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MASTER'S THESIS

**THE RELATIONSHIP BETWEEN MENTORING
FUNCTIONS AND PSYCHOLOGICAL
EMPOWERMENT: THE ROLE OF TRUST AND
POLITICAL SKILLS**

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DECLARATION

I hereby declare that this master's thesis titled as "The Relationship between Mentoring Functions and Psychological Empowerment: The Role of Trust and Political Skills" has been written by myself in accordance with the academic rules and ethical conduct. I also declare that all materials benefited in this thesis consist of the mentioned resources in the reference list. I verify all these with my honour.

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ABSTRACT

Master's Thesis

The Relationship between Mentoring Functions and Psychological Empowerment: The Role of Trust and Political Skills

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The aim of this study is to examine the role of trust in mentor and mentor's political skill on the relationship between mentoring functions and psychological empowerment. Specifically the study asserts that mentoring functions received by the protégé will form positive trust in mentor perceptions, which will positively affect psychological empowerment of the protégé. The study also claims that the relationship between trust in mentor and psychological empowerment will be stronger when the mentor is perceived to have high political skill by the protégé. Data were collected from 151 employees who live in Kazakhstan through an online survey form. The analysis indicates that hypotheses were supported. So, protégés increase their trust in their mentors as they get good mentoring functions and this cognitive and affective trust allows protégés psychologically empowered. In addition, once trust in mentor perceptions are formed, politically skilled mentors can make protégés to think and feel more empowered at the workplace. Our findings indicate that mentors with high political skill can increase psychological empowerment of the protégé only after establishing interpersonal trust.

Keywords: Mentoring functions, Protégé, Trust, Political skill, Psychological Empowerment.

ÖZET
Yüksek Lisans Tezi
Mentorluk Fonksiyonlar ve Psikolojik Güçlendirme İlişkisi: Güven ve Politik
Beceri Rolü

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Bu çalışmanın amacı mentorluk ve psikolojik güçlendirme arasındaki ilişkide mentora olan güvenin ve mentorun politik becerisinin rolünü incelemektir. Özellikle, çalışmamız mentorluktan faydalanan çırağın mentoruyla ilgili pozitif güven algısı geliştireceğini ileri sürmektedir, bu ise sonrasında çırağın psikolojik güçlendirmesini olumlu şekilde etkileyecektir. Ayrıca çalışmamız, çırağın mentoru yüksek politik becerilere sahip olarak algılaması durumunda mentora olan güven ve psikolojik güçlendirme arasındaki ilişkinin daha güçlü olacağını iddia etmektedir. Veriler Kazakistan’da yaşayan 151 çalışana yapılan çevrimiçi soru formu yoluyla toplanmıştır. Analiz sonuçları hipotezlerin desteklendiğini belirtmektedir. Çıraklar mentorluk fonksiyonlarından yararlandıkça mentorlarına daha fazla güvenmektedirler ve bu bilişsel-duygusal dayanak (güven) onların psikolojik olarak güçlenmesini sağlamaktadır. Ayrıca, mentora olan güven bir kere oluşunca politik becerisi yüksek mentorlar çıraklarının işyerinde daha güçlenmiş hissetmelerini sağlayabilir. Bulgularımız yüksek politik becerilere sahip mentorların çırakların psikolojik güçlendirmesine katkı sağladığını sadece kişilerarası güven oluşturduktan sonra gerçekleştiğini göstermektedir.

Anahtar kelimeler: Mentorluk Fonksiyonları, Çırak, Güven, Politik Beceri, Psikolojik Güçlendirme.

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INTRODUCTION

The continuous and rapid changes in markets require continuous training of staff because knowledge becomes obsolete quickly. Staff constantly needs to upgrade their skills and professional capacity. One of the effective tools to meet all these requirements is mentoring (Dobryh, 2007). The main goal of the mentoring is the training and development of the protégé within his positions and professional activity.

It has been shown that mentoring has important effects on the protégé's outcomes. Several meta-analysis studies consistently show that a protégé's outcomes are elevated with the help of mentoring (Kammeyer-Mueller & Judge, 2008; DuBois, Portillo, Rhodes, Silverthorn, & Valentine, 2011). Mentoring research put forward that mentors provide three functions; psychological support, career development and role modeling, and through these functions, protégés can increase their outcomes such as organizational commitment, productivity, performance and job satisfaction. One of these important outcomes is psychological empowerment (Corsun & Enz, 1999). The mentor, providing the protégé with mentoring functions, can inspire a sense of meaning for his/her work, increase self-determination, self-efficacy and competence to reach organizational and task related outcomes (Sun, Pan, & Chow, 2013). Sun, Pan and Chow (2013) showed the positive effect of mentoring on the psychological empowerment by the protégé.

Despite the importance of the positive effects of mentoring on the protégé's psychological empowerment, there are two issues that still need to be considered. One of the issues is how the effects of mentoring functions are transmitted to psychological empowerment. While many of the empowerment and mentoring studies highlight that the relationship quality is an important concept, most of the studies do not consider relationship quality as a mediating mechanism. This study points this gap and claims that relationship quality can be utilized to translate the mentoring functions' effects on to desired outcomes such as psychological empowerment. So this study conceptualizes "relationship quality" as "interpersonal trust" (specifically trust in mentor) which can capture social exchange interaction between the mentor and the protégé. Generally, the mentor – protégé relationship

begins with mentoring functions; such as the mentor provides consultation, friendship, coaching, assigning challenging tasks, and showing positive behaviors. In turn, if the protégé thinks that the function he/she receives is beneficial then he/she reciprocates and begins to trust the mentor. Thus, the trust in mentor can be formed after the protégé thinks and feels sure about his/her cognitions and emotions.

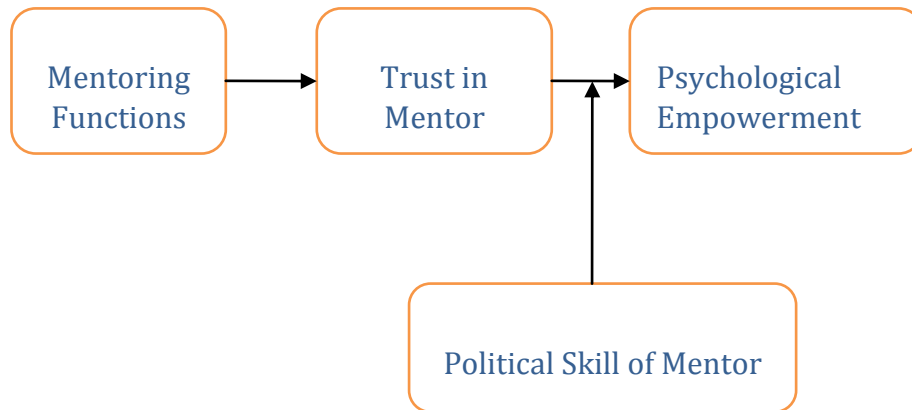
The second issue is to consider the contextualizing effect of political skill on the relation between trust in mentor and psychological empowerment. To best of our knowledge, there is only one study (Sun, Pan, & Chow, 2013) showing that political skill can moderate the relationship between mentoring functions and psychological empowerment. However, the role of political skill is not examined when “trust in mentor” is used as a mediating mechanism. In other words, when a mentor is perceived to have high political skill, will the protégé try to enjoy the benefits of the mentor’s skills immediately or will the protégé wait for to trust in order to enjoy the benefits. Based on the social exchange theory, I claim that the political skill of a mentor can be evaluated correctly only after the protégé forms trust through the mentoring functions received. Afterwards, mentors who have high political skill are capable of revealing more effectively the protégé’s feeling of impact, competence, self-definition and meaning. Thus one more contribution of this research is the consideration of political skill as a moderator in the relationship between trust in mentor and psychological empowerment. So I develop a more precise way of showing the role of political skill in relation to mentoring functions and psychological empowerment.

The aim of the study is to consider the relationship between mentoring and psychological empowerment, in which trust in mentor is a connecting factor while the political skill of a mentor moderates the trust-empowerment relation.

Therefore, we develop the following conceptual model (please see Figure 1). We consider mentoring functions as an independent variable. It will influence the trust in mentor which is the mediating variable. Based on the social exchange theory, once the mentor provides functions, the protégé will benefit from these and update his/her trust in mentor. Then the trust in mentor will influence the psychological empowerment, namely our dependent variable. Thus trust will enable the protégé to show his/her contribution and impact on the organization. This relationship is

contextualized by the political skill of the mentor. As a moderator variable, political skill interacts with trust and makes the protégé more psychological empowered, and we claim that the political skill contextualizes the relationship between trust and employment.

Figure 1: Conceptual Model



The main contribution of this study is the consideration of trust as a linking component of the relationship between mentoring and psychological empowerment and determining the role of political skill when trust is entered as a mediating mechanism. The trust in this position can help to build effective relationships and prevent some of the difficulties that may be formed between the mentor and protégé.

The next chapter describes the general concepts, definitions, dimensions, antecedents and consequences of study variables such as mentoring, interpersonal trust, psychological empowerment and political skill. The following chapter provides an overview of the content and the basis for each variable. Also, it describes the attributes of each dimension of which these variables consist. In order to understand in detail, the essence of each variable is defined, and then antecedents, which affect the formation of these variables, and consequences, are described. In the second chapter, the interrelations between mentoring and trust in mentor, trust in mentor and psychological empowerment, and the effect of political skill on the relationship between trust and psychological empowerment are explained. These interrelations are the hypotheses of study. The third chapter presents the research methods and a description of the data collection process. The final chapter consists of analysis and the results of this study.

CHAPTER 1

LITERATURE REVIEW

1.1. WHO IS A MENTOR?

The origin of mentoring dates back to Greek mythology. During the Trojan War, before going into battle Odysseus appointed Mentor, who was his friend and advisor, as responsible for the education of his son, Telemahusa. Mentor taught various skills and shared his knowledge as a mentor and teacher of Telemahusa (Murray, 1991). Thereby the word “*mentor*” began to make sense as a “*wise counselor*” (Murray, 1991).

In turn, interest in mentoring took the place in scientific research. Many studies have been conducted on the issue of mentoring. One important and considerable work is Kram’s research. In 1980, Kram had focused on the career development of employees’ based on the relationships between the protégé and mentor. She discovered a psychosocial advantage in mentoring, and put forward the basic tenets of mentoring. Following Kram’s work on mentoring, many researchers also pursued this topic, such as Noe (1988), Scandura (1992), Theresa and Holmes (1992), and Bennetts (1996). They confirmed that mentoring is a training in the workplace (Noe, 1988), where a more experienced employee provides training (Theresa & Holmes, 1992), the transfer of resources and information for the less experienced or new employee (Scandura, 1992). In addition, the purpose of mentoring is operative involvement of new employees in the performance of official duties and activities of the organization (Noe, 1988).

So, Kram (1985) defined mentoring as “*the relationship between an experienced person and less experienced person who helps to progress in career and in work activities*”.

Most definitions state the mentoring relationship is based on a one-on-one relationship between a mentor and a protégé, or an advisor and an advisee. This relationship is carried out through its members, who are the mentor and protégé. The “*mentor*” person possesses a certain amount of experience and knowledge and he/she is volunteered or assigned to help his/her ward acquire the experience necessary and

sufficient for skills development. The “*mentee*” or “*protégé*” is referred to as an individual who accepts guidance and development (Allen, 1995).

Mentor might deserve a closer attention within the mentor-protégé relationship since mentors are scarcer when compared to protégé population in the organizations. Since the attributes that a mentor should have makes the mentor population less when protégés are considered. These attributes are competence of the person, transference of knowledge, and interpersonal skills. Competence of the mentor is formed through professional and personal experience. Also having knowledge of business in a particular area, competence is an excellent indicator of efficiency of the mentor. The mentor, who has worked some years in specific areas and organizations, can give advice to the trainee from personal organizational experience. The competent mentor is a virtue, who shares acquired skills and ability in the mentoring relationship (Johnson, 2007).

Even if the mentor has enough professional knowledge, extensive practical experience, the mentor cannot be evaluated as an effective mentor (Bondarenko, 2008). To be an effective mentor, the mentor needs to teach or impart knowledge, skills or experience to the protégé. Mogilevkin (2007) and Bogatyreva (2008) supported this view and explained that pedagogical skills were necessary to transfer theoretical knowledge and experience to another person. In addition to possessing teaching skills and experience, a mentor should be well understood and recognize the behavior and actions of a protégé. Therefore, an effective mentor has to understand the psychology has and interpersonal nature of the protégé, which is to provide support for a certain situation, in case of force-majeure moments to stay in an equilibrated state. Fagenson (1989) considers that the good mentor has to be able to distinguish both the personal and professional dreams of the protégée. He accepts the dreams of the trainee as realistic and offers the easiest way for achievement.

More often in many organizations, the mentor and the supervisor are one person. When the supervisor is the mentor, there are positive and negative sides. One of the positive aspects is that supervisor - mentor has more power and influence on what happens in the working process as he has full access to all sources and resources that effectively impact on the development of a protégé (Bondarenko, 2008). Also, the supervisor - mentor, better than anyone in organization, knows the

system of the work process, thus he\she can train the protégé in all skills and abilities that are necessary for the successful implementation of the responsibilities. The protégé, which is under the direction of supervisor-mentor, has more of a chance of advancement on the career ladder, because all his successes and achievements are observed by the supervisor - mentor. Therefore, the supervisor can directly advance the protégé's position according to his merits (Dobryh, 2007).

Besides the advantages of the supervisor – mentor, there are some difficulties. First, the mentor has more powers and responsibilities, consequently, he\she has a very busy schedule and therefore on training and creation of the relationship he has not enough time, and this can negatively affect the competence of the protégé (Bondarenko, 2008). Second, the supervisor can observe not only the achievements of the protégé, but at the same time he can notice faults that as a consequence can negatively be reflected in the protégé career (Dobryh, 2007). In addition, it is hard to build a friendly and trusting relationship on an emotional level with the supervisor. Generally, the supervisor tends to adhere to subordinations with employees.

Summing up the above arguments of researchers concludes that the effectiveness of mentoring relationship depends on the mentor. The mentor, besides experience and qualifications, needs to possess pedagogical qualities to be the psychoanalyst. Also as researchers noted, the mentor can perform the role of the supervisor.

1.1.1. What are the functions of a Mentor?

Mentoring has been defined as a process in which mentors develop and coach their protégés and provide mentoring functions to support protégés in an effort to enhance career advancement (Kram, 1983). An integral part of mentoring is its functions.

Kram (1985) claims that mentoring functions consists of a set of responsibilities of a mentor. They promote the development of the protégé in the professional environment. These functions are intrinsic to mentors which distinguishes them from other relations in a workplace (Noe, 1988). While there can be numerous functions listed, some functions are more common than others, and

taking into account the developmental relationship can provide a few or many of the possible mentoring functions (Ragins & Cotton, 1999).

Kram (1985) suggested the two main functions of mentoring: career and psychosocial support. They focus on adaptation of the protégé to the working process and improve his/her sense in social and organizational environment (Johnson, 2007). Many researchers have recognized these areas as primary for the mentoring experience and argue that the successful mentoring programs include both components (Kamler, 2006).

More recent studies have also shown that role modeling can be considered as a separate dimension, therefore, it should not be included as part of attributes of psychosocial mentoring (Scandura & Ragins, 1993). To provide support for this role-modeling function, Ragins and McFarlin (1990) created a mentor role instruments and claim that the function of role modeling has certain approaches which aren't similar to others. Scandura (1992), in his research, asserts that role modeling has more features as an example or an ideal to be emulated that is not associated with psychological support. Based on this, it can be concluded that the separation of the functions into three categories enables more carefully and correctly assessment of the effectiveness of mentoring. Thus, based on this study to evaluate the mentoring relationship had to take its three functions: career, psychological support, and role modeling function.

Career Function

Career function is one of types mentoring functions which are responsible for training and learning process of the protégé to perform his/her duties (Kram, 1983). The basis of this function is the development and disclosure of potential and the improvement of professional skills and abilities (Johnson, 2007). So this function is different than psychosocial support function which builds individual merits in the social environment of the organization, since career function aims to advance up a career ladder. This function is directed on that to train individual to solve problems related to career development. Also the function of career is provided by the mentor for easy advancement in the protégé's career (Kram, 1985). The mentor can carry out this function thanks to his full powers and his authority (Ragins & Cotton, 1999).

The main factors of career functions are the mentor's experience, status, and affect in the organizational environment. This structural relationship enables mentors to provide sponsorship, coaching, protection, exposure and visibility, assigning challenging projects to give the protégé opportunities to navigate effectively in the organizational work place.

Sponsorship behavior can be considered as result of career function and it is the behavior observed most frequently (Kram, 1985). So, sponsorship is the manifestation of support to the protégé in society from the mentor. It means that the mentor offers all existing opportunities in the form of the patron for promotion. Sponsorship consists of the providing support, giving recommendations and approval on behalf of the protégé for achievements and promoting their concerns and intentions in the organization (Johnson, 2007; Mertz, 2004). Holmes (1992) cautioned that depending on only one sponsor was risky and that sponsorship from more than one person would likely result in a more believable recommendation. Kram (1983) also indicated that a protégé without sponsorship in the organization would be overlooked by advancements, regardless of skills and performance. A study conducted by Allen (1995) found, that sponsorship is important to the protégés career success. Protégé indicated that their sponsors or managers have supported in achieving career goals due to their skills and status, they have provided access to the resources and necessary materials. Also they admitted that mentors have recommended them to supervisors for advancement on a position.

Coaching is a function when the mentor offers all possible ways for the achievement of the professional purposes in the organization. At the initial phase the mentor edifies and gives advice for receiving an interesting position for the protégé in the company. At later phases, he provides access to limited information and resources (Allen, 1995). The basis of coaching is providing knowledge and strategy for further promotion in the organizations. The mentor acts as a coach in suggesting strategies for succeeding at work objectives, for being recognized at work, and for achieving career goals. The mentor providing this function helps the protégé to understand political structures and to open his certain potential (Holmes, 1992). Also he\she informs about the working requirement, promotes an exchange of ideas and provides to creation of feedback.

At the phase of protection, the mentor protects his protégé from unnecessary criticism and negative situations. The mentor protects or trains in methods of fighting with unpleasant persons or inconsistent incidents (Gerstein, 1985). This all is necessary for protection from risks which can adversely influence the reputation of the protégé in the position's promotion. The mentor protects and shields the protégé from contact with senior personnel when that contact may be potentially damaging. The mentor as a protector preserves the protégé from damaging relationships in difficult situations. The protection function contains the mentor's interference when needful, necessary and appropriate (Mertz, 2004).

Exposure and visibility are functions of communication and the expansion of connections. In the exposure and visibility function, the mentor provides the protégé with opportunities to show their work by assigning commitments through which the protégé can develop a favorable relationship with management. Main goal is to demonstrate or show the protégé with the most positive and beneficial sides (Johnson, 2007). Also, these relations give the chance to the protégé to show all their talents and abilities. Mentors use their power, authority and a network for promoting and empowerment of their protégé (Mertz, 2004). Kamler (2006) study of a mentoring relationship suggested that the protégé who has a mentor has opportunity to get more expanded access to organizational sources and materials.

Kram (1988) defined assigning challenging projects as specific assignments with which the mentor charges the protégé in the training process and ongoing feedback on the performance. The function of assigning challenging projects consists of training, and granting skills for the solution of difficult tasks. The mentor gives the task to the protégé, which is significant in the course of training. It allows the protégé to obtain competence in the profession and feelings of achievement in the workplace (Mertz, 2004). These tasks mean that the protégé has all the necessary technical and administrative skills. This function permits the protégé to develop and show their skills and ability. Possession of these skills gives the protégés great opportunities for advance of career service. The protégés develop technical and managerial competences through challenging work (Smith, 2007). In mentoring, the function of career plays the important role. The mentor imparts valuable and important knowledge which will promote the development of the mentee's career.

Psychosocial support

The psychosocial functions support the protégé by improving the “*individual’s sense of competence, identity, and effectiveness in a professional role*” (Kram, 1988). It is dependent on the quality of the interpersonal relationship between the mentor and the protégé and between the protégé and significant persons inside of the organization.

Also psychosocial function contributes to the building of interpersonal relationships, which is based on trust and mutual understandings. The quality of this interpersonal relationship gives opportunity to the protégé to find a model that the younger would like to become. The mentor advises the protégé on confusing situations that surface as the protégé advances in his career’s way (Holmes, 1992). The psychosocial function increases the protégé feeling of competence, identity and the importance in the organizations. This function is based on the interpersonal relations between the mentor and the protégé (Kram, 1985). As Kram (1985) indicated psychosocial functions include: “*acceptance and confirmation, counseling, friendship*”.

The function of acceptance and confirmation consists that the mentor customizes the protégé on a positive harmony. It shows support and a favorable spirit in relation to the protégé. Also, it promotes development of the confidential relations and the comfortable condition of the protégé in the organization (Johnson, 2007). The mentor with the acceptance and confirmation function provides encouragement, support, and trust, and, at the same time, the protégé experiments with new behaviors and takes risks in the working process. This function is directed on that participants of the relationship got acquainted and learned each other more closely. It promotes trust between the mentor and protégé. Thus, the trust in the relationships allows the protégé to make the free decision and sometimes to risk in the necessary situations.

The counseling function enables the mentor to more intimately understand the protégé and to discuss fears, anxieties, and ambivalence that detract from efficient work (Kram, 1985). Throughout the various career stages, the protégé can have difficulties regarding self, work, and family that can interfere with work. Noe (1988) indicated that the protégé needed to trust mentor to communicate about concerns in confidence without horror of retribution or exposure in the organization. During the

consultation, the mentor allows the protégé to discuss those problems which can have influence on the development of his career. Discussion helps the protégé in receiving skills for the solution of the conflicts. Also, the mentor gives the guide to the protégé using complicated situations and questions (Johnson, 2007). The mentor allows to the protégé discussing all concerning subjects freely without condemnation.

The function of friendship permits the mentor and the protégé to engage in social interaction that results in reciprocal liking of each other and informal social contact “*about work and outside work experiences*”. Kram (1988) considers that if between mentor and protégé will develop trust and rapport, then it will be expanded range of functions. Friendly relations between the mentor and the protégé may be similar as relationships with parents, partners, and good friends. Most often, this relationship develops in a social interaction in the workflow that in a consequence grows on the mutual sympathy. Kamler (2006) pointed out that friendship provides encouragement, support, and being open and accessible which are the important components of mentoring. Friendship is the informal relation between the mentor and the protégé. The relations become more comfortable and pleasant for both parts. This function allows the protégé to behave with the administration easily and surely.

Psychosocial function is an important element in mentoring. As this function has an impact on the protégé at an individual level. So all this depends on the further relationship and emotional cooperation between the members of mentoring relationship (Ragins & Cotton, 1999).

Role Modeling

Ragins and Cotton (1999) defined role modeling as the “*process in which the mentor, whose behaviors, individual styles and specific attributes are imitated by the protégé*” and it also promotes to identity formulation. The functions of the role modeling, the mentor is symbolized as, an ideal for imitation who inspires, motivates and that whom try to resemble (Lockwood & Kunda, 1997). Scandura (1992) considered role modeling to have improved by the protégé imitating the mentor’s behavior, attitude, skills and values to help with orientating through the organizational tasks. Lankau and Scandura (2002) conducted research for supporting role modeling and found that mentors who serve as role models provide learning opportunities for protégés.

The process of role modeling has a conscious and unconscious specificity, in which a mentor through their knowledge, behavior, attitude, skills and attitudes causing in the protégé admiration that provokes the desire to imitation. The protégé, with the lapse of time, can gradually assume or incorporate some of the mentor's manners and work habits. The mentor as a role model is someone with whom the protégé can take an example, and learn as well as social and emotional the relations. Generally, the mentor as the role model forms at the protégé sense of admiration and trust because of this protégé tries to copy his behavior and skills necessary manners, which are necessary for a successful career development (Mason & Bailey, 2003).

In modeling roles, the mentor is presented as the example or a standard for imitation. During the mentoring relations, the protégé observed and studied mentor's behavior, features, and values as he/she need be guided in the organizations (Noe, 1988).

1.1.2. Mentoring Functions: Antecedents and Consequences

Mentoring is one of the effective relationships on the workplace that has many positive results. To understand the nature and foundations of mentoring, it is necessary to consider its antecedents and consequences. For defining the potential of its antecedents and consequences, we will refer to several meta-analyses studies.

Kammeyer-Mueller and Judge (2008) in their meta-analysis examined the impact of mentoring functions on operating results. As a result of this study, such antecedents as the demographics, human capital, and core self-evaluations were found. Also DuBois et al. (2011), as a result of their analysis of the efficiency of the mentoring relationship for young staff members, revealed consequences of mentoring such as social emotional, cognitive, and identity development. Eby et al. (2013) considered in their meta-analysis potential antecedents (human capital, demographics, and relationship attributes) and consequences (behavioral, health-related outcomes, attitudinal and career related), which were analyzed and identified during the research of the interrelation between the perception of protégé and the relationship quality, psychosocial support, and instrumental support.

On the basis of meta-analyzes in this part, we have identified potential antecedents such as demographics characteristics, human capital, and the relationship attributes and consequences, which consist of such categories as attitudinal, career-related, organization's outcomes.

Antecedents

Demographic characteristics: Previous researches considered different demographic characteristics, and among them a lot of attention and interest aroused indicators such as the gender of the mentor and protégé, the mentor and protégé's race, and age of the mentor and protégé. Such arguments have been identified as a female mentor can affect the perception of the protégé's psychosocial functions more than other functions. A male mentor has a greater impact on the perception of the protégé's career function than other functions (McKeen & Bujaki, 2007). Moreover, the female protégé receives more psychosocial support and less career support than the male protégé (Ragins, 1997). This is supposed to reflect fundamental dissimilarities in the appeal ability behavior between male and female protégés and dissimilarities in relating between men and women (Liang & Grossman, 2007). One more of the indicators are the age. Whiteley et.al (1992) found that age is the theoretical value of mentoring. Many researchers in the works claim that age of the protégé and his mentor has an impact on perception of the functions of mentoring. As Ragins and McFarlin (1990) claimed in their research younger protégés were more inclined to their mentor who serves by role modeling and influenced by the perception of mentoring functions, and then were old protégés. Also in his study, Ragins (1997) found that the young protégé has a higher potential for development than the old protégé.

Human capital: Another one of the antecedent mentoring is human capital. Human capital supposes that people differ with respect to the contributions they make in improving individual competences and abilities (Allen et al., 2013). These contributions can be in time, money and energy, which display in years of education, degree of training and experience, level advancement (Eby et al., 2005). The improvement of the human capital provides a significant advantage to the individual in a competitive and an unstable economic environment (Allen et al., 2013). The human capital of the mentor can have a positive impact on the perception of the

mentoring function as a mentor with a high level of human capital is more experienced, a wise and a judicious thereby arouse trust by a protégé. The mentor's trust in a protégé can positively influence the protégé' perceptions of mentoring functions (Eby, 2012). The protégé with high human capital has experience, education, and development potential, and he can get more support and mentoring functions than he who has low levels of human capital (Rhodes, 2005).

The relationship attributes can be seen as deep-level similarity, surface-level similarity, experiential similarity and formality (Eby et al., 2013). The mentor and protégé's similarity is widespread an antecedent in perceptions career related support, psychological support and role modeling by the protégé. The similarity between the protégé and the mentor is positive and even a significant factor in mentoring. According to Harrison, Price, and Bell (1998), deep-level similarity consists of a similarity of views, beliefs, values and other personal characteristics. These similarities are manifested in interpersonal relations during a certain time (Harrison et al, 1998). Also, mentor and protégé have the surface-level similarity, namely in a gender (Harrison et al., 1998). Mentors and protégés that are similar in terms gender promote closer and friendlier relationships (Harrison et al., 1998). The experiential similarity is based on such factors as education background, level of education, job tenure, departmental affiliation, functional area and geographic location. Eby (2012), in his work, argues that the deep-level similarity has a positive effect on the perception of protégé mentoring functions. The researchers also argue that the surface-level similarity and the experiential similarity have a contradictory effect of the perception of protégé mentoring functions.

One more attributes of the mentoring relationship is the formality. According Kram (1985), informal mentoring are the relations, which are formed by the natural way. Most often it is developed during communication at a workplace or during socially professional actions. These relations start growing when people find common interests, similarity in purposes and temperaments, and interest in work and skills (Ragins & Cotton, 1999). Individuals find understanding, support, wisdom, knowledge and friendship. These relations have friendly characteristics and are inclined to positive psychological action, consultation, moral support and social interaction. Informal relations have some signs of the functions of career, and it

means coaching, difficult tasks and the visibility of the protégé. Informal mentors treat such relations more positively, so the significant role is played by role modeling here. According to Kram (1983), formal relations cannot be as favorable as the relations, which develop the natural way. Formal relations are used in the organizations for the development and training of professionalism of employees. Generally, the members of formal mentoring are appointed by the head of the organization, on the basis of the application of provided future mentors and the protégé (Murray, 1991). In formal relations, the organization has structures and control over the formed mentoring. Formal relations are short-term and directed to the career purposes on the relation of the protégé's positions (Gray, 1988).

There are certain distinctions between formal and informal relations, which have an impact on their functions and resulting effect on the career (Ragins & Cotton, 1991). It is possible to list to these distinctions as the following: the formed relations and their structure and process. Many researchers consider that the informal relations are much more effective for the construction and development of a career.

Consequences

Attitudinal outcomes: The protégé, who receives all the mentoring functions, has a high level of situational satisfaction. It is defined as favorable evaluations of a special context and experience. The protégé has the role modeling and positive experience to participate in mentoring, he/she is able to develop positive and favorable relationships (Chao et al., 1992). Also one of the consequential factors in mentoring is the trust in mentor. Mentors, effectively providing the protégé with the functions of mentoring, are capable to influence the protégé positively. Manifesting more friendly and attentive behavior, he/she is able to make a formation of trust for the protégé. Also mentors have shown interest in the protégé career, provided training, support and protection, thereby formed a basis for the formation of the trust relations with the protégé (Allen & Eby, 2007).

Career-related outcomes refer to career-related function perceptions. The career-related outcomes include compensation, perceived career success, and career development. Mentoring relationships give advantages for career development and enhancement of the financial state by the protégés (Kram, 1985). The mentor promotes the appearance of a protégé of various advantages such as high salaries and

bonuses, and all this is possible due to career development, which is related to the knowledge gained through the career function. Moreover, perceiving career related support and psychosocial support could strengthen protégé's perceptions of career success. This can happen due to the mentors' proposition of developmental opportunities to the protégés and inspire sense of identification that protégés can improve with a successful mentor. Also, the protégé, who received all the necessary skills and learned all the basics of the working process, may result in career growth and professional development.

Organization's outcomes: Mentoring relationships exists between the mentor and protégé, but they result in favorable consequences for the organization. Mentoring may be used to connect the organizational expectance and improve the organizational culture (Wilson & Elman, 1990). The benefits of organization from this relation are turnover and climate. Mentoring maintains against organizational turnover and enhances organizational commitment (Payne & Huffman, 2005). Also, it reduced turnover and the propensity to leave the organization. The protégé who received mentoring in their job are less likely to move or leave the organization than were their non-mentored protégés (DuBois et al., 2011). Lankau and Scandura (2002) considered that individual training as a result of mentoring forecasted turnover intentions as well as turnover.

Organizational climate is a reflection of the organization's value system as the form of attitudes and perceptions held by organizational members (Whitely et al., 1992). Climate is the mutually sensed definition of how it feels to be part of the organization in terms of trust, approval, dynamism and experiences (Ragins & Cotton, 1999). Employees relate their attitudes toward the organization closely with their attitudes toward their mentors (Sucharski & Rhoades, 2002). Positive assessments of the overall work environment will be more common among protégés such that mentoring will improve the protégés shared perceptions of the work setting. Positive climate improved individual motivation and enhances productivity. Through climate, protégés understand organizational policies and norms, which result in perception regarding job satisfaction, involvement and justice (Naumann & Bennett, 2000). This is evident that mentoring positively contributes to organizations.

Therefore, the organization uses the program of formal mentoring in order to avoid damage and stagnation in the workplace.

1.2. INTERPERSONAL TRUST

Interpersonal trust is one of the key components that impacts on workplaces (Fulmer & Gelfand, 2012; McAllister, 1995). Even the earlier studies of the organizations (McGregor, 1967) noted that human interactions are important to perform and relationship between superior and subordinate can be considered as the most common and important relationship in the workplaces. So trust as a key connecting factor (Lewicki et al., 1998) helps superiors and subordinates to sustain these relationships. Given the complexity and uncertainty in the organizational process requiring continuous mutual coordination for the implementation of administrative and supervisory actions, which are perhaps effectively exercise where there is the mutual trust between members (Fulmer & Gelfand, 2012).

Hence, interpersonal trust is a significant phenomenon in the organizational process. The trust between members increases the effectiveness of this relationship (Lewicki & Bunker, 1995). The existence of trust promotes to the formation of the thought or feeling that the others will not be exploited. So, when someone trusts to another person, the person can make risky decisions. The model of Mayer et al., (1995) concentrate on the perceived risk of that situation, as trustor, and personal traits of trustee, as well as to how the individual trusts others, affect the probability that risky behaviors will occur.

As a result of their research, Mayer et al. (1995) described, trust as “*a willingness of the subordinate to be vulnerable on the relation of action of the supervisor, based on the assumption that implementation or performance of certain actions and decisions of the supervisor will be significant for the subordinate regardless of his ability of monitoring and management*”.

However, Mayer et al. (1995) generally argue that trust is a unidimensional construct but McAllister (1995) showed in their empirical study that trust is a multidimensional construct. Cognitive and affective dimensions of trust are critical to understand the construct in detail. The study’s findings indicate affective and cognitive based trust is necessary to formulate trust perceptions. In the meta-analysis

of Dirks and Ferrin (2002), cognitive and affective dimensions of trust are closely related with subordinate's attributes, relationship attributes and leader actions. So the trust in supervisor is based not only on the belief of the subordinates, but also the relationship developed throughout their interactions.

After reviewing all these aspects, it is possible to come to such conclusion that the study agrees the definition of trust developed by Mayer et al. (1995) since it takes into account of "*willingness to be vulnerable*" but the study also agrees that the interpersonal trust can be a multidimensional as supported by McAllister (1995). So using the foundation of the McAllister (1995) will allow the study to capture broader view of trust compared to Mayer et al.'s (1995) operationalization.

1.2.1. Trust in Mentor

Trust is an important factor in building relationships in the workplace (Huff & Kelly, 2003). In mentoring, the trust in mentor can be also a key indicator of effective relationships. Protégé can take risks, because the trust gives him/her the feeling that he/she will not be used for the abusive purposes. In initial stages of the relations, the trust is based on assumptions, such as words and decisions of the mentor will correspond to his actions. It was also noted that protégé more focuses on how the mentor behaves during decision-making than in a moderate situation. The trust consists not only in the conviction of a protégé about the mentor, but about how to use the obtained data and signals as a basis for further action. In mentoring relationship, the mentor often attracts protégé with knowledge, namely, cognitive or affective state (McAllister, 1995).

Cognition-based trust is built by perception and interest on the hints of performance and the fact of achievements through direct cooperation with a partner. This type of trust is formed on the basis of the collected information, which allows making some predictions about what the observed person meet expectations. Therefore, calculation, prediction and rationalization are related with cognitive type of thinking, which is ultimately related with cognition-based trust (McAllister 1995). According Lewis and Wiegert (1985) trust is cognition-based in that "*individuals choose whom they will believe in, which admires and under what conditions and they base the choice on what they accept to be good reasons, contain evidence of*

trustworthiness". The selection to trust and the search for "*good reasons*" mean a cognitive process by which trustor defines that an individual is reliable. This process is descriptive of how trustor enhances "*good reasons*" that trustee is trustworthy. Cognitive processes are defined as a series of careful, methodical information about trustee and performance, skills and achievement of trustee that culminates in a general opinion that a trustor is trustworthy. This careful, methodical process includes the examination of "*empirical evidence*" (Jones & George, 1998). General trust resultant from cognitive processes is not an immediate phenomenon, it develops only after an individual is able to informative process and evaluate the accessible evidence. Jones and George (1998) affirmed that trust is based on approaches, which can be observed as (1) the knowledge structures contain of the particular thoughts and options people have about others and (2) the process through which they determine and structure their relationships with others.

Cognition-based trust is an important element of working relationships, because it is necessary to distribute the training resources and efforts correctly in these relations (Colquitt, Scott, & LePine, 2007). Individual is truly affected with a trustee's professional and educational preparation, experience, and knowledge and role performance. Platform for formation of cognitive trust is possible through positive knowledge and high performance of the other (Butler, 1991). It is also possible that cognitive based trust develops through success of past cooperation, social similarity, and organizational considerations (McAllister, 1995). In general, common themes of different studies focusing on cognitive based trust asserts that the working relationship between participants are built over time, as an individual is necessary to make sure about advances of trustors and how he\she coped with their responsibilities in the past (McAllister, 1995).

Affect - based trust based on the social emotional bond, which is usually, formed in the business and professional relationships. Emotional communication is a key factor of affect – based trust (McAllister, 1995). The author considers that the supervisors with affect-based trust inclined to provide their employees opportunities to meet their working needs. In the affect-based trust, an individual would trust the hopeful, professional, well-trained colleague with a complex task. Affective trust is belief, which formed on the basis of trustor feelings through the care and respect that

shows a trustee (Yang & Mossholder, 2010). Also, this type of trust can be described as safety, reliability and protection in relationships. The reputation of the trustee has a considerable impact on affective trust, but it is limited only individual experience in the social area. The essence of affective trust is based on emotions.

Affective interactions can enhance the trust, which was formed on available knowledge. Also affective trust associated with the fact that the behavior of trustee is essentially the motivating (Yang & Mossholder, 2010). It is meant that the trustee uses such tactics as he\she is represented as the adviser who gives advice on performance of working tasks and in difficult situations that a long time keeps attention of the trustor. Such actions of the trustee look nobly that promotes formation of emotional communication between participants.

The trustee makes an emotional investment in trust interactions that are based on expressions of real care and concern for the welfare of the trustor (McAllister, 1995). In terms of behavior, this express in spoken and non-verbal instances as supporting help and assistance, which is individually chosen behavior that isn't role-prescribed nor directly rewarded, which may cause the trustee to display a feeling of benevolence. This relationship affect-based trust is, among others, important for how trustees' behavior may transfer into extra-work behavior of trustors (Yang & Mossholder, 2010). Eventually, the emotional relations linking trustee and trustor can provide the basis for trust.

1.2.2. Trust Antecedents and Consequences

Antecedents of the Trust

In order to more fully understand the nature and significance of trust is necessary to study its antecedents. This part will examine such antecedents of the trust as leader actions and practices, length of relationship and communicational process.

Leader Actions and Practices: The trust in leaders is formed in two ways: the first when people watch their actions and draw conclusions, and the second through their leadership skills. According to theories about leadership most often, the trust meets in transformational leadership. Transformational leaders by their actions gain the trust of their subordinates and achieve their goals. Pillai et al. (1999) argues

that such leaders are usually act in accordance with social and exchange relations with their subordinates. Transformational leaders build trust, showing care and respect for their subordinates (Jung & Avolio, 2000). In contrast to transformational leaders, transactional leaders are more focused on providing employees reward that helps employees fulfill work duties. Thus, the behavior of transformational leaders are more directed to the care and attention in a relationship and transactional leaders focus less on relationships and more on the fact that employees saw them as reliability, honesty and fairness.

The trust and the perception of justice has positive correlation. As the trust in leader by the employee often depends on the level of perceived fairness and justice in organizational decisions. Justice in practice, is often regarded as the quality of leadership character. The researchers have considered three the form of justice, which meet in a relationship. First, is the distributed justice, which consists of a distribution of outcomes. Second, procedural justice, which is composed of the process, consequently leads to results or decisions. Third, interactional justice, which consists of a process of interpersonal relationships, which is then transformed into action. Some researchers (Elsbach & Eloffson, 2000) consider that procedural justice is a source of trust, which show up as the respect to the employees and value of relationship, while others consider that it is a manifestation of leadership trends as justice. The researchers also suggested that the distribution of justice is a signal of fairness and justice as a characteristic feature of leader. Dirks and Ferrin (2002) believe that Interactional justice has a signal the nature of the relationship, which consists of a level of respect that the leader shows to the subordinate.

The Length of Relationship: The durability of any relations can influence the level of trust. It can be higher in relationships, which have long term and on a turn than in the relations with short term. The basis of such relations is acquaintances and the acquired knowledge. According to Lewicki and Bunker (1996) the strong trusting relationships develop during certain time which also depend on functions of participants throughout all history of interaction.

The length relationship is considered to be a significant indicator of a trusting relationship. As during time the employee can, learn and understand the leader through his manners, solutions and the attitudes towards another. Also, the individual

can observe the behavior or action of the leader in different organizational a situation. Based on this, the employee gradually formed a positive or negative opinion about the leader. Thus formed the view contributes to the development of trust in leaders (Dirks, 2002).

Communication Processes: Communication is an important element in the development of trust between the trustee and the trustor. Communication processes promotes the positive and understanding interaction that is generated through exchange of information, open conversation, participation in joint projects, which subsequently has a positive effect on the development of trust (Gardner, Fischer, & Hunt, 2009).

The employees trust the supervisor with who have closely and open communication (Norman et al, 2010). The trustor through a close communication with their supervisor can more effectively verify his\her cognition and knowledge, which in turn affects the development of cognitive trust (Jung & Avolio, 2000). The communication process in the relationship was reviewed by as antecedents. Also it was found that the level of trust increases when the trustee provides information and resources in a more open and easy form of communication (Elsbach & Eloffson, 2000).

Consequences of the Trust

Consequences of the trust can divide in two groups such as individual and organizational. Individual consequences of trust can be defined as the impact of trust on trustee at the individual level, specifically what is acquired for himself trustor after relations with trustee. Organizational consequences consider the impact of the trust on the trustee, which subsequently affect the activity and state organizations.

The researches of trust were considered such results as attitudinal and behavioral. Trust in supervisors has many attitudinal consequences. Such consequences may include job satisfaction, efficiency in management, satisfaction from work of the supervisor, and a low level of the complexity and uncertainty in the working process (Colquitt et al., 2012).

Employees who trust their supervisors, have increased support, believes in obtaining information and resources, and more committed to the decisions of the

supervisor. According to a meta-analysis Colquitt (2007) employees who trust their supervisor more inclined to take risks. Behavioral consequences of trust include the sharing knowledge and skills, high productivity, communication and collaboration.

According to the Golden and Raghuram (2010) the trust in supervisor facilitates the exchange of knowledge, as the employee inclines to closer communication with someone who trusts. Trust in supervisor promotes development of cooperation and increases self-expression of the employees that is reflected in the willingness to risk, especially when a supervisor has the authority (Colquitt et al., 2012). Also the trust in supervisor positively effect on employee commitment and reduce turnover (Dirks & Ferrin, 2002).

The next consequences of organizational level trust are organizational commitment. Organizational commitment is the degree of definiteness of the employee and the similarity of his\her goals and values with the organization, which arouses the desire to be a member of this organization (Tan & Lim, 2009). Bentein et al. (2005) found a positive relation between the trust and commitment. He argues that the decreasing of trust in a relationship is reflected on decreasing of commitment, which affects the increase in turnover. Also, Cook and Wall (1980) examined the trust in the organizational environment and conclude that trust in supervisor promotes formation of commitment at employees.

The most of researchers in their study found a positive relationship between affective commitment and trust (Luo, 2002), and a negative relationship between continuance commitments and trust (Cook & Wall, 1980). Meyer and Allen (1991) investigated influence of trust on commitment at employees. As a result of the research they made such conclusion that the trust negatively influences continuance commitment and has more positively interrelation with affective commitment. So, employees who trust their supervisors have shown a positive relation to the organization that is more favorably reflected on their commitment. They pointed out that trust in supervisor contributes to the manifestation a sense of security and reliability that promotes the development of moral responsibility.

One of consequences of the trust is a psychological empowerment. The trust in supervisor by protégé contributes to the manifestation of freedom of action and decision. An employee, who trusts his supervisor easily and positively, perceives all

provided information, resources and training. In turn, it promotes increase of trust at the protégé (Noe et al., 2010). Protégé trusting to his supervisor has freedom of action, is not afraid to take risks and make decisions for self-determination. Trust in supervisor can show the deeper need why an employee should work and how he/she can contribute to the organization can give sense of the meaning in the organization. Also, supervisors demonstrate trust provide an atmosphere of safety whereby protégés become more sure about their work and start to feel of impactful in organizational activities (Bentein et al., 2005). Thus, the trust in supervisor promotes increase of psychological empowerment thereby, improves working capacity at the protégé.

1.3. POLITICAL SKILL

Political skill concept is first offered by Pfeffer (1981) who defines political skill as a personal characteristic that allows showing the political action in order to develop definite power and authority. Pfeffer (2010) also claims that the political skill is a necessary skill in order to be successful in the organization. He believes that certain challenges contribute to the appearance of political skill. Pfeffer (2010) construe that power reflects the exercise of influence, politics represent tactics employed to develop or acquire power, and political skill provides the savvy and skill set to effectively leverage resources and execute political behavior in order to be identified by others as being powerful. Pfeffer (2010) considers that political skill are one of the effective tools for achieving power and authority in the organizational environment.

Mintzberg (1983, 1985) also supports similar notions of Pfeffer and claims that organizations as the political arenas, lead their members to have the power and willingness to expand it. Mintzberg (1983) defines the political skill as the ability efficiently and effectively use the authority and it consists of the ability to convince to gain access, the ability to use their skills, resources and abilities, the ability to negotiate delicately without hurting the feelings of others, the ability to focus their efforts to build the necessary connections and unions. He claimed that political skill is interpersonal style and intelligent design, which consists of charm, the ability to persuade and attractiveness that subsequently contribute to the manipulation and

control in the vision of negotiations. Accordingly, Mintzberg (1983) features political skill as the key role in the concept of power.

Ferris (2000) considered that political skill represents not only knowledge, action, and feeling in a relevant and honest manner, but leading those powers toward relevant or desirable results. Also this type of skill is an intentional set of behaviors and actions that explain behavioral versatility.

The individual high in political skill inspires faith and trust in others; expanding opportunities for promotion of social capital, which is reflected in the career development and effective implementation of work (Ferris et al., 2000). Existence of political skill in an individual allows controlling the occurring situation. This proves his\her competence to maneuver in organizational processes.

1.3.1. Dimensions of Political skill

There are different of definitions, which described political skill. The concept of political skill has several important aspects, which make up its structure. These aspects include four dimensions of political skill: interpersonal influence, apparent sincerity, social astuteness and networking ability. Subsequent empirical and conceptual researches have confirmed the reliability and relevance of measurements.

Social astuteness

Social astuteness is described as “*the ability or skill to be socially observer and subsequently a good understanding of certain situations, as well as the people around them*” (Ferris et al., 2005).

Individuals with political skill are usually very good observers. According to Ferris (2005), people with social astuteness have a very strong ability to self-knowledge and their features. They understand the relationship between people and know how to read their behavior. Also, people with social astuteness can explore the surrounding environment and the intention of surrounding organizational people. They can easily build interpersonal relationships and adapt to different circumstances and situations. In addition, they have a high level of self-awareness.

According Pfeffer (1992) this dimensions of political skill allows recognizing the behavior and intentions, which can later promote obtaining the necessary resources. Individuals with a high level of social astuteness are usually intellectual,

thoughtful and sociable. Also a social insight helps to determine the strengths and weaknesses in individual's behavior.

Network ability

Network ability is the capability to establish the necessary contacts and network of individuals in the workplace. This ability requires dexterity and alertness that to be able to identify people who can assist in providing the necessary information, resources and support. People with the ability of the network are usually sociable and easy set up and develop a network of different contacts.

Pfeffer (1992) believes that people with this ability are professionals in the structure and management of strong and useful contacts. People with the network ability can easily establish necessary and friendly relations, which further contribute to the protection of their interests, resources, status and compensation. Individuals with high level of this ability can only not create the desired connections, but use them when it is necessary.

The ability of the network consists of such features as: management, evaluation, the ability to negotiate and discuss in the conflict and difficult situations. Consequently, these people are experts on conflict resolution, the qualified ability to conduct business negotiations and professionally enter into various deals. Individuals, who have this ability, can maintain the benefits of individual status and resources.

Interpersonal influence

Interpersonal influence is the type of ability, which excites desired responses in others in terms of the manifestation of relevant behaviors or action in specified situation. Individual with interpersonal influence may accurately understand others inducements and intentions. This dimension of political skill allows adapting and calibrating behavior or action the demand of to various situations (Ferris et al, 2007). So, individual with this ability has a behavioral and managerial trend, and should demonstrate a relatively weaker interaction with learning and attention to others. It can exert a powerful impact on others around them.

Pfeffer (1992) considered this dimension as "flexibility," which includes adapting person's behavior to different aims of impact in various circumstances to achieve one's goals. According Ferris et al. (2005) interpersonal influence is personal

style. This style involves delicate, convincing behavior and may easily impact others. People use this ability to achieve individual goals in various environments. Finally, interpersonal influence is a particular behavior and style of an individual and it may influence and change others.

Apparent Sincerity

Apparent sincerity is the ability to appear to others as having the highest levels of integrity, and to be the candid and the veritable (Treadway et al. 2005). The individual with this ability is manifested as a sincere and frank. Apparent sincerity skill is focused on the control of behavior and self-expression that allows managing the reaction of others. People with high apparent sincerity able to inspire trust and faith on the others, and their behavior are not seen as a manipulation.

Kacmar et al. (2007) considers that, the individual with this ability in some measure works as the actor who easily is able to amaze others with the sincerity, frankness and honesty. On this basis, apparent sincerity is the ability visually to impress people around and to create with them trust relation.

In summary, the dimensions of political skill assist in management of people around and achievement of the personal goals. All dimensions of political skill are related to each other. Although, the dimensions are supposed to correlate, they are separate.

1.3.2. Political skill: Antecedents and Consequences

This part introduces antecedents and consequences of political skill. Antecedents contain such factors as: perceptiveness, developmental experience and active influence. Consequences consist in self-evaluation, stress management and social behavior.

Antecedents of Political skill

The perceptiveness is an ability which to monitor and regulate behavior by individuals. The ability of social astuteness has a relationship with honesty and self-control that affects perceptiveness. Also, social astuteness best describes the structure of self-control. Individuals with a high social astuteness are intuitive observers regarding on the people surrounding them, and has idea about social situations and therefore are able to adjust their behavior to this circumstances. Pfeffer (1992)

considered that the particular interest to the behavior of observation is supposed that social astuteness has connection with honesty.

Therefore, people with high political skill are not self-centered, even though it has a high level of self-confidence. According Ferris et al. (2005) the perceptiveness of a positively effect on the social astuteness.

Developing experience as a role of modeling and mentoring influences the development of the four dimensions of political skill. Work with an experienced mentor a positive effect on the development of political skill. An individual can observe the mentor in the working process, how he provides political skill and influence on others. They can learn how to mentor with the political skill of negotiating, which words and gestures used to communicate, how to exercise influence on the other to achieve their goals and how to create necessary contacts. Effective mentors influence the protégé, not only showing, the political qualified behavior, and also teach observation process and finds time for discussion of social interactions (Lankau & Scandura, 2002). Mentoring also helps to structure interpersonal and social skills, which affects an increase in the level of political skill.

Active Influence: Active personality is reflected by active behavior and actions impact on the environment (Bateman & Crant, 1993). Crant (1995) asserts that active individual can examine an opportunity and taking action to them. They display initiative, take action and persistently continue to operate until they reach a result. Active the individual, showing initiative and persistence to achieve goals, thereby at them they observe such dimensions of political skill as interpersonal influence and network integration. Besides, researchers declared that there is a communication between the active personality and political skill. Also active personality manifested as action orientation. Actions orientation can promote regulation of behavior, knowledge and controlling emotions.

Thus, actions orientation promotes elimination of doubts, uncertainty and negative thoughts, and to help concentrate on achievements of the objectives. These factors have impacts on development on interpersonal influences and the formation of useful contacts.

Consequences of Political skill

Self-evaluation is a process of self-identification and self-regulation in the framework of the impact of political skill (Bandura, 2001). According Ferris (2007) individual resources are self-evaluations are made concerning one's efficacy and motivation, and the competence to identify possibility.

Usually the individual estimates the personal status, instrumental and personal resources through money, time, energy, and physical objects (Hobfoll, 2002). Political skill impact on self-evaluations has focused basely on its interaction with self-formulation. Sometimes this is related as an individual cope with a certain task or to solve a problem in a difficult situation. Basically, it is the opinion that one can adequately execute throughout a several of situations (Bandura, 2001). Usually an individual with high political skill feels its influence over the events and considers himself\herself dominant in the work environment. The feeling of understanding and ability to influence others promotes development the sense of self efficacy, which is reflected in increased self-evaluations.

Stress Management: Political skill can improve stress management by way of perception of control over others and their work place (Ferris, 2007). According Perrew et al. (2004) political skill provide with a self-confidence and individual safety. Individual with political skill should become aware environmental hard situations as less menacing. This is an indirect impact to operating through control and individual safety.

Also political skill makes possible management of stress by permitting employees to elude challenging situations, which can result in stress. According to Chang et.al (2009) perception of the organizational structure and policies can contribute to the formation of stress, and impact on interest of the employee in the working process. Individual high in political skill have a well-developed conception of the work process, which permits them to clearly estimate their environment and the incentives of others (Ferris, 2005). Ferris (2007) considered that politically skilled person use networking ability can get access to resources about their work process and those around them (Treadway et al., 2004). This factor joined with self-confidence helped to navigate organizational politics (Ferris et al., 2007). As result individual high in political skill do not perceive work environment as menacing.

Social Behavior: Individuals are defined according to social behavior, which is formed on the basis of the received information and signals from people around. Therefore, political skill promotes understanding and the processing received information and signals in working process (Treadway et al., 2004). Individuals with political skill can effectively manage their behavior, which is reflected in the productivity of labor. Political skill affects performance in several ways. In the first, political skill helps to distinguish and understand a situation, which allows definition of priorities (Hobfoll, 2002). Secondly, the understanding of situations can positively affect forecasts of resources that promote reduction of expenses. Third, networking skills ensure effective exchange of knowledge and experience that provides the support and assistance from others. Fourth, individuals with political skill has expanded and increased resources, which promote reduction of stressful situations on a workplace (Ferris et al., 2007). Proceeding from it, individuals with political skill are more productive because they have greater resources and can effectively manage them for influencing on others for performance of the received assignments.

1.4. PSYCHOLOGICAL EMPOWERMENT

The empirical study examined numerous definitions of psychological empowerment. Many scientists suggest that heightened attention to the empowerment because of limited understanding given designs and the main process. Each of researchers attempted to determine by the concepts psychological empowerment.

Conger and Kanungo (1988) in their study explained empowerment as process in which the individual has confidence in the self-assessment and self-efficiency. On the other hand, Thomas and Velthouse (1990) considered, that the empowerment is related with internal motivation. They claim that the basic of cognitive element empowerment is a reflection of the internal motivational tasks and composed of four cognitive dimensions namely mean, impact, competence and choice. These dimensions in combination with each other reflect the orientation of the individual in the workplace, which describes the desire to construction of their individual roles in the work process.

Spreitzer (1995) was focused on development and perception of structure of psychological empowerment. Based on the study by Thomas and Velthouse (1990), she renamed meaningful measure of the meaning and measurement of choice for self-determination. She also claims that psychological empowerment is manifested as a personal sense of control in the work environment with four dimensions. Based on this Spreitzer's (1995) work, she defined psychological empowerment as a set of cognitive motivation, which are formed in the working environment and consequently affect the active orientation of the individual.

Psychological empowerment can develop in the relationship with the manager. For the formation of these relationships can promote positive behavior, competence and interest in the work on the part of employee. According to Zimmerman (1995), psychological empowerment described as construction, which connects aspects such as understanding and perception of the social and political environment, a proactive approach to lifestyle and perception of personal control. He believes that this aspect consists of a sense belief that any goal can be achieved, and the awareness of the necessary factors and resources, which may affect the gain or hinder the achievement or performance goals.

Menon (2001) explains the psychological empowerment as the power or authority to which the employee receives. He argues that there are three main dimensions that characterize this aspect is the perception of power as a control, the perception of power as competence and authority as a force, which induces the achievement of goals.

After reviewing all the aspects and I will employ Spreitzer's (1995) definition of psychological empowerment. Since its definition is more clearly describes the situation and the status of the employee within the organizational environment.

1.4.1. Dimensions of Psychological Empowerment

According to Spreitzer (1995) psychological empowerment integrated four dimensions. They are: meaning, competence, self-determination and impact.

Meaning

Spreitzer (1995) considers that the dimension of meaning is one of the important elements of psychological empowerment. Employees guide by their

standards and opinions, seeking to achieve organizational goals (Thomas & Velthouse, 1990). They perceive their work activities as the meaning, and are always motivated to take part in it, especially when the activities and goals of the organization are consistent with their objectives (Conger & Kanungo, 1988). Individuals who believe that the work they do, makes sense that they use self-determination and powers which the organization has provided to achieve the goal (Forrester, 2000). Spreitzer (1995) suggests that there are situations when an employee is abusing his/her power and authority for personal purposes and not for the benefit of organizations. Therefore, it is important that the employee felt the significance of their work. For this reason, many organizations are implementing programs in which they invite employees to share their interests and goals, to further add to the general organizational mission. Thus, an employee feels a personal meaning of his work, and is supposed to experience a sense of inspiration, and applied all their efforts in organizational activity (Spreitzer, 1995). According to Spreitzer (1995) dimension of meaning has affective and cognitive approach. As argued Forrester (2000), freedom of action and self-determination of employees should result in a useful productivity of the organization and not on the contrary to the cognitive differences, which sometimes occurs due to the incompatibility of values and interests. Compliance is generally considered a contribution to the psychological energy (Thomas & Velthouse, 1990). Spreitzer (1995) believes that giving empowerment employees provide them with spiritual energy. Employees, who have the empowerment, consider themselves more important to participate in the activities of organizations. Also, they are aware of the meaning of their work, develop a sense of self-identity through participation in the work process (Zimmerman, 1995)

Competence

Competence is the conviction of the individual that he or she has all the necessary skills, knowledge, and talent for successfully performance of a task, which ultimately have a favorable outcome (Spreitzer, 1995). Competence is closely connected with self-efficacy. Self-efficacy is the belief in the potentia to successfully carry out assignments (Zimmerman, 1995). There are three conditions under which the individual may feel competent or effective. First, they must always believe that

they have the necessary ability to perform their assigned tasks. Second, that they are able exert every necessary effort to implement the received task. The third, that the necessary level of productivity may be achieved through their force and that no external factors cannot prevent them to achieve a given performance (Forrester, 2000). When an employee perceived empowerment, he or she considered that has enough competence and support from organizations, not only to perform their duties but also possessing the necessary skills and knowledge is able to perform actions such as problem solving, the ability to create that something new and understand the innovation.

The organization also provides special training programs for employees, which ultimately promotes development of competencies not only in the profile, but also in other areas. In practice, mentoring perceived as specialized training to enhance competencies (Spreitzer, 1995). The perception of competence increases self-efficacy, the implementation of the commitments, thus it is an important aspect of psychological empowerment.

Self-Determination

Self-determination defined as provided a freedom of action to the employee to build his\ her behavior and actions which he\she perceives as a tool to achieve organizational goals (Spreitzer, 1995). It is often associated with personal freedom and autonomy. Self-determination expressed as the choice of the way or method of employee in which he\she will carry out his\her the task or the assignment. Thomas and Velthouse (1990) proposed the concept of choice, which in Spreitzer (1992) equated to self-determination. He considered that the process of self-determination is formed through the employee's choice. When employees have evaluated autonomy, the main reason is their sense of themselves as part of the organization, not a pawn for assignments.

Self-determination contributes to the development of motivation in employees; thereby they develop a sense of responsibility for their actions. Therefore, motivated employees take more initiative to perform their duties and make decisions according to their views. The property right allows them to develop and try out new ideas that over time are shown as result of their first steps on the solution of problems. Based on these aspects, the possibility of psychological

empowerment of employees has such consequences in order to become self-determination is necessary to be motivated for manifestation of an active initiatives (Thomas & Velthouse, 1990). Employees who are the initiators actively participate in the activities of organizations. Also, employees, a sense of self-empowerment have high levels authorization that affects their sense of internal locus of control. Typically, these employees have the individual freedom of action in the way of performance of their duties and tasks in an organizational process (Spreitzer, 1995).

Impact

One of the four dimensions of psychological empowerment confirmed Spreitzer (1996) is the impact. The impact is explained as a sense of belief of the employee that he or she is able to affect the results in the organizational activities. The sense of the impact by the employees occurs when they feel that can influence to the organizational results through their decisions and actions. Also a sense of the impact by the employee develops when he/she is able to affect the construction and management strategies. The impact is estimated as the motivation that the employee receives the approval or confirmation in the form of their impact on the development and management to organizational goals and results. Employees feel their influence through their work, that they are able to perform, by which they assess their investment in the overall development or achievement. Also, they are capable of assessing their opportunities to make their amendments and changes within the scope of powers in general organizational results.

An employee with a sense of impact can control their behavior, and are able to assess what changes they can affect (Forrester, 2000). Such employees have an understanding that is an important element of the complex thinking. They tend to be aware of all the organizational events that may impact the important decisions on which the future of the organization depends (Zimmerman, 1995). Employees, who know about the influences on activity of the organizations, seek to take part actively in strategic formation of the decision and the directions (Spreitzer, 1995).

1.4.2. Psychological Empowerment: Antecedents and Consequences

In this section antecedent of psychological empowerment, such as the high-performance managerial practices, leadership and trust were reviewed. Also in the

second half of this section, the consequence of psychological empowerment is explained. They are: job satisfaction, organizational commitment, and turnover intentions.

Antecedents of Psychological Empowerment

High-performance management practices are: a process that consists of an open exchange of information, decision-making related activities, increased training and possible compensation (Combs et al., 2006). Also, high-performance management practices can enhance productivity of labor, as it increases the flow of information that employees use in the working process, the level of skills, competence and knowledge concerning the work, the level of motivation among employees, which promotes the achievement of organizational goals.

Spreitzer (1996) suggests that, high-performance management practices can promote increase the level of psychological empowerments, as it affects the four dimensions of psychological empowerments. Increasing the flow of information and control may cause in employees a sense of the significance of their work, which will result in an understanding that their work is part of the overall organizational strategies and goals. Also it is supposed that the more extensive and detailed information promotes the definition of an employee; action may increase the feeling of self-determination. As a result of high-performance management practices received knowledge and skills are reflected at the employee as the increased competence in the workplace. Also in the high-performance management practices, high level of control promotes understanding at the employee a sense of impact in their department or organization.

Leadership: Spreitzer (2008) considers that a trusted relationship with a leader or a manager, one of the main antecedents of psychological empowerments. The positive form of leadership may increase the perception of psychological empowerment subordinates, as the leader plays an important role in the formation of the working experience of the employee.

Leaders provided their subordinates with the necessary information about organizational strategy or operational goals, which then allows the protégé to realize the importance of their work and enhance the sense of meaningfulness. They provide for greater participation and autonomy that promotes the concept in subordinates to

self-determination and a sense of the impact in the workplace. Also leaders can show themselves as role models and to promote formation of the trust relations and mentoring.

According to Scandura (1992), the role of modeling is an important factor, which provides information to improve efficiency and productivity, which is reflected in the competence of a subordinate. The competence, increased due to the challenging tasks and leader's feedback, promotes the manifestation of high self-efficacy.

Consequences of Psychological Empowerment

Job satisfaction is a pleasant or positive state as a result of achievement working value or purpose. It is also regarded as the degree of meeting needs of the workplace.

The certainty and the sense of meaning helps to satisfy the necessary and important needs for promotion at the expense of self-control, the level of competence and autonomous actions during the working process.

Competence and the sense of influence are used to perform the necessary needs, which are reflected through the ability to exercise self-control at work. Also, the perception of psychological empowerment increases the perception of job values, which helps to increase job satisfaction. Cordery et al., (1991) considers that employees, who have greater autonomy and psychological empowerment, show a higher level of job satisfaction than those who work in limited right conditions.

Organizational Commitment: In many researches the organizational commitment have described as a consequence of psychological capabilities. According to Mayer and Allen (1991), the commitment of the staff in the organization strongly influences on obtaining great commitment and work performance with the help of fulfilling complex tasks. The autonomy, obtaining skills, the ability to decide freely and independently and self-determination during the working process positively affect commitment.

Measuring of the psychological possibility meaning has a close relationship with organizational commitment, because they both assess compliance with the requirements of workers with the needs and values of employees (Johnson et al., 2005). Also, competence, influence and the sense of autonomy have a positive effect

on employee commitment, because they contribute the expression of values and interests of the employees. Leaders, allowing employees to make decisions, give an opportunity to influence the organization of awareness thus increasing their organizational commitment.

Turnover intention: Sager, et al (1998) determined the turnover intentions as an intermediate mental solution of employee in relation to his work and his further behavior to leave, or stay for the continued activity in the organization. According this it is possible to consider that the intention of the employee turnover is affective reaction, which affects the behavior of the leader, or the general attitude to the organization (Zimmerman, 1995). Therefore, psychological empowerment is a valuable resource that makes the employee a sense of duty.

The leaders providing employees with the necessary skills related to work, give an opportunity for self-expression thereby increase their competence and influence in the organization. Received knowledge and conditions cause the employees a sense of loyalty to organizations that motivates the continuation of their activities in this organization (Gartner, 2000).

CHAPTER 2

HYPOTHESIS DEVELOPMENT

Kram (1985) defined the mentoring as “relationship between an experienced person and less experienced person who helps to progress in the career and in the work activities”. The basis of this relationship is to provide the functions of mentoring to protégé. These functions consist of “psychological support”, “career development” and “role modeling” (Scandura, 1992).

Mentor provides the knowledge, skills, abilities, support and guidance protégé for his\her further development, establishment and achieving success in the workplace. Psychological empowerment is indicator the protégé’s advancements in the workplace (Conger,et al.,1988). Also the psychological empowerment is considered the main constructor of motivational process. Consequently, in this formulation mentoring is fundamental element. Mentors play a significant role in provision and development in the protégé psychological empowerment, through such means as training, providing support, protection, offering decision-making responsibilities, giving challenging tasks and opportunities for the development of skills, and provide freedom of action for the manifestation of their potential (Pan, et al, 2011).

In mentoring relationships, open and easy communication and conversation with a mentor can lead protégé to a more determined behavior. Protege with such behavior surely fulfills all his\her obligations, is not afraid to take risks and freely make new contacts. These actions positively reflected on his sense of meaning (Pan, et al, 2011). Also can note, that mentors motivate a protégés on the disclosure and expression of their abilities, to improvement their skills, the formation of future professional goals and objectives. Thus, they contribute to formation and self-determination of the protege.

Protégé who have mentors are active in organizations. They seek to take part in important decisions, are able to express the opinion and defend their point of view. Consequently, it affects the development of a sense of impact. Also the protege constantly receives from the mentor of his\her instructions, advice, training and guidelines for the effective performance of official obligations (Pan, et al, 2011).

According to these increases not only protege effectiveness as an employee, but also competence.

In conclude, mentors train and develop protege, but also contributes to the disclosure of their cognitive and emotional abilities and capacities, which are further reflected in the development of psychological empowerment.

2.1. Relationship between Mentoring Functions and Trust in Mentor (Hypothesis 1)

Mentoring is one of the strong interpersonal relationships, as in all interpersonal relationships, trust is a key component (Ralph, 1999). The mentoring functions establish base of the trust between the mentor and the protégé. According Mayer et al. (1995) trust is *“the willingness of the object to be vulnerable to the actions of another individual, based on the assumption that the other will perform a particular action which significant to the trustee, regardless of the ability to monitor or control another individual”*. Mentoring consists of the positive experience from both sides, which is dependent on the level of trust between the mentor and protégé. According to researchers, trust level in mentor depends on his competencies, on openness of communication, responsibility, and ability to share responsibilities. Trust between mentor and protégé is formed on the basis of social exchange. Social exchange is interaction, where both parties engage in give and take relationship. In other words the interaction is depending on the proportional action of another as a result, which have the potential to create high-quality relationships (Mitchell et al., 2005). According to Whitener et al. (1998), managers have the powerful positions; they should initiate a social exchange based relationship. Based on this logic, the mentor has the powerful position, so he/she is expected to take action first to initiate mentor-protégé relationship. Therefore mentoring functions served first to initiate the relationship and build trust between parties.

Through mentoring functions, the mentor provides protégé with necessary resources, protection, training, development, and inspiration in difficult or consulted situations, which promotes the development of trust in the eyes of protégé. Mentor provides psychological support through acceptance and confirmation, counseling,

friendship. The mentor provides protection and gives advices at difficult situations thereby influencing trust in mentor. If the mentor shows an important social support, that meets the expectations of a protégé will increase the efficiency of the perception of the relationship and trust to mentor (Young & Perrewe, 2000). This function contributes to the development and strengthening trust between the mentor and protégé (Erdem & Özen, 2003). The mentor providing with psychosocial function thereby promotes increase in feeling of competence and importance at the protégé in the organizations.

The main factors of career functions are the mentors' experience, organizational rank, and affect in the organizational environment. This structural relationship enables mentors to provide sponsorship; coaching, protection, exposure and visibility and assigning challenging projects. In career development function, the mentor supplies the protégé with necessary information, conducts training, and gives challenging assignments for development of skills. Therefore as protégé receives these career related guidance, this will increase trust in mentor.

In the role modeling function, the mentor is a model for imitation, which inspires, motivates, and to serve as an example of desirable behavior (Lockwood & Kunda 1997). The process of role modeling has as conscious and unconscious specificity, in which a mentor through their knowledge, behavior, attitude, skills and attitudes causing by protégé admiration that provokes the desire to imitation. Role modeling increases the likelihood of similarity between mentor and protégé, since protégé wants to look similar to mentor in terms of behavior, attitude, and skills. McAllister (1995) showed that similarity between two people increases trust. Based on this idea, we claim that role modeling function will also increase trust in mentor.

Existence of trust in a mentoring relationship allows risky actions thus allow protégés to prove himself/herself. Even if protégé make a mistake, he or she can be sure that the mentor will still help to understand and to correct it (Kram, 1985). Also, trust level in the mentoring relations positively influences quality of training and perception at the protégé (Dymock, 1999). The trust in mentor improves reception and transfer of knowledge. In addition, protégé who trusts his mentor has a progressive development in the career and organizations than the one who does not trust his mentor. Protégé, trusting his mentor through provided mentoring functions,

has the ability easily to create effective and professional behavior and communication style with people around (Allen, Poteet, & Russell, 2000).

As argued by Liang et al. (2008), in critical situations related to protégé responsibilities and career, they are more preferred to contact trusted mentor. Based on this, trust in mentor helps the development of a more free and confident behavior by protégé. So it can increase the quality and efficiency of mentoring relationship (Erdem & Özen, 2003).

H1: Mentoring functions received by the protégé positively influence trust in mentor.

2.2. Relationship between Trust in Mentor and Psychological Empowerment (Hypothesis 2 & 3)

Trust in supervisors, in our case mentors, is a psychological state, which provides many opportunities such as job satisfaction, work effort, productivity, organizational commitment in the workplace (McAllister, 1995). Also one of the opportunities in the workplace is a psychological empowerment (Corsun & Enz, 1999). Spreitzer (1995) defines psychological empowerment as a set of cognitive motivations, which are formed in the working environment and consequently affect the active orientation of the individual.

The psychological empowerment is increased with the help of internal motivation, expressed in four cognition set, which reflect the direction of the employee to work: impact, competence, meaning, and self-determination (Spreitzer, 1995). The trust in supervisor allows the employee confidently acts, that it affects their perception of meaning, impact, competence and self-determination (Corsun & Enz, 1999). Supervisors demonstrate trust provide an atmosphere of safety whereby protégés become more sure about their work and start to feel of impactful in organizational activities. Subordinate, who trusts in his supervisor feel supported in their actions and behavior, and is capable of manifesting itself in the organizational process. These actions allow the development in understanding the impactful of protégé in his department or organization (Bentein et al., 2005).

Trust in supervisor or mentor makes protégé to receive his/her assignment with responsibility and dedication (Erdem & Özen, 2003). Therefore, the employee perceives all provided training and knowledge very carefully and attentively. As a consequence, it can be reflected on the employee's perceptions of self-competence (Fey et al., 2004). Spreitzer (1996) showed that reflections of trust in supervisors, in our case mentors, such as support and access of information increase the perception of psychological competence.

Moreover, trust in mentor can show the deeper need why an employee should work and how he/she can contribute to the organization can give sense of the meaning in the organization. Protégé, who trusts in supervisor, takes responsibility for the empowerment and more vibrantly receives praise in his address, such factors contribute to creating a sense of meaning in a protégé of his work (Forrester, 2000).

Supervisors creating an environment of trust promote to employee explore ideas, communicate openly and work towards organizational goals that to help exercise their self-determination. This allows the protégé to exercise self-determination through self-achievement of the purposes, personal autonomy and freedom of action, which is possible through the trust in supervisor (Parayitam & Dooley, 2007). Such powers enable them to participate in the activities of organization, for achieve personal and organizational goals (Chan et al., 2008). From the same token, we think that high trust in mentor will also increase autonomy and determination. Based on these arguments, the trust has an impact on each dimension of psychological empowerment. Thereby it can be argued that the trust is an antecedent for psychological empowerment. Thus, the trust in supervisor increases the level of psychological empowerment by protégé. So, it is possible to assume that between trust in supervisor and psychological empowerment is a positive interrelation.

H2: Trust in mentor positively influences psychological empowerment of the protégé.

H3: Trust in mentor mediates the relationship between mentoring functions and psychological empowerment of the protégé.

2.3. The Effect of Political Skill on the Relationship between Trust in Mentor and Psychological Empowerment (Hypothesis 4)

Political skill defined as a personal characteristic that allows showing the political action in order to develop or purchase definite power and authority (Pfeffer, 1981). Political skill has four dimensions. It is social astuteness, interpersonal influence, networking ability, and apparent sincerity (Ferris, et al., 2005). Social astuteness is *“the ability to be socially observer and subsequently a good understanding of certain situations, as well as the people around them”* (Ferris et al., 2005).

Interpersonal influence refers to *“the ability demonstrates situational appropriate behavior on purpose to elicit agreeable responses in others”* (Ferris et al., 2005). Network ability is the capability to establish the necessary contacts and network of individuals in the workplace. Apparent sincerity is *“the ability to appear to others as having the highest levels of integrity, and to be the candid and the veritable”* (Treadway, et al. 2005). Using its four dimensions, political skill has ability effectively realize and see other motives at work place and using this data can influence on the others.

The supervisor high in political skill is capable to direct working relationship so as to receive desired result through successful influence. According to Harris and et al. (2007) supervisors high in political skill are using social signals for a good understanding of their protégés. Also supervisors high in political skill accommodate and use the calibration of behavior depending on the situation. Possessing such abilities they are able to influence feelings of admiration and stimulates desire to imitate the supervisor, and it promotes to formation of trust. The emerging trust in manager leads the more open and decisive behavior, that is the increase of psychological empowerment. Therefore, an executive who has political skill can have a positive impact on the relationship between trust in supervisor and psychological empowerment.

Supervisors high in political skill easily build and develop relationships with various important people, thereby expanding their network of contacts. They

consider these relationships or contacts as assets that are necessary to achieve personal and organizational goals. Also the supervisor with high level of political skill is sociable, that allows them easily gets new friends and to develop a strong, friendly and beneficial relations and cooperation. Such factors are capable to increase in feeling of meaning by the protégé, which is formed of realization that his supervisor has a considerable network of contacts thanks to which has influence in the organization. Due to this, protégé reveals himself/herself and all the skills free and liberated.

Supervisor with political skill can manage with stressful situations, to find a mutual solution in the conflict social situations and thereby to increase the reputation (Ferris, et al., 2002). Stress resistance at the supervisor is related to political skill, a positive effect on the psychological state of a protégé. Based on this supervisor is able to create harmony in the relationship, which contributes to the increase of trust and psychological empowerment.

So, political skill of the supervisor \ mentor can be the moderator between trust and psychological empowerment, and contribute to the development of quality relationships. As, supervisor with political skill have high qualification in conduction negotiations and skillfully gain people. This ability of the supervisor attracts the employee on open communication that subsequently can lead to trust. Supervisor with high political skill having the trust of the employee can use his influence skills for motivation him\her confidently self-expression. This behavior leads to increased employee's psychological empowerment.

Thus, the political skill enhances the relationship between the trust in supervisor and psychological empowerment. The supervisor, who has political skill more strongly and more competently, influences this relationship. So, it can be assumed that the political skill can positively influence the relationship between the trust in supervisor and psychological empowerment.

H4: Trust in mentor will positively influences psychological empowerment only if the mentor has high political skill.

CHAPTER 3

METHODOLOGY

3.1. Participants and the Procedure

Data were collected from a sample of 250 office workers from the public and private sectors working in construction, education, tourism, finance, real estate, oil processing, justice, management of human resources and consulting sectors in major cities of Kazakhstan.

The data was collected by method of mailing of questionnaires by e-mail. E-mails were sent to both private and public organizations. Among such organizations were generally selected institutions such as banks, construction companies, universities, large companies for recruitment, tax agencies and law firms. Addresses of the study participants were gathered in the open for the people and general using sites of these organizations. In the e-mails were attached an accompanying letter and a link to the questionnaire. All survey was dispatched in electronic form by means of specially prepared links. The questionnaire was translated on Kazakh and Russians. As Kazakhstan was long time as a part of the USSR it considerably, affected government structure and language. Therefore, in the country at the moment in all the organization and institutions are equally used, as well as Kazakh, and Russian. The total number of responses received was 156. Of these, completely filled in the Kazakh language was 29 and on Russian was 127. Participation in research was voluntary and all participants were informed on confidentiality of the obtained data. Out of 156 surveys returned, 5 were dropouts due to incomplete and missing data. The statistical analyses were carried out with the remaining 151 surveys. The questionnaire took about 20–25 minutes to complete.

The prepared questionnaire was tested in the pilot version. The purpose of this testing is identification of shortcomings, mistakes, complex and obscure questions, and duration. Questionnaires were dispatched to incidentally chosen researcher's acquaintances, on their e-mail address. Also the questionnaire was accompanied by a letter asking them to answer on it and to give subjective criticism or recommendations about an occasion of this questionnaire. Pilot participants noted

some grammatical and spelling errors, which were formed in the process of translation from English to Kazakh. They also confirmed that the duration of the questionnaire coincides with the specified time in the questionnaire. The specified all bugs has been corrected and the recommendations were taken into consideration and as far as possible applied. Some of them noted that the questionnaire is an interesting research topic and is current as of the current economic situation in Kazakhstan.

3.2. Sample Characteristics

The table 1 shows the demographic data of the study. In this table, have data of those who provides mentoring functions are divided into two groups is a mentor and supervisor. In this category is observed that the amount of mentors(79; 52.3%) is not significantly more than the supervisors (72; 47.7%). In a protégés' gender indicator of a male (84; 55.6%) is slightly higher than for female (63; 41.7%). And the opposite,the gender mentor indicator of female (81; 53.6%) higher, than male (66; 42.7%). Age data protégé divided into four scales is 18-25; 26-35; 36-46, 47 and above. And in this category the highest indicator identified in 26-35 (76; 50.33%). The category mentor experience also is divided into four scales is: 1-10; 11-20; 21-30; 31-40. And the highest indicator identified in 1-10 (80; 53%). In the relationships length, significant duration is defined in 0-7 years (142; 93%). In the form of mentoring relationship, such as formal (69; 45.7%) and informal (78; 51.7%), a significant difference was not observed. During research was revealed that the frequency of communication with the mentors, the highest number of protégé indicated that they had contact with mentor every day (71; 47%). Also in this study, in particular, initiators of the relationships are mentors (72; 47.7%) and organization (63; 41.7%). In this study, most of the participants pointed out that are employed by private organizations (99; 65.6%).

Table 1: Descriptive statistics of the demographic variables

Categories	Variables	Descriptive Statistics	Percentage (%)
Mentor vs. Supervisor	Mentor	79	52,3
	Supervisor	72	47,7
Gender	Male	84	55,6
	Female	63	41,7
Mentor Gender	Male	66	43,7
	Female	81	53,6
Age	18-25	64	42,38
	26-35	76	50,33
	36-46	5	3,31
	47+	1	0,7
Mentor Experience	1- 10	80	53
	11-20	40	26,6
	21- 30	19	12,6
	31-40	7	4,7
Relationship Length	0-7	142	94
	8-15	3	2
Formal vs. Informal assignment	Informal	78	51,7
	Formal	69	45,7
Frequency of Communication	Never	5	3,3
	Once or Twice	14	9,3
	About Once a Week	20	13,2
	Several Times a Week	37	24,5
	Every Day	71	47
Who Initiate	Organization	63	41,7
	Mentor	72	47,7
	Protégé	12	7,9
Type of Organization	Private Organization	99	65,6
	Public Organization	48	31,8

3.3. Measures

3.3.1. Psychological Empowerment

Psychological empowerment was measured using Spreitzer (1995) Empowerment at Work Scale. The measurement contained of 12 items. It includes 4 dimensions of psychological empowerment which were: competence, self-determination, meaning and impact. Each of the 4 dimensions was designed to measure with 3 items. Sample items for the psychological empowerment dimensions estimation included: meaning - "The work I do is very important to me"; competence - "I am confident about my ability to do my job"; self-determination - "I have significant autonomy in determining how I do my job"; impact - "My impact on what happens in my department is large." Items were responded using a 7-point Likert-type scale ranging from "1- strongly disagrees" to "7 - strongly agree". Higher score meant higher psychological empowerment. In this study, coefficient alpha for empowerment was reported .859.

3.3.2. Trust in Mentor

Trust in mentor was measured using McAllister's (1995) Trust Scale. The measurement assesses types of trust which contain of affect- and cognition-based trust. The scale consists of 11 items. The mentors' affect-based trust was measured with five items and the mentors' cognition-based trust was measured with the six-item.

Sample items were as follows: affect - based trust "If I shared my problems with this person, I know he\she would respond constructively and caringly" and cognition - based trust "Given this person's track record, I see no reason to doubt his/her competence and preparation for the job.". The participants indicated on a scale ranging from 1 "disagree" to 5 "agree". Their agreements with various statements are about a special respondent at workplace. In this study, Cronbach's alphas reliability assesses for the cognition and affect-based trust measures are .932.

3.3.3. Political Skill of Mentor

Political skill was measured with the Political Skill Inventory by Ferris et al. (2005). The measure contain of a 15-item measure that estimates a mentor's social astuteness, interpersonal influence and networking ability. Items of dimension apparent sincerity did not include in this scale because they is not related on relationship between mentor and protégé perception. 6 items are described to measure networking ability, 5 items for social astuteness and 4 items for interpersonal influence skills. In measurement, all of the items the word of "I" was changed to "My mentor". Since in this study evaluated the level of political skill by mentors. Sample items for the political skill dimensions estimation included: networking ability "My mentor spend a lot of time and effort at work networking with others", social astuteness "My mentor has good intuition or savvy about how to present himself/herself to others", and interpersonal influence "My mentor is able to communicate easily and effectively with others".

Respondents indicated their responses on a seven 7-point rating scale from 1 "strongly disagree" to 7 "strongly agree". Higher scores mean a higher level of political skill by mentors. According result of this study alpha reliability is .933.

3.3.4. Mentoring Functions

Mentoring Functions was measured using Scandura's (1992) Mentoring functions scale. Items represented as mentoring functions, which consist in career related support, psychosocial support and role modeling. The measurement contain of 15 items. Six items are designed to measure psychosocial support, five for career related support, and four for role modeling.

The measurement divides to three sections such as career, psychosocial support and role modeling. These sections include dimensions of mentoring functions. Career related support consist of coaching, protection, exposure and visibility and assigning challenging projects, and psychosocial support include acceptance and confirmation, counseling, friendship. All this items characterize those dimensions.

For example psychosocial support is described friendship like "I consider mentor to be a friend", career related support is described coaching like "Mentor gives me special coaching on job". Participants were requested to indicate agreement with statements about their mentor. Items are responded categories from 1 - "strongly disagree" to 7 - "strongly agree". Higher scores mean a higher level perception mentoring functions. The scale's alpha reliability in this study is .939.

3.3.5. Control variables

This survey contained of four scales and a detached section in which demographic information regarding the respondents' gender, mentor's work experience in the organization, status of mentor (supervisor of different person), length of relationship, type of mentoring relationship(formal and informal), frequent of communication (once or everyday), initiator of relationship (protégé, mentor or organization), quantity of under coworkers (coworker work under protégé), and type of organization(private or government). Gender similarities or differences between the mentor and the protégé can describe the strong or weak relationship. Experience of mentor in organization contains information about the resources, which mentor can provide protégé. The status of mentor makes it possible to determine the benefits and opportunities which mentor can provide due to its position in the organization. The question about a particular or a rarity of communications between the mentor and the protégé gives the chance to determine the level of the friendly relations. The question about the initiator of the relationship defines how there will be relations that is friendly and voluntary or compulsory and aggressive.

The item about types of the organizations promotes researching, in what of organizations, that is in private or state the relationships between supervisor and employees it is formed closer and confidential.

CHAPTER 4

RESULTS

4.1. Data Analysis Technique

Hierarchical regression is used to estimate the predictability of changes, which are related to later entered predictors in the analysis on earlier presented predictors. Hierarchical regression is an incremental process that includes entering predictor in the analysis by stages. Hierarchical regression is relevant instrument when in analysis variance on a dependent variable is being explained the correlation between the independent variables. Also, this analysis promotes to the prediction of values of the dependent variable using the independent. Hierarchical regression defines a contribution of separate independent variables to a variation dependent.

In hierarchical regression, the tested model can include a number of intermediate variables, which being dependent for some other independent variables are independent in relation to the ultimate dependent variable. In such cases, the hierarchical regression can be used consistency regressions not only for the ultimate dependent variable, and for each mediate variable.

Moderator mediation occurs when the size of the indirect effects depends on the value or the level of the moderator variable. Moderator variable is a variable that affects the relationship between two or more variables. Moderated mediation process can be described as the estimated size of the indirect effect is the cause of the results that occur when the mediator change as a function of the moderator variable. Moderated mediation models focused on the study and evaluation of the relationship between the moderator and the indirect effect (Frone, 1999).

4.2. Preliminary Analysis

4.2.1. Discriminant Analysis

The Confirmatory factorial analysis (CFA) tries to define, whether there corresponds the quantity of factors and loading of the measured variables to that is expected, on the basis of the preliminary theory. Bentler (1990) suggested, a number of fit indices were used in evaluating the proposed structural model: (a) the chi-

square statistic; (b) The relative chi-square (χ^2/df ratio); (c) the Tucker Lewis Index (TLI); (d) the comparative fit index (CFI); (e) root mean square residual (RMSEA).

Chi-square test determines whether there is a significant difference between the expected frequencies and observed frequencies in different categories. It occurs such that even if the chi-square is significant, then the observed model is regarded as unacceptable. Each researcher distinguishes criterion for acceptance, it ranges from less than 2 (Ullman, 2001) to less than 5 (Schumacker & Lomax, 2004). TLI is an unbiased estimation of a quantity that incorporates the parsimony ratio (McDonald & Marsh, 1990). The CFI examines ratios between discrepancy of independent model and discrepancy of target model. Values that approach 1 indicate acceptable fit. The root means square error of approximation (RMSEA) contributes to avoid problems with the size of the sample through analyzing the discrepancy between the expected model which optimally selected with parameters estimates and the covariance matrix of the population.

All of the indices suggest that the observed four factor model provided a good fit to the data (table2).

Generally, item parceling used when the data for analysis are non-normally distributed, coarsely categorized, or the conditions that infringe the suppositions on which normal theory completely probability and basis on generalized least squares estimation techniques (Bandalos, 2002). Marsh et al. (1998), found the solution for CFA through using items of parceling for take the greater numbers of proper solutions. The using parceling is the proper solution s for all samples.

The number of parceling increase ratio the chi-square–degrees of freedom and it is the highest for solutions based on individual items. The using parceling for solution CFA has great strength and small mean squared error.

Table 2 Results of Confirmatory Factor Analysis (CFA)

Model	χ^2	df	χ^2/df	CFI	TLI	RMSEA
Four- factor Model	132.178	48	2.754	0.937	0.913	0.108

Data of Means, standard deviations, correlation between variables of this research are presented to Table 3. In this table, there is a significant correlation between variables such as trust and mentoring, as well as between psychological empowerment and variables such as mentoring and trust. There is a significant correlation between political skill and mentoring, trust and psychological empowerment. As shown in Model 1 (at table 4) Formal and informal relationships are significant in relation to psychological empowerment; (Beta = .254, $p < .05$). In addition, mentoring functions are also significant related to the psychological empowerment (Beta = .254, $p < .001$). These results are in line with the mentoring literature.

Consistent with Hypothesis 1 mentoring functions are positively related to trust in mentor (Beta = .656, $p < .001$). In addition, supporting the hypothesis 2, the trust in mentor has a positive relationship with psychological empowerment (Beta = .272, $p < .001$). Consistent with mediation hypothesis 3, in Model 3, trust in mentor positively related to psychological empowerment while mentoring functions lose its positive effect on psychological empowerment (Beta = .078, ns).

After review the previous models interaction which is presented separately as a unique model. In the model 4 (hypothesis 4), according to results of interaction between trust in mentor and political skill has positively related to psychological empowerment (Beta=0.115, $p < .01$), and it confirms the assumption of the hypothesis. Also this model as I assumed political skill is significant related to psychological empowerment (Beta =0.235, $p < .01$).

Table 3 Means, standard deviations, and correlations among variables.

	Variables	M	SD	1	2	3	4	5	6
1	Gender	0,43	0,5	1					
2	Age	26,42	4,47	0,46	1				
3	Mentoring Functions	4,89	1,2	0,1	0,07	0,94			
4	Trust in Mentor	5,32	1,08	0,19*	-0,01	0,73**	0,93		
5	Political Skill Inventory of Mentor	5,4	0,99	0,13	0,05	0,72**	0,73**	0,93	
6	Psychological Empowerment	5,51	0,78	0,12	0,16	0,41**	0,46**	0,47**	0,86

Table 4: Hierarchical Regression Analysis - Unstandardized Results

Dependent Variable: Psychological Empowerment	Model 1		Model 2		Model 3		Model 4	
	Beta	SE	Beta	SE	Beta	SE	Beta	SE
Control variable								
Formal vs. Informal	0.254*	0.126	0.211	0.116	0.145	0.113	0.132	0.109
Independent Variable								
Mentoring Functions			0.254***	0.048	0.078	0.068	-0.024	0.072
Mediator Variable								
Trust In Mentor					0.272***	0.077	0.299**	0.088
Moderator Variable								
Political skill							0.235**	0.088
Interaction								
Trust In Mentor X								
Political skill							0.115**	0.034
R ²	0.027		0.183		0.249		0.323	
ΔR ²			0.156***		0.066*		0.074*	

*p < .05, ** p < .01, ***p < .001

In addition, in this model there is still a significant relationship between trust in mentor and psychological empowerment ($Beta=0.299$, $p < .01$). But as shown indicators of mentoring functions is not significant to related psychological empowerment ($Beta=- 0.024$, ns).

So trust in mentor mediates the relationship between mentoring functions and psychological empowerment. Index of moderated mediator strength is .0673 (SE Boot) .0258, LLCI .0203, ULCI .1189. Since the confidence intervals do not include “0”, then I can conclude that moderated mediation is supported.

Significant results of positive relationships that confirm the hypothesis illustrated in Figure 1. This figure shows the two slopes, one of the slopes is one standard deviation below named low level of political skill and the other is designated one standard deviation above named as high level of political skill. As this figure demonstrates, when political skill is low, the relationship between trust in mentor and psychological empowerment does not get stronger ($B = .148$, $SE = .084$, ns). However, when political skill is high, the relationship between trust in mentor and psychological empowerment gets stronger ($B = .369$, $SE = .093$, $p < .001$). Based on the indicators of the figure, it can be concluded that the high political skill increased the level of psychological empowerment. Based on the indicators of the figure, it can be concluded that the high level of trust and political skill increased the level of psychological empowerment.

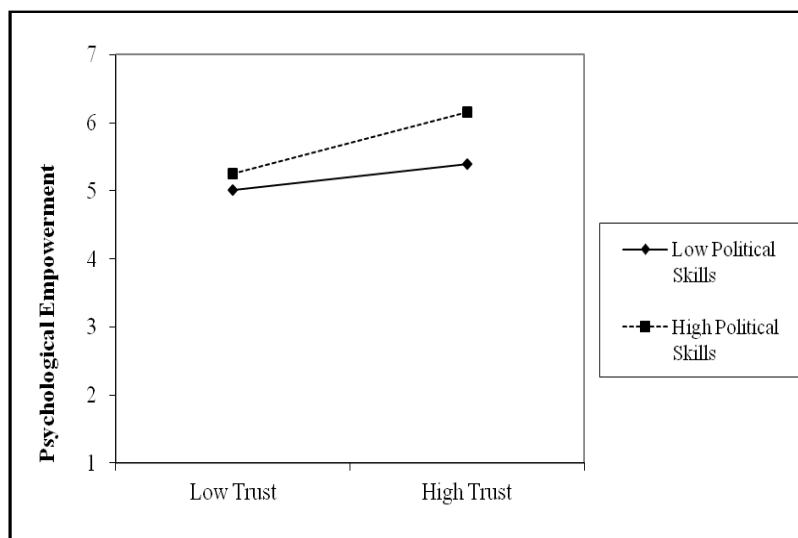


Figure 1. Sample plots of the second stage moderating effects

DISCUSSION

In recent years, the mentoring relationship on the workplace has become a topical issue in the literature. As the mentoring is a tool to increase the productivity on the work process. Mentoring correlated with many factors which promote increasing and the development of efficiency, such factors may include the trust and political skill. Therefore, the development of mentoring relationships on a workplace has positive results as a psychological empowerment. This study examined the relationship between these variables.

The aim of the study was to focus on the relationship between the mentoring functions and psychological empowerment, and I specifically claim that trust in mentor and political skill of the mentor will shape this relationship. So, one of the assumptions of this research is that mentoring functions positively influence on the trust in mentor. It is a contradictory assumption when compared to trust positively influence mentoring functions (Wang, Noe, & Tomlinson, 2010), since it is highly possible that mentoring functions can be received even the protégé might not pose enough information about the mentor. In formal mentoring programs, mentor or supervisor initiated programs can be considered in this category which the protégé is ready to perceive mentoring only after that he\she formed the trust in mentor. The studies argue that the protégé perceives certain information more effectively if he/she trusts his/her mentor. The protégé is ready to build mentoring relationships after he \she estimated the mentor and will start to trust him.

In this study I assumed that trust in mentor by protégé is formed after the mentor provides mentoring functions. Because in the organizations there are such cases that the mentoring relationship is formed before the interpersonal trust. In such cases sometimes the mentors become initiators of the relationships. The main objective of the mentor is to adapt and to train the new employee or the protégé in work place. The mentor ensures with all the necessary resources, training, instruction, advice, and also provides psychosocial support, protection and assistance in career development. All these factors are capable by the protégé to form feeling of reliability and trust in mentor. These assumptions were confirmed in this research. The results of analysis have shown that the protégé estimates his mentor through his

assigned challenges, care, and support, opportunity for career development, confidence of behavior, and status in the organization. On this basis, the consideration of mentoring functions and trust in mentor in this combination is a small contribution to literature on mentoring.

Also, a similar hypothesis was by a study of Buckley and Farrell (2007) in which they conclude that there is a significant relationship between the mentoring functions and the trust in leader. According to the results of their analysis, the mentoring functions have significant correlation to relative the trust in leader. Their research is also evidence, about that there are positive relationship between mentoring functions and the trust in mentor, which were confirmed with results of this research.

One more issue of this study is to investigate the trust in mentor as a mediator in the relationship between mentoring and psychological empowerment. While, previous studies treat trust/relationship quality as an antecedent variable, in this study, the trust in the supervisor is viewed as a mediator. The trust in supervisor is disposed the employee on free and open action on a workplace (Dirks & Ferrin, 2002). On this basis, the trust in mentor allows the protégé feel empowered and meaningful. The results of analysis confirmed that the trust in mentor positively impact on psychological empowerment of protégé. These results mean that the trust in mentor are promoted to manifest the protégé a sense of meaning and that he\she is part of the organization and that his\her goals and values have a certain similarity with the organizational principles. They also believe that his/her mentor is competent, responsible and reliable, that in case of any difficulties he will help to cope with it. The trust in mentor helps to increase self-expression, as well as the formation confident behavior in the organization.

There is also a previous work that has investigated the relationship between the trust in supervisor and the psychological empowerment (Ergeneli, Arı, & Metin, 2006). The results of their study have demonstrated that there is a significant connection between the trust in supervisor and psychological empowerment. This proves that the results of this study are not unique and has a previous confirmation of the fact that trust in a mentor have a positive effect on psychological empowerment.

One more hypothesis of this research is political skill as an interrelation moderator between trust in mentor and psychological empowerment. Ferris (2000) defined political skill as ability which represents not only knowledge, action, and feeling in a relevant and honest manner, but leading those powers toward relevant or desirable results. Political skill is considerable or evens a key element in the organizational process. The supervisor\mentor who has this skill can more effectively improve and understand the relationship with the protégé or employees. The supervisor\mentor with high political skill is capable to help the protégé to adapt to a working environment. Also the supervisor\mentor with the high political skill accommodates and uses the calibration of behavior depending on the situation. The supervisor \mentor with such ability is capable to influence feelings of admiration and stimulates desire to imitate the supervisor, and it promotes to formation of trust.

There are not many studies which explored the political skill in mentoring relationships. One of the works that explore this relationship is the study of Pan, Sun, and Chow (2011). In their research, they concluded that attribute of mentor has a significant impact on the formation of an effective mentoring relationship. According to the literature review, the political skill is an important attribute of an effective leader. The results of their research showed that leader who has a high level of political skill, positively influences on efficiency of mentoring.

Based on the analysis of this study revealed, that a political skill positively influences on interaction. According to collected data a protégé indicated that the existence of the political skill in their mentors more favorably effect on their autonomy in the organization. Political skill of mentor allows the protégé to confidently operate implementation of the commitments. As the protégé is sure that if he\ she even makes a mistake, his\her mentor will correct it, and it will not cause serious consequences. According to these arguments, the protégé can have the feeling of meaning, freedom of action, improving competence, and the formation of confident behavior, namely the increasing the psychological empowerment. Research results have shown that a mentor with high trust and high level of political skill contributes to rising of psychological empowerment. Based on these, I concluded that mentors with the political skill have not only a positively effect on psychological empowerment, but also contributes to increase it.

LIMITATIONS AND SUGGESTIONS FOR FUTURE RESEARCH

As well as in all researches this work has certain limitations. One of these limitations is data collection, namely the questionnaires were collected only the respondents with the self- report method. As indicated in the literature, this method has several disadvantages. The main disadvantage of the self- report is a problem with reliability. As people do not always know what effect on their behavior or decision (Nisbett & Ross, 1980). Also, the collected data by this method are most often personal and unique that may have a little relation to " reality ". Also, when completing questionnaires sometimes people are not always true or not objectively assess their abilities and results. Based on this for future studies it would be appropriate to collect data not only the respondent but also of his colleagues, friends and people who are close cooperation with him.

Another limitation of this study that dimension political skill. The questionnaire included only three dimensions(network ability, social astuteness, interpersonal influence). As the literature about the political skill and their dimensions indicated that the fourth dimension(apparent sincerity) had some problems in the evaluation. On the basis of these commentary, i decided that the fourth dimension do not include for the assessment of political skill. For future research would be quite good to consider political skill in all four dimensions. As it is possible in other circumstances and conditions dimension political skill in all dimensions could lead to new results.

The third of the limitations of the present research was that the data was collected in Kazakhstan organizations only. Mentoring in the workplace are the topical topic in many modern organizations and issues to improve the quality and efficiency interests many managers. In the literature about mentoring, there are many factors and aspects which affect mentoring. I consider that the relationship between the mentoring functions and psychological empowerment in different contexts and conditions may result to a variety of outcomes and results. Therefore, for more expansion and specific understand with these matters would be nice to consider this model of study in different cultures. Future studies can test the developed model in other countries.

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APPENDIX 1: The Mentoring and Psychological Empowerment Survey; Russian version

Уважаемый Участник, Данная анкета является частью исследования, которое ведет Эльмира Кабдулова. Она является студенткой магистратуры Бизнес Администрирования и работает под руководством доцента доктора Энгин Багыш Озтурк Университет Докуз Ейлуль (Турция). Мы приглашаем, Вас принять участие в этом исследовательском проекте, потому что вы в настоящее время работаете в организации, и вы в возрасте старше 18 лет.

Целью данного исследования является больше узнать об отношении к людям на рабочих местах, в особенности отношения между начальником и подчиненным. Процедура: Это исследование включает в себя шесть коротких частей, задаваемые вопросы касаются взаимоотношений на рабочем месте и демографических вопросов. Мы надеемся, что на вопросы вы ответите открыто. Исследование будет длиться не более 20 минут.

Добровольное участие и Анонимность: Ваше участие в этом исследовании является добровольным и анонимным. Вы можете вообще не принимать участие в этом исследовании. Мы приложим все усилия, чтобы сохранить вашу информацию конфиденциальной. Ваше имя не будут спрашивать, и связывать с вашими ответами, и данные будут храниться защищенным паролем в файле на компьютере. Данные, собранные с помощью этого опроса будут использованы только в диссертации магистранта. Мы надеемся, что в будущем, другие люди могут извлечь выгоду из этого исследования для улучшения понимания того, как люди думают и ведут себя во взаимоотношениях друг с другом на рабочем месте.

Риски: Нет никаких рисков (здравоохранение и т.д.), связанных с данным исследованием. Если вы решили принять участие данного исследования, то, пожалуйста, нажмите "Следующий".

Следующие утверждения определяют ваши мысли и чувства в различных ситуациях. В каждом пункте укажите соответствующий номер шкалы, который наиболее хорошо описывает вас.

- 1- Категорический не согласен;
- 2- Не согласен;
- 3- Частично не согласен;
- 4- Не могу выбрать;
- 5- Частично согласен;
- 6- Согласен;
- 7- Полностью согласен.

	1	2	3	4	5	6	7
Работа, которую я делаю очень важна для меня.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Моя рабочая деятельность имеет личную значимость для меня.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Работа, которую я делаю, значима для меня.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Я уверен в своей способности выполнять свою работу.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Я уверен в своих возможностях выполнять свою трудовую деятельность.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Я обладаю необходимыми профессиональными навыками для моей работы.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
У меня есть значительная независимость в определении того, как мне делать свою работу.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Я могу решить самостоятельно о том, как выполнять свою работу.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Я имею значительную возможность независимо и свободно выполнять свою работу.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Мое влияние на то, что происходит в моем отделе велико.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Я имею широкие возможности управления над тем, что происходит в моем отделе.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Я имею значительное влияние над тем, что происходит в моем отделе.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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Наставничество описывается как отношения один к одному между более опытным и вышестоящим человеком (наставника) и новым участником или менее опытным человеком (его / ее протеже) в организационной структуре. Наставник не обязательно должен быть непосредственным руководителем или начальником отдела, или же с такого же отдела. Наставник может вообще быть определен в качестве влиятельного человека в вашей рабочей среде, который с повышенным опытом и знаниями, и который стремится обеспечить вас поддержкой и продвижением вверх по карьерной лестнице. Пожалуйста, ответьте на следующие вопросы относительно вашего наставника.

Является ли ваш наставник тем же самым человеком, что и ваш руководитель или же другим человеком?

- ☐ Да, мой наставник также и мой руководитель.
- ☐ Нет, мой наставник не является моим начальником.

Следующие утверждения определяют ваши мысли и чувства в различных ситуациях. В каждом пункте укажите соответствующий номер шкалы, который наиболее хорошо описывает вас.

	1	2	3	4	5	6	7
Наставник проявляет личный интерес в моей карьере.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Наставник назначает мне важные задания.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Наставник дает мне специальную подготовку на работе.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Наставник дает мне советы о возможностях по продвижению	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Наставник помогает мне скоординировать профессиональные цели.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Наставник уделяет время и особое внимание к моей карьере.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Я рассказываю о личных проблемах наставнику.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Я выхожу и общаюсь с наставником после работы.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Я и мой наставник можем положиться друг на друга.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Я считаю наставника другом	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Я часто хожу на обед с наставником.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Я стараюсь смоделировать свое поведение через наставника.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Я восхищаюсь способностью наставника мотивировать других.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Я уважаю наставника за профессиональные знания.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Я уважаю наставника за способность обучать других	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Если вы читаете это, пожалуйста, выберите, категорически не согласен.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Следующие утверждения определяют ваши мысли и чувства в различных ситуациях. В каждом пункте укажите соответствующий номер шкалы, который наиболее хорошо описывает вас.

	1	2	3	4	5	6	7
Мы имеем взаимно обменные отношения. Мы можем свободно делиться своими идеями, чувствами и надеждами.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Я могу говорить свободно с этим человеком о затруднениях, которые я испытываю на работе и знаю, что он готов выслушать.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Мы оба испытали бы чувство потери, если мы больше не могли бы работать вместе.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Если я поделился бы своими проблемами с этим человеком, я знаю,	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

он отреагировал бы конструктивно и заботливо.							
Я бы сказал, что мы оба сделали значительный вклад в наши отношения наставничества.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Этот человек подходит к своей работе с профессионализмом и самоотверженностью.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Учитывая послужной список этого человека, я не вижу оснований, чтобы сомневаться относительно его компетентности и подготовки к работе.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Я могу полагаться на этого человека, в том что он не сделает мою работу более трудной, путем незначительной работы.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Большинство людей, даже те, кто не является близкими друзьями этого человека, уважают и доверяют ему.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Другие мои коллеги по работе, с которыми взаимодействует этот человек, считают его\ее надежным\надежной.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Если бы люди знали больше об этом человека и его\ее образовании и опыте, то они бы более заинтересовано и внимательно воспринимали бы его\ее работу.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Следующие утверждения определяют ваши мысли и чувства в различных ситуациях. В каждом пункте укажите соответствующий номер шкалы, который наиболее хорошо описывает вас.

	1	2	3	4	5	6	7
Мой наставник прикладывает много усилий и проводит много времени, чтобы наладить контакты	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Моему наставнику удастся устанавливать хорошие взаимоотношения с влиятельными людьми на работе	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Мой наставник наладил широкую сеть контактов с коллегами по работе, к	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

которым он может обратиться, когда ему\ей очень необходимо что-то сделать.							
На работе мой наставник знает много важных людей, и он хорошо поддерживает с ними связь.	○	○	○	○	○	○	○
Мой наставник проводит много времени, налаживая связи и знакомства по работе.	○	○	○	○	○	○	○
Моему наставнику удастся использовать свои связи и контакты, когда необходимо что-то сделать по работе.	○	○	○	○	○	○	○
Мой наставник отлично понимает людей.	○	○	○	○	○	○	○
Мой наставник отлично угадывает причины и скрытые мотивы поведения других.	○	○	○	○	○	○	○
Интуиция и сообразительность моего наставника всегда подсказывает ему, как правильно подавать себя другим людям.	○	○	○	○	○	○	○
Мой наставник кажется всегда, инстинктивно знает правильные вещи, чтобы сказать или сделать, которые влияют на других людей.	○	○	○	○	○	○	○
Мой наставник уделяет пристальное внимание к выражению лиц людей.	○	○	○	○	○	○	○
Мой наставник может сделать так, чтобы большинство людей чувствовало себя свободно и комфортно вокруг меня.	○	○	○	○	○	○	○
Мой наставник легко и продуктивно общается с окружающими	○	○	○	○	○	○	○
Мой наставник легко устанавливает хорошие взаимоотношения с большинством людей	○	○	○	○	○	○	○
Мой наставник способен сделать так чтобы я нравился людям.	○	○	○	○	○	○	○
Если вы читаете это, пожалуйста, выберите , полностью согласен.	○	○	○	○	○	○	○
При общении с другими людьми, я стараюсь быть искренним в том, что я говорю и делаю.	○	○	○	○	○	○	○
Важно, чтобы люди считали, меня искренним в том, что я говорю и делаю.	○	○	○	○	○	○	○
Я пытаюсь показать искренний интерес к другим людям.	○	○	○	○	○	○	○

Ваш пол

- ☐ Мужской
- ☐ Женский

Пол вашего наставника

- ☐ Мужской
- ☐ Женский

Сколько вам лет?

Пожалуйста, укажите опыт работы вашего наставника в организации (количество лет)

Как долго (в годах) длились ваши взаимоотношения с наставником в последний раз?

Ваш наставник назначен вам формально или не формально?

- ☐ Формально
- ☐ Не формально

Как часто вы общаетесь со своим наставником?

- ☐ Никогда
- ☐ Один или два раза
- ☐ Один раз в неделю
- ☐ Несколько раз в неделю
- ☐ Каждый день

Кто был инициатором отношений наставничества?

- ☐ Организация
- ☐ Наставник
- ☐ Протеже

Как много сотрудников работают под вашим управлением?

Пожалуйста, определите вид вашей организации

- ☐ Государственная организация
- ☐ Частная организация

APPENDIX 2: The Mentoring and Psychological Empowerment Survey; Kazakh version

Құрметті Қатысушы, Бұл сауалнама Эльмира Қабдулованың зерттеу жұмысының бір бөлімі. Ол, Догуз Ейлүл Университеті, Іскерлік басқару магистратура студенті және жетекшісі доцент Энгин Баыш Өзтүрк (Түркия). Біз сізді бұл зерттеу жұмысына қатысуға шақырамыз, себебі сіз ұйымда жұмыс істеудесіз және жасыңыз 18-ден асқан.

Мақсаты: Бұл зерттеу жұмыстың мақсаты жұмыс орнындағы тұлғалардың, әсіресе жоғарғы және төменгі жайғасымдағы жұмысшылардың арасындағы қарым -қатынастарын зерттеу.

Тәртібі: Бұл сауалнама жұмыс орнындағы қатынастар жайлы және демографиялық сұрақтардан құралған алты қысқа бөлімнен тұрады. Бұл бөлімдердегі сауалдарға бұрмалаусыз жауап беруіңізді өтінеміз. Зерттеу 20 минуттан көп болмайды. Ерікті қатысу және анонимділік Сіздің бұл зерттеуге қатысуыңыз ерікті және анонимді болып табылады. Қатысқыңыз келмесе бас тартсаңыз да болады. Сіздің берген ақпараттарды құпиялығын сақтауға қолымыздан келгенін жасаймыз. Сіздің атыңыз сұралмайда және сіздің атыңыз жауаптарыңыздың ешқайсысымен қатысты болмайды. Сізден алынған ақпарат кілітсөзбен қорғалған компьютер файлында сақталады. Бұл сауалнамадан жиналған ақпарат магистрлік диссертациялық зерттеуде қолданылады. Болшақта, басқа кісілерге бұл зерттеу, жұмыс орнындағы жеке тұлғалардың ойлануы мен қатынастарын түсіну арқылы пайдалы болатынына үміттенеміз.

Қауіп-қатерлер: Бұл сауалнамаға тиісті ешқандай қауіп-қатер жоқ (денсаулыққа тиісті, т.с.с) Зерттеу жұмысына қатысатын болсаңыз «Келесі» түймесіне басыңыз.

Төмендегі сауалнамаға жауап беру арқылы сіздің әртүрлі жағдайлардағы ойларыңыз бен әрекеттеріңізді білуге көмек береді. Әрбір тармақтағы тиісті жауап, сіздің мінездемеңізді көрсетеді. Сауалнамада мынадай шкалалар қолданылады:

- 1 - Мүлдем келіспеймін;
- 2 – Келіспеймін;
- 3 -Жартылай келіспеймін;
- 4 - Шешімсіз қалдым;
- 5 - Жартылай келісемін;
- 6 – Келісемін;
- 7 - Толықтай келісемін.

	1	2	3	4	5	6	7
Менің істеп жүрген жұмысым мен үшін өте маңызды.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Менің жұмысымдағы іс-әрекет мен үшін мағыналы.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Менің жасап жүрген жұмысым мен үшін мағыналы.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Мен өзімнің тиісті жұмысымды атқаруда қабілетіме сенімдімін.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Өз қызметімді атқаруға мүмкіндіктерімнің жеткілікті екендігіне сенімдімін.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Жұмысымды атқару үшін кәсіби біліктілігім жеткілікті.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Жұмысымды қалай атқаратыныма байланысты дербестігім бар.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Өз жұмысымды қалай атқару туралы шешімді өзім қабылдаймын.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Өз жұмысымды еркін және дербес атқаруға айтарлықтай мүмкіндіктерім бар.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Менің жұмыс жасап жүрген мекеме бөлімінде болатын жағдайларға маңызым зор.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Менің жұмыс жасап жүрген мекеме бөліміндегі жағдайларды бақылаудағы үлесім зор.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Менің жұмыс жасап жүрген мекеме бөліміндегі болатын жағдайларға өте маңызды әсерім бар.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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Тәлімгерлік - ұйымдық құрылымда, саладағы анағұрлым тәжірибелі және жоғарғы тұлға (тәлімгер) мен жаңа талапкер немесе тәжірибесі одан кем тұлға арасындағы (оның протезесі) бір-бірімен қарым-қатынас деп сипатталады. Тәлімгердің жетекші немесе бөлім меңгерушісі, тіпті дәл сол бөлімнің жұмысшысы болуы шарт емес. Тәлімгер ретінде әдетте мансапқа жетуіңізде жоғарғы ұтқырлық және қолдау көрсете алатын, сіздің жұмыс орныңызда ықпалды, озық тәжірибе мен білім иесі болып табылатын тұлғаны айтуға болады. Сіздің тәлімгеріңізге қатысты төмендегі сұрақтарға жауап беруіңізді өтінеміз.

Сіздің тәлімгеріңіз және жетекшіңіз бір тұлға ма?

- ☐ Йә, тәлімгерім жетекшім де болып табылады.
- ☐ Жоқ, тәлімгерім мен жетекшім әр түрлі тұлғалар.

Төмендегі тұжырымдамалар сіздің әртүрлі жағдайлардағы ойларыңыз бен сезімдіріңізді білуге жәрдем береді. Әрбір тармаққа тиісті нөмірді таңдау арқылы сізді қаншалықты сипаттауын көрсетеді. Мынадай шкала қолданылады.

	1	2	3	4	5	6	7
Тәлімгерім менің мансапқа жетуіме жеке қызығушылық танытуда.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Тәлімгерім маған маңызды тапсырмалар тағайындады.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Тәлімгерім мені қызметіме байланысты арнайы жаттықтырды.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Тәлімгерім менің жетілу, өсу мүмкіндіктеріме байланысты кеңес береді.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Тәлімгерім маған кәсіби мақсаттарымды қалыптастыруға көмектеседі.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Тәлімгерім менің жетілуіме арнайы уақыт пен көңіл бөледі.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Тәлімгеріме жеке мәселелерімді айтамын.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Мен тәлімгеріммен жұмыстан кейін де кездесіп араласамыз.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Мен және тәлімгер бір-бірімізге сенім арта аламыз.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Мен тәлімгерімді досым деп санаймын.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Мен тәлімгеріммен түскі асқа жиі барамын.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Мен, тәлімгерімді үлгі етіп мінез-құлқымды соған байланысты өзгертуге тырысамын.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Мен тәлімгерімнің басқаларды жігерлендіру қабілетіне таңданамын.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Мен тәлімгерімді кәсіби біліктілігі үшін сыйлаймын.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Тәлімгерімді басқаларды үйрету алу қабілеті үшін сыйлаймын.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Егер сіз осыны оқып отырсаңыз, мүлдем келіспеймін таңдаңыз.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Төмендегі тұжырымдамалар сіздің әртүрлі жағдайлардағы ойларыңыз бен сезімдеріңізді білуге жәрдем береді. Әрбір тармаққа тиісті нөмірді таңдау арқылы сізді қаншалықты сипаттауын көрсетеді. Мынадай шкала қолданылады.

	1	2	3	4	5	6	7
Біз өзара пікірлерімізді алмаса алатын дәрежедеміз. Екеуіміз де емін-еркін өз ой-пікірлерімізді, сезімдерімізді және үміттерімізді бөлісе аламыз.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Тәлімгеріме қызмет барысындағы қиындықтарымды еркін айта аламын және оның мені тыңдайтынына сенімдімін.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Бұдан кейін бірге жұмыс істей алмайтынымызды естісек, екеуіміз де бірнәрсе жоғалтатындай сезінер едік.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Егер мен тәлімгеріме жеке мәселелерім туралы айтсам, оның маған мүмкіндігінше сындарлы және қамқоршыл жауап беретінін білемін.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Мен біздің тәлімгерлік қатынасымызда екеуміздің де айтарлықтай үлес қосқанымызды айта аламын.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Бұл кісі жұмысын білікті әрі адал атқарады.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Бұл кісінің қызмет тәжірибесіне қарап, тәлімгер ретінде мүмкіндігі мен біліктілігіне күмәнім жоқ.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Менің тәлімгерім маған қажетсіз жұмыс жүктеп, менің қызметімді қиындатпайтындығына сенімдімін.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Тәлімгерімнің жақын досы болып табылмайтын көптеген адамдар да бұл кісіге сенім және құрметпен қарайды.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Жұмыс барысында тәлімгеріммен араласатын менің басқа әріптестерім де оған сенім артады.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Егер басқа адамдар тәлімгерімді, оның біліктілігі мен тәжірибесін білгенде, оның қызметін жақыннан бақылап, қызығушылық танытушы еді.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Төмендегі тұжырымдамалар сіздің әртүрлі жағдайлардағы ойларыңыз бен сезімдіріңізді білуге жәрдем береді. Әрбір тармаққа тиісті нөмірді таңдау арқылы сізді қаншалықты сиппаттауын көрсетеді. Мынадай шкала қолданылады.

	1	2	3	4	5	6	7
Менің тәлімгерім басқалармен байланыс құруға көп уақыт және күш жұмсайды.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Менің тәлімгерім жұмыс орнындағы ықпалды кісілермен жақсы қарым-қатынас құра алады.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Менің тәлімгерімнің қажетті жағдайларда хабарласа алатын әріптестері мен серіктерінен құралған кең жұмыс желісі бар.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Менің тәлімгерім жұмыс орнында көптеген маңызды тұлғаларды біледі және олармен жақсы қарым-қатынаста.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Тәлімгерім жұмыс орнында басқа кісілермен қарым-қатынас құру үшін көп уақыт жұмсайды.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Тәлімгерім жұмыс орнында іс-шаралар жасағанда таныс және әріптестер желісін жақсы қолдана алады.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Тәлімгерім басқалармен жақсы тіл табыса алады.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Тәлімгерім басқалардың мінез-құлығындағы жасырын себептер мен ниеттерді түсіне алады.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Тәлімгерім өзінің интуициясы және зеректілігі арқылы өзін басқаларға жақсы таныта алады .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Тәлімгерім әрқашан басқаларға дұрыс ой айту немесе дұрыс әрекет жасаудың жолдарын білетін секілді	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Тәлімгерім адамдардың мимикаға қатты назар аударады.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Тәлімгерім менің жанымда басқалардың еркен және жайлы сезінуін қамтамасыз етеді.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Тәлімгерім басқалармен оңай және нәтижелі араласа алады.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Тәлімгеріме көптеген кісілермен оңай тіл табыса алады.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Тәлімгерім менің басқаларына ұнауымды қамтамасыз ете алады.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Егер сіз осыны оқып отырсаңыз, толықтай келісемін таңдаңыз.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Сіздің жынысыңыз

☐ Әйел

☐ Ер

Тәлімгеріңіздің жынысы

☐ Әйел

☐ Ер

Жасыңыз

Тәлімгеріңіздің бұл ұйымдағы өтілін көрсетуіңізді өтінеміз (жыл санымен)

Тәлімгеріңізбен қарым -қатынасыңыз қанша жыл сүрді (жыл санымен)?

Тәлімгеріңіз ресми тағайындалды ма, бейресми ме?

- ☐ Ресми
- ☐ Бейресми

Тәлімгеріңізбен қандай жиілікте араласып тұрасыз?

- ☐ ешқашан
- ☐ бір немесе екі рет
- ☐ аптада бір рет
- ☐ аптада бірнеше рет
- ☐ күнде

Тәлімгерлік қатынасқа кім ұйтқы болды?

- ☐ Ұйым
- ☐ Тәлімгер
- ☐ протеже

Сіздің қарамағыңызда қанша кісі жұмыс істейді?

Ұйымыңызды сипаттаңыз

- ☐ Мемлекеттік ұйым
- ☐ Жекеменшік ұйым

APPENDIX 3: The Mentoring Functions and Psychological Empowerment Survey; English version

Dear Participant,

This survey is a part of a research run by Elmira Kabdulova. She is a Master of Business Administration student and working under the supervision of Assistant Professor Dr. Engin Bagis Ozturk at Dokuz Eylul University (Turkey).

We are inviting you to participate in this research project because you are currently working in an organization and you are over the age of 18.

Please read the following information before you start the survey:

The purpose: The aim of this research is to learn more about workplace attitudes towards people, especially superior and subordinate relationships.

Procedure: This survey involves six short parts asking questions regarding workplace attitudes and demographic questions. At these parts we expect you to answer these questions sincerely.

The study will last no longer than 20 minutes.

Voluntary Participation and Anonymity: Your participation in this study is voluntary and anonymous. You may choose not to take part in this research at all. We will do our best to keep your information confidential. Your name will not be asked and associated with any of your answers, and the data will be stored in password-protected computer files.

Data collected through this survey will be used in a masters' thesis study. We hope that, in the future, other people might benefit from this study through improved understanding of how people think and behave in relationships at the workplace.

Risks: There are no risks (health etc.) associated with the survey

The following statements inquire about your thoughts and feelings in a variety of situations. For each item, indicate how well it describes you by choosing the appropriate number using this scale.

- 1- Strongly disagree;
- 2- Disagree;
- 3- Moderate;
- 4- Agree;
- 5- Strongly agree.

	1	2	3	4	5	6	7
The job I do is important to me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My working activity has personal significance to me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The job I do is significant to me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am sure of my ability to perform my job.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am confident in my ability to perform my working activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have the professional skills necessary for my work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have considerable independence in determining how I do my job.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can decide on my own about how to do my job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have a significant opportunity to independently and freely carry out my work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My influence on what happens in my department is large.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have a great deal of control over what happens in my department.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have significant influence over what happens in my department.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Mentoring is described as a one-to-one relationship between a more experienced and senior person (the mentor) and a new entrant or less experienced person (his/her protégé) in the organizational setup. The mentor need not be the immediate supervisor or department head and not necessarily from the same department. A mentor can generally be defined as an influential individual in your work environment who has advanced experience and knowledge and who is committed to providing upward mobility and support to your career. Please answer the following questions regarding your mentor.

Is your mentor the same person as your supervisor or different person?

- ☐ Yes, my mentor is also my supervisor.
- ☐ No, my mentor is different from my supervisor.

The following statements inquire about your thoughts and feelings in a variety of situations. For each item, indicate how well it describes you by choosing the appropriate number using this scale.

	1	2	3	4	5	6	7
Mentor takes a personal interest in my career.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mentor has placed me in important assignments.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mentor gives me special coaching on the job.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mentor advised me about promotional opportunities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mentor helps me coordinate professional goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mentor has devoted special time and consideration to my career.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I share personal problems with mentor.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I socialize with mentor after work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I exchange confidences with mentor.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I consider mentor to be a friend.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I often go to lunch with mentor.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I try to model my behavior after mentor.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

I admire mentor's ability to motivate others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I respect mentor's knowledge of the profession.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I respect mentor's ability to teach others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mentor takes a personal interest in my career.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

The following statements inquire about your thoughts and feelings in a variety of situations. For each item, indicate how well it describes you by choosing the appropriate number using this scale.

	1	2	3	4	5	6	7
We have a sharing relationship. We can both freely share our ideas, feelings and hopes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can talk freely to this individual about difficulties I am having at work and know that (s)he will want to listen.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
We would both feel a sense of loss if we could no longer work together.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
If I shared my problems with this person, I know (s)he would respond constructively and caringly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would have to say that we have both made considerable investments in our mentoring relationship.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This person approached his/her job with professionalism and dedication.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Given this person's track record, I see no reason to doubt his/her competence and preparation for the job.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can rely on this person not to make my job more difficult by careless work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Most people, even those who aren't close friends of this individual, trust and respect him/her.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other work associates of mine who must interact with this individual consider him/her to be trustworthy.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
If people knew more about this individual and his/her background, they would be more concerned and monitor his/her performance more closely.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

The following statements inquire about your thoughts and feelings in a variety of situations. For each item, indicate how well it describes you by choosing the appropriate number using this scale.

	1	2	3	4	5	6	7
My mentor spends a lot of time and effort at work networking with others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My mentor is good at building relationships with influential people at work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My mentor has developed a large network of colleagues and associates at work whom my mentor can call on for support when my mentor really needs to get things done.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
At work, my mentor knows a lot of important people and he/she is well connected.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My mentor spends a lot of time at work developing connections with others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My mentor is good at using his/her connections and network to make things happen at work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My mentor understands people very well.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My mentor is particularly good at sensing the motivations and hidden agendas of others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My mentor has good intuition or savvy about how to present himself/herself to others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My mentor always seems to instinctively know the right things to say or do to influence others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My mentor pays close attention to people's facial expressions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My mentor is able to make most people feel comfortable and at ease around me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My mentor is able to communicate easily and effectively with others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is easy for my mentor to develop good rapport with most people.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My mentor is good at getting people to like me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

If you are reading this, please select strongly agree.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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Your gender

- ☐ Female
- ☐ Male

Mentor gender

- ☐ Female
- ☐ Male

Age -----

Please state your mentor's work experience in the organization (number of years)

How long (in years) did the relationship with mentor last?

Does your mentor assigned formally or informally?

- ☐ Formal
- ☐ Informal

How frequent do you communicate with your mentor?

- ☐ Never
- ☐ once or twice
- ☐ about once a week
- ☐ several times a week
- ☐ every day

Who initiated the mentoring relationship?

- ☐ Organization
- ☐ Mentor
- ☐ Protégé

How many coworkers work under your authority?

Please indicate your type of organization

- ☐ Governmental Organization
- ☐ Private Organization

