

HOW CAN A MENTOR'S ROLE ENHANCE A MENTEE'S CAREER ACHIEVEMENTS IN ORGANISATIONS?

NOR'AIN ABDULLAH^{1*}, FORBIS AHAMED¹, I WAYAN EDIARSAWAN², NURUL ASYIKEEN ABDUL JABAR¹ AND MOHD FIKRI ISHAK³

¹Faculty of Business Management and Professional Studies, Management and Science University, 40100 Shah Alam, Selangor, Malaysia. ²Department of Business Administration, Politeknik Negeri Bali, South Kuta, 80364 Badung Regency, Bali, Indonesia. ³Department of International Business and Management Studies, Faculty of Business and Management, Universiti Teknologi MARA, Puncak Alam Campus, 42300 Puncak Alam, Selangor, Malaysia.

*Corresponding author: norain_abdullah@msu.edu.my

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Abstract: This study was conducted to evaluate a direct relationship between mentors' roles and mentees' achievements. A total of 136 respondents in the Mentoring Programme for Public Service Department from the year 2014 to 2016 was purposively sampled. Data collected using questionnaires were analysed descriptively using Smart Partial Least Squares (SmartPLS) to evaluate the confirmatory factor analysis and structural equation modelling for testing the hypothesised relations. The result revealed four important outcomes: First, career function was significantly related to mentees' career satisfaction. Second, career function was significantly related to mentees' career motivation. Third, psychosocial function was significantly related to mentees' career satisfaction. Finally, psychosocial function was significantly related to mentees' career motivation. These results demonstrate the ability of mentors to appropriately implement career and psychosocial functions can enhance mentees' career achievements in the organisations examined.

Keywords: Mentoring, mentor's role, career satisfaction, career motivation.

Introduction

The 21st century has seen a myriad of major challenges, like regional diplomatic relations, business ties that transcend international borders, the industrial revolution 4.0, and the steep competition among organisations to achieve and retain their competitiveness and performance in a globalised era and borderless world (Par *et al.*, 2018; Gisbert-Trejo *et al.*, 2019). Meeting these challenges can be achieved if the organisation has workplace training programmes that are properly organised such as the mentoring programmes (Al-Zoubi *et al.*, 2022) since only well-trained employees produce better results in the workplace than employees who lack knowledge and training. Hence, mentoring is becoming a popular tool used by organisations to attract and retain talent (Jones, 2017).

Mentoring is a learning relationship, involving the sharing of skills, knowledge, and expertise between a mentor and mentee through

developmental conversations, experience sharing, and role modelling (HR Research Institute, 2022). In modern organisations, mentoring programmes typically begin from top to bottom, where knowledgeable and experienced staff members (mentors) are assigned to professionally guide less knowledgeable and experienced staff members (mentees) for the purpose of developing professional competence, culture, personality, and other social aspects (Liu *et al.*, 2022). In addition, according to Jones (2017), proper mentoring has a significant impact on an organisation in various ways such as boosting employee engagement, training future leadership, increasing diversity, and raising rates of worker loyalty and retention.

The examination of meta-analyses published in the international journals in the past 20 to 25 years finds that the mentoring programmes offer great advantages to both the

mentees and the organisations (Gisbert-Trejo *et al.*, 2023). As an example, the Association of Talent Development (2019) found that the use of mentoring programmes has increased to 71% in companies on the Fortune 500 list, whereas over 79% of millennials see mentoring as crucial to their career success (Kantor, 2017). There is a significant variety of effective mentoring programmes available in today's organisations, suggesting that mentoring remains an evolving development tool with which organisations continue to innovate (HR Research Institutes, 2022). Most organisations have implemented formal mentoring initiatives to develop and retain highly talented employees in this turbulent and volatile economy (Association of Talent Development, 2019).

A close look into previous studies establishes that mentoring programmes that have been well-planned, still fail to achieve the objectives if the mentors do not have an adequate ability to carry out their functions in an effective way (Abdullah *et al.*, 2020; Deng *et al.*, 2022). According to scholars like Ting and Qin (2017) and Nor Ain *et al.* (2018), mentors have two substantial roles, namely career and psychosocial functions. Career function is normally carried out by the mentors through guidance to the mentees related to career development (Gill *et al.*, 2018). Meanwhile, the psychosocial function is done by mentors guiding mentees with regard to social skills (Andrew, 2017).

Most of the study outcomes on mentoring programmes established in the 21st century found that the capability of the mentor in implementing the career and psychosocial functions properly can leave a significant impact on the mentees' success, especially in terms of their career satisfaction (Lunsford *et al.*, 2018) and career motivation (Abdullah *et al.*, 2020). In the organisational behaviour perspective, career satisfaction is the interaction between psychology and environment that influences an individual in assessing his or her work (Lunsford *et al.*, 2018). Next, career motivation is the motivation that impacts the goals, efforts, time, and behaviour of an

individual on his or her career (Nor Ain *et al.*, 2016). Although the traits of this relationship have been studied extensively, the role of the mentor as an important predicting variable has not been investigated in detail in the literature on organisations' mentoring programmes (Jyoti & Sharma, 2017).

In spite of this, there are several criticisms stating that this may be due to a number of factors: Firstly, past studies have over-elaborated the conceptual characteristics of mentoring programmes, where they explained the definition, purpose, type, function, and importance of the mentoring programmes (Kim *et al.*, 2015). Secondly, the previous literature has overused the simple correlation method, which is measuring the degree of the relationship strength and the direction of the relationship between the role of the mentor and the mentee's career success, also explaining the different views of the respondents on the role of a mentor (Jyoti & Sharma, 2017). Thirdly, most of the previous studies did not really focus on the evaluation of the mentor's role as a predictor to the mentee's career success.

Thus, the study outcomes only produced general assertions and this is insufficient to serve as guidance for practitioners to understand the complexity of the concept of these mentoring programmes to increase the capability of the mentor to guide his or her mentee (Abdullah *et al.*, 2020).

In the context of public services in Malaysia, the issue of training at work and its impact on employees has been examined extensively in organisations (Washington & Cox, 2016). Nonetheless, the emphasis on the role of the mentor as a significant predicting variable to a mentee's success is scarcely given attention in the public services sector in Malaysia (Curtis & Taylor, 2018; Abdullah *et al.*, 2020). Thus, the researchers seek to fill the gap in the literature by evaluating the effect of the mentor's role on the success of the mentee. This study assesses four type of relationships:

- (i) Between career function and career satisfaction

- (ii) Between career function and career motivation
- (iii) Between psychosocial function and career satisfaction
- (iv) Between psychosocial function and career motivation

Career Function

Career function refers to the role of the mentor in guiding his or her mentee with the aim of developing the professional competency of the latter (Lofthouse, 2018; Mullen & Klimaitis, 2021). Career function is practised in five dimensions: Challenging tasks, sponsorship, coaching, protection, and exposure to the mentee (Jyoti & Sharma, 2017). Challenging tasks refers to the mentor giving the mentee the opportunity to carry out important and highly risky tasks, which require the mentee to learn new skills (Gill *et al.*, 2018). Sponsorship is when the mentor aids the mentee in building their career by way of acknowledging their capability in the organisation. Coaching is defined as the mentor educating the mentee, aiming towards specific, less time-consuming issues that are able to contribute to the mentee's career improvement (Shen & Kram, 2011). Meanwhile, the role of the mentor in protecting his or her mentee refers to the mentor's responsibility in taking care of the mentee's welfare in the organisation, which can yield some negative consequences to the mentee's career (Arora & Rangnekar, 2016).

Finally, exposure is defined as the mentor giving support in terms of emotions, communication, and competency to the mentee, so that he or she can demonstrate their ability and cooperation with the management and colleagues (Ghosh & Reio, 2013). The mentor's capability to instil these five dimensions in the mentee will motivate the mentee to become a proactive individual and further contribute to the mentee's career success (Gill *et al.*, 2018; Lunsford *et al.*, 2018). Based on a recent study on mentoring programmes, there is proof that career function is able to act as a significant predicting variable to the mentee's career

success, satisfaction, and motivation (Mendez *et al.*, 2017; Lunsford *et al.*, 2018).

Psychosocial Function

The psychosocial function refers to the mentor guiding the mentee to interact with the organisation's environment to form positive behaviour (Wong *et al.*, 2017; Gill *et al.*, 2018). The psychosocial function is practised in four dimensions: Acceptance, counselling, peers, and role model (Wong *et al.*, 2017). Acceptance refers to the mentor's personality in terms of emotion and action in accepting the mentee as the peer from whom they seek guidance (Shen & Kram, 2011; Weijden *et al.*, 2015). Counselling is when the mentor instils counselling skills to the mentee to solve issues or problems that he or she experiences (Jyoti & Sharma, 2017).

Peers means that the mentor and the mentee have a very close relationship due to the mutual trust and the fact that there is chemistry between them (Ting & Qin, 2017). The final dimension is role model, referring to a mentor with a very good, noble personality to the point that it encourages others to emulate him or her (Nor Ain *et al.*, 2016). The mentor's capability to guide the mentee regarding the psychological and social influences in the organisation through these dimensions motivates the mentee in their career (Yu & Atwater, 2018). Based on new studies on mentoring programmes, the psychosocial function is found to be an important predicting variable to the mentee's career success or specifically their career satisfaction and motivation (Nor Ain *et al.*, 2016; Lunsford *et al.*, 2018).

Career Satisfaction

Career satisfaction is the outcome of the employee's perception of how their work gives a positive impact on their career (Young & Gaveda, 2018). Numerous studies have shown that when an individual has achieved satisfaction in his or her work and its environment, their improved productivity can elevate their career and organisational success (Hobaoubi, 2017).

Based on a recent study, there is evidence that career satisfaction has an important impact on the relationship with the mentor (Weijden *et al.*, 2015; Arora *et al.*, 2016; Abdullah *et al.*, 2020). Even the career satisfaction among mentees can be materialised if the mentor plays his or her role in the mentee's career development such as helping to increase the skills and maintaining positive behaviour at work (Nkomo *et al.*, 2018).

Career Motivation

Career motivation involves employee's motivation to boost their self-development at the workplace and in their profession as a whole (London, 1983; 1993). Career motivation is practised in the three following dimensions: Career resilience, career insight, and career identity (Weijden *et al.*, 2015). Career resilience is the characteristic of an employee who is capable of facing any issue or environment at the workplace that can affect their tasks and career (Alniacik *et al.*, 2013). An employee who has high career resilience is one that is very brave in taking the risks, not afraid of failure, and is tolerant of uncertainty and vagueness in the organisation. Career insight is a realistic perception of an individual on his or herself, and the organisation that can lead towards career goals (Nor Ain *et al.*, 2016). The final dimension is career identity, which refers to the extent to which an employee determines his or herself to stay with their work and organisation (Mustafa *et al.*, 2014). Researchers conclude that career motivation is the positive impact accepted by an employee due to the efforts and hard work in achieving his or her career goals (Mantgomery, 2017). There is evidence that mentees obtain high motivation following their mentors' success in playing their role effectively (Kao *et al.*, 2014; Weijden *et al.*, 2015; Mantgomery, 2017).

Study Framework

The role of the mentor in influencing the career success of the mentee is consistent with the proposal raised by the Social Exchange Theory by Blau (1964) and the Transformational

Leadership Theory by Burns (1978). The Social Exchange Theory stresses on two important elements: Responsibility and reciprocity. Leaders who benefit and offer support to their employees in the best way possible will spur the involvement and the sense of responsibility within the employees in nurturing the progress of the organisation. In mentoring programmes, the meaning of social exchange will frequently be translated as the mentor (leader) developing the career and psychosocial aspect of the mentee (employee) (Nor Ain *et al.*, 2016).

The Transformational Leadership Theory, on the other hand, posits that leaders implement the transformation process to create a work environment that can increase morale and motivation of the followers in developing career wellbeing. The application of the theory in mentoring programmes illustrates the meaning of transformational leadership as the mentor (leader) developing the mentee's career (Lunsford *et al.*, 2018). Figure 1 shows the conceptual framework developed for this study based on the literature. It explains the role of the mentor as the significant predicting variable to the mentee's career success.

Study Hypothesis

The Relationship between Career Function and Mentee's Success

Previous studies have found that the impact of career function on the mentee's career satisfaction has been inconsistent. An integrative revision involving an electronic database such as Web of Science, Scopus, CINAHL, and MEDLINE were conducted by Halcomb *et al.* (2018), where they looked into the relationship between career satisfaction and the career intention of registered nurses in the healthcare industry. The findings from the literature showed that the level of career satisfaction is different in terms of the range of factors. For example, there is a lack of consistency on the relationship between career satisfaction and factors like the role of professionals, respect, acknowledgement, and autonomy. This finding can further strengthen the argument on this inconsistent relationship

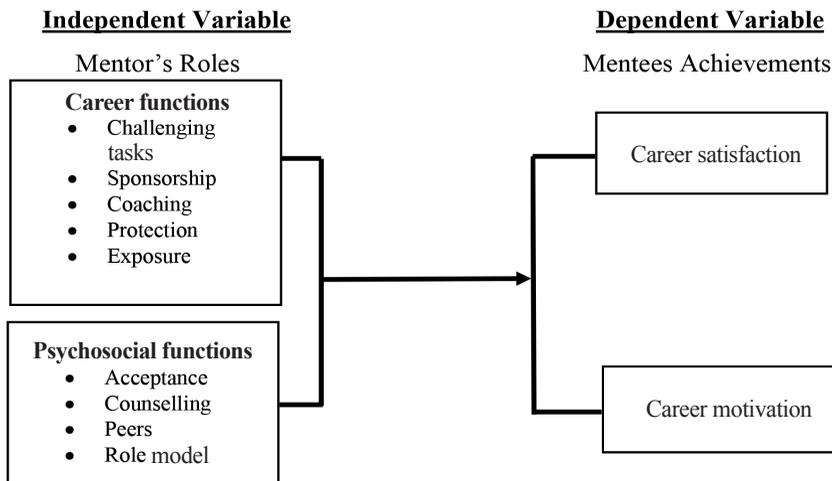


Figure 1: Study framework

between career function and mentee’s career satisfaction.

Another study has provided evidence that career function is an important predicting variable to mentee’s career satisfaction. Example include previous studies on the perceptions of engineers in the United States (Mendez *et al.*, 2017) and 136 public servants in Malaysia (Nor Ain *et al.*, 2018), prove that the ability of the mentor in guiding the career of the mentee through challenging tasks, exposure, protection, and sponsorship can boost mentee’s career satisfaction in the organisation. Thus, the hypothesis that will be tested is:

H₁: Career function has a relationship with mentee’s career satisfaction.

A past study found that the impact of career function on career motivation cannot be concluded. As an example, the study by Broadbridge (1999) only focused on a dimension of career motivation, which is mentee’s self-confidence. It was found that the determination of the mentor in developing the mentee’s career development through clear work procedure could improve a specific dimension of career motivation, which is mentee’s self-confidence. This may be explained by the fact that mentees tend to appreciate the self-confidence to make their own decisions, which is an important effect in the mentoring program.

In turn, a recent study has proven that career function is an important predicting variable to the mentee’s career motivation. The finding used the direct effect model to examine career function on mentee’s career motivation in varying organisations. As an example, the study by Nor Ain *et al.* (2016) used a sample of employees in the public sector in Malaysia and the study by Abdullah *et al.* (2020) used a sample of 136 public servants or employees in Malaysia. It is evident that the capability of a mentor in playing his or her role well to educate their mentee in regard to career development can boost the mentee’s career motivation. Thus, the following hypothesis will be tested:

H₂: Career function has a relationship with mentee’s career motivation.

Relationship between Psychosocial and Mentee’s Success

Past studies have revealed that the impact of psychosocial function on career satisfaction was inconsistent. For instance, a study by Lund (2003) only examined a specific dimension of career satisfaction, which is the satisfaction with superiors. The study finding confirmed that the mentor’s determination to teach his or her mentee to interact with the career environment is not able to increase the whole dimension of career satisfaction such as job promotion,

supervision, and colleagues. This finding may be attributed to mentees only appreciating the satisfaction they have with their superiors and do not feel any satisfaction with the work that they have completed.

By contrast, a recent study showed that the capability of the mentor in carrying out the psychosocial function can increase the career satisfaction of the mentee. As an example, the questionnaire outcome involving 124 workers in India (Arora & Rangnekar, 2016) and 145 workers at the Liberal Arts Colleges in United States (Lunsford *et al.*, 2018) prove that the ability of a mentor in carrying out the psychosocial function well can increase the mentee's career satisfaction in the organisation (Arora & Rangnekar, 2016; Lunsford *et al.*, 2018). Thus, the hypothesis that will be tested is as follows:

H₃: Psychosocial function has a relationship with mentee's career satisfaction.

Past studies revealed that the impact of the psychosocial function on a mentee's career motivation has been inconclusive. As an example, the study by Mustafa *et al.* (2014) only examined a dimension of career motivation, which is career insight. The study found that the mentor's dedication in developing the mentee's psychosocial aspect by helping the latter handle their emotions to interact well at the workplace and to help the mentee face conflicts is able to increase a specific dimension for career motivation, which is career insight. This might be explained by the fact that the mentee tends to appreciate more career insight dimension when it comes to determine career goals as an important effect in the mentoring programme.

On the other hand, a recent study showed that the psychosocial function is an important predicting variable to the mentee's career motivation. Several previous studies have been carried out using the direct effect model to examine the career function in a mentee's career motivation in different organisations. For instance, this study by Weijden *et al.* (2016) involved a sample of 459 employees from the Medical Centres University in the Netherlands

and the study by Nor Ain *et al.* (2016). These studies showed that the ability of the mentor in educating the mentee in managing their emotions at the workplace can increase the latter's career motivation. Thus, the hypothesis that will be tested is as follows:

H₄: Psychosocial function has a relationship with mentee's career motivation.

Methodology

Study Design

This study adopts the cross-reference method to collect the study data, as it enables the researcher to combine the findings from past literature with the questionnaire as the main source of data in this study. This data collection method can increase the capability of collecting data more accurately, reducing the potential of having to select in the selection process, and increasing the quality of the data gathered (Sekaran & Bougie, 2010; Creswell, 2014). This study was carried out in the agencies and ministries in Malaysian public services.

Measuring Tools

The questionnaire form in this study contains four sections. The first one is Career Function (CF) measured using 13 items adapted from the Mentor Role Instrument (MRI) by Ragin and Mcfarlin (1990). Second, the psychosocial function (PSY) is measured using 20 items adapted from Neo's mentor functions scales (1988). Third, Career Satisfaction (CS) is measured using 13 items adapted from the instrument developed by War *et al.* (1979). Fourth, Career Motivation (CM) is measured using 19 items adapted from Neo *et al.* (1990). There are also items constructed based on the semi-structured interview conducted by the researcher.

Sample

The study sample includes public servants who were appointed as mentees in the mentoring programmes in the organisations being studied. The focus of this study was on public servants

due to the fact that public services in Malaysia are being improved nationwide. Although this study uses a similar sample with that of Nor Ain *et al.* (2017; 2018) that focuses on the Islamic perspective on the mentor-mentee relationship, the conceptual framework between both studies is different. The researcher distributed 363 questionnaire forms in person to the mentees serving in multiple departments. From this number, only 136 forms (37.4%) were completed and returned. Researchers adopted the purposive sampling method to distribute the questionnaires as the researcher was not given a complete list of employees and this did not allow the researcher to select the respondents at random.

The researcher also conducted Harman's single factor test (1980) as suggested by Podsakoff *et al.* (2003) and Eichhorn (2014). This test is carried out to avoid the element of bias in the use of questionnaire form. The outcome of Harman's single factor test demonstrates that the variant percentage is 42.73% and this value is less than 50% (Podsakoff *et al.*, 2003; Eichhorn, 2014). This finding shows that there is no element of bias in the study's questionnaire form.

Data Analysis

The SmartPLS software package version 3.0 was used to analyse the study's questionnaire data. The researcher chose this statistical package due to its several advantages: Ability to perform simultaneous data analyses on the measurement model either reflectively or/and formatively through the path analysis, it does not require data with normal distribution, and it is able to analyse data that has a small sampling (Henseler *et al.*, 2009; Hair *et al.*, 2017). The study data is analysed using the guideline proposed by Hair *et al.* (2017), which is: First, testing the validity and reliability of the study instrument. Second, assessing the significant level based on the beta value (β) and t-statistics ($t > 1.95$ "two tail"), also the R^2 value in the structural model to measure the strength of the model in the study. The strength value of the model is measured based on the criteria proposed by Cohen (1988),

which is $R^2 = 0.26$ categorised as strong, $R^2 = 0.13$ classified as moderate, and $R^2 = 0.02$ grouped as having a weak relationship. Third, assessing the size of the effect (f^2) through the procedure suggested by Cohen (1988), which is $f^2 = 0.02$ (small), 0.15 (moderate), and 0.35 (large). Finally, the precision of the prediction (Q^2) for the independent variables is measured using the *blindfolding* procedure. If the Q^2 value for the independent variable is greater than 0 (Hair *et al.*, 2017), this shows that the study model achieves a relevant effect prediction.

Respondent's Profile

The respondent's profile shows the respondent's characteristics, where they are mostly female (55.1%) with Islam as the religion (91.2%), aged between 25 and 34 years old (69.1%), service tenure less than five years (61%), having a degree (39.7%), comprising the implementer staff member (64%) that the majority are from the department agencies (78.7%), and the salary is between RM1,000.00 and RM2,499.00 (47.1%).

The Validity and Reliability Analyses

The results of the validity and reliability constructs' analyses show that the factor loading values for every item are as follows: Career function (0.71-0.84), psychosocial function (0.71-0.87), career satisfaction (0.73-0.87), and career motivation (0.72-0.79). The values exceeded 0.70, showing that every construct has achieved the standard for validity and reliability analyses (Hair *et al.*, 2017). Then, the composite reliability values for every construct are career function (0.91), psychosocial function (0.94), career satisfaction (0.88), and career motivation (0.91). The values are more than 0.80, meaning that the measurement scale has high internal consistency (Henseler *et al.*, 2009; Hair *et al.*, 2017).

The convergent validity test (AVE) values for each construct of this study are career function (0.60), psychosocial function (0.64), career satisfaction (0.64), and career motivation (0.56), which exceeded the stipulated 0.5

threshold, showing that the study constructs are able to explain the change average between the items (Henseler et al., 2009; Hair et al., 2017). The discriminant test results show that the Heterotrait-monotrait (HTMT) value for every construct is less than the critical value required, which is 0.85 (Henseler et al., 2015). This implies that the study constructs have fulfilled the discriminant validity criteria that have been determined (Henseler et al., 2009; Hair et al., 2017).

The test results for the constructs show that the mean values for the variables begin from 5.82 to 5.95, which means that the career function, psychosocial function, career satisfaction, and career motivation are at high level (5) and very high level (7). Meanwhile, the standard deviation values for every variable are between 0.48 and 0.60. The Variant Inflation Factor test values (VIF) for every construct of the independent variables (career function and psychosocial function) and dependent variables (career satisfaction and career motivation) are 1. This value is less than 5.0, confirming that the study data are free from a serious collinearity (Hair et al., 2017). In summary, the outcome from the factor validity analysis confirms that the instrument for this study has fulfilled the validity and reliability criteria.

Study Outcome on the Study Hypothesis

Table 1 shows the hypothesis testing outcome for H₁ (CF → CS) and H₂ (CF → CM). The results of the testing produced two significant findings: First, career function has a significant

relationship with career satisfaction ($\beta = 0.58$; $t = 10.56$), which means that H₁ is accepted. In terms of the strength of this model, career function has contributed $R^2 = 35\%$ to the change in career satisfaction. Secondly, career function has a significant relationship with career motivation ($\beta = 0.58$; $t = 9.62$), meaning that H₂ is accepted. Meanwhile, in terms of strength, the career function model has contributed $R^2 = 34\%$ to the change in the career motivation. Thus, based on these results, there is a confirmation that career function is able to boost mentee's career satisfaction and career motivation in the organisations studied.

From the hypothesis testing, the size effect test (f^2) and relevance prediction (Q^2) were conducted. The test outcome for the effect size on the relationship between career function and career satisfaction is $f^2 = 0.53$ and the relationship between career function and career motivation is $f^2 = 0.52$. These values are greater than the standard determined, which is 0.35 (Hair et al., 2017), confirming that the independent variables give a strong effect on the dependent variables. Next, the *blindfolding* test result shows that the Q^2 value for career satisfaction is 0.21, which is a value greater than 0, proving that career satisfaction has achieved relevance prediction (Hair et al., 2017). Then, the Q^2 value for career motivation is 0.18, which is greater than 0, proving that career motivation achieves the relevance prediction (Hair et al., 2017).

Table 2 sheds light on the outcome for the hypothesis testing of H₃ (PSY → CS) and H₄ (PSY → CM). The results produce two vital findings: First, the psychosocial function has a

Table 1: Result of the hypothesis testing for H₁ and H₂

Hypothesis	Variable Relationship	β	t-statistics	R ²	Result
H ₁	CF → CS	0.58	10.56	0.35	Supported
H ₂	CF → CM	0.58	9.62	0.34	Supported

Table 2: Result of the hypothesis testing for H₃ and H₄

Hypothesis	Variable Relationship	β	t-statistics	R ²	Result
H ₃	PSY → CS	0.61	10.51	0.38	Supported
H ₄	PSY → CM	0.64	13.70	0.41	Supported

significant relationship with career satisfaction ($\beta = 0.61$; $t = 10.51$), indicating that H_3 is accepted. In terms of the model strength, the psychosocial function has contributed $R^2 = 38\%$ towards the change in the career satisfaction. Second, the psychosocial function has a significant relationship with career motivation ($\beta = 0.64$; $t = 13.70$), implying that H_4 is accepted. Referring to the strength of the model, career function has contributed $R^2 = 41\%$ to the change in career motivation. This result confirms that the psychosocial function is capable of increasing career satisfaction and career motivation.

As a follow-up from the hypothesis testing, the size effect test (f^2) and relevance prediction (Q^2) were carried out. The effect size for the relationship between psychosocial function and career satisfaction is $f^2 = 0.60$ and the relationship between the psychosocial function and career motivation is $f^2 = 0.68$. These values are greater than the standard determined, which is 0.35 (Hair *et al.*, 2017) and verifies that the independent variables give a strong effect to the dependent variables. The *blindfolding* test highlights that the Q^2 value for career satisfaction is 0.22, which is greater than 0, proving that career satisfaction achieves a relevance prediction (Hair *et al.*, 2017). Meanwhile, the Q^2 value for career motivation is 0.21, which is greater than zero, showing that the independent variables have achieved the level of relevance prediction (Hair *et al.*, 2017).

Discussion and Implications

This study examines the relationship between the important role of mentors in increasing employee satisfaction and careers. Based on the results of the analysis, career function has a significant relationship with career satisfaction. The results support previous studies that career function is an important predictive variable for mentee career satisfaction (Mendez *et al.*, 2017). This is because the mentor's ability to guide the mentee's career through challenging assignments, exposure, protection, and sponsorship can increase the mentee's career satisfaction in the organisation (Abdullah *et al.*,

2020). On the other hand, the results of this study contradict the findings of Halcomb *et al.* (2018) that the impact of career function on mentee career satisfaction is inconsistent. This is caused by various factors such as the inconsistency of the relationship between career satisfaction, professional role, respect, recognition, and autonomy.

Furthermore, this research found that career function has a significant relationship with career motivation. The results of the study are in line with the findings of previous studies. Nor Ain *et al.* (2016) found that career function is an important predictive variable for mentee career motivation. Furthermore, the ability of a mentor to play a good role in educating their mentee in terms of career development can increase their mentees' career motivation (Abdullah *et al.*, 2020). The results of this research contradict the findings of Broadbridge (1999) which revealed that the impact of career function on career motivation cannot be concluded because it is still focused on the dimension of career motivation, namely mentee confidence. Thus, the mentor's persistence in developing the mentee's career development through clear work procedures can increase the specific dimension of career motivation, namely the mentee's self-confidence.

The next important finding is that the psychosocial function has a significant relationship with career satisfaction. These results reinforce previous studies that the mentor's ability to carry out psychosocial functions can increase mentee career satisfaction (Arora & Rangnekar, 2016). In addition, the ability of a mentor to carry out psychosocial functions properly can increase mentee career satisfaction in organisations (Lunsford *et al.*, 2018).

Furthermore, the psychosocial function has a significant relationship with career motivation. These results support previous studies that psychosocial function is an important predictor variable on mentee career motivation (Weijden *et al.*, 2016). Furthermore, the study by Abdullah *et al.* (2020) found that the mentor's

ability to educate the mentee in managing his emotions at work can increase the mentee's career motivation.

Conclusions

This study has proposed a conceptual framework based on the literature review on mentoring programmes. The factor validity analysis shows that this study instrument has achieved high validity and reliability standards. The result of the SmartPLS path model analysis confirms that the role of the mentor is able to increase the career success of the mentee. The study outcome also supports and widens the literature on mentoring published in Asia and the West. Thus, researchers and practitioners in the mentoring field have to focus on the role of the mentor as an important element in the mentee's career development. This study has proven that a mentor's willingness to be open in the most possible way, be honest, and accurate in delivering information related to career and psychosocial functions will aid the formation of positive attitude and behaviour in the mentee and indirectly, influence his or her career. With this, the findings of this study can contribute to and increase the organisational competitiveness in the 21st century.

Furthermore, the findings and implications of this study need to take into account the limitations of the study. First, the study sample is small because the researcher was only able to collect data from the ministries and departments that are running mentoring programmes from 2014 to 2016. Therefore, the focus of the study only reflects the evaluation of the mentoring program by the respondents for that period. Second, this study did not measure the specific characteristics of the independent variable and the dependent variable. Finally, this study uses a purposive sampling method and this method can create bias when selecting respondents. Therefore, the findings of this study are important for all organisations, but the results of this study cannot be used in diverse organisations.

The limitations of this study can be used as a guide for strengthening the theoretical framework and research methods for future studies. First, the study sample needs to be larger in order to evaluate the mentoring program as a whole. Second, specific variables related to the mentoring program and the mentor's role need to be added in order to produce more robust research conclusions. Third, demographic characteristics such as age, education level, position, and gender need to be further analysed because these factors can increase the researcher's understanding of the differences and similarities in the mentee's perception directly or indirectly, which can influence the effectiveness of the mentor's role in improving the mentee's career success. Finally, the addition of dependent variables such as organisational commitment and desire to quit is necessary because it can help produce more robust research findings.

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Conflict of Interest Statement

The authors declare that they have no conflict of interest.

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