benefits of mentoring by the inclusion of the emotional intelligence and leadership aspects. As a wrap, examining the administrative executives from the Malaysian hotels in this study and improving the existing knowledge on mentoring and career satisfaction seems worthwhile.

References

- Bandura, A. (2006). Toward a Psychology of Human Agency. *Perspectives on Psychological Science*, 1(2) 164-180.
- Barton, L. (2001). *Crisis in organizations II (2nd ed.)*. College division's south-western, Cincinnati: OH.
- Boyatzis, R. E. (2007). Mentoring for Intentional Behavioral Change, in B.R. Ragins & K.E. Kram, (Eds.), *The Handbook of Mentoring at Work: Theory, Research and Practice* (440-477). Sage, Thousand Oaks: CA.
- Chrysoula, K.; Georgios, S.; Miltiadis, C.; Stamatios, N. & Grigorios, K. (2018). The Contribution of Mentoring on Employee's Career Development with Nondependent Work Relation: The Case of the Networking

- Company Lr Health & Beauty Systems. *Academy of Strategic Management Journal*, 17(1), 1-14.
- Coyle-Shapiro, J. & Morrow, P. C. (2006). Organizational and Client Commitment among Contracted Employees. *Journal of Vocational Behavior*, 68, 416-431.
- Daloz, L. A. (2012). *Mentor: Guiding the Journey of Adult Learners*. San Francisco, CA: Jossey-Bass.
- Dialoke, I. & Nkechi, P. A. J. (2016). Effects of Career Growth on Employees Performance: A study of non-academic staff of Michael Okpara University of Agriculture Umudike Abia State, Nigeri. *Singaporean Journal of Business Economics, and Management Studies*, 5(7), 8-18.
- Dobrow, S. R.; Chandler, D. E.; Murphy, W. M. & Kram, K. E. (2012). A Review of Developmental Networks: Incorporating a Mutuality Perspective. *Journal of Management*, 38(1), 210-242.
- Feldman, D. C. (2001). Career Coaching: What HR Professionals and Managers Need to Know. *Human Resource Planning*, 24(2), 26-35.
- Fleming, M.; House, M. S.; Shewakramani, M. V.; Yu, L.; Garbutt, J.; McGee, R.; ... & Rubio, D. M. (2013). The Mentoring Competency Assessment: Validation of a New Instrument to Evaluate Skills of Research Mentors. *Academic Medicine: Journal of the Association of American Medical Colleges*, 88(7), 1002.
- Godwin, D.; Diem, K. G., & Maddy, D. J. (2011). Best Management Practices for a Successful Transition into an Administrative Role. *Journal of Extension*, 49(4). Retrieved from <http://www.joe.org/joe/2011august/a1.php>
- Greenhaus, J. H.; Parasuraman, S. & Wormley, W. M. (1990). Effects of Race on Organizational Experiences, Job Performance Evaluations, and Career Outcomes. *Academy of Management Journal*, 33(1), 64-86.
- Lewis, C. & Olshansky, E. (2016). Relational-cultural Theory as a Framework for Mentoring in Academia: Toward Diversity and Growth-Fostering Collaborative Scholarly Relationships. *Mentoring & Tutoring: Partnership in Learning*, 24, 383-398.
- Montgomery, B. L. (2017). Mapping a Mentoring Roadmap and Developing a Supportive Network for Strategic Career Advancement. *Sage open*.
- Montgomery, B. L.; Dodson, J. E. & Johnson, S. M. (2014). Guiding the Way: Mentoring Graduate Students and Junior Faculty for Sustainable Academic Careers. *SAGE Open*, 4(4). doi:10.1177/2158244014558043
- Mullins, S. (2007). *Management and Organizational Behaviour* (8th ed.). Financial Times, Prentice Hall, London.
- Payne, C. S. & Huffman, H. A. (2005). A Longitudinal Examination of the Influence of Mentoring on Organizational Commitment and Turnover. *Academy of Management Journal*, 48, 158-168.
- Pembridge, J. J. & Paretto, M. C. (2011). Work in Progress: A Comparison of Mentoring Functions in Capstone Courses across Engineering Disciplines. *Proceeding from 41 ASEE/IEEE Frontiers in Education conference*. Rapid City: SD.
- Ramirez, J. J. (2012). The Intentional Mentor: Effective Mentorship of Undergraduate Science Students. *Journal of Undergraduate Neuroscience Education*, 11(1), A55-A63.
- Robbins, S. P. & Coulter, M., (2002). *Management* (7th ed.). Prentice Hall.
- Saari, L. M. & Judge, T. A. (2004). *Employee Attitudes and Job Satisfaction*. Human Resource Management. Wiley South African Petroleum Industry Association.
- Saraih, U. N. (2015). The Development of Employees' Career in Relation to Task Performance and OCB. *International Journal of Humanities and Management Science*, 3(3), 166-170. ISSN 2320-4044 (online).
- Saraih, U. N.; Mohd Zaki, M. I. I.; Mohd Karim, K.; Sakdan, M. F. & Amlus, M. H. (2019). The Influences of Job Performance, Work-life Balance and Organizational Justice on Employees' Career Satisfaction. *Humanities & Social Sciences Reviews*, 7(5), 442-447.
- Smit, P. J.; Cronje, G. J.; Brevis, T. & Vrba, M. J. (2007). *Management principles: A contemporary* (4th ed.). Cape Town: Juta and Co. Lt.
- Weinberg, F. J. & Locander, W. B. (2014). Advancing Work Place Spiritual Development: A Dyadic Mentoring Approach. *The Leadership Quarterly*, 25(2), 391-408.
- Weinberg, F. J. & Lankau, M. J. (2011). Formal Mentoring Programs: A Mentor-centric and Longitudinal Analysis. *Journal of Management*, 37(1), 1527-1557.

- Weng, Q. X.; McElroy, J. C.; Morrow, P. C. & Liu, R. (2010). The Relationship between Career Growth and Organizational Commitment. *Journal of Vocational Behavior*, 77(3), 391-400.
- Yalçın, S. (1994). *Personel Yönetimi. (Personnel Management)*, İstanbul: Beta Basım Yayım A.Ş.
- Zapantis, G.; Skordoulis, M.; Chalikias, M.; Drosos, D. & Papagrigoriou, A. (2017). Measuring the Impact of Burnout on Job Satisfaction and Organizational Commitment. *Strategic Innovative Marketing, Athens: Greece*, 51-55.