

Exploring the Role of Mentoring Structure and Culture between Mentoring Functions and Job Satisfaction: A Study of Indian Call Centre Employees

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Abstract

The present study examines the impact of mentoring functions, namely, protection, coaching, counselling, role modelling, exposure, acceptance and friendship, on job satisfaction of Indian call centre employees. Furthermore, it also explores two variables which strengthen this relationship, namely, mentoring culture and mentoring structure. Employees working in call centres in India have been selected for data collection. Reliability and validity have been proved with the help of confirmatory factor analysis. Path analysis has been used for hypotheses testing. Results revealed that mentoring functions have direct impact on (except protection) job satisfaction of call centre employees. Furthermore, mentoring culture and mentoring structure act as moderators between mentoring functions and job satisfaction. The data collected is self-report in nature, and the study is limited to service sector only.

Key Words

Mentoring Culture, Mentoring Structure, Protection, Coaching, Exposure, Sponsorship, Role Modelling, Counselling, Friendship, Acceptance, Job Satisfaction

Introduction

Call centres are important part of today's business world as these provide employment to millions of agents across the globe and serve as a primary customer-facing channel for many firms in different types of industries. Call centres are fertile area for various operations and management researchers in several domains, such as forecasting, capacity planning, queuing and personnel scheduling. However, with an increase in telecommunication and information technology, the operational challenges faced by call centre managers have become more complicated (Gans, Koole & Mandelbaum, 2003). Besides this, call centres have emerged as an organizational phenomenon within a relatively short space of time. Issues associated with human resources management, sales and marketing have also become increasingly relevant to their operations and associated academic research. Rapid development of call centres and their relative importance in organizational effectiveness have

generated the need for investigation of processes related to human element in this work environment.

In call centres, there is a continuous demand for human resources. Firms can meet this demand by further investments in the human capital. Most young people (especially graduates and under graduates without any professional qualification) start their initial career in these call centres. Centerserve has published a report in 2008 entitled *How to be Great Call Centre Manager Report*, which highlighted five attributes of supervisors, namely, leader as a role model, coach, motivator, communicator and problem solver. Furthermore, the leaders/supervisors are also evaluated on the basis of their mentoring skills (Centerserve, 2008, p. 6). This report gave us the clue that mentoring is being practised widely in call centres. Therefore, to evaluate the outcomes of mentoring, call centres employees were selected as the respondents for the present study. Therefore, the present study focuses on evaluating the impact of the mentoring function on job satisfaction in call

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centres, and an attempt has been made to identify the role of mentoring culture and mentoring structure as moderators between mentoring functions and job satisfaction.

Mentoring Functions

The mentor provides a variety of functions that support, guide, protect, expose and counsel the young adults to get their work done efficiently (Akarak & Ussahawanitchakit, 2008; Rhay, Ching, Wen, Li-Yu, Lin & Mei, 2010). Kram (1985) identified different types of mentoring function, namely, career-oriented and psychosocial functions, which have been further cemented by various researchers (Davis, 2005; Erdem & Ozen, 2008; Jacobi, 1991; Johnson & Ridley, 2004; Luna & Cullen, 1998; Ragins & Cotton, 1999; Young & Perrew, 2004). Career functions are those facets of the mentoring relationship that aid the protégés with their advancement in an organization. Through this function, the mentor helps the mentee to learn within the hierarchical structure of an organization. Career functions include protection, coaching and exposure. Protection means the amount and value of mentor behaviours, which show that mentor is willing to provide a safe place for the protégés to try out new ideas without fear of penalty and is prepared to defend the protégés when necessary (Alleman & Clarke, 2002). The mentoring function of coaching is dedicated to helping protégés accomplice their work objectives. When mentors coach protégés, they pass on wisdom, knowledge and their point of view. Kram (1985) defined exposure and visibility as providing opportunities and responsibilities that place the junior individuals in contact with key players in the organization. Psychosocial functions are those facets of the mentoring relationship that are more personal in nature (Kram, 1985). These functions may impact the mentees' feelings of competence, uniqueness and success in their professional position within an organization. It involves counselling, friendship and role modelling. Counselling helps to develop the problem-solving and decision-making skills. Friendship is demonstrated through social interactions by the mentor and protégé. Role modelling is the senior individual's attitudes, values and behaviour that provide a blueprint and structures for the junior individual to emulate (Kram, 1985; Scandura & Viator, 1994).

Job Satisfaction

Job satisfaction is the effective orientation of individuals towards work roles that they are currently occupying. It refers to the extent that the job fulfils one's dominant needs and values. Locke (1976) and Luthans (2005) described it as a pleasurable or positive emotional response resulting from appraisal of one's job or job experience and is the result of the employee's judgement of how well the job fulfils those aspects, which are considered important by him. Other authors have extended this view too (Collins, 1994; Fagan & Glen, 1982; Mobley, Griffeth, Hand &

Megino, 1979). In essence, job satisfaction is an overall state that is derived from experiencing a work situation. It has been viewed as primary affective reactions of individuals to various facets of the job and job experiences (Igbaria & Guimares, 1993). Job satisfaction is, thus, conceptualized as an attitude that the employee have towards their job and is directly tied to individual needs, including challenging work, equitable rewards and a supportive work environment and colleagues (Ostroff, 1992; Sharma & Jyoti, 2004, 2006).

Mentoring Structure

Mentoring structure is a well-planned technique of designing all organizational activities from top to bottom and bottom to top in a flexible environment. It supports mentoring and provides records for evaluation and benchmarking. It also provides means for feedback, clarifies roles, goals and responsibilities, manages expectations and encourages accountability (Koberg, Boss & Goodman, 1998). Mentoring structure helps employees in career enhancement as well as HR reward processes. (Swart & Kinnie, 2003; Viator, 1999).

Mentoring Culture

Mentoring culture is a learning environment in which a person learns by watching others' behaviours. Mentoring culture consists of an environment, which implements mentoring in a sound, complete and careful way (Johnson, 2012; Johnson & Cervero, 2004; MacArthur & Pilato, 1995). It empowers the mentor with communicating network, training and administrating facilities to promote mentoring relationships. Zachary (2005) highlighted four traits to successfully implement mentoring culture in an organization, namely, flexibility, ownership, clarity and feedback. Bally (2007) explains that for better implementing mentoring cultures, organizations should provide an element of a stable infrastructure like managerial and executive assistance, flexible environment, proper incentives and needed appreciation of the employees to get the required response.

Review of Literature

Kram's (1985) work on mentoring in organizations cemented much of the existing research, documenting the benefits of mentoring. She identified two forms of support provided by mentors that embrace career-related and psychosocial support. Previous research indicates that gender plays an important role in the mentoring dyads, where men and women have equal access to mentoring and receive the assumed amount of mentoring reimbursement (Burke, 1984; Cox & Nkomo, 1991; Dreher & Ash, 1990; Fangenson, 1989; Greenhaus Parasuraman & Wormely, 1990; Ragins, 1989, 1997a; Ragins & Cotton, 1991; Ragins & Sundstrom, 1990; Steinberg & Foley, 1999; Whitely,

Dougherty & Dreher, 1992). But there is some evidence that shows women receive more benefits than men (Burke & McKeen, 1997; O'Neill, Horton & Crosby, 1999).

Mentoring functions benefit the junior person (Allen, Poteet & Russell, 1998; Chao, 1997; Corzine, Buntzman & Busch, 1994; Koberg et al., 1998; Scandura, 1992; Whitely, Dougherty & Dreher, 1991), the senior person (Allen, Poteet & Burroughs, 1997) and the organization (Koberg et al., 1998; Laband & Bernard, 1995; Seibert, 1999) in the form of more promotions, higher motivation, earn higher income and score higher on work satisfaction (Ragins, 2002). Mentoring results in positive outcomes including higher organizational commitment (Allen, Eby, Poteet, Lentz & Lima, 2004; Lankau & Scandura, 2002; Lentz, 2004; Ragins, Cotton & Miller, 2000), increased job performance (Bowler & Brass, 2006; Feldman, Folks & Turnley, 1999; Lentz, 2004; Levenson, Vander & Cohen, 2006), career success (Turban & Dougherty, 1994), satisfaction with work and job (Busch & Bush, 1978; Gerestner & Day, 1997; Lankau & Scandura, 2002; Murphy & Ensher, 2001) and decreased intention to leave (Lentz, 2004; Lentz & Allen, 2009). Furthermore, mentoring helps the employees by correcting imbalance in the changing business environment (Basu, Pande, Kalia & Sharma, 2013).

Some of the researchers have examined the moderating role of mentoring (Jung & Tak, 2008; Lentz, 2004; Lentz & Allen, 2009). Shrivastava (2011) did an empirical study on Indian managers and found that mentoring moderated the relationship between job burnout and job satisfaction. Another study conducted by Hegstad and Wentling (2005) examined the three variable feedback/communication, reward systems and selection/matching processes as moderators between mentoring and its outcomes. Furthermore, Dawley, Andrews and Bucklew (2010) also found that mentoring moderated the relationships between perceived organizational support, supervisor support and job fit on turnover intentions and suggested that mentoring becomes more effective in reducing turnover intentions as employees experience increasing levels of perceived organizational support, supervisor support and job fit. Eisenberger, Armeli, Rexwinkel, Lynch and Rhoades (2001) and Rhoades, Eisenberger and Armeli (2001) revealed that the effects of perceived organizational support (as a mentoring function) on turnover are fully mediated through affective commitment. Similarly, Maertz, Griffeth, Campbell and Allen (2007) suggested that normative commitment may also serve as a mediator of the relationship between perceived organizational support and turnover intention. However, studies have also identified job satisfaction as yet another mediator of the relationship between perceived organizational support and turnover intention (Allen, Shore & Griffeth, 2003; Tekleab, Takeuchi & Taylor, 2005). Hypothetical and experimental verification suggests that most of the effects of perceived organizational support (mentoring function) on turnover will be mediated by mechanisms such as organizational commitment and job

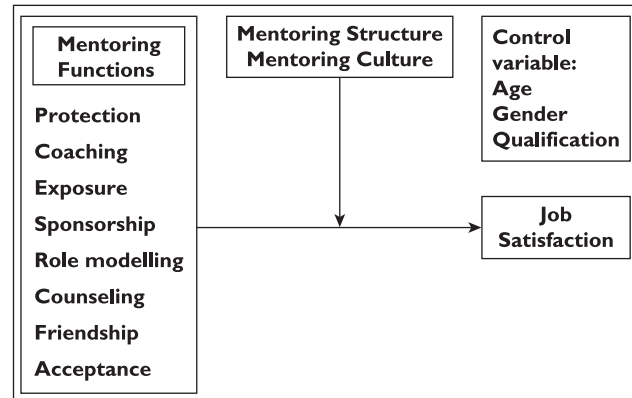


Figure 1. Theoretical Framework

satisfaction. Ettington (1998) indicated that only a small number of studies have been conducted to examine the moderating variables between career expectations and outcomes. Some of the studies found that a challenging job, perceived support from supervisor and co-workers (Ettington, 1998), emotional intelligence, organizational support (Park & Yoo, 2005), career motivation (Jung & Tak, 2008) and mentoring others (Lentz & Allen, 2009) acted as moderators between the relationship of perceived career aspect and outcomes variables.

The empirical assessments revealed that numerous studies on mentoring have been conducted on hotels industries (Murrell, Beard, Poter & Williamson, 2008), schools (Emmerik, Baurh & Euwecma, 2005), banks (Young & Perrewe, 2000), colleges, etc. (Dobrow & Higgins, 2005; Ensher, Thomas & Murphy, 2001; Harriet, Faye & Gliner, 2001; Horvath, Wasko & Bradely, 2008; Ismail, Abdullah & Khian, 2011; Karcher, 2008; Liu, Jun & Weitz, 2011) and research has also been conducted in business organizations (Changya, Mkecia & Charles, 2008; Lankau & Scandura, 2002; Raabe & Beehr, 2003) but there is lack of research on call centres, where mentoring relationships play a very important role towards employee attitudes like job satisfaction. Furthermore, Noe, Greenberger and Wang (2002) indicated that only a small number of studies have examined the moderating variables and stressed the need to explore the variables, which strengthen this relationship. Therefore, the proposed study bridges this research gap by examining the role of mentoring culture and mentoring structure as moderating variables between mentoring functions and job satisfaction (see Figure 1).

Hypotheses Development

Mentoring Functions and Job Satisfaction

There is evidence that employees who are mentored have higher job satisfaction (Collins, 1994; Fagan & Glen, 1982). The mentoring functions such as protection, coaching, exposure and role modelling have been related to greater job satisfaction (Scandura & Viater, 1994). Ragin and

Scandura (1999) found that mentoring relationship benefits protégés through increased job satisfaction. Protection involves the mentor exercising protective techniques and behaviours through which the protégé learns new skills and tactics in order to shield from untimely or damaging contact with key players, which leads to job satisfaction. The mentor as a coach instructs, listens, questions, praises, builds rapport, trusts, encourages, supports and focuses on the possible job opportunities, which enhance the mentee's satisfaction. Mentors can make the protégés more visible by assigning and announcing important responsibilities with frequent complimentary progress report, which satisfies the mentees with their job. Mentors sponsor their mentees for challenging assignment, which ultimately increases the mentee's satisfaction (Lee & Montiel, 2010). Counselling activity is intended to satisfy mentees by developing their client problem-solving and decision-making skills. Mentors' friendly attitude and acting as role model also enhance job satisfaction. Further job satisfaction is also increased when a mentee perceives proper application of mentoring function like role modelling, acceptance and friendship etc. (Jung & Tak, 2008; Lentz, 2004; Lentz & Allen, 2009). The mentor as a role model plays a significant role in value and character building for protégés (Bhandarker & Singh, 1999), which creates a sense of satisfaction for them. Several studies revealed that mentoring increases mentee's level of job satisfaction (Allen et al. 2004; Chao, Walz & Gardner, 1992; Ragins & Scandures, 1999). The above literature led to following hypothesis:

- H1.** Mentoring functions (protection, coaching, exposure, sponsorship, role modelling, counselling friendship and acceptance) significantly affect job satisfaction.

Mentoring Functions and Job Satisfaction: Role of Mentoring Structure and Culture

Mentoring structure has a significant impact on organizations as well as on individuals. Structured mentorship requires the mentor and protégé to set goals, objectives and meet to discuss routine issues and provide feedback, which enhances performance. Thus, a well-planned mentoring structure programme improves productivity and performance ratings, development as well mentor's career and improve diversity. Developing a valuable mentoring structure programme requires adequate budget, time, facilities and a true commitment from business leaders. A mentor is assigned by virtue of structural position, power and status, which keep things on track and ensures efficient use of time. This structural process is very important to achieve employee's job satisfaction (Purcell, 2004). Mentoring culture is actually a relationship that cultivates, disseminates and maintains organizational learning as a core part of the organizational culture. In the ideal mentoring culture, mentoring moves from being an isolated act of a

few to manifest and vital part of the entire organization. Mentoring culture promotes growth, enhances learning, utilizes time effectively and emphasizes career advancement, which act as a tool for increasing job satisfaction of employees. Allen et al. (2004) examined the moderating role of culture which strengthens the relationship between mentors and protégés. The factors like structure and culture enhance mentoring relationship (Ragins & Cotton, 1991). From the aforementioned discussion, the hypothesis is framed.

- H2.** Mentoring structure and culture moderate the relationship between mentoring functions and job satisfaction.

Methodology

This research is evaluative in nature. It evaluates relationship between mentoring functions and job satisfaction and role of mentoring culture and structure in between this relationship. Following steps have been undertaken to make this research objective more accurate:

Sample Size and Design

Employees working in two call centres of telecommunication firms, namely, Airtel and Aircel, in J&K (India) have been selected as respondents for the sample. The research population comprised 1,157 employees. We contacted only those who had a tenure of more than 6 months in the call centre so that they can provide the information pertaining to mentoring functions being exercised in the call centre, which further reduced the population to 907. All of these employees were contacted to generate research information. Only 215 employees gave the required response. Questionnaire technique with a 5-point Likert-type scale has been used for data collection.

Generation of Scale Items

The data collection instrument consisted of two parts. The first part provided information about age, qualification and gender of the employees, which have been used as control variables (Bishay, 1996; Herzberg, Mausner, Peterson & Capwell, 1957) as these can affect the outcome variable, that is, job satisfaction. The second part included information about mentoring functions, mentoring structure, mentoring culture and job satisfaction. The items for mentoring functions, that is, career function (protection, coaching, exposure, sponsorship, challenging assignment) and psychosocial function (role modelling, friendship, counselling, acceptance) (sample items: 'mentor is concerned with status and progress of the project', 'mentor encourages employees to prepare for advancement of my career', 'mentor helps employees to meet difficult task', 'mentor encourages employees to imitate his/her desired behaviour', 'mentor

shares personal experience as an alternatives perspectives to employees problems', 'mentor understands mentees problem'), have been adapted from Kram (1985) and Fine and Pullins (1998). Mentoring structure (sample items: 'The culture of our organization supports mentoring', 'It provides means for benchmarking') and mentoring culture scale (sample items: 'Periodic communication by mentor is to be done with regular meeting with mentee', 'Periodic follow-up by mentor is done to check the progress of mentee on his task') have been adapted from Viator (1999) and Zachery (2007). The items used in job satisfaction scale have been generated from Warr, Cook and Wall (1979) and Fox (2000) (sample items: 'On the whole, I am satisfied with my job', 'My job is interesting').

Analysis

Demographic Profile

Sixty-eight per cent respondents are male. Most of the respondents (64.6 per cent) are between 21 and 25 years of age. Thirty-five respondents are under graduates, 61 per cent are graduates having bachelor degree and 4 per cent are postgraduate having masters' degree. The detailed results are shown in Table 1.

Common Method Variance

The data were self-report in nature. In order to remove this problem, Harman's (1967) 1-factor test was applied, where we added all dependent and independent variables together and conducted a principal component factor analysis with varimax rotation. The results revealed that no single factor was explaining majority of the variance, which provided evidence that no threat of common method bias exists (Liu et al., 2011). Further confirmatory factor analysis (CFA) also helps to remove this problem.

Reliability and Validity of Measurement Models

Factor analysis has been used to examine the interrelationships (correlations) among variables and reduction of

Table 2. Summary of Exploratory Factor Analysis: Variance Explained (VE), KMO Value and Eigenvalue

Scales	VE (%)	KMO Values	Eigen Values
Coaching	15.19	.637	3.19
Role modelling	14.20		2.99
Exposure	13.80		2.90
Friendship	13.76		2.89
Counselling	11.90		2.50
Protection	10.00		2.10
Total VE by mentoring functions	78.85		
Job satisfaction	60.50	.742	2.42
Mentoring culture	61.17	.585	1.83
Mentoring structure	66.95	.605	3.01

Source: Authors' contribution.

variables into few manageable and meaningful sets. It was carried with principal component analysis along with orthogonal rotation procedure of varimax for summarizing the original information with minimum factors and optimal coverage (Hair, Anderson, Tatham & William, 2006, p. 133). Exploratory factor analysis was conducted to identify mentoring functions being exercised in call centres in India. Twenty-nine items of mentoring functions were reduced to 21, which converged under six factors, namely, protection, coaching, exposure, role modelling counselling and friendship. Items of two mentoring functions, namely sponsorship and acceptance, got deleted so hypotheses pertaining to these two functions could not be tested. Factor analysis of three other scales used in the study resulted in one factor solution for each (see Table 2).

CFA has been used to provide a confirmatory test to the measurement theory. All the measurement models (mentoring functions, job satisfaction, mentoring structure and mentoring culture) yielded appropriate goodness of fit (see Table 3). In the present study CFA was performed to assess reliability and validity of latent constructs. All the measurement models of mentoring functions, job satisfaction, mentoring structure and mentoring culture, proved their validity as all manifest variables are highly loaded on their latent constructs ($SRW > 0.5$). High-standardized estimates and average variance extracted proved convergent validity as suggested by Anderson and Gerbing (1988). Results of the measurement models for latent constructs revealed that all standardized loadings are above 0.5 and significant, which provided support for convergent validity (see Table 4). Discriminant validity can be achieved when the squared correlations between the variables are less than the average variance (Fornell & Larcker, 1981), and our results satisfy this condition (see Table 5). For evaluation of internal consistency among the items, Cronbach's α was analyzed. Scale reliability was also assessed using a composite reliability measure (Fornell & Larcker, 1981) and the result revealed that composite reliability for all the constructs is above conventional cut-off of 0.7 (Nunnally & Bernstein, 1994) (see Table 3).

Table 1. Demographic Information

Demographic Variables	Categories	Frequency	Percentage
Gender	Male	158	73.48
	Female	57	26.51
Age	16 year to 20 year	59	27.44
	21 year to 25 year	139	64.65
	26 year to 30 year	17	7.90
Qualifications	Metric	11	5.1
	High school	65	30.2
	Graduation	131	60.9
	Postgraduation	8	3.72

Source: Authors' contribution.

Table 3. Goodness of Fit Indices of Measurement Model

Construct	CMIN/DF	RMR	GFI	AGFI	NFI	TLI	CFI	RMSEA
Protection	1.154	.020	.996	.997	.985	.998	.994	.028
Coaching	2.123	.018	.990	.948	.979	.988	.965	.075
Exposure	2.581	.050	.947	.979	.923	.966	.915	.080
Role modelling	.978	.014	.995	.976	.987	1.00	1.00	.000
Counselling	2.371	.038	.999	.941	.984	.990	.942	.080
Friendship	2.123	.022	.992	.937	.988	.993	.967	.075
Mentoring structure	1.539	.024	.992	.962	.985	.983	.994	.052
Mentoring culture	2.487	.033	.987	.936	.965	.934	.978	.086
Job satisfaction	1.211	.025	.994	.970	.989	.998	.994	.033

Source: Authors' contribution.

Table 4. Reliability and Validity Analysis

Constructs	Items	Standardised Estimates (SRW)	AVE	Composite Reliability	Cronbach's Alpha
Protection	P1	.645	.512	.817	.733
	P3	.787			
	P5	.708			
Coaching	Ch2	.764	.546	.971	.763
	Ch4	.748			
	Ch6	.632			
	Ch8	.625			
Exposure	E2	.553	.504	.835	.790
	E4	.949			
	E6	.554			
Role modelling	Rm1	.721	.533	.951	.724
	Rm3	.731			
	Rm5	.739			
Counselling	Cu1	.751	.515	.866	.758
	Cu2	.610			
	Cu3	.828			
	Cu4	.665			
Friendship	F1	.715	.528	.963	.738
	F2	.623			
	F3	.726			
	F4	.830			
Job satisfaction	Js1	.666	.512	.974	.778
	Js3	.833			
	Js5	.696			
	Js7	.653			
Mentoring culture	Mc2	.678	.503	.937	.667
	Mc4	.710			
	Mc6	.739			
Mentoring structure	Ms1	.639	.540	.965	.769
	Ms2	.835			
	Ms3	.717			
	Ms4	.650			
	Ms5	.691			
	Ms7	.819			

Source: Authors' contribution.

Table 5. Correlation and Discriminant Analysis

	P	Ch	E	R m	Cu	F	Js	Mc	Ms
P	.512								
Ch	.077 (.279**)	.546							
E	.251 (.501**)	.381 (.618**)	.504						
Rm	.096 (.311**)	.239 (.489**)	.194 (.441**)	.533					
Cu	.119 (.345**)	.227 (.477**)	.266 (.516**)	.255 (.505**)	.515				
F	.210 (.459**)	.394 (.628**)	.471 (.687**)	.215 (.464**)	.237 (.487**)	.528			
Js	.109 (.331**)	.293 (.542**)	.176 (.420**)	.211 (.460**)	.212 (.461**)	.306 (.554**)	.512		
Mc	.027 (.166*)	.253 (.503**)	.162 (.403**)	.110 (.332**)	.198 (.445**)	.167 (.409**)	.199 (.447**)	.503	
Ms	.060 (.290**)	.171 (.414**)	.151 (.389**)	.123 (.352**)	.255 (.505**)	.166 (.408**)	.206 (.454**)	.300 (.548**)	.540

Source: Authors' contribution.

Notes: P = protection, Ch = coaching, E = exposure, Rm = role modelling, Cu = Counselling, F = friendship, Js = job satisfaction, Mc = mentoring culture, Ms = mentoring structure

The values on diagonal axis represent AVE and below the diagonal axis is squared correlation between the constructs. Values in parenthesis are correlation values. ** $p < 0.01$ and * $p < 0.05$

Impact of Mentoring Functions on Job Satisfaction: Role of Mentoring Structure and Mentoring Culture

In order to test the moderating effect, all the conditions described by Baron and Kenny (1986) were first satisfied. These are: (i) the moderator should not directly relate with dependent variable; (ii) the moderator hypothesis is supported if the interaction is significant; and (iii) another property of the moderator variable is that, unlike the mediator–predictor relation (where the predictor is causally antecedent to the mediator), moderators and predictors are at the same level in regard to their role as causal variables, antecedent or exogenous to criterion variable, that is, moderator variables always function as independent variable.

The study examined the moderation effect of mentoring structure and mentoring culture with the help of a three-step procedure through structural equation modelling. We first assessed the impact of predictor variables, that is, protection, coaching, exposure, role modelling, counselling and friendship, on job satisfaction. The results revealed that all mentoring functions except protection are significantly influencing job satisfaction ($p < 0.05$). So hypothesis 1 stands accepted.

In the second step, we added the moderating variables as independent variables, that is, mentoring culture and mentoring structure, and the result revealed that mentoring culture and mentoring structure have insignificant ($p > 0.05$) impact on job satisfaction, which satisfies the first condition to test the moderation effect.

In the third step, we added the interaction effect, which shows that all the interaction effects are significant. Inspection of standardized weight of interaction effects revealed that the interaction effect exercised by mentoring structure×friendship is highest followed by mentoring structure×coaching, mentoring culture×protection and mentoring culture×friendship (see Figures 3 and 5). Thus, the results confirm that mentoring structure and mentoring culture moderate the relationships between mentoring functions and job satisfaction, so our hypothesis 2 is also accepted.

Lastly, the effect size of interaction has also been calculated with the help of the following formula (Chin, Marcolin & Newsted, 1996):

$$\text{Effect size } f^2 = \frac{R^2(\text{interaction model}) - R^2(\text{main effect})}{R^2(\text{interaction model})}$$

The resulting values, that is, 0.02, 0.15 and 0.35, are considered as small, medium and large effects size, respectively (Chin et al., 1996). In our case, the R^2 of main effect of mentoring functions and mentoring structure on job satisfaction is 0.441 (see Figure 2). And the interaction effect of mentoring functions and mentoring structure on job satisfaction is 0.517 (see Figure 3) and the effect size f^2 come out to be 0.147. As per Chin et al. (1996), the effect size f^2 of 0.147 is nearer to the medium effect size. Similarly the R^2 of main effect of mentoring functions and mentoring culture on job satisfaction is 0.439 (see Figure 4) and R^2 of the interaction effect of mentoring function and mentoring culture on job satisfaction is 0.509

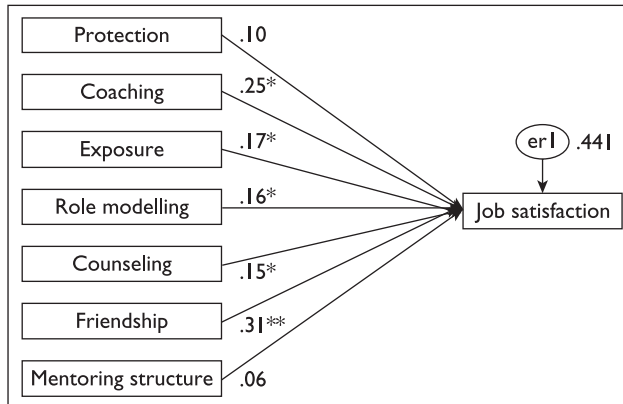


Figure 2. Main Effect Model 1

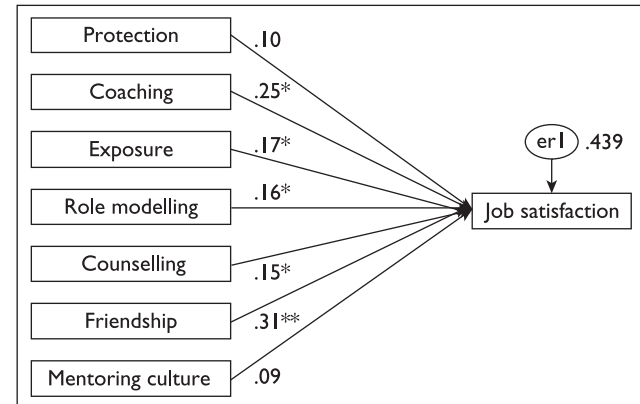


Figure 4. Main Effect Model 2

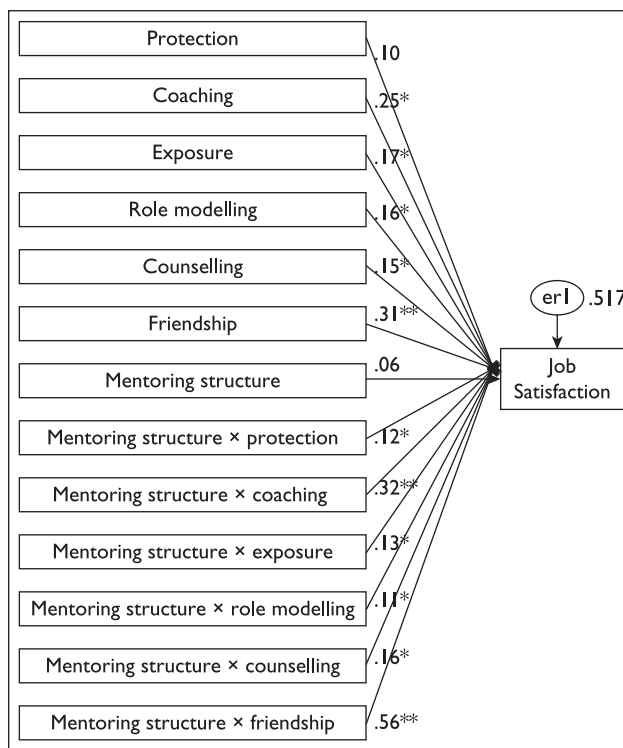


Figure 3. Interaction Effect Model 1

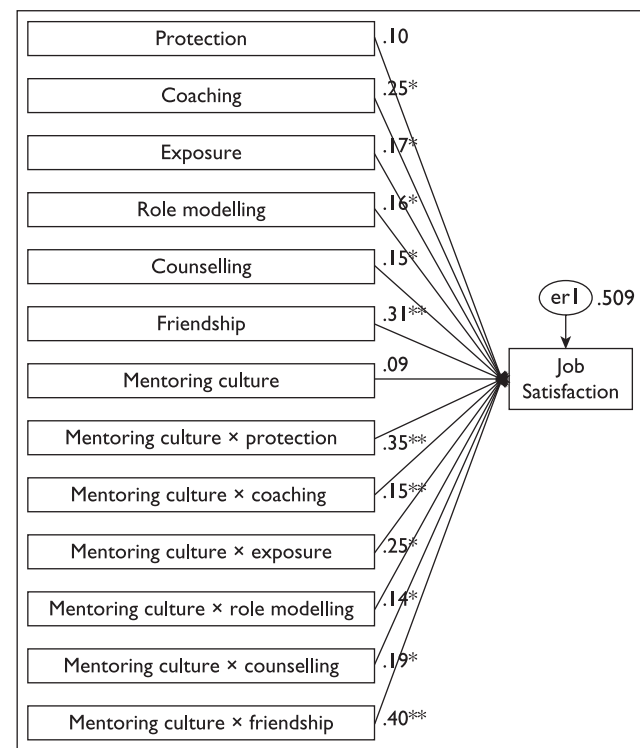


Figure 5. Interaction Effect Model 2

(see Figure 5). The effect size is 0.137, which is also nearer to medium effect size. The results reveal that mentoring structure and culture exercise significant effect on job satisfaction when coupled with mentoring functions.

Discussion

The present study contributed to the mentoring literature by highlighting the importance of mentoring culture and mentoring structure in an organization. As mentoring culture and mentoring structure inspire employees to give their best and perform to the highest standards. It constantly emphasizes on mentoring excellence for improving

competence and raising skills mastery. Our study explored the following issues:

1. Impact of mentoring functions on job satisfaction.
2. The moderating effect of mentoring structure and mentoring culture in between mentoring functions and job satisfaction relationship.

The result revealed that protection is not significantly related with job satisfaction, which is similar to the findings of Lee and Montiel (2010). All other mentoring functions, that is, exposure, coaching, role modelling, counselling and friendship, are positively related with job satisfaction

because during the mentoring process, mentors allocate challenging and learning tasks to mentees in order to improve their knowledge and skills, providing them career guidance, supporting in the advancement of job position, helping in resolving task-related problems and further promote their overall growth. In this way, mentees improve their knowledge and skills. The knowledge, experience exchange and learning opportunities in the mentorship increase the mentees' sense of confidence towards their job, which create a high level of job satisfaction (Chao, Walz & Gardner, 1992; Raabe & Beehr, 2003). The second part supports the main theme, which is moderating role of mentoring culture and mentoring structure between the relationship of mentoring functions and job satisfaction. Mentoring culture and mentoring structure are required to execute mentoring in a rational, comprehensive and conscientious way. Mentor ensures a homely feeling, guarantees protection and provides proper communication, training, coaching, support and administration, which make employees personally satisfied with their job (Larry, 2011). Furthermore, the collegial and friendly environment along with proper mentoring structure and culture enhance intrinsic and extrinsic satisfaction (Elc & Alpkan, 2009).

Furthermore, the effect size of mentoring structure as moderating variable is more than the mentoring culture because formal mentoring programmes are highly planned and therefore formally structured. Moreover, highly structured mentoring programmes follow an application or proper recruiting process, making mentor-mentee assignments more understandable, create a learning bond for the relationship and follow results (Hutcheson, 2006). Through proper mentoring structure, mentor generates more control over the mentees, influences mentees to meet organizational goals and gather proper information to calculate results of all mentoring facilities. Hence, a proper mentoring structure strengthens mentoring and job satisfaction relationship. Further, mentoring culture comes spontaneously wherever mentoring structure and mentoring functions are implemented. Organizations have the authority, responsibility and accountability to create, manage, coordinate, maintain and control mentoring structure, but mentoring culture is a long-term process so it takes time for employees to adjust themselves in the mentoring culture.

Theoretical Implications

This is a pioneer study on call centres regarding impact of mentoring functions on job satisfaction and moderating effect of mentoring culture and mentoring structure between mentoring functions and job satisfaction. This research explored the factor-wise impact of mentoring on job satisfaction. Path analysis has been used to find the influence of moderating variable on mentoring functions and job satisfaction, and the results suggest various theoretical implication.

This investigation is important to academicians and researchers as this investigation adds to prior mentoring research by evaluating impact of individual mentoring functions on job satisfaction of employees. We empirically tested the moderating role of mentoring culture and mentoring structure, and their interaction effects with mentoring functions proved significant. Lastly, this investigation shows that due to the introduction of proper structured mentoring programmes and mentoring culture, organizations can properly channelize the mentoring functions.

Managerial Implication

The results of this investigation revealed the positive impact of coaching, exposure, role modelling, counselling and friendship on employee's job satisfaction. The result also found that protection did not affect job satisfaction because there is lack of job security in call centres, so in order to satisfy employees with their job, management should shield their employees with proper job protection, reducing their unnecessary risk and also protect the mentee by showing concern about their status and progress of the project, which increases their job satisfaction level. Furthermore, mentoring function should be implemented through developing detailed instruction guidance for the mentor in order to protect the mentee in a particular situation.

Although these mentoring functions are significantly related with job satisfaction, the degree of significance is low. By adding mentoring culture and mentoring structure their relationship improves more. So it is also suggested that management should provide proper formal as well as informal mentoring structure and mentoring culture in order to build a strong relationship between mentoring functions and job satisfaction. Management should give proper feedback to develop individual action plan or development plan. These plans should include goals and objectives, learning activities to accomplish the set goals and objectives and desired outcomes. It supplies a means for providing feedback, evaluation and benchmarking. It also clarifies roles, goals and responsibilities of each and every employees and employers, which manage expectations and encourage accountability. When mentoring is aligned with proper mentoring culture and mentoring structure, it is perceived as add-on activities to accomplish desire goal. It also promotes growth. It enhances the learning, leverages energy, better utilizes time, effort, resources and enriches vibrancy and productivity. Management should also organize evaluation programmes in order to share experience for both the mentor and the protégé. It aids in capturing relevant information such as interaction, activity and satisfaction level. Management should expose their talented employees with suitable reward system. It should also match the gender of mentees and mentors in order to increase job satisfaction. This also avoids several potential problems and a successful pairing is likely to

happen. And lastly in order to get the desired result, management in their formal mentoring structure and mentoring cultural programmes should keep their mentees updated with important organizational information through discussion, team-meeting and presentation. Management in their informal mentoring culture and structure programmes should also make their employees feel that they are part of a family, and the organization has a great deal of personal meaning for them and encourages them to have a strong sense of belonging to their organization. It should also provide a friendly atmosphere so that it would be very hard for employees to leave the organization when they want to. The skills of mentoring strengthen relationships as people feel more connected.

Mentoring culture and mentoring structure creates standards and best practices. Managers should make mentoring a cultural and structure-bound competence so that it smoothens the way business is conducted. A shared understanding and vocabulary of mentoring practice should be a natural fit with the values, missions and goals. The management of call centres should provide job security, proper guidance, challenging assignments and friendly atmosphere, which will help to enhance employees' satisfaction level.

Limitations and Future Research of the Study

Although this study expands our knowledge of the role of mentoring structure and mentoring culture on mentoring function and job satisfaction of the employees, viable prospects for further research are still there. All precautionary efforts were made to ensure the objectivity, reliability and validity of the study, yet certain limitations were discovered. These limitations are discussed as under. The study is confined to call centres only; for future research, same study can be conducted in other sectors. The major drawback of the present study was that it only studied the relationship between mentoring functions and job satisfaction, although other variables like job performance, organizational commitment and career development, etc. may also be explored. The data collected is self-reporting in nature. Only employees were contacted for data pertaining to mentoring function, and team leaders were not contacted. Two of the mentoring functions, that is sponsorship and acceptance, got deleted during validation process, so more stress needs to be given in future on items generation for these mentoring functions.

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