EXPLORING THE EFFECT OF MENTORING PROGRAMS FOR BOTH PUBLIC AND
PRIVATE SECTORS: FORMAL AND INFORMAL RELATIONSHIPS

by

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ABSTRACT

RODNEY MCCROWRE, Exploring the Effect of Mentoring Programs for Both Private and Public Sectors: Formal and Informal Relationships (Under the direction of DR. REGINALD SILVER)

Studies on mentoring projects have highlighted the polarization of subjects, unique to the role of mentoring relationships, the role of that mentor, and the influences of those groups through an individual's journey toward career development. This quantitative study aims to match and cross reference a network of people that have experienced informal and well-regulated relationships within various organizations. This study aims to examine the association of two types of fit and achievement goals, as well as examine the influence of mentorship on the relationship between fit and two dimensions of achievement goals (Mastery Approach and Performance Approach). The research is grounded in traditional management theories of person-organization fit theory, person-job fit theory, mentorship theory and achievement goals theory. The research provides a framework to examine the role of these predictor variables and their effectiveness within the business sector.

Keywords: Mentoring Relationships, Person-Organization fit, Person-Job fit, Achievement goal

DEDICATION

I dedicate this dissertation to my amazing wife, my two daughters, my son and my new

grand-fella! Your devotion and unconditional love was truly an uplift in achieving this milestone!

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First, I would like to give God all the glory and honor for the great things he has done and will continue to do in my life. Hebrews 11:1 confirms, Now faith is the substance of things hoped for and the evidence of things not seen. This experience has taught me a lot about myself and undoubtedly increased my walk with God! Despite the number of distractions and obstacles that seem endless, my commitment to God allowed me to stretch my faith and finish strong. Proverbs 3:5-6 says–Trust in the LORD with all thine heart, and lean not unto thine own understanding. In all thy ways acknowledge him, and he shall direct thy paths. Well, he did, and for this, I give him praise!

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LIST OF ABBREVIATIONS

AG   Achievement Goals
ASA   Attention Selection Attrition
KPI   Key Performance Indicator
KSA   Knowledge Skills and Abilities
MA   Mastery Approach
PA   Performance Approach
PE Fit Person Environment Fit
PET   Person Environment Theory
PJFit Person Job Fit
POC   People of Color
POFit Person Organization Fit
PSM   Public Service Motivation
PWI   Predominantly White Institutions
ROI   Perceived Organization Support
SET   Social Exchange Theory

CHAPTER 1: INTRODUCTION

OVERVIEW

Over the past thirty years, mentoring networks have historically presented as top-down and one-on-one relationships where knowledgeable participants inspire and facilitate career growth for new or existing members. Yet, mentoring relationships have remained the hallmark of personal and professional growth throughout institutions (Kram, 1985). This study seeks to investigate which type of fit was strongly related to achievement goals among different people and across sectors. This study investigates the relationship between two forms of fit (i.e., Person-Organization, Person-Job Fit) and two dimensions of desired outcomes (Mastery Approach and Performance Approach). Additionally, the study assesses the power of mentorship as a moderator of these relationships between fit and achievement goals. We begin by explaining how fit came to be and what made it unique and widely studied in the framework of organizational effectiveness. The study then measures relationships for two scales of achievement (e.g., mastery approach and performance approach towards two research questions relevant to this remaining issue, namely measures in the private and public sectors among various populations and conditions. Following that, we look at significant results that produce discussions concerning the theory's core formations and assumptions and how they apply to business cases. Theorists described achievement goal theory as a standard, interconnected system of motivation. Typically, these objectives tend to be classified as mastery and performance goals, while each outcome has its inputs and models of cognitive, affective, and behavioral effects (Dweck, 1986, 1999). This leads to the research question, which model of fit (i.e., POFit or PJFit) was closely linked to achieving goals among people from various industries?

Studies have explored employee mentoring benefits and concluded that mentoring was linked to important workplace achievements such as salary level, promotional rate and the quality of employment among others (e.g., Chao et al., 1992; Fagenson, 1989; Scandura, 1992; Whitely et al., 1991). According to the literature, mentoring programs are standard in both private and public area businesses (Ehrich et al., 2004, Hansford et al., 2003). Traditionally, a rise in demand and depreciation in skilled employees' availability has created difficulties for the public sector as companies continue to recruit and safeguard talented personnel who opt for better pay and promotion opportunities in the private industry (Johnston & Packer, 1987). The findings show that there are far more positive experiences as opposed to the negative outcomes concerning mentoring relationships. These achievements were widely cited, including variations in expertise and training and increased trust and negative results, including time constraints and the absence of a mentor toward leadership development (Ehrich et al., 2004, Hansford et al., 2003). The genesis of this present research is motivated by personal observations and ongoing conversations among like-minded professionals aspiring to advance in their careers. Prior research also posits that organizations should discuss how people from different cultures, backgrounds, and viewpoints help and activate different types of relationships (Bearman et al., 2007). Several works in the research were carried out to investigate mentoring roles, trends, or training in leadership across organizations (Carter et al., 2020; Stryker, 2018). Due to the budding interest in mentorship, there is a lack of developed methodologies to help individuals identify their career needs and establish healthy mentor-mentee frameworks to support achievement goals (Montgomery, 2017).

Achievement goals appear to be the threshold or social and emotional-dynamic purpose of competence-relevant actions (Maehr, 1989). A person's ability to improve their level

of competence translates as a mastery approach. The performance approach exists a feature that focuses on demonstrating one's ability in comparison to others. Preceding studies establish approach goals as rather more optimistic than avoidance goals, plus they tend to predict a combination of positive and negative outcomes (Elliot, 1999, 2005). Prior studies include the lack of mentorship, achieving tenure/promotion, and being received by colleagues as equal, freely speaking one's opinion, decision-making, and career growth and advancement (Edwards & Ross, 2018). The applied survey for this study aims to match and cross-reference a network of individuals that have experienced informal and well-regulated relationships within organizations. However, factors that influence the achievement goals of indigenous people, regardless of industry, are not well defined (Szelényi & Denson, 2019). Businesses continue to actively work toward establishing mentoring programs to ensure that women and underrepresented communities have access to training and development that will exceed those perceived benefits (Hansford et al., 2003). Although most of the empirical mentoring research focuses on the mentee, there is evidence that the mentor often profits from those relationships (de Vries et al., 2006). Earlier research focused on managing diversity in the workplace through effective communication and suggested that a successful mentoring program is one that makes changes to accommodate the psychosocial needs of the mentee (Sadri & Tran, 2002). An earlier examination shows why gaps in the types and norms of "European" and "indigenous" leadership trigger cultural problems (Tupahache, 1986). Thus, cultural enrichment services should be introduced as a counterstrategy to strengthen the mentor's capacity to assist their mentees in solving some of these challenges. Based on the Harvard Business Review critique, "Why Your Mentorship Program Isn't Working":

Good mentors gain various professional benefits such as quicker growth, higher wages, improved corporate engagement, a more robust professional identity, more significant work, and job satisfaction. Yet organizations with moderate or mediocre support puts a damper on those relationships. Therefore, organizations that wish to enhance their mentoring programs should thoroughly examine who they select as mentors (https://hbr.org/2020/07/why-your-mentorship-program-isnt-working).

Such sentiment is dangerous because of the potential with which it could taint the search process when decision-making opportunities become available. Such sentiment lacks any empirical foundation and fails to acknowledge systemic causal factors that either aid or hinder the career progression of indigenous people who aspire to career development. This myopic view of talent availability also defies logic in institutions such as Colleges and Universities, where much of the workforce tends to be people of color. Even as industries continue to evolve, the research seeks to explore the following questions: What should the mentee expect from their mentor? What are the planned hours of contact and meetings between the mentor/mentee? Should the mentoring continue after employees complete each phase(s) in the program? Ultimately, how does the company establish an achievement system for its personnel if there is no mentoring program? The research shows that public and private mentoring programs will differ significantly by the interaction in the mentoring program's organizational development (Egan & Clark, 2019).

There are benefits and drawbacks to mentoring services for both the public and private sectors. Some variations between organizations can affect mentoring, including financial support for the organization, its culture, and employee demographics from top management to lower-level management. Extant studies authenticate meaningful and accurate impact upon employee

performance through talent management strategies, like recruiting for organizational effectiveness, mentoring programs concerning talent learning and growth, and employee retention incentives (Bibi, 2019). The call for mentoring and developing individuals for career development should become a pressing and continued discussion. There remains a gap in the literature that warrants a discussion towards the effectiveness of mentoring relationships for all cultures yet observing those known and unknown implications of minority groups, women, and their decision-making roles at public and private businesses. Fit within an organization is helpful because it strengthens one's ability to predict how often the person's values may adjust accordingly and to what extent they adapt to the organizational standards (Chatman, 1989). One can assume that there are higher levels of fit in an organization when standards and values are consistent. This study believes that membership within various industries will shape and alter people's values toward career advancement. However, studies found that different job principles (e.g., preference of individuals, independence) shifted in the course of one's work experiences (Roche, 1979). Earlier studies adopted principles from past organizations and similar professions. Likewise, people who regard their leadership as considerate, professional, and competitive associate their values with the values of the organizational culture values (Wanous, 1978). The overarching theme of this study is fit, as it will be used as a proxy for measuring race to solve business problems within sectors. As a result, the lack of fit may be entirely due to race.

The power of such ties for achieving goals and objectives demonstrates these relationships by mentoring, race, and sectors in this manuscript. In comparison, non-profit industries with formal and informal income through sources of data. The study continues to observes established formal and informal relationships throughout industries. The impact of mentoring interactions and gender on mentoring roles, including career outcomes, was explored

by various research. Studies show that supported individuals earned more informal mentoring relationships than those formal relations (Ragins & Cotton, 1999). In the mentoring reports, formal and informal ties bind citizens and foster confidence and understanding, the fundamental building blocks of social support. Mentorship has been instrumental in creating action plans, by establishing realistic objectives, and setting a timetable for reaching such milestones for a diverse group of individuals in the agency (Quarles, 2018). Prior research has shown that private mentoring tends to be individualistic, elitist, and promotional, while adult education and growth tend to be more, or all expected mentoring standards (Ritchie & Connolly, 1993). The public sector lacks a significant need for meaningful performance measures and management styles and a desire for a more inclusive and participatory way of doing things through a framework based on an arbitrary and monolithic experience (Ganesh et al., 2015).

With the expected retirements of senior-level administrators in the workplace, it warrants exploring existing and non-existing mentoring programs. Conversely, how to strengthen mentor/mentee relationship for succession planning. However, environmentalists may be right enough to emphasize the lack of quality training for the public authorities considered and how those individuals are performing in their current duties. This work seeks to address the preparation and succession planning for inexperienced groups. According to Boston College Center for Retirement Studies, the retirement age expected for men and women (i.e., ages 62-64) is precisely a two-year differential versus the normal (Munnell, 2015). Now that the 'baby boomers' are entering retirement at an aggressive rate, this wave has challenged public and private organizations worldwide, including management at all levels. Although more companies continue to encounter a diversified workforce, decision-makers may have to resolve issues through virtual teams and mentoring services in many of these areas (Houck, 2011). The

question remains: who will replace government employees in the 1960s and 1970s who answered the call to the public sector – most probably as baby boomers now? Based on those organizations' results, it is becoming difficult and expensive to recruit and retain many people; estimates have placed the overall costs on recruiting and training new employees. This expense seems to be at least half the staffing costs. Yet, academic institutions within higher education, show that college and university presidents, on average, have been 61.7 years of age. It reflects little change from the beginning of 2011, an average of 60.7 and 59.9 years of age during 2006. Nearly a fourth of the presidents (23.9 %) held managerial or top executive positions before obtaining a leadership role, according to the American Council on Education (A.C.E.). This figure is up from 19.5 % in 2011 and above the national average of 21.4 % in 2006 (American College President Study 2017). These reports also show that colleges and universities consider a candidate's experiences when they must recruit a president. Historically, presidents have been White men (Seltzer, 2017), as the focus on knowledge comes at a cost of increasing the institution's diversity. Hence, this may generate another question about how higher learning institutions interpret organization and person fit for future leaders. According to the 2019 Power in the Boardroom report by Black Enterprise, there were 322 black corporate directors at 307 companies among S&P 500 firms. Twenty-one of those were chairmen and lead directors. But the study also concluded that there were no African - American board members for more than a third of S&P 500 firms. Earlier studies showed the need to improve networking with people of color through their institution. However, the amount of research on this problem is limited. Extending the literature on the usefulness of mentors in various settings may allow organizations to expand existing mentoring programs or develop one as needed across businesses. However, many of the problems within corporations have discovered a shortage of established systems for

formal mentoring programs (Wright, 2017). The extent to which participants are involved in the

mentoring process is a meaningful way to distinguish between conventional mentoring programs.

The study of formal and informal mentoring relationships has become a central

distinction in the mentoring literature. One of the most common distinctions is that informal

mentoring comes from shared inclusion and the constant interactions between

two parties (Ragins & Cotton, 1991). Obstacles towards achievement exist relative to

those formally mentored and managed to achieve the aims of their company (Washington, 2010).

Although formal mentoring services are increasingly common in public and private

organizations, few longitudinal studies have investigated established mentoring

programs (Wanberg et al., 2003). Yet, these disparities remain in the mentoring literature as

experts endeavor to demonstrate its usefulness in the workplace (Egan & Song, 2008).

Conversely, this research could very well explore different factors that are otherwise diverse in

context and address the career literature's perceptions.

Over the last 20 years, public sector industries have introduced mentoring services as an

advancement strategy for women and other targeted groups. To stimulate, cultivate, and maintain

personnel, public and private organizations produced efforts to invest money in mentoring

programs (Tolar, 2012). Organizations draw on mentoring opportunities to advance careers while

helping indigenous groups. Conversely, studies show that minorities do not lack access to a

mentor but lack access to experts of the same gender, race, or ethnicity (O'Neill, 2012). The

group could establish a multicultural mentoring partnership (i.e., cross-gender and cross-

race/nationality) in which mentoring blocks may be likely to provide employee perks. In

contrast, individual demographic associations may likely provide socio-economic benefits.

Mentoring, at its highest quality, exemplifies a constructive partnership in motion at work

(Schmidt & Wolfe, 2009). The relational quality of mentoring and its effectiveness are characterized as distinct yet interrelated dynamics within mentoring relationships (Rogers, 2011). Though mentoring can inform the thriving field of positive relationships, not all mentoring relationships are positive in the workplace. Mentoring falls along the spectrum ranging from high quality to mediocre or even counterproductive (cf. Eby et al., 2000; Ragins et al., 2000; Scandura, 1998). The mentoring literature asserts that individuals tend to be more attracted to organizations that provide more structured mentoring programs than those who do not offer such programs (Allen & O'Brien, 2006) and benefit from improved employee engagement (Allen et al., 2004), motivation, and advancement (Eby et al., 2008). Prior scholars have posited that mentoring includes active support and career development (Allen et al., 2004; Eby et al., 2008). Several administrators and decision-makers in higher education (i.e., deans, vice-presidents, presidents or researchers), found that members of these leadership groups advanced in their careers, primarily because of a mentor. Perhaps a more structured mentoring program would facilitate an individual's career goals in the modern-day workforce. While mentoring programs have latent benefits, extant research has examined the dysfunctional or negative implications of those mentoring relationships (Eby & Allen, 2002). The dark side of mentorship includes imbalanced perceptions and, in essence, the adverse effect in the workplace (Perry, 2018). People engaging in formal and informal mentorship programs could experience positive, negative, and or neutral effects (Bozeman & Feeney, 2008; Eby et al., 2008). Mentoring complexity can be compounded by a unique nature that spans assigned workplaces, political processes, increased services, and resource availability in the public sector (Kim, 2005; Reid et al., 2008). This research focuses on public and private mentoring programs. Both direct and indirect relationships within organizations may very well be scant throughout industries. Hence

mentoring studies in the public sector appear limited, except for a few published articles (Reid et al., 2008).

Research should identify when management teams of an organization do not have a high level of expertise, organizational experience, or the skill set to direct its members. Mentoring may come across as nurturing the interests of future leaders. However, it is a good idea to support individuals in those sought-after positions. Concerning this study, mentoring relationships are thought to result in professional growth knowledge for potential leadership roles (Kochan et al., 2015). Mentoring activities can be defined as a psychological state that represents the relationship between an employee and the organization (Allen & Meyer, 1990). The mentoring research showed that the relationship with either party is ineffective because of the mentor's lack of time, the lack of planning, the insufficient pairing of participants, and the lack of knowledge about this undertaking. Studies indicate that the peer-mentor dyad benefits by learning from each other to be effective in a mentoring relationship; thus, these relationships should be founded on trust and commitment toward the individual's growth while respecting differences, interests, and past experiences (Calvin & Ashman, 2010). However, exploring employee career intentions may help organizations better explain the various patterns of affect, perception, and overall behavior. Prior commentaries found that predictors of an individual's success in the organization are the mentee's and mentor's profile, the mentoring relationship, and the extent of trust during the career development period (Bozeman & Feeney, 2009). Earlier studies have introduced achievement goal theory as one of the dominant approaches to understanding achievement motivation (Baranik et al., 2010). Thus, the Achievement Goal Theory suggests that individuals should possess well-defined strategies or intentions when undertaking advantageous roles (Dweck, 1986; Pintrich & Schunk, 2002). Traditionally, the

focus has been on two types of goals: mastery and performance goals (Dweck, 1986; Elliot, 1999, 2005; Nicholls, 1984). Once the mentor and mentee have more input into the matching process, it is usually an individual obligation to find a good fit. Doing so will lead all parties to consider what they want from the program more closely and discuss how their aspirations resonate with the program's defined goals.

One mentoring study asserts that various organizations (i.e., Healthcare, Corporate America, Academic Institutions, State and Government Agencies) model mentor/mentee relationships. When mentor/mentee relationships are ready for expansion, the guide will most likely recognize and ascertain the necessary modifications (Farah et al., 2020). The mentor/mentee should also acknowledge and leverage opportunities that facilitate a teacher/learner's association, including one's growth. In the private sector, decision-makers rely on their personnel's internal expertise, while public agencies tend to follow policy and procedure standards. These factors may influence sector-specific challenges in providing mentoring resources. Mentorship and achievement goals are examined later in this study with the intention of demonstrating dual benefits to the employee and to the institution by interpreting how mentorship (mentoring programs) can become an integral component toward the success for managers and systems to establishing achievement goals in the organization, which translates into stability while in pursuit of organizational success.

Underrepresentation for people of color in management, or their aspiration to improve upon scholarly research appears to also be partially explained by obscurities around dimensions of fitting, person-organization fit, and person-job fit. Person-organization fit (POFit) theory attempts to establish congruence between an institution's values and a candidate's values. Alignment of ideals with the company is a vital nuance for the individual worker. Employees

seem to have a general idea of their organizations, but this framework will serve as an approach to the employee's organizational performance. This alignment of values as it relates to POFit may present unique challenges for people of color in instances where the diversity of these organizations does not reflect or seem to include them. According to earlier studies, specific administrations appear to have both formal and informal methods. It seems to consist of informal social networks and the historical "good old boy network," meaning that career success is more dependent on who a candidate knows rather than the qualifications and expertise a candidate might have. White professionals seem to have an edge across social networks because they socialize where White executives socialize, due to the current disparities in social networks to which White professionals and POC professionals feel connected. In modern-day organizations, minority professionals are less likely to interact in areas where White senior managers socialize, inasmuch minority professionals are disproportionately affected. A larger part of this behavior creates a need for minority practitioners to work harder to achieve the exposure required to attain greater responsibilities (Silver, 2013). Studies report that people of color in higher education experience loneliness, rejection, marginalization, devaluation, and alienation (Kirchmeyer, 1995). In most aspects of academia, they are underrepresented and disadvantaged, including educational achievement, salaries, and promotions (Allen & Meyer, 1990; Allen & Eby, 2007; Allen & O'Brien, 2006; Eby & Allen, 2002).

Person-job fit (PJFit) theory has been used to describe the congruence between individual attributes and the attributes of a specific job. PJFit changes the unit of analysis from congruence with the attributes of an organization to that of congruence with the attributes of a job within that organization. PJFit is related to decisions of agreement between the abilities of an employee and the demands of a specific job (e.g., Cable & Judge, 1996; Kristof-Brown, 2000). Previous

researchers have made distinctions concerning leadership roles between perceived PJFit and

POFit (Kristof-Brown, 2000; Lambe et al., 2001). The polarization between POFit and PJFit

presents unique challenges for minority serving establishments, and those recruits in general. An

individual's work criteria may be uniquely trained and matched with the organization's qualities

in which the job mandates. On the other hand, people can be associated with and not accustomed

to the demands of a certain job within that organization. Studies have acknowledged the nuances

within this dichotomy of POFit and PJFit (Carless, 2005). However, research that concentrated

on fit did not mention how a person's fit could be different. There are relatively few studies on

relegated experiences with level of fit within an organization. This study's fundamental aim is to

illuminate how level of fit or lack of fit may affect subordinates' (e.g., people of color)

achievement. Diversity within organizations provides a framework that influences fit, implies

that sharing information about its culture before hiring employees will result in a better selection

for person☐organization fit (Silverthorne, 2004). Research has indicated that having a realistic

job preview positively affects the work output of turnover and newcomers (Wanous, 1978). Job

preview has been demonstrated to positively affect the job performance of sales and newcomers.

Also, support has been demonstrated for the constructive framing strategies of managers to

reinforce on-the-job relationships (Ruiz Munoz, 2020). Presenting job predictions could further

garner the perception that newly selected recruits' well-being is of concern to managers

(Colarelli, 1984; Suszko & Breaugh, 1986). Understanding the dynamics of fit and the

implications for both the employee and the mentor set up a proposition that is later tested in this

present research which concerns the potential moderating role of mentorship.

Based on the U.S. Education Council's (2012) data, students and faculty in higher

education remain substantially underrepresented in senior-level management positions (Cook &

Kim, 2012). There is very little research concerning heterogeneity among those in senior leadership positions, particularly in institutions of higher learning.

Most of the career research and hypotheses have concentrated on professions dominated by White men, and their role in career achievement research, and the relatively low representation of women and minorities in management (Brown, 2007; Forbes & Piercy, 1991; Rosenbaum, 1984). Mastery approach was based on the development of competencies through task management, whereas performance is a mind-set in which individuals are concerned with demonstrating competencies while those success objectives (i.e., self-efficacy) in an academic domain compared to the work domain would support the underpinnings of this study. In the achievement context, each goal assumes to provide a unique perceptual-cognitive context. Research objectives were shown to contribute to a suboptimal method of systems and processes (Ames, 1992; Dweck, 1999; Urdan, 1997). Previous work has described achievement goals in various ways. In this study, however, we do not know if there is a formal framework across industries concerning underrepresented groups who aspire to lead. Empirical studies show a distinct lack of African American males throughout educational institutions achieving senior management roles. Previous works that focused on achievement goals have lacked an empirical methodological design, leading to a significant gap in the literature (Jackson, 2004).

SIGNIFICANCE OF THIS STUDY

Specific employee attributes are explored, such as the organizational attributes, the employees, the management team, and industry type. Though there are many facets, this study focuses on race, sector types, and overall fit towards an individual's success in the workplace. Tension regarding race remains paramount across cultures in the workforce. Climates focusing on diversity refers to how populations are recognized and handled in their jobs (Scandura, 1998).

Thus, the study tests for the connectedness of race coupled with fit in pursuit of achievement goals. A recurring theme within this dissertation is the emphasis on closing the knowledge gap regarding what is known about the achievement goals for people of color at institutions of higher learning. The achievement goal theory describes the types of objectives (purposes or reasons) that direct behaviors related to achievement. In this inference, these issues are minuscule about what the people try to do and why (Maehr, 1989: Urdan, 1997). Achievement Goal Theory describes four potential theories about how mastery-approach and performance-approach goals combine to deliver optimal learning results (Elliot et al., 2010; Hulleman et al., 2010). This study helps scholars address whether mentoring services are robust for the employee's success in both the public and private sectors. Recruitment, growth, and achievement concerning skilled people are some of the leading human resources management issues that companies should tackle to achieve organizational success while establishing a productive workplace. By including women and marginalized groups who have achieved senior-level leadership positions, this study gives voice to the impediments they faced during their climb to their strata of leadership. Unique to this study is the contribution of a theoretical model grounded in established management theories of POFit, PJFit, mentorship, and achievement goals. This dissertation proposes that achievement goals for individuals in both public and private organizations are influenced by two dimensions of fit and these two relationships are, in turn, moderated by mentorship in Figure 1.

Figure 1 Conceptual Model
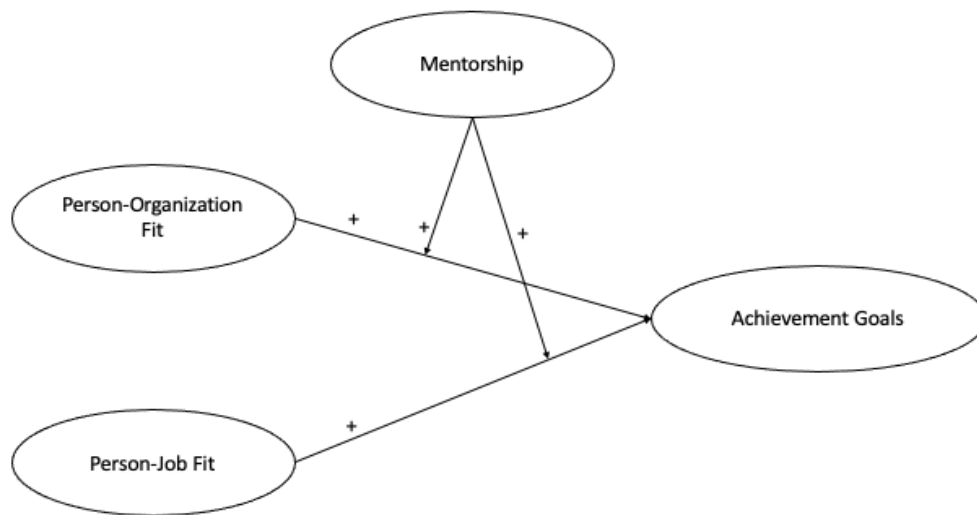
The conceptual model was tested twice. In the first iteration of the analysis, the Mastery Approach dimension of Achievement Goals was used (Figure 2). In the second iteration of the analysis, the Performance Approach dimension of Achievement Goals was used (Figure 3).

Figure 2 Conceptual Model with Achievement Goals measured by Mastery Approach
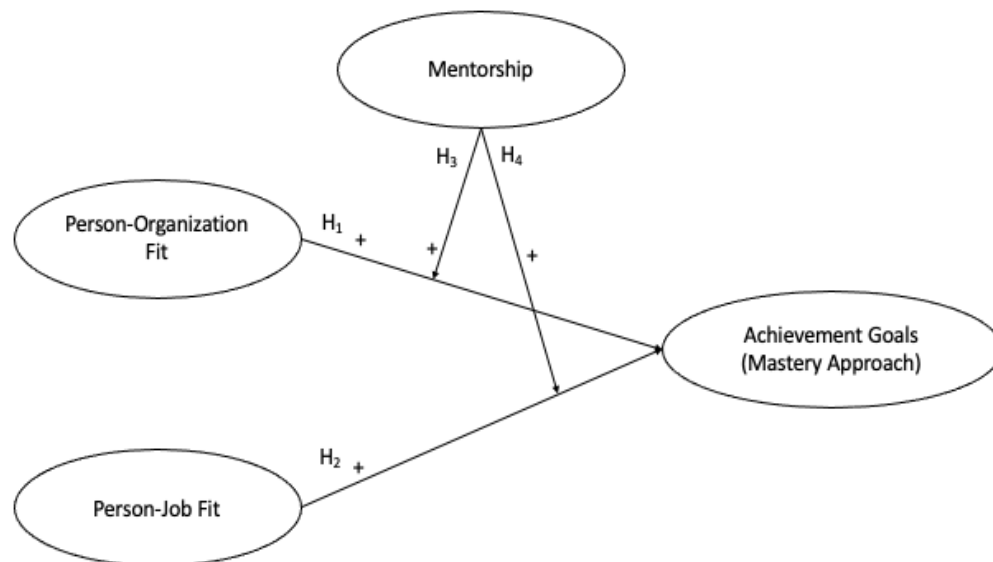
Figure 3 Conceptual Model with Achievement Goals measured by Performance Approach
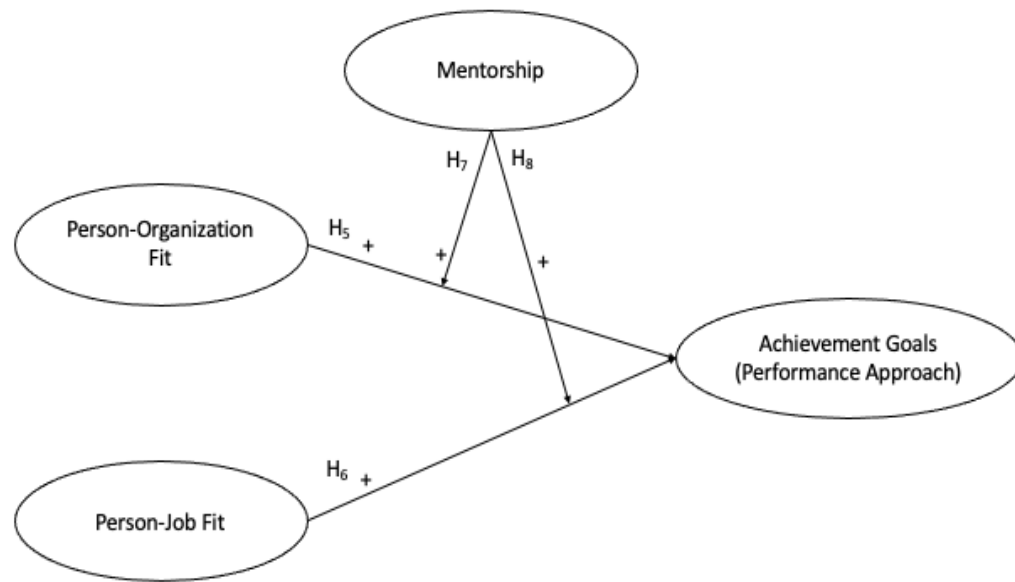
The conceptual models treat Achievement Goals (AG), as the dependent variable. The predictors of AG are POFit and PJFit (independent variables). This study tests two direct effects and two moderating effects sequentially. Because the model is tested a second time with the same number of hypotheses, only changing the measurement of AG from Mastery Approach to Performance Approach, there will be total of eight relationships reported in the analysis. The overall study suggests that person-job fit and person-organization-fit maybe be proportionately linked to workplace achievement goals when these relationships are moderated by mentorship. The analysis will also test whether race and sector type influence achievement goals across industries. Lastly, the study controls for age, gender, tenure and education. The hypothesized relationships are intended to answer the questions of a) how dimensions of fit are associated with AG and b) What role does mentorship play in influencing the relationships between two distinct dimensions of fit; Does mentorship strengthen or worsen the relationships between the two dimensions of fit?

This conceptual model is offered as mechanism to inspire an empirical analysis of factors that influence the achievement goals for various industry types. While understanding the dimensions of fit are important, it is the deeper understanding of the role that mentorship may play in effecting achievement goals that is important to this research. The dissertation argues that the focus on mentorship is important because traditional mentoring programs are responsible for fostering and cultivating high-performing individuals whose success is measured by collaborating with established leaders. In organizations such as higher education, very few formal mentoring services exist (Grotrian-Ryan, 2012). Mentoring also fulfills its function within the succession planning process. When promoting leadership growth in succession planning, institutions must establish widespread mentoring relationships (Groves, 2007). The importance of mentorship segues into several implications for practitioners.

Implications for Practitioners

This dissertation makes a few contributions for practitioners by informing hiring managers of factors that can promote achievement goals amongst diverse groups. This dissertation responds to the call that more research is needed to better control strategies for mentoring and mentoring actions, which provides the conditions for optimum support, satisfaction and performance for both parties (Hezlett & Gibson, 2005). In addition to presenting a business case that supports and demonstrates the effectiveness of career development through an experiential analysis, the research offers an overview of current approaches towards mentoring in careers, from a business-to-business perspective. This standard is the foundation for recognizing the importance of mentoring programs and how they can directly impact individuals' career aspirations. In the end, the result of this research indicates how mentoring helps the mentor in terms of integrated jobs, career development, higher rewards, and streamlined support.

(Egan & Clark, 2019; Egan & Song, 2008; Haggard et al., 2011; Lang et al., 2011). The most cited outcomes of mentoring are a sense of accomplishment and career development (Lang et al., 2011).

The next chapter provides a review of extant literature and establishes that the role of mentorship for public and private sectors represents a meaningful gap in what we know about the achievement goals of workers at institutions. Chapter 2 presents the theoretical model and hypotheses, and Chapter 3 describes the methods and approaches used to test the hypothesis.

CHAPTER 2: LITERATURE REVIEW

BACKGROUND

Mentoring relationships have managed to be a helpful practice for both learners and professionals by communicating and sharing growth experiences (Ehrich et al., 2004). Formal and informal mentoring remains evident in several private and public sectors. The current study summarizes dynamics observed in the private and public sectors by explaining associations of POFit, PJFit and industry on an individual's achievement goals. The public sector is believed to embody government and institutions at different funding levels. Private sector organizations were the first to launch mentoring programs in the United States of America because of their ability to improve one's knowledge and skills in the workforce (Scott, 2016). These corporations are government-owned, controlled, and operated. On the other hand, the private sector comprises individuals, enterprises, or companies belonging to private persons or private corporations. Those private businesses, thus owned, administered, and driven by private people/entities. The first section addresses the mentoring literature by focusing on its role throughout industries, both public and private. Given the inevitable changes in public businesses, public institutions, and private firms, these entities are finding ways to build new generation professionals (Holmes, 2012). The research also points to the perceived inefficiency in the mentoring relationship and infrastructure regarding those mentors and mentees' time commitment (Bean et al., 2014; Fox, 2012; Tracy et al., 2004). A mentor transcends their usual social positions to affect the mentee's life (Dansky, 1996). The mentoring literature notes that public and private workers across industries have different needs and recognize potential benefits toward employees. These studies reveal that at least 33 percent of factory employees have undergone mentoring periods (Chao et al., 1992; Ragins & Cotton, 1991; Ragins & Scandura, 1994). According to the McKinsey

report, "Organizational Health Index Survey" assessed the condition of more than 2000 participating businesses in private and public sectors. Studies suggest that well over 75% of public sector entities remain under-average in their health operations. The research also shows that there is still evidence of cultural networking and a continuous disparity of public health resources (Checinski et al., 2019).

Though, there is a considerable amount of empirical research underpinning leadership development, the focus of this study has set out to explore the impact of mentoring relationships within these organizations. According to the Forbes article "*Improve Workplace Culture with A Strong Mentoring Program*," it concludes that about 70% of Fortune 500 organizations have high-levels of mentoring than one-quarter of the smaller size firms. Traditionally, the Texas Emissions Reduction Plan (TERP) Associates specialize in creating mentoring services for both the public and private sectors. Editors seem to infer that mentoring programs have just become another part of an organization's checklist. Inasmuch, these narratives recognize such programs exist, yet assigned to overworked, overwhelmed staffers who have never developed a mentoring program before (Labin, 2017). Studies indicate that older senior employees then would more likely choose a younger colleague to take under their wing is over and long-gone. In its present form, traditional relationships tend to be controlled by the experienced employee, not the senior in age (Murrell et al., 2008). Therefore, how are organizations managing these relationships as the senior's age and tenure within the organization becomes dated? Conversations regarding succession plans within organizations appear to be advancing as baby boomers hit retirement age. Thus, how are existing leaders preparing the best and brightest for leadership responsibility? If so, are those known relationships biased or influenced by some other factors? Modern-day studies confirm that when using technology to transfer information, baby boomers in the

workplace sometimes feel "intimidated." However, some Gen-Xers might see these conversations as brief and casual, preferring asynchronous communication amongst new seniors and administrators (Reinstein et al., 2012). According to Butler (2010), the mentee becomes more successful when the mentor builds a road map or a growth plan for a mentoring relationship. A significant part of the cycle is setting the framework for a fruitful mentoring bond. Such programs provide resources for leaders to learn about their future, share their experiences, and eventually boost their awareness about what they have to offer. Leaders who understand their influence are somewhat assertive mentors. On the other side, mentors will take the road routing toward career success. Earlier frameworks envisioned that members of underrepresented groups associated themselves with resilient and resourceful leadership (Low, 2010). Based on the diversity literature, public and private sectors adopted diversity initiatives preceding the 1960s. These same industries concentrated on three practices regarding diversity policies *1*) analyzing the number of ethnic subgroups representing the organization; *2*) procedures to increase the flow of these subgroups within the organization and *3*) systems to strengthen a mixture of organizational workforces (Groeneveld & Verbeek, 2012). The findings show that companies in the public sector report more diversity policies and diversity policies than private sector organizations.

Public service indicates that employee behaviors are positively related to underling attitudes; moreover, person-organization fit theory implies that individual fitness acts as a mediator between public service and the employee's overall perspective. In this manuscript, employees are measured across public and private sectors and hypothesized to challenge a pivotal role in developing professional and personal goals (Cook & Kim, 2012). Person-organization (PO) fit theory attempts to establish congruence between the organization's values

and the prospective candidate's values. This manuscript endeavors to assess workers in public and private sectors moderated by mentoring to advance professional and individual objectives significantly. Mentoring relationships' success implies that the mentee should pair with the right mentor while pursuing career goals. Yet, there is conflicting evidence that still exists in the mentoring literature on strengthening the matching process (Bell & Treleaven, 2011). Further advantages of the research seek to bring testable hypotheses to the existing body of knowledge. There is evidence that the mentoring literature lacks the effectiveness of guidelines and suggestions on "ethical norms" in establishing stable and productive mentoring relationships (Hamlin & Sage, 2011). The literature addressed barriers of mentoring challenges that focused on matching those mentors with mentees and providing appropriate facilities, resources, and time to foster valuable mentorship (Ehrich et al., 2004; Wanberg et al., 2003).

Section two of the literature review analyzes person-organization fit as there is a need to contextualize diversity and inclusion. In this context, race groups were examined as a moderating relationship between a person's fitness in the organization and the individual's actions when carrying out a job. In these circumstances, several models include results emphasizing the effects of race and sector type. Women of Color, Native American, Asian, Hispanic, White and Pacific Islanders could have a hard time thinking about institutional applications, or whether the institutions really appreciate their purpose in the workplace. Research shows that women usually are represented at both the lower and middle levels of management in the organization (Lyness, 2002; Powell, 1999). However, there is a notable gap in the data as this group tends to be less represented at the executive or senior levels in the public and private sector (Lyness & Heilman, 2006). Though many industries may value ethnic diversity, various boardrooms and C-suites continue to struggle with balanced representation. Yet, higher levels of climate diversity

contribute to greater psychological security and thus enable people to feel relaxed at work

(Silver, 2013). When people do not fit within an organization, they can quit if there is

unrecognized work in an organization (Kirchmeyer, 1995). For example, an employee may feel

unhappy with the objectives of that business or that individual no longer fits into the culture of

their employer (e.g., lack of fit).

People of Color continue to struggle with the one-size-fits-all ideology (Apfelbaum et al.,

2016). According to the 2019 Power in the Boardroom report (Black Enterprise), there were 322

black corporate directors at 307 companies among S&P 500 firms. Twenty-one of those were

chairmen and lead directors. But the study also concluded that there were no African - American

board members for more than a third of S&P 500 firms. In the most influential positions on

Boards, including the Chair and President of those Committees, women, and minorities appear to

remain significantly underrepresented (Lang et al., 2011; Bilimoria & Piderit, 1994; Kesner,

1988; Peterson & Philpot, 2007). Many studies have addressed the perspectives of African

American people and why this group is largely absent from leadership positions (Dockery, 2015;

Edwards & Ross, 2018; Mitchell, 2017; Scott, 2016). In supporting the Military Leadership

Diversity Commission, companies have further developed mentoring programs to promote

women and minorities' professional growth. The research discovers that both women and

minorities did not lack mentorship, but they have little to no access to their mentors' same social

class. Per these shortcomings, it suggests that mixed mentoring relationships are more likely to

provide job benefits, while psychosocial services are more likely to be supplied by mentoring

relationships based on demographic similarities. This study aims to provide guidance for those

within the public and private sectors by providing quality mentoring opportunities for individual

enhancement, understanding whether the same initiative would be suitable for all. The market for

talent seems to be declining. However, institutions are continuously challenged with 'finding star quality,' wherein one study does not seem focused on employee accomplishments but the potential to acquire life-long skills.

MENTORING

Concerning this study, mentoring relationships may result in professional growth for potential leadership roles (Freeman & Kochan, 2012). Mentoring has become influential in exchanging information as well as empowering groups for career development and individual success. One stream of research on mentorship describes mentoring as the transmission of contextual information from experts to the learner (Hendrikse, 2003). Most companies are committed to improving the firm by integrating new recruitments with a seasoned employee at the entry-level and beyond (Kochan et al., 2015). Mentorship in the workplace is a way to assist individuals with developing and setting a career pathway (Ramaswami & Dreher, 2007). The literature on mentoring has accumulated a significant number of studies to support career advancement (Allen et al., 1999). The mentoring literature has an increasing amount of empirical and experimental data, underscoring the importance of meaningful mentoring for personal growth (Bussey-Jones et al., 2006; Cohen et al., 2012). When organizations present growth opportunities, it will drive success. Over several different organizations, such as industrial businesses, expert service companies, and higher education establishments, mentorship is becoming an ambitious strategy and a half-long framework. Achieving personal goals will contribute to one's development, well-being, and a sense of accomplishment. Most importantly, a mentor should assist aspiring employees in defining realistic, yet attainable goals. The word "mentor" has a wide range of meanings that date back to Greek mythology (Kram, 1985). Mentorship provides three capacities: psychosocial assistance, demonstration of jobs, and the

enhancement of one's vocation (Scandura, 1992). A good mentor will likely increase job satisfaction, salary, and upward mobility for the mentee. As a result, that mentee will later develop into a coach or continue growing as a mentor (Missirian, 1982; Roche, 1979). Several years ago, scholars considered this to be an effective way to transfer entrepreneurial knowledge, skills, and attributes (Agbim et al., 2013; St-Jean & Mathieu, 2015). Many studies assert that mentoring activities in academia are often informal and natural.

From a qualitative perspective, scholars have proposed that POC should be attending leadership institutes to close the gap for underrepresentation in higher education and tenured seniors in a leadership role (Wilson, 2020). We still do not know about the usefulness of participating in such activities and if these activities are definitively linked to achievement goals in academia. Research continues to investigate whether attending leadership institutes assist with securing leadership responsibilities. This approach seems drawn from Expectation Theory. Expectancy is having mental awareness of the expectation that an individual will produce results based on their efforts. For this study, the question becomes if underrepresented groups receive the same level of interaction at both public and private institutions that aspire to serve in a leadership role. Research in this context shows a positive impact on academic performance, productivity, profitability, self-improvement, and professional direction for tenured faculty.

Hence, mentorship empowers workers, bringing about positivity in the work environment. According to the 2019-2020 "Higher Education Today" Annual Report for Administrators by Pritchard et al. (2020), after surveying a significant number of administrators serving in different positions, there was only a small number of female presidents and an insufficient number of presidents were people of color. During this period, administrators received one of the highest pay increases, compared with faculty, institutional professionals, and

other staff. Salaries vary according to the type of institution, with administrators at doctoral institutions receiving higher wages than those at other institutions (Pritchard et al., 2020). Women administrators received less pay than men in administrative positions and were more often in lower-level, lower-paying executive positions (Pritchard et al., 2020). People of color remain at the lower level for managerial positions. Regardless of their years of experience, men were at top salary as opposed to the earnings for women (Pritchard et al., 2020). However, this gap was more significant between older workers and younger workers, and the studied presidents were former deans, provosts, and presidents at other institutions (Pritchard et al., 2020). The report also noted that there was a lower percentage of presidents who came from industries outside of higher education (Pritchard et al., 2020).

Previous research has shown that it is vital to document the movement of professionals while they are moving along a pathway towards career development (Kemper, 1968; Kram & Isabella, 1985). Scholars characterize mentorship as "a dynamic, proportional relationship in the workplace between an advanced-career incumbent (mentor) and a beginner (mentee) advancing the profession of both" (Healy & Welchert, 1990, p. 17). Mentoring can be a life-changing relationship that facilitates shared development, learning, and effectiveness and being noticeable, meaningful, and enriching.

A mentorship contract is utilized to illuminate desires, set limits, and characterize destinations (MacLeod, 2007). Mentoring benefits are essential for both the mentee and the advising mentor, which includes opportunities for professional development (Ehrich et al., 2004). Such methods were developed to discover new information around this form of social communication. For example, there are different layers to mentoring, learning development, personal growth, increased employee satisfaction, and consumer loyalty. While focusing on the

impacts of mentoring connections, "solid mentoring has been linked to enhancing learner efficiency, self-sufficiency, and job fulfillment and is a critical indicator of achievement for the individual (Pfund et al., 2016). Mentees who aspire to become mentors themselves can learn over time the importance of finding the right fit.

Mentoring studies indicate that choosing the right mentor, respecting their time, communicating effectively and efficiently would create a good mentee-mentor relationship (Bell & Treleaven, 2011; James et al., 2020; Zachary & Fischler, 2009). The behavior of authentic leaders produces ethical climates. The ethical environments require transparency, integrity, trust, and high moral standards that potentially create and sustain good organizations (Gardner et al., 2005; Walumbwa et al., 2005). The mentorship relationship can be framed either formally, through the organization's plan, or casually, by the people or through circumstance (Bozionelos et al., 2016). The stress of mentorship possibly provokes a stronghold through exclusionary practices (Kanter, 1977; Ortiz, 1982; Reskin, 2005; Samier, 2000; Cohen et al., 2012). Furthermore, by preserving the status quo, underserved populations are not heard, or neither do they have the advantage to grow within their organization (Kanter, 1977; Mendez-Morse, 2004; Ortiz, 1982; Reskin, 2005; Samier, 2000; Cohen et al., 2012).

This study suggests that mentoring partnerships are perceived as equally productive to give the industry and communities an all-embracing source for learning and self-awareness. Actively involved executives would have the opportunity through a mentorship program to extend their gifts and talents to that mentee within the company. Mentoring these employees could very well add some benefits to the organization (Allen et al., 2004; Washington, 2010). Worldwide organizations understand the value of mentoring partnerships and are willing to leverage these advantages through structured mentoring services (Allen & Eby, 2007; Scandura

& Pellegrini, 2007). The relationship between the two parties is a special one representing confidence and openness of interactions for the continuous support of one's achievement. Thus, a mentor is a professional with confidence who participates in a long-term mentoring relationship (Haggard et al., 2011).

Research shows that mentoring links to several career results, such as advancement, growth of income, organizational commitment and engagement, and high standards of achievement (Allen et al, 2004; Kammeyer-Mueller & Judge, 2008). Mentoring programs manage to be more appealing (Allen & O'Brien, 2006) and value employee engagement (Allen et al., 2004), inspiration, and execution (Eby et al., 2008). Getting a successful mentor is likely to improve commitment, compensation from work performed, promotion as well as the mentor's care to train the mentee to become his successor (Missirian, 1982; Roche, 1979). Active mentoring includes the communication of the experience, skills, and attributes needed (Agbim et al., 2013; St-Jean & Mathieu, 2015). For example, mentoring activities in academia are often natural. Administrators typically support aspiring leaders and university-wide employees.

Investigation, in this sense, posits positive effects for underrepresented groups on success and competitiveness and sustainability, self-improvement, and professional orientation. Thus, trust in the organization would stem from genuine mentorship. As shown by Kirchmeyer (1995), the employee-mentor relationship improved job satisfaction and career advancement levels. Eby and Lockwood (2005) found that learning, personal gratification, and enhanced management skills are related to mentorship. Therefore, mentoring empowers workers, building a productive working environment. Previous research has shown that it is necessary to track professional networks when moving in the direction of career development (Kemper, 1968; Kram & Isabella, 1985).

Mentoring can be a life-changing relationship that promotes shared development, learning, and advancement. However, it can be extensive and emotionally draining. One approach to theoretically improve these relationships would be to analyze the association between the mentor and mentee. Mentorship has a considerable amount of research that shapes the mentoring society for success, makes it attractive to potential employers, and continues to improve within organizations.

Formal mentoring is one of the methods organizations frequently use to resolve problems that improve the awareness, skills, and abilities of their workers (Bearman et al., 2007). For instance, both the mentee and the mentor should be aware of what the partnership is or is not. There should be a balance of assistance and a degree of resourcefulness for problems (Stead, 2005). Regardless of if the relationships are new or existing, they should be creative and ready for a chance to survive and grow (Goyal & Pitt, 2007). A mentorship contract was used to illuminate needs, set limits, and identify destinations (MacLeod, 2007). Mentoring benefits are critical for both the mentor and the mentee, including incentives for professional development (Ehrich et al., 2004). The effect of these methods discovered new knowledge about the form of social communication (Anthony, 2012; Capriati, 2013).

There are different layers to mentorship, for instance, the development of learning, personal growth, improved occupation satisfaction, and business execution. Although reflecting on the impacts of mentoring networks, it appears that "good mentoring connects to improving the efficiency of mentoring, self-sufficiency and job performance recognized as a vital predictor for the achievement of specialists in the field of preparation" (Pfund et al., 2016). Nevertheless, underrepresented groups that strive to become leaders should realize that, over time, it is worth exploring roles that are suitable for them, particularly at colleges and universities. Mentoring

studies indicate that choosing the right mentor, respecting their time, communicating effectively, and efficiently would create a strong relationship between mentor and mentee. While this may be true, it presents an opportunity to study whether the same groups support these findings. The actions of ethical leaders create ethical climates. Ethical environments include transparency, reliability, poise, and high moral standards that would ultimately create and sustain good organizations (Gardner et al., 2005; Walumbwa et al., 2005).

The mentorship relationship can be framed either formally, through the organization's plan, or casually, by the people or through events (Bozionelos et al., 2016). Mentoring relationships should be equally efficient so that experts around sectors have a great source of learning and self-awareness for underrepresented groups. By implementing mentorship programs, managers will have the opportunity to build on their gifts and talents of those employees. Mentorship has helped mentors to become well-disposed by inspiring them to identify and support others; they had not thought about it before. Mentors who engage in mentorship activities have established levels of trust early in the relationship.

Mentoring is a formative partnership that evolves as the relationship advance and can step in as a framework for professional development and achievement goals. The present research looks at the mentoring ties between underrepresented groups in the public and private sectors. The study will investigate this unique group and those policymakers' interest in funding institutional mentoring designs. According to previous research, a positive correlation appears to exist between mentoring and employee satisfaction. Compatibility with these subgroups justifies any degree of scrutiny. Mentoring appears to guide the relationship between the administrator and minority groups, which will predict employee intentions to quit. Current members

understand the critical issues and find ways to support future operations. Mentoring can be a partnership that change lives, fostering mutual development, learning, and improvement.

A mentor's advice and wisdom today may not be felt for several years. Still, over time the mentee will understand their level of effectiveness and continue to be a mentor toward others. Another approach is to devise and enforce mentoring strategies based on commonly held assumptions about its benefits. The provision of these behavioral patterns through encouragement is correlated with more constructive work and job attitudes, more significant career achievement and fewer schemes to leave the company (Allen et al., 2004). On the other hand, experimental research focuses on social and organizational resources related to an individual's participation in the mentoring program. It is fascinating that some highly respected researchers on mentoring have recently suggested that reviewing the most prominent needs to mentoring research and practice will impact mentoring relationships over time (Allen et al., 2017).

PERSON-JOB FIT

Person-job fit literature has recognized representation as a major obstacle and persistent factor faced by POC, oppressed communities, and minority women, in terms of person-job fit when aspiring for career progression. Particularly when recruiting women for leadership positions, we know that prejudices frequently contribute to women being considered a last resort (Ghouralal, 2019). By design, person-job fit refers to matching job requirements (i.e., knowledge, skills, and abilities) with employee qualifications, or matching work supplies to employee needs (Edwards, 1991). While there are several definitions for PJFit, the literature has termed this phase as suiting the right person for the known duties and responsibilities associated with a particular job and recognizing the employee's qualities that align with the job. Persona-

job fit (PJFit) identifies people with a connection to an organization as having adaptability concerning both work and learning. The model proposed in this study highlights employee aspirations and concentrates on the association of a manager's role. In general, I explore the PJFit of employees and what, if any, perceived organizational support led to career success for underrepresented groups by vetting relevant studies of literature on career success. Previous literature notes there are two features that recruitment managers should bear in mind, namely preparation and growth, which differentiate their pre-openness to new functionalities from those after hire (Johnson et al., 2008). PJFit evaluates the work demanded through a work analysis that defines the critical job tasks performed by an administrator, and those proficiencies needed to complete the job tasks. We know that PJFit is an essential element for any career profession. Research denotes that there will be a higher rate of citizenship actions on future employees who better match the job description (e.g., Farzaneh et al., 2014; Goodman & Svyantek, 1999; Kristof-Brown et al., 2005; Vigoda, 2000).

As used in previous studies (e.g., Jung et al., 2003; Madrid et al., 2014; Mumford et al., 2002), we will designate control variables such as gender, age, tenure (time on the job) and education. Another method views a person's character as a moderator of that individual relationship with the organization. A different system treats the fit between the individual and the organization as a predictor of achievement goals.

From the theoretical structure established by Sulistiowati et al., (2018), PJFit illustrates an effect on employee engagement. As a drawback, their analysis centered on a single instance, but there was no distinction between institutions that supported this design. This comparison provides an opportunity to research underrepresented groups at higher education institutions to analyze whether PJFit directly impacts employee engagement and the individual's level

of achievement goals. Because of non-administrative staff/junior faculty, particularly lower-level minorities, are increasingly being asked to perform at higher levels with equal or fewer resources. Even so, mentoring opportunities seem to be under-discussed for these groups with an aspiration for leadership roles.

This study perceives that inclusion among underrepresented groups continue to present challenges among professions of existing organizations. To address this phenomenon, we must first close the gap between talent and job opportunities for POC in Corporate America. POC, for some time now, have faced resistance in this area. As we are in a world of implementing change and introducing new standards, marginalized groups have ramped up their demands. Existing studies show that public companies have responded to rising external stakeholder pressure groups to nominate women or minorities on their committees. Therefore, a larger percentage of the largest US corporations have at least one woman or member of a minority group (Daily et al., 1999; Hillman et al., 2002; Hillman et al., 2007). PJFit as a collective has a goal of truly matching the work experience of an applicant with job requirements and thus offering a new research framework for talent recruitment (Zhu et al., 2018).

The theory on personality and employment health best summarized a more conventional attempt to quantify the fitness between workers and jobs best describes six personality types (i.e., Practical, Investigative, Imaginative, Social, Enterprising, and Conventional) (Holland, 1973). It posits that fitness between personality type and work environment affects job embeddedness and organizational commitment. PJFit is known for showing the employee's full potential and commitment to the organization. Scholars define an employee's full ability as being able to accomplish goals in the workplace, coordinate and control the organizational means. When employees show their abilities, such people should consider optimizing their expertise, skills,

and prospects for the future. Be it known that mentoring is an integral aspect of helping individuals succeed in their careers.

Employee well-being and innovative behavior have lately become assertive concerning PJFit, as the starting point for organizational success (Huhtala & Parzefall, 2007). The literature calls for a unique style of leadership to exhibit positive behavior that can motivate employees, improve employee well-being and promote creative behavior (Sharifirad, 2013). This study explores higher education recruitment strategies related to practices and addresses the complexities of hiring underrepresented groups. From the standpoint of higher education, concentrating on organizational recruiting methods like informal versus formal, the realistic, the organized, and the strategic will aid in closing explicit recruitment gaps. Activities involving subjective versus objective criteria are built with various nationalities in mind, accounting for different dilemmas among underrepresented groups.

PERSON-ORGANIZATION FIT

The person-organization fit (POFit) model, according to the research, comes from interactional psychology which assumes that behavior appears to be triggered by the ongoing interaction between the person and the environment (Pervin, 1968; Terborg, 1981). The subject of many leadership studies has been organizational behavior, value systems, and POFit. It is believed that organizations with a diverse and dedicated workforce symbolize a much-needed feature for mentoring relationships. Examining the causes of disappointment is now just as crucial to recognizing POC's leadership ambitions when exploring the significance of higher education achievement for all minorities. Countless leadership experiences are already related to shared interests, principles, and values for organizational culture (Davis, 1984; Martin, 2002; Robbins & Coulter, 2008; Schein, 2010). Theorists argue that the corporate culture is

operationalized primarily by its principles (Chatman, 1989; O'Reilly et al., 1991). While POFit

emerges from interactional psychology, employee behavior comes primarily from individuals'

continuous interaction in the work environment (Pervin, 1968; Terborg, 1981).

Organizational fit can be assessed by first defining standards, principles, and goals of the

company before hiring new team members. Learners continue to discuss environmental needs

when recruiting prospective employees–knowledge, skills, and abilities (KSAs), and those key

performance indicators (KPIs). Considering that we are in a continuous market, empirical studies

have found that POFit is anchored to maintaining a skilled and committed workforce (Bowen et

al., 1991; Kristof, 1996). The framework for POFit derives from the attraction-selection-attrition

(ASA) model that demonstrates how individuals and organizations benefit from those core

values (Schneider, 1987). From this model, researchers discovered that mentoring and

socialization had become the bridge for organizational fit (Cable & Parsons, 2001; Chao et al.,

1994; Chatman, 1991; Cooper-Thomas et al., 2004).

Another approach looks at the character of a person as the moderator of the individual

relationship with the organization. As an indicator of career achievement, a specific method

should think about the match between the employee and the organization. According to the

study, a considerable amount of work has been covered in this field. Earlier research focused on

the use of POFit to make employment decisions for organizations. Scholars in the current

research recognize the importance of POFit and PJFit concerning worker selection in these

industries.

Evidence demonstrates that good working relationships produce work performance and

corporate engagement (Verquer et al., 2003), and role-playing and organizational citizenship

behavior, and negative turnover relationships (Hoffman & Woehr, 2006). Within this area,

underrepresented groups become a novel contribution to the literature, as a new topic in higher education. Here, we use person-organization fit as an indicator of career achievement at both public and private institutions for any category within their organization identified as the minority. A proposed model to hypothesize that person-organization fit leads to higher rates of organizational commitment. Researchers theorized how POFit, and PJFit was incorporated into the selection process of an organization. When combined with POFit details, greater attention was given to the lowest of PJFit. As for a full-time position rather than a fixed-term position, POFit was weighted more. PJFit was weighted more for a fixed-term. For POFit and PJFit, usefulness and commitment play a significant role. Yet, activities involving subjective versus objective criteria are built with various nationalities, accounting for different dilemmas among underrepresented groups.

Person–organization (POFit) fit gives an overview of how candidates make decisions about their work choices to account for how people make match judgments between themselves and the organization (Ng & Burke, 2005). Earlier findings suggested that applicants are as keen as they are on a status to select the best organization (Rynes & Cable, 2003). This practice is considered as a strategy for minority talent across organizations. Scholars focus on the needs for organizational attractiveness and its connection to employment practices: an organization that projects a positive work message can signal that it is likely to provide desirable job attributes for potential job applicants, such as strong career growth and advancement opportunities (Rynes & Cable, 2003).

ACHIEVEMENT GOALS

Achievement goals is objective, intent, or emphasis on the achievement actions of an individual. Inasmuch, these objectives are higher-order cognitive frameworks that reflect career-based implications that respond to changes in the individual and the environment (Grant & Dweck, 2003). The research shows that the effect success depends on how the individual's goals are operationalized. Amid obstacles, active learning objectives forecasted self-efficacy, sustained motivation, and higher achievement. (Elliot, 1999; Fryer & Elliot, 2008; Murayama et al., 2012). Literature about achievement goals has stressed the importance of achievement goals in controlling a broad range of affective, behavioral, and cognitive results during the pursuit of employee's skills (Elliot et al., 2010). As observed in many higher education institutions, underrepresented groups and their decision-making processes demonstrate little value towards attaining leadership opportunities. Given this reality, these obstacles seem infinite for POC.

Existing research asserts that discrimination, connected to organizational norms and values, are intertwined within the social context (Cobb & Russell, 2015). One vantage point is that social and political structures are tinged with race and gender- based values, including educational systems, religious institutions, the legal system, and sports (Cunningham, 2020). In earlier studies regarding POC in higher education leadership, diversity and inclusion have been increasingly utilized in today's systemic events to study in many industries (Chen, 2017). It has been argued in the literature that there is a lack of qualified individuals to fill those roles (Gasman et al., 2015). Due to personal characteristics or social group membership(s), workers who feel discriminated against consider themselves viewed less favorably than other workers (Baruch et al., 2016). In comparison, workers who may feel included believe that "insiders" are respected and welcomed in their workgroup. The conjecture here is, what has been done to

mentor and groom qualified individuals for leadership roles despite their ethnicity. The proportion of minority college presidents has gradually risen over the past 30 years. Women of color in the presidency are the most underrepresented. A most recent study reveals that 17% of college presidents belong to racial minority groups, 36% of minority presidents oversee community colleges, and women of color represent only 5% of university presidents (American College President Study 2017). A common and steadily increasing problem among many academic institutions is the lack of diversity in senior leadership at colleges and universities. Moreover, this should be of more importance among leaders at these organizations (Gasman et al., 2015).

Examinations from Chang et al. (2014), found that senior leadership diversity across U.S. PWIs remains uncommon in recent years. Race-based discrimination in higher education seems unreasonable because none of the tier PWIs, employ or even hire a small portion of the faculty-representing POC (Caplow & McGee, 2001). However, prescribed treatment such as diversity and inclusion seem to be considered as placeholders or checking the box for qualified underrepresented or marginalized groups as an illustration. Scholars posited that academia plays a dual role in trying to reach a diverse workforce (Hurtado et al.,1999). First, by developing strategies that encourage the diversity of the faculty/staff accomplishments. Secondly, identifying leaders with the competence and empathy required to act as agents of change that will turn their unique professional culture into places that build on the power that diversity provides for one's success. Therefore, workforce diversity should not be based solely on the achievement of the inclusion of different classes, but rather on the inclusion and importance of the participation of people from different backgrounds, including those from different

backgrounds. Scholars asserted Inclusiveness is the secret to improving employee diversity.

(Vega & Colón-Berlingeri, 2016).

Compared to the general population, POC lack representation in top positions of policy

and decision-making, except for those administrative jobs like office staff, most likely reserved

for minorities (Brown, 2007). Western cultures struggle to identify ways to foster a politically

and historically responsive environment where progress for all communities, institutions of

higher learning, and even more so PWIs, still need to take active steps and mentor/cultivate the

African American population (Dockery, 2015). Previous research has found that POC as faculty

members lack sufficient representation at PWIs. Those groups frequently have inequitable

institutional rank and recognition at their universities, in contrast to their western peers (Allen et

al., 2000; Jackson, 2004; Jackson & O'Callaghan, 2009a). Yet a literature review found slight

growth in POC promotions to leadership positions at PWIs. Individuals completing leadership

programs are those who plan to serve in a leadership role throughout their careers (i.e., the

American Council of Education (A.C.E.), the Millennium Leadership Initiative (M.L.I.), the

Harvard Leadership Program, and the Higher Education Leadership Foundation (H.E.L.F.).

The assertion is that aspiring leadership roles could improve if more formal mentoring

and training programs were available when individuals return to their respected institutions. The

purpose of evaluating what impact some known perceived mentoring and leadership services

have on the imposter syndrome provides opportunities for a more in-depth conversation about

POC and marginalized groups experiencing those implications. Perhaps, this could be a pathway

for career advancement. The research seems more relevant to establishing mentoring services by

cultivating macro and micro-level organizations or individuals considering dyadic relationships

(Kochan et al., 2015; Sheridan et al., 2015; Vongalis-Macrow, 2014). To evaluate the sensitivity

of supporting diversity, one can determine if they are fit on the basis of POFit (e.g., I have the skills required) and PJFit (e.g., my skills match), which can help in achieving higher objectives. The research empirically examines the relationship between fit, mastery approach, and performance approach, evaluating the AG's hypothesized relationships and the support of other theoretically associated structures. The studied variables and their interactions were examined by using the theoretical model in the next section for hypothesis.

<div align="center">HYPOTHESES</div>

This dissertation's first objective was to build on established research and develop a theoretical model that involves demographic and contextual variables that describe mentoring relationship effects and their influence on career pathways throughout various public and private businesses towards an individual's achievement goals. Mentoring is widely recognized as an efficient methodology for management of human capital, job opportunities and preparation in the workplace. With a roadmap for work, an individual can engage in a process which allows for progress in the development and construction of a network of mentoring supporting personal aspirations. This section was divided into two studies (i.e., Study 1 and Study 2). The dissertation first reviewed two forms of fit and Achievement Goals as measured by Mastery Approach. The analysis then considered the impact of mentorship on the fit and AG measured by Performance Approach. The study evaluates the impact of mentoring behaviors across comparisons of race and sector type, the correlation to fit and the result of achievement goals during the process. The theoretical framework tested these latent variables within a business setting. This research will discuss the direct effect between POFit and PJFit toward achievement goals as an outcome. (H_1, H_2). Address the moderating role of mentoring for POFit and PJFit towards achievement goals (H_3, H_4).

In research and practice, the motivational definition of workplace engagement is described as "an active, supportive work-related environment evidenced by vigor, determination and absorption" (Bakker, 2011, p. 265), has played a prominent role in explaining career success and development in the organization (Bakker et al., 2014). Goals concentrate explicitly and promote ongoing efforts to achieve success (Frank, 1935; Locke 1968; Locke & Latham 2006; Mace, 1935). An individual's objectives at work will provide insight into personal values linked to the work environment. Primarily, a specific kind of person-environment fit may exude a fit (or lack thereof) between individual and organizational values, or person-organization (PO) fit (Chatman 1989; Kristof 1996). In doing so, by defining a complete collection of informative mechanisms that affect present and future success, we elaborate and refine leadership development. The research asserts that perceived POFit is a way to integrate people of color to develop and grow as professional (Arthur et al., 2006; Kristof-Brown et al., 2005; Oh et al., 2013; Verquer et al., 2003). POFit is a physiological outcome including the mechanism of organizational socialization, referring to the interaction between individuals and the organizations they operate in (Cable & Judge, 1996; Saks et al., 2007; Bowen et al, 1991; Kristof, 1996; Schneider, 1987).

In 1996, Kristof first suggested supplementary fit, need-supplies fit, demands-skills fit. Need-supplies fit is an entity that meets the need for workers, including salaries, healthcare, need for growth, and demand for achievement. The literature suggests that individuals with similar interests, personality, beliefs, and so on will gravitate towards the same environment have permeated the literature of fit and are present in many classic PEFit theories. For example, earlier studies underlined the concept that domains represent the individuals in them by saying that "the dominant characteristics of an environment depend on the typical characteristics of its

members" (Holland, 1966, p. 53). This three-dimensional perspective could further interpret the sense of POFit (Wu & Wu, 2017). Therefore, it has been used more frequently in management practice. The match of values between employees and organizations plays a significant role in the process that leads to the development of employees' understanding of career growth. Earlier research calls for implementing a sustainable, longer-term business model for personnel to remain viable (Frank et al., 2004). In addition, businesses can engage their human resources at a high level. Organizations may anticipate that their new hires be chosen based on the principles of the applicants. Organizational socialization introduces initiatives that allow workers to learn about organizations, classes, and activities (Spagnoli et al., 2017).

The ability to demonstrate achievement is satisfying, regardless of the initial motivation for the intended goal. If the objectives that are achieved are often personally important, people will start seeing their organizations as promoting their personal success (Schlosser, 2004). Levels of achievement focus on one's attention and assess the necessary effort and persistence to achieve the best results (Locke & Latham, 2002). This makes them more likely to see the company as a place where a good match has been identified (Downes et al., 2017). The "Theory of Work Adjustment" posits a relationship between person-environment fit and employee outcomes and tenure (TWA; Swanson & Schneider, 2013). The literature suggests that person-organization fit may directly affect extrinsic career performance indicators such as pay and level of the job achieved (Bretz & Judge, 1994). Achievement offers a structure for recognizing the direction of conduct, addressing the topic of what people might want to accomplish (Dweck, 1986; Maehr & Nicholls, 1980; Nicholls, 1984). The research posits that the employee can conceptualize their achievement goals in several ways (e.g., capacity to achieve, incentives for achievement, design of ethical ideals) (Ames, 1992; Dweck, 1999). Career initiatives are

characterized as the active attempt of a person to promote his or her career and includes

proactive behaviors such as career preparation and development of skills (De Vos & Soens,

2008; King, 2004; Seibert et al., 2001; Tharenou & Terry, 1998). According to earlier studies, a

significant predictor of success is the fit of the individual organization. Worker performance

plays a key factor in assessing the performance of an organization. Ideally, the more a person

'fits' with her or his work, the less she or he will have to adapt (Roberts & Robins, 2004). It refers

to an entrepreneurial approach to one's employability and career that one may follow. This form

of activity is not inherently limited to one's current job or hiring organization. Instead, it includes

a wider variety of behaviors that may occur both within and outside the current job or contracting

organization. Organizations have long agreed that there are practical benefits of a multicultural

workplace for populations. There might be a gap in understanding the active customs of

management that stimulate these possibilities (Sherbin & Rashid, 2017). POFit remains to be a

significant influence in deciding employee job satisfaction and efficiency, amid the ever-

evolving changes in social and cultural perceptions in the workplace. Organizations looking to

compete for the best talent must strive to attract and continue to hire from a diverse pool of

employees across gender, race, and ethnicity. (Williams & Bauer, 1994; Gilbert & Stead, 1999;

Avery, 2003). Recruitment of women and minorities exists to be necessary because organizations

become challenged when achieving adequate populations to represent their workforce,

particularly for skilled and senior-level management jobs (Taggar et al., 1997). There is no doubt

that goals are centered around the individual's performance and encourage sustainable efforts to

reach a milestone (Frank, 1935; Locke, 1968; Locke & Latham, 2006; Mace, 1935). The

relationships centered around the results targeting objectives and goals look to be enhanced by

the mentee's objective level, target engagement, and feedback (Locke & Latham, 2002). Goals

sought by an individual at work provide insight into the correlation of the person's work

environment. In particular, the association (or the lack thereof) between personal and

organizational principles, POFit can be appropriate for a specific form of the business (Chatman,

1989; Kristof, 1996). As a contributor to working results, POFit includes good attitudes and

efficiency (Arthur et al., 2006; Kristof-Brown et al., 2005; Oh et al., 2013; Verquer et al., 2003).

POFit is characterized in terms of synergy between the individuals and the

organizations, to the degree to which people "align with the organization's values, beliefs

and characteristics" (Saks & Ashforth, 1997: 396). Many investigations and

algorithms demonstrated a positive relationship of POFit with employee perceptions, interaction,

and overall results (Kristof☐Brown et al., 2005; Verquer et al., 2003). Personnel may experience

higher POFit and seem inclined "to contribute to the organization's mission" (Cable & DeRue,

2002: pg. 876). Workers at the advancement stages tend to concentrate on career growth with

goals and promotion (Lynn et al., 1996), which may be more responsive to the company's signals

regarding ways to increase their level of success. Workers at the promotion stage will also be

more receptive to related incentives, such as training and career preparation, offered by the

companies. There are also potential beneficial associations to which these workers see the

organization as providing mentoring programs.

POFit is a constant predictor of performance in the workplace, such as with progressive

outcomes and success in life (Arthur et al., 2006; Kristof-Brown et al., 2005; Oh et al., 2013;

Verquer et al., 2003). The research demonstrates that POFit is a pathway under which motivating

factors make a significant contribution to performance goals. The theory targets effectiveness as

the critical component of the high-level periods (Locke & Latham, 1990a). Those practical

actions promote success by encouraging maximum engagement levels even in adversity (Wright

& Kacmar, 1995; Bandura, 1997; Locke & Latham, 1990b). POFit research perceives it as the willingness to be high to meet such targets and reduce output targets when low. The study affirms that when people meet their objectives, they feel accomplished in a meaningful way. Individuals may start seeing their organizations as support for their success. They are more likely to see the company as a good fit.

This leads to the following hypotheses:

Hypothesis 1: Person-Organization fit is positively related to Achievement Goals as measured by Mastery Approach.

Hypothesis 5: Person-Organization fit is positively related to Achievement Goals as measured by Performance Approach.

Researchers in management continue to express interest in the relationship between people and their workplace. This may be partially due to some deeper levels of curiosity. Thus, fit continues to be one of management's most multicultural disciplines. (Kristof-Brown et al., 2005). This study will examine fit with reference to people of color and the implications across this social context concerning mentoring relationships. Earlier studies on administrative entry expressed in reviews on recruitment, selection, and early socialization strategies (Cable & Judge, 1997; Caldwell et al., 2004; Carless, 2005; Cooper-Thomas et al., 2004; Kim et al., 2005; Kristof-Brown, 2000). Career initiatives are characterized as the active attempt of a person to promote his or her career and includes proactive behaviors such as career preparation and development of skills (De Vos & Soens, 2008; King, 2004; Seibert et al., 2001; Tharenou & Terry, 1998). It also refers to an entrepreneurial approach to one's employability and career that one may follow. This practice was not restricted inherently to the present work or recruitment

organization. Instead, it contains a broader spectrum of behaviors, which may arise both within and outside the existing jobs or recruiting organization.

A well-adapted individual in workforce is expected to have fewer problems and effectively manage change (Farooqui & Nagendra, 2014; Roberts & Robins, 2014). Historically, decision makers have focused on performance metrics and the success of the individual's career. PJFit states that the degree of congruence of a person with their work is congruent (Edward, 1991; Hecht & Allen, 2005; Kristof, 1996). PJFit is defined as a congruence between work requirements and the KSA (Knowledge, Skills, and Abilities) of employees to perform tasks or work that enable people to serve needs/longings (Brkich et al., 2002). PJFit was discovered on two dimensions, (1) "person work suitable," and (2) "person work unfit" (Brkich et al., 2002). Prior studies have supported P-J's impact on personnel and corporate attitudes and conduct (Warr & Inceoglu, 2012; Farzaneh et al., 2014; Kristof-Brown et al., 2014). The research asserts that PJFit was positively linked to individual performance and organizational performance (Lu et al., 2014; Christian et al., 2011). The degree to which people gain professional insight and the degree to which they take active steps towards career success was perceived to be the same. Person-Environment Theory (PET) has been called the fit between one's environment (Kristof-Brown & Guay, 2011). Fitness may result in good study outcomes, whereas poor adjustment can lead to very negative results (e.g., achievement, frustration or maybe leave the organization). The well-being of employees will improve by employee learning and training opportunities, which in turn promotes better health and higher productivity (Rau, 2006; Litchfield et al., 2016). Mastery approach is described as putting emphasis on improving the individual and has shown positive relationships with self-regulation, achievement of tasks, and well-being (Vandewalle et al., 2019). Individuals with high mastery-approach are likely to step-up and accept difficult

tasks with effort to learn new skills. (Preenen et al., 2014). The present study will measure person-job fit and achievement goals of underrepresented groups and women of color.

PJFit has linked business outcomes such as organizational performance and task success inside the same organization. A meta-analysis found that fit significantly correlates with the employer's mission, work, success, and corporate social responsibility (Kristof-Brown et al., 2005). Many studies support workplace position that includes a wide range of tasks, covering employee performance, dedication to the organization, reduced stress, and improvement in the objective of achieving work-related outcomes (Cable & Edwards, 2004; Cable & DeRue, 2002; Kristofe-Brown et al., 2005; Saks & Ashforth, 2002).

According to the PJFit theory, PJFit has two types: fit for needs and demands (Kristof-Brown et al., 2005). Fit regarding supplies translates to how the workplace serves the expectations of its employees. In contrast, the employee's demand fit characterizes the extent to which an employee's skills-set is consistent with their job responsibilities. The relative deprivation theory indicates that if people have a goal or outcome and feel entitled to it but do not get it, they are highly disappointed and feel unhappy and later contribute to poorer attitudes, considerably reduce commitments and significantly lower work performance (McKee-Ryan et al., 2009). Erdogan and Bauer (2009) have requested more research to define PJFit's moderators and the outcomes of that relationship.

This leads to the following hypotheses:

Hypothesis 2: Person-Job fit is positively related to Achievement Goals as measured by Mastery Approach.

Hypothesis 6: Person-Job fit is positively related to Achievement Goals as measured by Performance Approach.

A meta-analysis was performed where five forms of subjective career results for mentors were correlated with the provision of career, psychosocial and role modeling mentoring support: job satisfaction, organizational engagement, turnover intent, job efficiency, and career success. The results showed that mentors were more pleased with their work and loyal to the company than non-mentors. Thus, career mentoring was most associated with career success, organizationally dedicated psychosocial mentoring, and role modeling mentoring with work results (Ghosh & Reio, 2013). The mechanism underlying the correlation between mentoring and protected outcomes is largely unknown, despite this extensive research stream demonstrating the value of mentoring relationships (Ragins & Verbos, 2007; Ramaswami & Dreher, 2007). It appears there was a lack of attention contributed to analyzing why mentoring works as a significant gap in the literature. It is difficult, if not impossible, to construct detailed causal models of the mentoring process in the absence of this knowledge (Bearman et al; 2007).

The Social Exchange Theory (SET) relies on the presupposition that individuals establish, sustain, and exit relationships based on perceived economic costs (Lambe et al., 2001). SET indicates that employees who are fairly treated and who have a meaningful and gratifying job (Fathiizadeh et al., 2018; Liaquat & Mehmood, 2017) are also reasonably fit for their organizational work (Afsar & Badir, 2016; Afsar et al., 2015a; Afsar et al., 2018). Regarding this lens, social exchange theory suggests that current workplace networks are important to achieving effective job performance (Afsar & Badir, 2016; Naqshbandi et al., 2016). The research demonstrates a dyadic pattern when individual profits from a relationship where the individual on the receiving end of an exchange feels obligated to continue the relationship (Cropanzano & Mitchell, 2005). Research has argued that job restructuring is a top-down operation. It is often difficult for organizations to consider each employee's individual needs and abilities and adapt

their work (Berg et al., 2010). Thus, interaction with employees in the workplace was positive with individual and organizational success (Christian et al., 2011). Previously, organizational behavior theorists and practitioners have given significant attention to employee work interaction (e.g., Albrecht, 2010; Bakker & Leiter, 2010; Rich et al., 2010). Several studies have demonstrated the relationship between the value of fit and those individual results across organizations (Chatman, 1991; Major et al., 1995; Saks & Ashforth, 1996, 1997). However, learners will benefit from the mentoring relationship, which suggests setting in motion the social exchange mechanism for two general types of benefits: career-related and psychosocial support (Baranik, et al., 2010). The mentor's career-related support could promote favorable perceptions more towards the mentor, which leads to the perception that the organization cares about the quality of life for the mentee.

Interestingly, job-related mentorship support will likely keep the applicant engaged by preparing groups for long-term interactions that promote perceived organizational support (POS) (Baranik et al., 2010). The socio-cognitive structure of the mentoring relationship may have implications for mentor benefits in terms of gender, ethnicity, and age (Ghosh & Reio, 2013). The mentoring relationship agrees to have implications for mentors' benefits in terms of equity in gender, race, and age. The proportion of older employees is growing in the working force; there remains a shift in individual age, and employees' job changes must be considered (Feldman & Vogel, 2009). These changes are very diverse in individuals, despite popular myths about aging. Presumptions describing the aggregate aging patterns in employees do not accurately explain how factors impact individuals and how they function within the organization. However, these changes in age within an individual without correct job requirements can significantly alter fitness, improve or exacerbate the overall fit, and the need for performance. These variables have

been shown to have a significant impact on the welfare of professionals and, thus, the benefits

mentors reap from engaging in mentoring relationships will be rewarding. Changing role limits

means changing the manner or number of activities in which you perform your job; changes in

the relationship limits implies that you exercise control with whom you associate while

performing a job (Laurence, 2010; Wrzesniewski & Dutton, 2001). The technique of mentoring

is a particular way to socialize outsiders and give them a chance to learn about their organization,

socialize them with senior members (Kram, 1983; Louis et al., 1983; Nelson & Fast, 1991;

Ostroff & Kozlowski, 1993). Kram (1983) asserts that these relationships be initiated, cultivated,

separated, and redefined in four different stages. As a result of repeated high-performance levels

that promote trust, encouragement, and respect, which means that the subordinate works with the

mentor to take on more significant roles and responsibilities. This high-quality partnership leads

to lower turnover, better efficiency, greater organizational engagement, and enhanced career

development (Dulebohn et al., 2012).

     According to an earlier study, mentoring-achievement goals relationships differ across

organizations due to the individual and contextual variables. Mentoring is a unique socialization

method that offers an opportunity for participants to learn about the organization and to be

groomed by senior members in the organization (Kram, 1983; Louis et al., 1983; Nelson &

Quick, 1991; Ostroff & Kozlowski, 1993). Yet, there remains a growing interest to advance the

mentoring theory (Carraher et al., 2008). Mentoring has potential be more than casual or random

for mentoring to affect systemic change in the workplace. Scholars suggest that social

institutions (i.e., family, faith, education, economy, medicine, politics, policy, research, military,

and mass media) should recognize and understand the need for mentoring. More importantly,

design, organize, promote and underwrite a program that addresses identified industry needs both

today and, in the future, (Metros & Yang, 2006). The experience of newcomers to an establishment can be critical in boosting individual fit and strengthening one's perception of becoming a weak link in the organization without any direction. Therefore, organizations must analyze how social exchange assists in supporting newcomers' transition into the workplace. Personal studies have repeatedly shown that the indicator of attitudes and behavior, as seen from perceived organizational features, is better compared to the other identified features (Cable & Judge, 1997; Kristof-Brown & Stevens, 2001). However, little studies have explored the relationship between actual and perceived fitness in organizational entry, and real and perceived fit and emotional outcomes after entry into the workplace. Thus, it was perceived that moderation will make this relationship stronger. This leads to the following hypothesis:

Hypothesis 3: Mentorship positively moderates the relationship between PO-Fit and Achievement Goals as measured by Mastery Approach such that having a mentor strengthens the relationship and the absence of a mentor weakens the relationship.

Hypothesis 7: Mentorship positively moderates the relationship between PO-Fit and Achievement Goals as measured by Performance Approach such that having a mentor strengthens the relationship and the absence of a mentor weakens the relationship.

Social cognitive theories of career growth emphasize the role of learning and relationships in increasing career performance standards (Lent et al., 1994). Learning and development partnerships reflect mentorships in organizations (Higgins & Kram, 2001). Theoretical observations imply that social networks at the organizational level and require that research problems in mentoring study be defined and examined. Mentoring embodies systemic threshold and has been actively engaged over time in the advancement of others both professional and personally. Organizational culture, by contrast, typically takes place within

business ecosystems (Bass, 1985). Career interests encompasses three wide-ranging dimensions with an emphasis on social cognitive theory (SCT): career effectiveness, career progression, as well as work balance and work-life balance (Stephens et al., 1998). Although such evidence shows that mentoring relationships benefit the mentee, little research has examined mechanisms in which mentoring affects career success, so we know little about how mentors or mentees can influence mentoring relationships (Day & Allen, 2004). Mentoring serves as an advocate to ensure a safe transition from industry to industry, while impacting the trajectory of the individual's vocation and growth.

Underlying and external factors can contribute to employee's job satisfaction and work performance (Abdulla et al., 2011). Earlier research proposed an important job output prediction for the organizational environment and its components. Reports noted that organizational justice positively connects with affective engagement and continued work. However, there remain substantial disparities in work satisfaction and success between men and women (Zeffane et al., 2008). Corporate training focuses on learning and growth (Joo & Ready, 2012), and supervisory career assistance that influences employee work development is also a predictor of career satisfaction. Employee's careers are likely to be enhanced by their superiors' patronage (Greenhaus et al., 1990; Wickramasinghe & Jayaweera, 2010). New workers join companies with expectations, primarily optimistic, of how they fit in their new job and organization (Wanous, 1992; Ostroff & Kozlowski, 1992). The research posits that greater organizational involvement will lead to lower turnover and a variety of other positive effects, such as higher employee effort and efficiency (Mathieu & Zajac, 1990). Previous studies have shown that there was a correlation between the work environment and organizational engagement. Thus, as opposed to those who feel insecure, workers who feel relaxed with their working atmosphere are

likely to work more successfully and enjoy the actual process (Khuong & Le Vu, 2014). Extant

opportunities are needed to explore how demographic diversity could enhance group functioning

and warrant new perspectives. One viewpoint focuses on the group-level descriptors that can

provide "space" for members of disadvantaged social categories to exercise leadership within

their communities (e.g., the university, workplace, diplomatic, or leisure communities to which

they belong) (Abrams et al., 2000). When a society coordinates its members primarily through a

focus on social norms (means), it was likely to reduce inequality, particularly from people who

belong to social groups that are disadvantaged or historically underrepresented. However, if a

community coordinates its members exclusively with a focus on shared collective interests, it

was likely to demonstrate a more flexible and fluid social structure (Packer & Ungson, 2018).

This leads to the following hypothesis:

Hypothesis 4: Mentorship positively moderates the relationship between PJ-Fit and

Achievement Goals as measured by Mastery Approach such that having a mentor

strengthens the relationship and the absence of a mentor weakens the relationship.

Hypothesis 8: Mentorship positively moderates the relationship between PJ-Fit and

Achievement Goals as measured by Performance Approach such that having a mentor

strengthens the relationship and the absence of a mentor weakens the relationship.

An end-focused community, practically a function of the timeliness and quality of group

members' contributions, will ultimately drive inclusion, recognition, and promotion. End-focused

organizations can allow greater leadership versatility after being among a more diverse set of

community members (Packer & Ungson, 2018). The notion of cognitive heterogeneity was based

on the prevailing hypothesis as to why diversity will have beneficial effects on group results. For

several reasons, individual group members can have different viewpoints and ideas. Others have

highlighted demographic, social identities (e.g., based on ethnicity, sex, or age) as particularly

significant sources of cognitive divergence (page, 2014). Scholars point out a substantial review

that diversity comes in various forms: as diversity when members carry the community different

expertise and ideas; as division, when members have polarized opinions; and as inequality, when

some members have more control, prestige, or wealth than others (Klein & Harrison, 2007). A

summary of the hypothesis developed in this chapter was presented in Table 1.

Table 1 Summary of Hypothesis Outcomes

	Hypotheses	Results
H_1	*Person-Organization fit is positively related to Achievement Goals as measured by Mastery Approach.*	*Supported*
H_2	Exploring The Effect of Mentoring Programs for Both Private and Public Sectors: Formal and Informal Relationships *Person-Job fit is positively related to Achievement Goals as measured by Mastery Approach.*	*Supported*
H_3	*Mentorship positively moderates the relationship between PO-Fit and Achievement Goals as measured by Mastery Approach such that having a mentor strengthens the relationship and the absence of a mentor weakens the relationship.*	*Not Supported*
H_4	*Mentorship positively moderates the relationship between PJ-Fit and Achievement Goals as measured by Mastery Approach such that having a mentor strengthens the relationship and the absence of a mentor weakens the relationship.*	*Supported*
H_5	*Person-Organization fit is positively related to Achievement Goals as measured by Performance Approach.*	*Supported*
H_6	*Person-Job fit is positively related to Achievement Goals as measured by Performance Approach.*	*Supported*
H_7	*Mentorship positively moderates the relationship between PO-Fit and Achievement Goals as measured by Performance Approach such that having a mentor strengthens the relationship and the absence of a mentor weakens the relationship.*	*Not Supported*
H_8	*Mentorship positively moderates the relationship between PJ-Fit and Achievement Goals as measured by Performance Approach such that having a mentor strengthens the relationship and the absence of a mentor weakens the relationship.*	*Supported*

CHAPTER 3: RESEARCH DESIGN AND METHODOLOGY

OVERVIEW AND PURPOSE OF THE STUDY

This chapter describes the selected sample, data collection procedures, measures, and methodological techniques used to test the proposed hypotheses. This study explored the role of mentorship and its impact on achievement goals among diverse groups in the public and private sector. The data collection included both foreign and domestic populations who represented various industries.

PARTICIPANT SELECTION PROCESS

Survey participants held senior-level, middle-level and lower-level management positions. Sectors in which respondents were employed were divided into two strata which were coded as public and private organizations. Race was self-reported by respondents with the intention of using race as a second filter by which the dataset was split in an effort to perform analyses that would identify nuances in the theorized relationships of fit, mentorship, and achievement goals between members of different racial groups. Additional demographic information that was obtained from the survey design included tenure (length of time employed with current firm), age, educational level and gender.

SAMPLE SIZE

Using G*Power 3.1, a commonly used sample size calculator, the minimum sample size for this study was calculated to be 55 with the following parameters, effect size $(f^2) = .15$, power $= .80$, α error prob $= .05$, number of tested predictors $= 1$, and total number of predictors $= 4$. Additionally, a widely used sample size estimation method in is the "10-times rule" method, building on the assumption that the sample size was be greater than, 10 times the maximum

number of inner or outer model links pointing at any latent variable in the model (Hair et al., 2011). Based on this rule-of-thumb calculation, the minimum sample size was estimated to be 250-300. To ensure compliance with both methods of estimating sample size, a targeted sample of 300 will be attempted.

This research study notes that mentoring (moderating variable) moderates the relationship between fit person-job and fit person-organization (independent variables) and achievement goals (dependent variable). The study sought to examine the level of interaction for moderation. Thus, intentions to incorporate a well-defined achievement goal instrument that utilizes one-of-two distinct goal components to the 2 x 2 achievement goal framework: Mastery approach and Performance approach were measured using established scales. Since the emergence of the Achievement Goal theory, the difference between intention and productivity has been a significant paradigm (Dweck, 1986; Dweck & Leggett 1988; Elliot & McGregor, 2001; Nicholls, 1984). The mastery goals aim to develop skills and on-the-job learning, while the performance approach seeks to demonstrate the skills learned towards achieving higher returns. The model constructs were measured in earlier studies with preceding survey questions that included these activities among institutions. Organizational behavior and industrial/organizational psychology have long been the desirability of fit between individuals and their working environments (Murray, 1938; Pervin, 1968; Schneider, 1987). According to this study, the often commonly defined concept, person-environment fit (PEFit), consists of several unique fit indicators such as person-job fit, person-organization fit (Kristof, 1996). The literature on performance objectives has entered the mainstream of industries at large. Scholars in related industries, including education, have reported the causes and effects of various forms of achievement targets by focusing on cross-sectional, longitudinal, and experimental methodologies (Elliot, 2005;

Hulleman et al., 2010; Kaplan & Maehr, 2007; Murayama et al., 2011; Van Yperen et al., 2014).

Quantitative analysis included measures and hypotheses that could find measurements of a

phenomenon in a study (Watson, 2015). The quantitative analysis also posits that collecting data

using size, analyzing these data for trends and relationships, and verifying the measures taken.

When determining participants, those administrative, supervisory, and management roles in

industries and the level of mentorship received success was strongly considered.

In attempt to establish a relatively limited number of items (indicators) that can be used

to measure reliability, this research used hierarchical moderated multiple regression and adopted

item analysis methods for the intended concepts. Individuals who chose to complete the survey

received a direct link. The anonymous survey answers were designed via a Qualtrics® electronic

survey. The survey questions incorporated both standardized and open-ended questions for the

entire sample. The questions were distributed to a panel of respondents and the data was

purchased from Prolific®.

Regression analysis was used to test the hypotheses put forward in the theoretical model

and was conducted using the Statistical Package for Social Sciences (SPSS 26). Missing data and

extreme values were assessed in attempt to reduce bias in the study's results. Additionally, the

collected data was evaluated to determine that all the criteria for acceptance were met. As

respondents provide inaccurate responses or unrelated evidence, such information was not

acknowledged but deleted from the research study. Email addresses were not collected or

retained; therefore, the use of one-way communication supported the maintenance of the

respondent's confidentiality and privacy. Each participant electronically signed a consent form as

part of the institutional review board process, giving the researcher permission to use the data

collected to add to the surveys' purpose and analyze its findings. The survey and the research

proposal were vetted by the University of North Carolina at Charlotte's Institutional Review Board (IRB#: 21-0028).

<div align="center">ANALYTICAL PROCEDURES</div>

This dissertation's data will be analyzed to obtain descriptive statistics such as means, standard deviation, and correlations. The reliability of the data will be assessed using Cronbach's alpha to ensure accuracy. It has been suggested that a minimum alpha of > 0.70 was required for reasonable reliability (Hair et al., 1998). Test results show that the cut-off value for acceptable reliability was not necessarily 0.70 and that lower reliability may be sufficient (Lance et al., 2006). There are ongoing debates in the literature that embody uncertainty about settling the agreement principles index (Lance et al., 2006). In comparison, the research defines bandwidths suitable for exploratory study alphas of 0.5 (Hair et al., 1998). In 1951, Lee Cronbach created Alpha to measure a test or scale's internal consistency; was shown as a number between 0 and 1 (Cronbach, 1951). Internal consistency defines the degree to which the same definition or construct was evaluated by all the items linked to the items' interrelatedness for a test. Before a test may be used for study or analysis purposes to ensure validity, internal consistency should be determined. Furthermore, the amount of measurement error in a test was indicated by reliability estimates. Note that the understanding of reliability was the test's connection with itself (Tavakol & Dennick, 2011). Cronbach's Alpha was also viewed as a consistency label: high values certify scale consistency, and low values trigger the removal of one or more products.

Item reliability, known as Chi-Square F Statistics, will be recorded by the analysis in this study. The Chi-square test ($\chi 2$ test) will be included in this study based on the proposed hypotheses and mostly used in experimental data statistical analysis. By applying the Chi-square tests to test goodness-of-fit, homogeneity, and freedom, the purpose of this study will present

solutions to common problems (Bolboacă et al., 2011). Fisher suggested expecting little progress without constant expertise in analyzing and interpreting the most diverse forms (i.e., where the observed data was information). Statistical methods are used to derive knowledge from the observation of real-world phenomena (Fisher, 1948). The quantity of information in the calculation (obtained from a sample) was directly related to the quantity of information (Mood, 1950). Fisher pointed out that scientific information latent in any collection of observations could be generated by statistical analysis whenever the experimental design was carried out to optimize the data obtained (Mood, 1950).

The study performed a collinearity assessment to determine which variables are collinear around the statistical model. Collinearity, generally in a regression-type analysis, refers to the non-independence of predictor variables. In any descriptive ecological data set, it was a standard feature. It can be a concern for parameter estimation since it inflates the variance of regression parameters and potentially contributes to the incorrect identification in a statistical model of appropriate predictors (Guerard & Clemen, 1989). In the process of selecting biologically relevant variables, the question of collinearity was difficult to avoid as many commonly applied environmental predictors are strongly correlated and or non-independent (Jiménez-Valverde et al., 2009).

In practice, in dealing with collinearity, the rule-of-thumb approach minimizes its possible effect by choosing variables whose coefficients of correlation are below a certain threshold (e.g., in Dormann et al., (2013) or < 0.4 in Suzuki et al., 2008). Research indicates that the impact of collinearity can be twofold on regression-type models. It can result in the effects caused by the degree of predictor collinearity on model training. More importantly, the model's change was impacted by variations in the predictor variables correlation structure between

training and testing (or projecting) regions (i.e., collinearity shift). The Interaction Plot was another graphic statistical method to use in this analysis. To illustrate how the relationship between one categorical factor and a continuous response depends on the importance of the second categorical factor, use an interaction plot. For the levels of one factor on the x-axis and a separate line for each level of another factor, this graph shows implies. In the field of statistics and data analytics, interaction plots are very important.

MEASURES

Independent Variables

Person-Organization Fit: The perceived fit between the individual and organization has addressed various conceptualizations of fit, including supplementary, complementary, needs-supplies, and demands-abilities (Uysal Irak, 2010). POFit describes the correlation between one's interests and personal characteristics and the organization's value system and culture. POFit was measured using 19 items established by Saks & Ashforth (1997). The survey questions used a seven-point Likert-type scale ranging from 1 (strongly disagree) to 7 (strongly agree) for participant responses to the POFit items. Prior studies have measured five items for *Supplementary fit* (e.g., "I feel my values "match" or fit this organization and the current employees in this organization", "I think the values and personality of this organization reflect my own values and personality", and "The values of this organization are similar to my own values; eight items for *Complementary fit* (e.g., "I feel that I am important to this company because I have such different skills and abilities than my co-workers", "My co-workers rely on me because I have competencies that they do not have", and "When key decisions are made, my co-workers consult me because I have a different perspective than they do"; four items for *Needs-supplies fit* (e.g., "I feel that this organization enables me to do the kind of work I

want to do", "This organization measures up to the kind of organization I was seeking", and "This organization was a good match for me"); and two items for *Demands-abilities fit* (e.g., "I think I possess the skills and abilities to succeed at this organization", and "I believe my skills and abilities match those required by this organization in general").

Person-Job Fit: PJFit (Singh & Greenhaus, 2004) was measured using a three items. The survey questions will use a seven-point Likert-type scale ranging from 1 (strongly disagree) to 7 (strongly agree) for participant responses to the PJFit scales. Earlier studies have measured three items (e.g., "I have a good fit with my new job", "The requirements of my new job match my specific talents and skills" and "I fit in well with my work environment").

Dependent Variable

Achievement Goals: Researchers and scholars studying achievement goals have focused mainly on distinguishing performance objectives and mastery objectives in separating competency-based initiatives (Elliott, 1999). Experimental measurements of achievement objectives remain dependent on many factors; several studies rely on a particular target, while others tend to rely on multiple features at once (Rawsthorne & Elliot, 1999). Achievement goals (Elliot & McGregor, 2001) will be measured using a 23-item response (e.g., MAV = mastery-avoidance; MAP = mastery-approach; PAP = performance-approach; PAV = performance-avoidance). Earlier studies concluded a misfit in the model, which resulted in dropping six items (e.g., MAV1, MAV3, MAV7, MAV8, MAV9 and MAV10) from the response measuring the mastery and performance approach (Baranik et al., 2010). Hence, the analysis resulted in a 17-item response (e.g., MAV2, MAV4, MAV5, MAV6, MAV11, MAP1, MAP2, MAP3, MAP4, PAP1, PAP2, PAP3, PAP4, PAV1, PAV2, PAV3, and PAV4). Research referencing the "Measuring Goal Orientation in a Work Domain," the mastery approach was the most positive

goal from the 2x2 framework (Baranik et al., 2010). According to the findings and analysis of misfit in previous studies, the targeted items concerning mastery-avoidance functioned poorly and were problematic. Evidence gathered showed that each achievement goal had a specific connection to other potentially relevant variables in the 2 x 2 framework. Therefore, this study will focus on the 8-item response for mastery approach (e.g., "I am willing to select a challenging work assignment that I can learn a lot from", "For me, development of my work ability is important enough to take risks", "I often look for opportunities to develop new skills and knowledge", and "I enjoy challenging and difficult tasks at work where I'll learn new skills") and a 4-item response for performance approach (e.g., "I like to show that I can perform better than my coworkers", "I prefer to work on projects where I can prove my ability to others", "I try to figure out what it takes to prove my ability to others at work", and "I enjoy it when others at work are aware of how well I am doing"). The survey questions will use a seven-point Likert-type scale ranging from 1 (strongly disagree) to 7 (strongly agree) for participant responses to the identified AG (2 x2 framework) -MAP and PAP scales.

Moderating Variable

    Mentorship. The 15-item measure of mentoring functions from Scandura (1992) will be used to assess the degree to which mentoring was given (Scandura, 1992). Earlier research used psychometric support for this three-factor structure (Scandura & Ragins, 1993; Scandura & Schriesheim, 1991). Responses will be registered on a seven-point Likert scale ranging from 1 (strongly disagree) to 7 (strongly agree). Six items measure career mentoring (e.g., "My mentor placed me in important positions"). Six items measure career mentoring. Five items analyze psychosocial mentoring (e.g., "I have socialized after work with my mentor") and four items represent role modeling (e.g., "I try to model my behavior after my mentor"). Five items reflect

role modeling. Cronbach's alpha was used estimate composite reliability and validity. The Cronbach's alphas were greater than 70 and 90 for reliable measures.

Control Variables

The study will consider the influence of several confounding variables. Thus, age, gender, education, institution type, tenure, industry, job title, and how long individuals have been mentored, and type of mentorship (i.e., formal or informal) will be reported.

Age

Age was recorded as a continuous variable. Respondents self-reported their age in number of years, representing their current age at the time of their participation in the survey.

Gender

Question two from the survey inquired about gender, stating: What is your gender? Respondents were given the option to select male, female or other. Dummy variables were created for Gender where 0 = male, 1 = female, and 3 = other. The reference category was comprised of male and other so that they regression results would highlight female participants, underscoring the research focus on females and people of color.

Education

In this study, education was an important control variable. It was captured with the intention of attempting to determine if respondent perceptions about the importance of mentorship differed based on a person's level of education. This categorical variable was coded as follows:

Associate degree in college (2-year) = 1

Bachelor's degree in college (4-year) = 2

Doctoral degree = 3

High school graduate (high school diploma or equivalent including GED) = 4

Less than high school degree = 5

Master's degree = 6

Professional degree (JD, MD) = 7

Some college but no degree = 8

Because the focus of the study was the role of mentorship at managerial levels within firms, the reference group for this categorical variable was a combination of respondents who either had less than a high school degree or only had a high school diploma or equivalent.

Tenure

Tenure was captured as a continuous variable, representing the estimated number of years that a survey respondent had been employed at their current institution at the time of the survey. Tenure was captured to test whether years of service might have some meaningful relationship between fit and achievement goals. This allowed the exploration of any dynamics associated with how long a person is employed with an institution to set up future research that might evaluate whether short vs. long tenure has any impact on moderating effects of mentorship of fit and achievement goals.

Industry type (Sector)

The survey captured a total of 20 different types of industries that were then codified as belonging to one of two sectors, public sector or private sector. This measurement of sector allows for research consideration of whether the moderating effects of mentorship differ between respondents who work in the public sector and respondents who work in the private sector.

Race

Respondents identified their race by selecting one of seven options provided in the survey, American Indian or Alaska Native, Asian, Black or African American, Other, White or Caucasian, White (or Caucasian, Asian), White or (Caucasian, Other). The responses were dummy coded as follows: American Indian or Alaska Native = 1, Asian = 2, Black or African American = 3, Other = 4, White or Caucasian = 5, White (or Caucasian, Asian) =6, White or (Caucasian, Other) = 7. The respondents who identified as belonging to one of the White classifications were grouped together to form the reference group for race.

The hierarchical moderated multiple regression analysis was conducted via four models that were evaluated for changes in R^2 between each successive model. P-values were also evaluated at a significance level of $\alpha = .05$ to determine which predictors or interactions were statistically significant in their explanation of the variance in the dependent variable, achievement goals. In the first study, Model 1 was comprised of age, education, gender, and tenure. Model 2 expanded Mode1 by including POFit and PJFit (independent variables). Model 3 expanded Model 2 by focusing on the mentoring (moderator) variable. Lastly, Model 4 expanded Model 3 by incorporating interaction terms to measure the moderating effect of Mentorship for POFit and PJFit toward Mastery Approach.

The analysis was completed a second time using the exact same method. The difference, however, in this second iteration of the analysis was that instead of using the responses for mastery approach to measure Achievement Goals, the responses for Performance Approach were used. Variables and the corresponding survey items that were used measure them are provided in the appendix (Appendix D). All findings are outlined and summarized in Chapter 4 of this dissertation.

CHAPTER 4: RESULTS

PRELIMINARY ANALYSIS

This chapter describes the results of the analysis. Descriptive statistics including

correlations among variables, means, standard deviations and reliabilities are presented below.

A total of 338 completed surveys were obtained for analysis. Because the data were

obtained by purchasing a panel of survey responses through Prolific®, the need to evaluate and

remove missing values was eliminated. Similarly, response times to complete the survey were

evaluated to ensure that the data were reflective of reasonable times, ensuring that "quick click"

responses were avoided. Descriptive statistics for the survey response times are provided in

Table 2.

TABLE 2: DESCRIPTIVE STATISTICS FOR SURVEY RESPONSE TIMES

	Response Time (Minutes)
Min	2.58
1st Quartile	5.77
Median	7.47
Mean	9.25
3rd Quartile	10.47
Max	96.30

The mean survey response time was 9.25 minutes with minimum and maximum response

times being 2.58 minutes and 96.30 minutes respectively. The median response time for

completing the survey was 7.47 minutes.

Attempts were made to obtain a racially diverse respondent sample. The results, however,

reflect a respondent sample that was predominantly White (91.72%) with the second largest

group represented being of Asian descent (4.14%). Survey respondent representation by race are

provided in Table 3.

TABLE 3: SURVEY RESPONDENT REPRESENTATION BY RACE

Race	Frequency	%
American Indian or Alaska Native	2	0.59%
Asian	14	4.14%
Black or African American	6	1.78%
Other (specify)	6	1.78%
White or Caucasian	310	91.72%
	338	100.00%

Only 8.28% of the sample reflected people who identified as a person of color (non-White). The potential bias in survey responses that might be caused by this imbalance in the sample will be addressed in Chapter 5 as part of the discussion and limitations of this study.

The mean age of respondents who completed the survey was 43 years of age. The youngest age reported was 18 and the highest age reported was 74 with the median age being 41. The distribution of respondents by age group is provided in Table 4.

TABLE 4: RESPONDENT REPRESENTATION BY AGE GROUP

Age Group	Frequency	%
18-27	48	14.20%
28-37	90	26.63%
38-47	74	21.89%
48-57	65	19.23%
58-67	57	16.86%
68-77	2	0.59%
Not Reported	2	0.59%
Total	338	100.00%

The majority of respondents were between 28 and 37 years of age (26.63%). The next largest age group was between the ages of 38 and 47 (21.89%). In terms of age, the respondent sample was deemed reasonably balanced. It is noted however, that fewer respondents were represented beyond the age group of 48 and 57 years of age. Decreasing numbers of respondents

in the older age groups is explainable, in part, by the fact that the survey was targeted to toward people who were currently employed at the time of the survey. The higher concentration of respondents in the younger age groups reflects this.

Common Method Bias was assessed using Harmon's Single Factor test in which the survey items were all loaded onto a single factor. The test was executed using principal axis factoring as the extraction method and without rotation. The resulting percentage of variance explained was 26.23% which is well below the commonly accepted threshold of 50% (Podsakoff et al., 2013). Common Method Bias was therefore deemed to not be a problem in this study.

The overall Cronbach's Alpha was .747. The Cronbach's Alpha values for the model constructs are presented in Table 5. Behavioral research indicates that a coefficient of 0.7 or higher is considered reliable (Nunnaly, 1978). Some researchers provide the following rules of thumb for scale reliability: "_ > .9 – Excellent, _ > .8 – Good, _ > .7 – Acceptable, _ > .6 – Questionable, _ > .5 – Poor, and _ < .5 – Unacceptable" (p.231); (George & Mallery, 2003).

TABLE 5: RELIABILITY COEFFICIENT VALUES

Reliability Statistics	Cronbach's Alpha
Model	.747
Variables	
PO Fit	.638
PJ Fit	.681
Mentorship	.758
Mastery Approach	.687
Performance Approach	.737

While the Cronbach's Alphas for POFit, PJFit, and Mastery Approach were lower than anticipated, an additional assessment of the reliability of the underlying survey items that

measured these constructs revealed that there was no significant improvement in reliability by removing any of the items. These items were retained for analysis in the study.

Descriptive statistics and correlation coefficients are provided in Table 6. In terms of survey respondent perceptions of fit, mean responses for POFit and PJFit hovered around the middle of the Likert scale with mean values of 5.277 and 5.737, respectively. This could be interpreted as "on average" respondents feel that they "somewhat agree" with the topics covered in the underlying questions regarding their fit with both the job and the organization for which they were employed.

TABLE 6: DESCRIPTIVE STATISTICS AND CORRELATIONS

	Mean	Std. Dev.	Variance	1	2	3	4	5
1 POFit	5.277	0.794	0.631	1.00				
2 PJFit	5.737	0.820	0.672	.708**	1.00			
3 Mentorship	4.429	1.183	1.399	.312**	.240**	1.00		
4 Mastery Approach	1138.12	609.51	371504.2	.483**	.413**	.313**	1.00	
5 Performance Approach	775.25	578.17	334286.1	.381**	.268**	.216**	.384**	1.00

** Correlation is significant at the 0.01 level (2-tailed).

Similarly, it can be noted that mean response score of 4.429 for Mentorship would indicate somewhat neutral responses from survey respondents about the type of mentorship that they have received. This suggests that mentorship for this study group is not as strong as had been hoped for during the study design. Interestingly, significant correlations exist between Mentorship and POFit (r = .312, p < .01), and Mentorship and PJFit (r = .240, p < .01). Mentorship is positioned as a moderating variable in the models tested in this study but the positive and significant correlations between mentorship and the two dimensions of fit indicate the importance of the presence of mentorship and its influence on perceptions of two dimensions of fit. It should also be noted that a significant correlation was found between POFit and PJFit (r = .708, p < .01). This correlation is likely due to overlap in the underlying survey questions used

to measure the two dimensions of fit. As a result, multicollinearity was assessed and as a means to address it, a data transformation was conducted using Fisher's z score transformation. This detail will be referenced again in following sections.

Multicollinearity may occur if the regression model correlates between two or more independent variables. A high degree of multicollinearity in predictors poses a class of problems commonly recognized in statistics (Freund & Minton, 1979; Neter et al.,1983). Multicollinearity was tested for the research model. In research, multicollinearity explores how the independent variable (IV), and the predictor variable are closely related, p. 248, (Ho, 2006). Multicollinearity can be problematic in the estimates of the coefficients and minimizing the statistical power, in which p-values become trivial. The fact that some or all the predictor variables are correlated does not, as the general rule, impede or influence inference on the mean responses to questions or projections of testable theory forecasts– (Neter et al., 1996: 289). When looking at impact, Raykov and Marcoulides (2006) stated that:

"in a regression analysis the presence of multicollinearity implies that one is using redundant information in the model, which can easily lead to unstable regression coefficient estimates" (p.86).

The analysis incorporated four tests to determine the degree of multicollinearity. First, an analysis of high correlation coefficients among predictors were done. Secondly, tolerance values were assessed (where tolerance > 0.1). Third, the variance inflation factor (VIF) was reviewed, where VIF < 10 served as signal for multicollinearity after computing the Zscore values. A VIF of 10 or even one relatively lower than 4 (roughly comparable to a tolerance level of 0.10 or 0.25) is not commonplace as a rule for excess or extreme multicollinearity (Neter et al., 1989: 409; Hair et al., 1995; Marquardt, 1970). Lastly, the condition index was reviewed where

multicollinearity is suspected when condition index values exceed 15 and severe

multicollinearity exists when the condition index exceeds 30. The results produced a moderate

variance inflation factor (VIF), signaling a degree of correlation between each variable.

Tolerance values were greater than 0.1 for POFit, PJFit and Mentorship. The condition index

showed a relatively higher condition index for PJFit and Mentorship detailed in Table 7.

Therefore, multicollinearity is suspected. To address this, Fisher's z score transformation was

done to transform survey response scores to standardized values. The z-scores were calculated

for age, tenure, POFit, PJFit, Mastery Approach, and Performance Approach. Z score values help

users measure the likelihood of a score in a data set and compare score values.

TABLE 7: MULTICOLLINEARITY FOR ACHIEVEMENT GOALS: VARIANCE INFLATION FACTORS

Model		Collinearity Statistics	
		Tolerance	VIF
1	Zscore: Age	0.986	1.014
	Zscore: Tenure	0.951	1.051
2	Zscore: Age	0.978	1.022
	Zscore: Tenure	0.943	1.06
	Zscore(POFit)	0.473	2.116
	Zscore(PJFit)	0.456	2.194
3	Zscore: Age	0.977	1.023
	Zscore: Tenure	0.932	1.073
	Zscore(POFit)	0.454	2.203
	Zscore(PJFit)	0.454	2.203
	Zscore(Mentorship)	0.85	1.177
4	Zscore: Age	0.968	1.033
	Zscore: Tenure	0.928	1.078
	Zscore(POFit)	0.448	2.232
	Zscore(PJFit)	0.449	2.226
	Zscore(Mentorship)	0.849	1.178
	zMentorshipxzPJFit	0.435	2.297
	zMentorshipxzPOFit	0.437	2.288

TESTS OF HYPOTHESES

In the first iteration of the analysis, Achievement Goals was measured via Mastery Approach. In the second iteration, Achievement Goals was measured by Performance Approach. In both iterations of the analysis, the datasets were split so that comparisons could be made between public and private sector and between White respondents and people of color. In total, the regression analysis was conducted ten times.

CORRELATION RESULTS

Mastery Approach

African American (r = 0.1, $p < .05$) was positively correlated with MA. Associate degree (r = -0.155, $p < .01$) was negatively correlated with MA. Conversely, age (r = 0.041, $p < .05$) was positively correlated with MA. Tenure (r = -0.099, $p < .05$) was negatively correlated to MA. Yet, the independent variables POFit (r = 0.482, $p < .05$) and PJ Fit (r = 0.417, $p < .05$), and Mentorship (r = 0.316, $p < .05$) were positively correlated with MA. Associate degree (r = 0.129, $p < .05$) was positively correlated with being a member of the American Indian population. Similarly, Bachelor's degree (r = 0.098, $p < .05$) was positively correlated with being Asian. Interestingly, age (r = -0.032, $p < .05$) was negatively correlated with Asian. Yet, mentorship (r = 0.131, $p < .05$) was positively correlated with Asian. This implies that Asian respondents in the study sample tend to have a bachelor's degree, tend to be younger, and tend to have mentors. Both POFit (r = -0.135, $p < .05$) and PJFit (r = -0.094, $p < .05$) were negatively correlated for respondents who identified their race as other. Master's degree (r = -0.094, $p < .05$) was negatively correlated with being female. However, some college (r = 0.114, $p < .05$), age (r = 0.088, $p < .05$), tenure (r = 0.109, $p < .05$) and PJFit (r = 0.118, $p < .05$) were positively

correlated with being female. Both the doctoral degree (r = 0.297, *p* < .05) and tenure (r = 0.073, *p* < .05) were positively correlated with being identified as other. Bachelor's degree (r = -0.232, *p* < .05), Master's degree (r = -0.155, *p* < .05), some college (r = -0.095, *p* < .05) PO Fit (r = -0.14, *p* < .05), and PJ Fit (r = -0.136, *p* < .05) were negatively correlated with having an associate's degree. Tenure (r = 0.09, *p* < .05) and PJFit (r = 0.121, *p* < .05) were positively correlated with having some college education. PJFit (r = 0.129, *p* < .05) was positively correlated with tenure. PJFit (r = 0.71, *p* < .05) and mentorship (r = 0.313, *p* < .05) was positively correlated with POFit. Mentorship (r = 0.24, *p* < .05) was positively correlated to PJFit.

A noteworthy correlation was found between the two independent variables, POFit and PJFit. POFit and PJFit (r = .708, *p* < .05) have a strong and positive correlation that is statistically significant. Individuals that fit inside the business firm will probably realize high degrees of fit with their specific job. The correlation results for the analysis, using Mastery Approach as the measurement of Achievement Goals are presented in Table 8.

Performance Approach

Asian ethnicity was positively correlated with PA (r = 0.151, *p* < .05). Respondents with an educational level of an Associate's degree (r = -0.123, *p* < .05) was negatively correlated with PA. Respondents who identified as American Indian (r = 0.129, *p* < .05) were noted as having this level of education. Tenure (r = -0.111, *p* < .05) was negatively correlated with PA. Mentorship (r = 0.131, *p* < .05) was positively related to Asian respondents. This indicates that Asian respondents have significant mentoring relationships. PJFit was negatively correlated to PA (r = -0.094, *p* < .05). Yet, mentorship was positively correlated with gender designated as other (r = 0.056, *p* < .05). Respondents having a Master's degree was negatively correlated to PA

(r = -0.094, $p < .05$). Conversely, some college (r = 0.114, $p < .05$), age (r = 0.088, $p < .05$),

tenure (r = 0.109, $p < .05$) and PJFit (r = 0.118, $p < .05$) were positively correlated being female.

These demographics, controls and independent variable suggest that all of these channels were

significant to their performance in the organization. Holders of master's degree were likely to

pursue other avenues for career development. Respondents with a doctoral degree (r = 0.297, $p <$

$.05$) were positively correlated with other genders. Having a Master's degree (r = -0.155, $p <$

$.05$), some college (r = -0.095, $p < .05$), POFit (r = -0.14, $p < .05$) and PJFit (r = -0.136, $p < .05$)

was negatively correlated for individuals with an Associate's degree. This suggests that

individuals with an associate's degree were less likely to advance their education for

development and career exploration within their respected organization. Yet respondents with a

Master's degree (r = -0.467, $p < .05$) and some college (r = -0.285, $p < .05$) showed negative

associations with PA. Having a Master's degrees (r = -0.103, $p < .05$) was negatively correlated

with PA. PJFit (r = -0.07, $p < .05$) was also negatively correlated with PA. Respondents with

some college (r = -0.191, $p < .05$) was negatively correlated with people who hold a Master's

degree. Interestingly, tenure (r = 0.09, $p < .05$) and PJFit (r = 0.121, $p < .05$) was positively

correlated among individuals with some college. PJFit (r = 0.095, $p < .05$) was positively

correlated with age. PJ Fit (r = 0.129, $p < .05$) was also positively correlated with tenure.

Mentorship (r = 0.313, $p < .05$) and PJFit (r = 0.71, $p < .05$) was positively correlated with

POFit. Whereas, Mentorship (r = 0.24, $p < .05$) was positively correlated with PJFit. The

correlation results for the analysis, using Performance Approach as the measurement of

Achievement Goals are presented in Table 9.

TABLE 8: CORRELATIONS FOR MASTERY APPROACH

Table 8. Correlation Results with Mastery Approach as the Measure of Achievement Goals

	MA	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Zscore(MA)																			
1 American Indian	0.069																		
2 Asian	-0.002	-0.016																	
3 African American	0.1*	-0.01	-0.028																
4 Other (specify)	0.004	-0.01	-0.028	-0.018															
5 Female	-0.047	-0.064	0.009	-0.02	-0.066														
6 Other	-0.008	-0.004	-0.011	-0.007	-0.007	-0.045													
7 Education 1	-0.155*	0.129*	-0.058	-0.037	-0.037	-0.018	-0.015												
8 Education 2	0.029	-0.065	0.098*	0.07	0.07	0.021	-0.046	-0.232*											
9 Education 3	0.029	-0.014	-0.038	-0.025	-0.025	0.086	0.297*	-0.051	-0.154*										
10 Education 5	0.011	-0.004	-0.011	-0.007	-0.007	-0.045	-0.003	-0.015	-0.046	-0.01									
11 Education 6	0.007	0.048	0.023	0.03	-0.023	-0.094*	-0.031	-0.155*	-0.467*	-0.103*	-0.031								
12 Education 7	0.004	-0.007	-0.02	-0.013	-0.013	-0.014	-0.005	-0.026	-0.079	-0.017	-0.005	-0.053							
13 Education 8	-0.002	-0.026	-0.071	-0.046	0.028	0.114*	-0.019	-0.095*	-0.285*	-0.063	-0.019	-0.191	-0.032						
14 Zscore: Age	0.041*	-0.016	-0.032*	-0.02	-0.021	0.088*	0.003	-0.009	0.058	0.006	-0.015	-0.049	-0.011	-0.003					
15 Zscore(Q8)	-0.099*	-0.059	-0.111	-0.038	-0.068	0.109*	0.073*	-0.019	-0.047	0.013	-0.052	-0.065	-0.048	0.09*	0.012				
16 Zscore(POFit)	0.482*	0.056	0.039	0.04	-0.135*	0.033	0.034	-0.14*	-0.014	-0.03	-0.043	-0.011	0.021	0.064	0.04	0.083			
17 Zscore(PIFit)	0.417*	0.025	-0.072	-0.021	-0.094*	0.118*	0.018	-0.136*	-0.023	-0.07*	-0.027	-0.062	0.056	0.121*	0.095	0.129*	0.71*		
18 Zscore(Mentorship)	0.316*	0.035	0.131*	0.076	0.056	0.013	0.069	-0.024	0.009	-0.004	0.06	0.037	0.054	-0.033	0.037	-0.101	0.313*	0.24*	

*Correlation is significant at the 0.05 level (1-tailed).

TABLE 9: CORRELATION FOR PERFORMANCE APPROACH

Table 9. Correlation Results with Performance Approach as the Measure of Achievement Goals

	PA	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Zscore (PA)																		
1 American Indian	0.004																	
2 Asian	0.151*	-0.016																
3 African American	-0.003	-0.01	-0.028															
4 Other (specify)	-0.006	-0.01	-0.028	-0.018														
5 Female	-0.027	-0.064	0.009	-0.02	-0.066													
6 Other	0.069	-0.004	-0.011	-0.007	-0.007	-0.045												
7 Education 1	-0.123*	0.129*	-0.058	-0.037	-0.037	-0.018	-0.015											
8 Education 2	0.056	-0.065	0.098	0.07	0.07	0.021	-0.046	-0.232										
9 Education 3	0.012	-0.014	-0.038	-0.025	-0.025	0.086	0.297*	-0.051	-0.154									
10 Education 6	-0.037	0.048	0.023	0.03	-0.023	-0.094*	-0.031	-0.155*	-0.467*	-0.103*								
11 Education 7	-0.039	-0.007	-0.02	-0.013	-0.013	-0.014	-0.005	-0.026	-0.079	-0.017	-0.053							
12 Education 8	0.08	-0.026	-0.071	-0.046	0.028	0.114*	-0.019	-0.095*	-0.285*	-0.063	-0.191*	-0.032						
13 Zscore: Age	-0.08	-0.016	-0.032	-0.02	-0.021	0.088*	0.003	-0.009	0.058	0.006	-0.049	-0.011	-0.003					
14 Zscore(Tenure)	-0.072	-0.059	-0.111*	-0.038	-0.068	0.109*	0.073	-0.019	-0.047	0.013	-0.065	-0.048	0.09*	0.012				
15 Zscore(POFit)	0.384	0.056	0.039	0.04	-0.135	0.033	0.034	-0.14*	-0.014	-0.03	-0.011	0.021	0.064	0.04	0.083			
16 Zscore(PJFit)	0.268	0.025	-0.072	-0.021	-0.094*	0.118*	0.018	-0.136*	-0.023	-0.07*	-0.062	0.056	0.121*	0.095*	0.129*	0.71*		
17 Zscore(Mentorship)	0.215	0.035	0.131*	0.076	0.056*	0.013	0.069	-0.024	0.009	-0.004	0.037	0.054	-0.033	0.037	-0.101	0.313*	0.24*	

*Correlation is significant at the 0.05 level (1-tailed).

Regression Analysis: Achievement Goals Measured by Mastery Approach

POFit was positively related to Mastery Approach (β =.333, $p < .001$) supporting H$_1$. The results of this regression analysis are presented in Table 10. PJFit was positively related to Mastery Approach (β = .168, $p < .000$) supporting H$_2$. Both H$_1$ and H$_2$ indicate that POFit and PJFit were important to the individual's career achievement. Mentorship did not positively moderate the relationship between POFit and Mastery Approach such that having a mentor strengthens the relationship and the absence of a mentor weakens the relationship (β = -.045, p =.523), resulting in no support for H$_3$. The results suggest that mentorship does not have any impact on the individual's fit within the organization and development of skill toward the individual career success. Yet in contrast, mentorship positively moderates the relationship between PJFit and Mastery Approach such that having a mentor strengthens the relationship and the absence of a mentor weakens the relationship (β = .165, $p < .000$) supporting H$_4$. See results in Table 10.

TABLE 10: REGRESSION SUMMARY FOR ACHIEVEMENT GOALS MEASURED BY MASTERY APPROACH

Variables	Model 1	Model 2	Model 3	Model 4
	β	β	β	β
Control Variables				
Age	0.046	0.017	0.013	0.013
Tenure	-0.097	-0.136	-0.119	-0.113
Gender				
Female	-0.04	-0.224	-0.254	-0.305
Other	-0.013	-0.037	-0.049	-0.053
Race				
American Indian or Alaska Native	0.086	0.045	0.043	0.043
Asian	-0.013	-0.017	-0.037	-0.039
Black_African American	0.095	0.082	0.071	0.056
Other	-0.006	0.057	0.04	0.046
Education				
Associate degree	-0.197***	-0.084	-0.095	-0.106
Doctoral degree	-0.07	0.005	-0.004	-0.003
High school graduate_GED	0.009	0.068	0.065	0.064
Less than high school graduate	-0.003	0.022	0.009	0.018
Master's degree	-0.078	-0.005	-0.019	-0.018
Professional degree_JD_MD	-0.015	-0.022	-0.031	-0.023
Some college but no degree	-0.036	-0.031	-0.03	-0.028
Independent Variables				
PO Fit		0.357***	0.312***	0.333***
PJ Fit		0.191***	0.177***	0.168***
Moderating Variable				
Mentorship			0.162***	0.159***
Interaction Effects				
Mentorship x PO Fit				-0.045
Mentorship x PJ Fit				0.165***
R	0.239	0.544	0.564	0.579
R^2	0.057	0.296	0.318	0.336
Adjusted R^2	0.013	0.258	0.279	0.293
ΔR^2	0.057	0.239	0.022	0.017
F	1.294	7.866***	8.215***	7.954***

Standardized regression coefficients shown

*significant at .05 level

** significant at .01 level

*** significant at .001 level

Although this study did not originally hypothesize a direct effect between Mentorship and Mastery Approach, the results showed that Mentorship is significant and strongly associated with Mastery Approach ($\beta = .159$, $p < .000$). More interestingly, PJFit appeared to be more meaningful than POFit.

Public Sector - Mastery Approach

This section focuses on the public sector analysis, using Mastery Approach as the measurement for Achievement Goals. The public sector analysis demonstrates that POFit was a primary predictor performance approach ($\beta = .406$, $p < .05$). It is noted that mentorship did not moderate the relationship between POFit and Mastery Approach, nor did it moderate the relationship between PJFit and Mastery Approach when the data were filtered for the public sector. The regression analysis demonstrates a model that explains nearly 39% of the variance in Mastery Approach ($R^2 = 38.7$), as a measurement for Achievement Goals. Results of the analysis are provided in Table 11.

TABLE 11: REGRESSION SUMMARY FOR PUBLIC SECTOR BY MASTERY APPROACH

Variables	Model 1	Model 2	Model 3	Model 4
	β	β	β	β
Control Variables				
Age	0.125	0.019	0.013	-0.031
Tenure	-0.239	-0.33	-0.33	-0.315
Gender_1	0.02	-0.027	-0.032	-0.02
Education_1	-0.05	-0.032	-0.032	-0.07
Education_2	-0.161	-0.231	-0.249	-0.272
Education_3	-0.028	-0.084	-0.094	-0.109
Education_6	-0.268*	-0.425	-0.442	-0.462
Education_8	-0.038	-0.216	-0.218	-0.197
Independent Variables				
POFit		0.42	0.401	0.406*
PJFit		0.165	0.172	0.208
Moderating Variable				
Mentorship			0.048	0.096
Interaction Effects				
Mentorship x POFit				0.143
Mentorship x PJFit				0.054
R	.337	.602	.603	.622
R^2	.113	.362	.364	.387
Adjusted R^2	-.018	.240	.227	.224
ΔR^2	.113	.249	.002	.023
F	.864	2.957***	2.655***	2.379***

Standardized regression coefficients shown

*significant at .05 level

** significant at .01 level

*** significant at .001 level

Among private sector companies, POFit has a positive association with Mastery Approach (β = .306, p <.05). PJFit is also positively associated with Mastery Approach (β = .191, p <.05). The moderating role of mentorship among private sector companies is only partially observed as compared to how it had been originally predicted. Mentorship as a moderator of POFit $\rightarrow$ Mastery Approach (β = .168, p <.05) was significant but as a moderator

of PJFit → Mastery Approach (β = -.073, p = .376) it was not significant. This analysis also uncovered a direct effect between Mentorship and Mastery Approach (β = .184, p < .000) The results of the analysis for private sector companies with achievement goals measured by mastery approach are presented in Table 12.

Private Sector - Mastery Approach

TABLE 12: REGRESSION SUMMARY FOR PRIVATE SECTOR BY MASTERY APPROACH

Variables	Model 1	Model 2	Model 3	Model 4
	β	β	β	β
Control Variables				
Age	-0.117	-0.12	-0.051	-0.064
Tenure	0.022	-0.029	-0.036	-0.035
Gender_1	-0.038	-0.071	-0.08	-0.087
Education_1	-0.194	-0.07	-0.083	-0.102
Education_2	-0.03	0.048	0.055	0.041
Education_3	0.039	0.097	0.091	0.082
Education_6	-0.026	0.071	0.071	0.057
Education_7	-0.015	-0.017	-0.023	-0.016
Education_8	-0.028	0.011	0.012	0.005
Independent Variables				
POFit		0.35*	0.299*	0.306*
PJFit		0.209	0.192**	0.191**
Moderating Variable				
Mentorship			0.199*	0.184***
Interaction Effects				
Mentorship x POFit				0.168*
Mentorship x PJFit				-0.073
R	.225	.549	.577	.589
R^2	.051	.301	.333	.347
Adjusted R^2	.018	.272	.302	.312
ΔR^2	.051	.250	.032	.014
F	1.556	10.217***	10.817***	9.791***

Standardized regression coefficients shown

*significant at .05 level

** significant at .01 level

*** significant at .001 level

For White respondents, none of the control variables were significant. POFit was positively associated with Mastery Approach ($\beta = .281$, $p < .05$). Similarly, PJFit was also positively and significantly associated with Mastery Approach (($\beta = .216$, $p < .05$). Mentorship did not moderate the relationship between POFit and Mastery Approach, but it did moderate the relationship between PJFit and Mastery Approach ($\beta = .186$, $p < .01$). The un-hypothesized direct effect between Mentorship and Mastery Approach was present among the sub-sample of White respondents ($\beta = .166$, $p < .000$). The regression results for White respondents are provided in Table 13.

White Respondents - Mastery Approach

TABLE 13: REGRESSION SUMMARY FOR WHITE RESPONDENTS BY MASTERY APPROACH

Variables	Model 1	Model 2	Model 3	Model 4
	β	**β**	**β**	**β**
Control Variables				
Age	0.048	0.015	0.01	0.01
Tenure	-0.108	-0.154	-0.138	-0.131
Gender_1	-0.047	-0.07	-0.074	-0.087
Education_1	-0.205	-0.09	-0.099	-0.111
Education_2	-0.081	-0.014	-0.024	-0.024
Education_3	0.002	0.057	0.051	0.048
Education_6	-0.1	-0.02	-0.033	-0.03
Education_7	-0.018	-0.027	-0.037	-0.028
Education_8	-0.027	-0.03	-0.03	-0.026
Independent Variables				
POFit		0.305*	0.257*	0.281*
PJFit		0.231*	0.221*	0.216*
Moderating Variable				
Mentorship			0.169***	0.166***
Interaction Effects				
Mentorship x POFit				-0.054
Mentorship x PJFit				0.186**
R	.219	.526	.550	.569
R^2	.048	.277	.302	.324
Adjusted R^2	.019	.250	.274	.292
ΔR^2	.048	.229	.025	.022
F	1.661	10.297***	10.645***	10.037***

Standardized regression coefficients shown

*significant at .05 level

** significant at .01 level

*** significant at .001 level

People of Color - Mastery Approach

For People of Color, POFit was strongly associated with Mastery Approach (β = 1.071, *p* < .000). PJFit, however, was nonsignificant in relation to Mastery Approach (β = -.138, *p* = .697). Mentorship did not moderate the relationship between POFit → Mastery Approach (β =

.18, p = .683), nor did it moderate the relationship between PJFit → Mastery Approach (β = -

.573, p = .147). Interestingly, the direct effect between Mentorship and Mastery Approach that

was observed among White respondents was nonsignificant for people of color (β = .27, p =

.378). The regression results for people of color are presented in Table 14.

TABLE 14: REGRESSION SUMMARY FOR PEOPLE OF COLOR BY MASTERY APPROACH

Variables		Model 1	Model 2	Model 3	Model 4
		β	β	β	β
Control Variables					
Age		0.076	0.273	0.321	0.422
Tenure		-0.02	0.009	0**	0.168
Female		-0.093	-0.224	-0.254	-0.305
Education_1		0.162	0.088	0.11	0.193
Education_2		0.389	0.348	0.444	0.501
Education_6		0.498	0.268	0.339	0.335
Education_8		-0.14	0.247	0.338	0.564
Independent Variables					
POFit			0.848	0.875	1.071**
PJFit			-0.107	-0.233	-0.138
Moderating Variable					
Mentorship				0.208	0.209
Interaction Effects					
Mentorship x POFit					0.18
Mentorship x PJFit					-0.573
	R	0.386	0.721	0.737	0.798
	R^2	0.149	0.519	0.543	0.637
	Adjusted R^2	-0.148	0.279	0.275	0.346
	ΔR^2	0.149	0.37	0.024	0.093
	F	0.502	2.161***	2.022***	2.189***

Standardized regression coefficients shown

*significant at .05 level

** significant at .01 level

*** significant at .001 level

Regression Analysis: Achievement Goals Measured by Performance Approach

In a second iteration of the analysis, the measurement of achievement goals was switched from Mastery Approach to Performance Approach. This portion of the analysis revealed that POFit was positively related to Performance Approach (β =.343, p <.000) supporting H5. PJFit was not related to Performance Approach (β = .032, p = .664) resulting in no support for H6. Mentorship did not positively moderate the relationship between POFit and Performance Approach such that having a mentor strengthens the relationship and the absence of a mentor weakens the relationship (β =.048, p =.523), resulting in no support for H7. The results suggest that mentorship does not have any impact on the individual's fit within the organization or individual's behavior and attitude towards organizational outcomes. Similarly, mentorship did not moderate the relationship between PJFit and Performance Approach such that having a mentor strengthens the relationship and the absence of a mentor weakens the relationship (β =.01, p < .899), establishing no support for H8. The model that incorporated Performance Approach as the measure for Achievement Goals yielded an R^2 = .214, explaining approximately 21% of the variance in Performance Approach. The regression results for this portion of the analysis are shown in Table 15.

TABLE 15: REGRESSION SUMMARY FOR ACHIEVEMENT GOALS MEASURED BY PERFORMANCE APPROACH

Variables	Model 1	Model 2	Model 3	Model 4
	β	β	β	β
Control Variables				
Age	-.077	-.095	-.097	-.099
Tenure	-0.072	-.099	-.09	-.087
Gender				
Female	-.028	-.038	-.04	-.044
Other	.076	.059	.053	.051
Race				
American Indian or Alaska Native	.019	-.013	-.014	-.014
Asian	.138*	.124*	.114*	.114*
Black_African American	-.005	-.021	-.026	-.032
Other	-.109	.03	.022	.025
Education				
Associate degree	-.112	-.034	-.038	-.043
Doctoral degree	-0.07	0.005	-0.004	-0.003
Master's degree	-.039	.004	-.001	-.003
Professional degree_JD_MD	-.04	-.043	-.047	-.047
Some college but no degree	.09	.092	.093	.092
Independent Variables				
PO Fit		.359***	.357***	.343***
PJ Fit		.041	.033	.032
Moderating Variable				
Mentorship			.084	.082
Interaction Effects				
Mentorship x PO Fit				.048
Mentorship x PJ Fit				.01
R	0.253	0.453	0.459	0.462
R^2	0.064	0.205	0.211	0.214
Adjusted R^2	0.023	0.165	0.169	0.166
ΔR^2	0.064	0.141	0.006	0.003
F	1.569	5.137***	4.996***	4.522***

Standardized regression coefficients shown

*significant at .05 level

** significant at .01 level

*** significant at .001 level

The data were filtered to assess the nature of Performance Approach among public sector companies. The resulting regression analysis yielded no significant relationships among the variables in the model. Although the overall model exhibited a percentage of the explanation of variance in Performance Approach that was approximately 33% (R^2 = .331), no significant relationships were sustained across each of the four models in the analysis. The results of the public sector analysis using Performance Approach can be found in Table 16.

Public Sector - Performance Approach

TABLE 16: REGRESSION SUMMARY FOR PUBLIC SECTOR BY PERFORMANCE APPROACH

Variables	Model 1	Model 2	Model 3	Model 4
	β	β	β	β
Control Variables				
Age	-0.143	-0.153	-0.126	-0.204
Tenure	-0.018	-0.037	-0.037	-0.05
Female	-0.166	-0.151	-0.127	-0.093
Education_1	-0.138	-0.142	-0.142	-0.22
Education_2	-0.008	-0.105	-0.033	-0.159
Education_3	0.081	0.015	0.054	-0.008
Education_6	-0.06	-0.146	-0.074	-0.198
Education_8	0.302	0.216	0.223	0.158
Independent Variables				
POFit		0.423*	0.5*	0.39
PJFit		-0.191	-0.22	-0.069
Moderating Variable				
Mentorship			-0.193	-0.155
Interaction Effects				
Mentorship x POFit				-.192
Mentorship x PJFit				.311
R	.407	.508	.534	.575
R^2	.166	.258	.286	.331
Adjusted R^2	.042	.116	.131	.153
ΔR^2	.166	.093	.027	.045
F	1.343	1.812***	1.853***	1.862***

Standardized regression coefficients shown

*significant at .05 level

** significant at .01 level

*** significant at .001 level

Among private sectors employees, the incorporation of Performance Approach as the measure of Achievement Goals reveals that POFit is significant and positively associated with Performance Approach (β =.324, p < .000). Neither of the hypothesized interaction effects were significant. A direct effect between mentorship and Performance Approach was observed (β

=.16, *p* < .000). The results of the regression analysis for the private sector subsample using

Performance Approach can be found in Table 17.

Private Sector - Performance Approach

TABLE 17: REGRESSION SUMMARY FOR PRIVATE SECTOR BY PERFORMANCE APPROACH

Variables		Model 1	Model 2	Model 3	Model 4
		β	β	β	β
Control Variables					
Age		-0.041	-0.046	0.01	0.012
Tenure		-0.051	-0.082	-0.088	-0.096
Female		0.016	.000*	-0.008	-0.009
Education_1		-0.108	-0.019	-0.03	-0.044
Education_2		0.062	0.118	0.124	0.123
Education_3		0.013	0.051	0.046	0.037
Education_6		-0.022	0.041	0.041	0.036
Education_7		-0.049	-0.047	-0.052	-0.043
Education_8		0.05	0.08	0.081	0.081
Independent Variables					
POFit			0.364	0.322***	0.324***
PJFit			0.047	0.033	0.032
Moderating Variable					
Mentorship				0.163	0.16**
Interaction Effects					
Mentorship x POFit					.123
Mentorship x PJFit					-.106
	R	.177	.426	.451	.457
	R²	.031	.182	.203	.209
	Adjusted R²	-.002	.147	.166	.166
	ΔR²	.031	.150	.021	.006
	F	.945	5.268***	5.523***	4.869***

Standardized regression coefficients shown

*significant at .05 level

** significant at .01 level

*** significant at .001 level

The model that focused on White respondents and Performance Approach revealed that Age was significant (β =-.104, p < .05). This finding signals that as the age of White respondents increases, Performance approach, and therefore Achievement Goals, becomes less important. POFit is significant (β =.332, p < .05). PJFit is nonsignificant and the same is true for both of the interaction variable that were tested. Although Mentorship had been seen to have a direct and significant association in previous iterations of the analysis. This result is not observed within the White subsample of respondents. The results of the regression analysis for the White subsample using Performance Approach can be seen in Table 18.

White Respondents - Performance Approach

TABLE 18: REGRESSION SUMMARY FOR WHITE RESPONDENTS BY PERFORMANCE APPROACH

Variables	Model 1	Model 2	Model 3	Model 4
	β	β	β	β
Control Variables				
Age		-0.079	-0.099	-0.102	-0.104*
Tenure		-0.064	-0.096	-0.086	-0.082
Female		-0.044	-0.048	-0.05	-0.055
Education_1		-0.132	-0.046	-0.051	-0.054
Education_2		0.012	0.06	0.054	0.05
Education_3		0.02	0.054	0.05	0.049
Education_6		-0.031	0.023	0.016	0.015
Education_7		-0.044	-0.047	-0.053	-0.053
Education_8		0.09	0.086	0.086	0.085
Independent Variables				
POFit			0.358*	0.328*	0.332*
PJFit			0.054	0.048	0.051
Moderating Variable				
Mentorship				0.107	0.105
Interaction Effects				
Mentorship x POFit					0.033
Mentorship x PJFit					0.019
R	.202	.436	.448	.450
R^2	.041	.190	.200	.203
Adjusted R^2	.012	.160	.168	.165
ΔR^2	.041	.150	.010	.002
F	1.406	6.331***	6.165***	5.323***

Standardized regression coefficients shown

*significant at .05 level

** significant at .01 level
*** significant at .001 level

For people of color with Performance Approach used as the measure for Achievement Goals, no significant relationships were sustained across the four regression models. The results of this analysis can be seen in Table 19. These results are likely impacted by the fact that people of color only made up a small percentage of the overall respondent sample.

People of Color - Performance Approach

TABLE 19: REGRESSION SUMMARY FOR PEOPLE OF COLOR BY PERFORMANCE APPROACH

Variables	Model 1	Model 2	Model 3	Model 4
	β	β	β	β
Control Variables				
Age	0.228	0.4	0.383	0.352
Tenure	-0.312	-0.343	-0.34	-0.416
Female	0.173	0.066	0.076	0.087
Education_1	0.156	0.105	0.097	0.05
Education_2	0.144	0.082	0.049	0.019
Education_6	-0.115	-0.273	-0.298	-0.316
Education_8	0.006	0.284	0.253	0.118
Independent Variables				
POFit		0.645**	0.635	0.528
PJFit		-0.2	-0.156	-0.158
Moderating Variable				
Mentorship			-0.072	-0.101
Interaction Effects				
Mentorship x POFit				.389
Mentorship x PJFit				-.226
R	.384	.555	.557	.585
R^2	.148	.308	.311	.342
Adjusted R^2	-.151	-.038	-.095	-.185
ΔR^2	.148	160	.003	.031
F	.495	.890**	.767***	.649***

Standardized regression coefficients shown

*significant at .05 level

** significant at .01level

*** significant at .001 level

A summary of the hypothesis that were supported or not supported by using Mastery Approach as a proxy for Achievement Goals can be found in Table 20. For the purposes of a qualitative comparison between the two iterations of analysis a similar summary table of the

support and unsupported hypothesis analyzed by using Performance Approach as a proxy for

Achievement Goals can be found in Table 21.

TABLE 20: SUMMARY OF SUPPORTED AND UNSUPPORTED HYPOTHESES USING MASTERY APPROACH

Model	R^2	Hypothesis	β	p	Supported?
Mastery Approach	0.336	H[1]	0.333	< .000	Yes
		H[2]	0.168	< .000	Yes
		H[3]	-0.045	0.523	No
		H[4]	0.165	< .000	Yes
Mastery Approach - Public Sector	0.387	H[1]	0.406	< .05	Yes
		H[2]	0.208	0.298	No
		H[3]	0.054	0.758	No
		H[4]	0.143	0.387	No
Mastery Approach - Private Sector	0.347	H[1]	0.306	< .05	Yes
		H[2]	0.191	< .01	Yes
		H[3]	0.168	< .05	Yes
		H[4]	-0.073	0.376	No
Mastery Approach - White	0.324	H[1]	0.281	< .05	Yes
		H[2]	0.216	< .05	Yes
		H[3]	0.186	< .01	Yes
		H[4]	-0.054	0.449	No
Mastery Approach - People of Color	0.637	H[1]	1.017	< .01	Yes
		H[2]	-0.138	0.677	No
		H[3]	-0.573	0.147	No
		H[4]	0.18	0.683	No

TABLE 21: SUMMARY OF SUPPORTED AND UNSUPPORTED HYPOTHESES USING PERFORMANCE APPROACH

Model	R^2	Hypothesis	β	p	Supported?
Performance Approach	0.214	H^5	0.343	< .000	Yes
		H^6	0.032	0.664	No
		H^7	0.048	0.523	No
		H^8	0.01	0.899	No
Performance Approach - Public Sector	0.331	H^5	0.39	0.056	No
		H^6	-0.069	0.742	No
		H^7	-0.192	0.294	No
		H^8	0.311	0.076	No
Performance Approach - Private Sector	0.209	H^5	0.324	< .000	Yes
		H^6	0.032	0.692	No
		H^7	0.123	0.172	No
		H^8	-0.106	0.241	No
Performance Approach - White	0.203	H^5	0.332	<.05	Yes
		H^6	0.041	0.516	No
		H^7	0.033	0.668	No
		H^8	0.019	0.809	No
Performance Approach - People of Color	0.342	H^5	0.528	0.229	No
		H^6	-0.158	0.739	No
		H^7	0.389	0.453	No
		H^8	-0.226	0.703	No

The findings showed support for three of four hypotheses when Mastery Approach was used to measure Achievement Goals. POFit has a positive and significant influence on Mastery Approach. PJFit also has a positive and significant influence on Mastery Approach. Mentorship moderates the relationship between PJFit and Mastery Approach but it does not moderate the relationship between POFit and Mastery Approach. In regard to Performance Approach as a proxy for Achievement Goals, only one of four hypotheses were supported. POFit is positively and significantly associated with Performance Approach.

CHAPTER 5: DISCUSSION AND CONCLUSION

INTRODUCTION

Chapter 5 discusses the theoretical and practical contributions of this present research study. The chapter includes a synthesis of the theoretical relationships. The chapter also presents literary, academic, and practical contributions. Also, this chapter addresses this study's limitations and highlights directions for future research.

OVERVIEW

The study examined the effect and the influence of mentorship on achievement goals (i.e., mastery and performance targets) between two industries (i.e., private versus public). Many, or if not most, businesses actively seek to improve the overall coordination with their workers in these evolving and unpredictable circumstances combined with the employees level of competence and the individual's rationale for setting goals (Alagaraja & Shuck, 2015; Bakker, 2011; Salanova et al., 2005). The dissertation's primary question was what model of fit (POFit or PJFit) is most closely associated with achieving goals among populations from various industries? In attempting to answer this question, two key research objectives were established. First, I examined the relationship of fit, mastery approach, and performance approach. Secondly, I tested the hypothesized relationship between the AG and other theoretically related constructs.

Using Mastery Approach to measure Achievement Goals resulted in 34% of the variance in the model being explained. Mentorship was demonstrated to positively influence the relationship between PJFit and Achievement Goals (via Mastery Approach). Increasing the frequency of mentoring relationships, formal or informal, could significantly impact employee performance (i.e., career development). Joint or "two-way" relationships with supporting and guiding parties may significantly affect the essence of enhanced confidence for

long-term objectives (Zachary, 2011). This research study demonstrates that POFit and PJFit are favorably linked to achievement goals. The results for H_1 and H_2 supported the notion that the correlation between the worker and the job's qualities would increase employees' participation in their status of achievement (Chen, 2014).

There are several different avenues for improving the quality of mentoring interactions, but these avenues will vary according to conditions, mentoring contexts, and or desired results of the desired connection (Menges, 2016). The higher the degree of POFit perceived by the employee inside the company, the more likely the employee will continue their work at that place of business and aspiration for career achievement. POFit was shown to be the strongest predictor of goal achievement. A priori assumptions were that PJFit would have been the stronger predictor of Achievement Goals, but the analysis altered this perceived assumption. Previous studies have shown that public service motivation theory plays a more important role with PJFit's position than POFit (Bright, 2013; Gould-Williams et al., 2013). Active PSMs, however, are more likely to embrace work that demonstrates service to others, public sector interactions, or diversity across sectors (Christensen & Wright, 2011). The direct effect between mentorship and achieving objectives was not one of the original hypotheses of this report, but there is a significant amount of research to support this implication (Elkin, 2006). Prior studies have shown that supported employees are moving further into their profession (Peluchette & Jeanquart, 2000) and increasing their income (Whitely et al., 1991,1992). Furthermore, they can improve career opportunities at a much higher rate than non-mentored associates (Hill et al., 1989; Ragins & Cotton, 1999). Organizations tend to realize increased POFit when applicants return for final interviews and at the same time reduce their emphasis on PJFit because of time constraints. In the circumstances of only one consultation before the

selection process, recruiters appear to concentrate more on POFit and less upon PJFit than in the initial interview – presumably to ensure that all types are registered (Chuang & Sackett, 2005). It could also signal the urgency to fill a role, impeding the individual's gains within the organization. The POFit and PJFit concepts of an organization suggest that one's positive attitude and actions could happen where one's skills would fit and match the industry type (Caplan, 1987). Fit within the organization was strongly associated with mastery approach and performance approach. Present and prospective employers also think about how well they work in the organization. Whether it supports the career aspirations of the company—moreover, individual success indicates a crucial aspect of development and growth. Employees desire to know how well they are doing to determine any strategic improvements they can improve upon. One of the most widely discussed topics in the organizational sciences is perhaps employee goodness of fit (Boxall et al., 2016; Judge & Klinger, 2007). The findings in this study confirmed an association of POFit and Mastery Approach (H_1) and with POFit and Performance Approach (H_2). Therefore, it supported the hypothesized relationship for fit and achievement goals. The function of mentoring as a moderator was considered to affect the degree of control and to boost the association of POFit with AG. Based on the results, H_3 was not supported. Although the moderating effect was not observed, the analysis did reveal a direct effect between Mentorship and Achievement Goals using Mastery Approach as the measurement. H_4, which tested the moderating effect of Mentorship on the relationship between PJFit and Mastery Approach was supported. In comparison, the individual(s) would improve their relationships within the organization under the conditions of having a mentor. Thus, remains some considerations to assess how industries evaluate mentoring programs.

This study also examined the individual's success throughout mentoring environments (programs) across private and public sectors. Mapping the interpersonal skills in employment has sparked interest for mentoring relationships to meet employee's careers and needs (e.g., Kram, 1985; Levinson et al., 1984). For the public sector, POFit was linked to Mastery Approach and none of the other hypothesized relationships were supported. Even the linkage between Mentorship and Mastery Approach was not supported in this sector. Utilizing Performance Approach yielded worse results as there were no significant relationships identified through this analysis. These findings highlight the need for additional research into formal and informal mentorship in public sector careers. Only 19% of respondents worked in the public sector. This also illustrates the need for future research to include more robust samples of public sector employees for this type of research.

In addition to exploring nuances with sector, this study also compared and contrasted the perceptions of people of color with the perceptions for their White counterparts. Mentorship was important within the White respondent group both as a moderator of the relationship between PJFit and Mastery Approach as well as a direct influencing agent of Mastery Approach. These findings support the importance of mentorship as a catalyst for career achievement. Notably, these same relationships were not supported for people of color. This research raises the question of whether this disparity is due to a lack of people of color having mentors or is it more of a function of the underrepresentation of people of color in the respondent sample.

Earlier research asserts that the more roles the mentor gives the more advantageous the partnership would be for the mentor (Kram, 1985). Employees must be intentional about seeking more external than internal resources to broaden their level of opportunity. Hypothesis 7 (H_7) was not supported from the lens that mentorship has no significant impact on the employees

POFit. The research affirms that the mentor's visibility and understanding, development and challenging activities are usually more appealing to people who work in higher levels, as these kinds of work can increase performance and use of skills (Noe, 1988). At the organizational level, mentoring strengthens corporate culture and offers its participants a shared foundation for value (Dawley et al., 2010).

The study showed that mentoring was a moderating factor when Mastery Approach was used as the measure for Achievement Goals. The moderating effect was observed among White respondents and in the Private Sector. This dissertation measured fit, mastery approach, and performance to advance a theoretical model by matching the attitudes and behaviors with People of Color (POC), Whites, and private and public sector employees. Based on the tested model, POC seems to face hardships with the role of mentoring behaviors. As a result, there appears to be a negligible amount of sponsorship of people of color, as mentoring schemes will increase advancement for African Americans as a safeguard within the industry. A key focus for POC in this model was tenure, showing that people expect some level of admiration while committing to the organization for an extensive time. Some recognized challenges may include systemic obstacles to mentoring, time management, and social factors that have not been addressed in more preceding cases. It was proposed that the growth of talent through proactive engagement should take advantage of common beliefs and agreements shared in human resource management (Deptula & Williams, 2017). The research has demonstrated that dyadic relationships improve tutor and mentor learning and thus succeed in exploring new opportunities (Deptula & Williams, 2017).

The model for white populations was, however, well supported. Henceforth, it was essential to demonstrate the goodness of fit linked with opportunities for professional development.

Therefore, this group predicted to be a strong association with mentoring programs. The data produced a proper interaction between PJFit and the AG of both the individual-industry. Nevertheless, one aspect was to normalize the individual's expertise with opportunities for career advancement.

Specifically around the responsibility of mentorship by identifying companies with structured mentoring programs that involve and attract staffers, focusing on well-being and career growth (Sosik & Godshalk, 2000; Dreher & Cox, 1996; Willems & Smet, 2007). These support groups work at a higher pace and are satisfied with their work. The data shows that 76% of practitioners consider career mentoring beneficial, while some 54% do not have a mentor. Merely 8% of senior employees had a mentor throughout their entire career. This data supports a few findings in the survey for this study. Most research shows that companies should strive to build and retain mentoring programs to improve career success (Hester & Setzer, 2013). The results of this study complement this well-established conclusion too. As this is becoming more important in the public sector, companies have begun to recognize employees as critical influencers of the organization. Organizational culture usually is defined as the objects, values, and assumptions that emerge through corporate members' interactions (Keyton, 2005).

LIMITATIONS AND FUTURE RESEARCH

The main drawback of the research was the limited number of publications in the social sciences literature on color sponsorship. More precisely, the current literature did not include a broad overview of past and current trends in terms of overall fitness and objectives for populations across sectors. The research survey is another restriction of the sample. Some of the participants were new to an organization when determining a good tenure measure (Survey item Q8). The junior research participants did not say that they had a mentor if mentorship played an

important role. Future studies would revise the existing survey to capture that evidence. The responses were predominately from white males and females. The survey could have benefited from a more diverse population for more varied responses. Future research should target these populations for more transparency by race. Future studies should anticipate a more robust response rate as the investigation would dig deeper into the type of industries with the targeted race groups. It would help to control for more Asian and Pacific Islander populations as well. The extent of these groups was vastly disproportionate in size. Another limitation was the distribution of the Private Sector (274) group versus the Public Sector (64) groups. Though the research captured an excellent sample, here depicts a significant gap for those participating industries. The instrument has good validity and reliability and seems widely utilized in research and literature. These results from the valid measures reported whites (91.1%), Blacks (1.8%), Asian (4.1%), and Native American (.6%). The average age group was around 45 or 50. While the investigation collected an excellent sample, it shows a big gap for the industries involved. The tool is accurate and reliable and widely used in research and literature. However, in this analysis, the findings may have shown a stronger relationship between people of color and other minority groups if the instrument's sample size was more extensive and diverse. The measurements for this model seemed to be the only viable instrument available at that time in the study phase of finding the best method to calculate fit and achievement goals. However, future research and development of a technique that matches interventions and objectives will be an essential step forward. In this study, there were several weaknesses to be highlighted and possibly addressed through a longitudinal study. First, the generalizability (i.e., external validity) of this study shows limited participation from people of color as low participants of the survey. The correlations for each achievement goal demonstrated a host of interested findings. A target

population and other random sampling procedures are needed to improve external validity to replicate this analysis. A primary assessment of the findings and interpretation of the results across different ethnic groups would boost external validity. In this dissertation, the researchers used an online survey to gather data. Making these analyses over time or observing the causal inferences was not easily made. This work suggests aiding generations through mentorship programs and systems by demonstrating a model to prepare the management's successor for development or growth. Future studies should examine the effect on corporate mentoring before COVID 19 and post-COVID experiences. The study will engage additional theory practices communities of color and to match their business acumen and attempt to close the achievement gap. This future investigation will be centered around minority groups and women from several lenses at the macro and micro levels. A longitudinal study can produce broader results by studying at different times and conducting comparative analyses (Creswell, 2015). Future research studies will extend these tests to other industries and broader respondent groups, including those of color, women, and other minority communities, perform experiments at various periods and evaluate potential studied outcomes. Another process would be to explore the mentoring relationships within the United States compared to foreign countries (i.e., Turkey). As a business model, women serving in leadership roles throughout logistics and supply chain management remain understudied as the white male populations continue to dominate this industry. According to the data analysis, the current research did not study this origin in-depth but anticipates findings to vary depending on its cultural context. Therefore, exploring the relationship between alternative systems remains fascinating for enterprises. Inasmuch, continued research amidst the discovery of existing and non-existing mentoring programs contributes to the body of knowledge for people of color and women. It will vary by diverse

cultural groups (e.g., Hispanic, EU, and the Asian States) and how they will be evaluated using the place of origin as a moderator. Thus, the execution of additional guidance and equal care for people of color should be encouraged. This research, like many studies, may have suffered internal validity challenges. Internal validity is the degree to which the analysis can decide whether there is a causal association between the variables.

CONCLUSION

This study aimed to examine how POFit and PJFit shape the achievement goals of an individual. This study explored how mentorship might moderate the relationship between POFit and achievement goals and the relationship between PJFit and achievement goals. Mentorship moderates the relationship between PJFit and Achievement Goals as measured by Mastery Approach. In the Private Sector, Mentorship moderates the relationship between POFit and Mastery Approach, which is also true among White respondents. Because of these findings, Mastery Approach might be positioned as a better measure of Achievement Goals than the Performance Approach. The analysis was replicated by swapping Mastery Approach with the Performance Approach. The results only supported a relationship between POFit and Achievement goals, with none of the other hypothesized relationships being supported.

In addition to the ever-growing mentoring literature, organizations drive to show a sense of togetherness and betterment for their employees. In this crucial area for minority communities, this study has highlighted a knowledge gap. The results published in this document hope to make a significant contribution to the mentoring literature. Altogether, a blueprint for top-level to lower-level management will impact industries and encourage potential researchers to lead empirically-based investigations to advance career experiences and forward career progression.

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APPENDIX A: IRB APPROVAL

OFFICE OF RESEARCH COMPLIANCE
9201 University City Boulevard 319 Cameron Hall
Charlotte NC 28223-0001 (704)-687-1871
Web site: http://research.uncc.edu/ Federalwide Assurance (FWA) #00000649

To: Rodney McCrowre
From: Office of Research Protections and Integrity

Date: 1/04/2021
RE: Notice of Approval of Exemption with No End Date Exemption Category: 2.Survey, interview, public observation Study #: 21-0028

Study Title: Exploring the Effect of Mentorship for Both Private and Public Sectors: Formal and Informal Relationships

This submission has been reviewed by the Office of Research Protections and Integrity (ORPI) and was determined to meet the Exempt category cited above under 45 CFR 46.104(d). This determination has no expiration or end date and is not subject to an annual continuing review. However, you are required to obtain IRB approval for all changes to any aspect of this study before they can be implemented.

Important Information :

1. Human Subjects Research (HSR) activities that can be conducted virtually/remotely should be conducted virtually/remotely. Protocol Modifications are required to adjust data collection procedures to remote data collection (e.g., phone, online or virtual).
2. The operational status of the research/study location where HSR activities will occur will guide whether the activities should occur.
3. Off-campus HSR activities may occur if the organization, institution, agency, business, etc. is operational and is willing to support the researcher to conduct the research.

    - Researchers will be representing the University and therefore, regardless of the organization's standards, researchers must adhere to University, local, and state requirements regarding the use of face coverings, physical distancing standards, group size limitations, etc.

4. Conducting HSR activities on-campus (Main campus, Center City campus, and other locations that may be extensions of the University) is subject to the operational status of the University.

    - Researchers must adhere to all University, local, and state public health and safety requirements including wearing face coverings whenever indoors and maintaining physical distancing.
    - Researchers must adhere to the Niner Nation Cares requirements including the 6Ws (Wash, Wear, Wait, Wipe, Watch, and Wave) and limitations on the size of gatherings.

5. Should the operational status of off-campus study locations change, the University's operational status change, Mecklenburg County and/or the state of North Carolina impose higher restrictions (stay-at-home

orders), researchers must comply with these requirements and therefore HSR activities, regardless of whether the activities are off-campus or on-campus may need to halt.

Study Description:

Mentoring is a social exchange relationship wherein the mentor, the tenured individual according to age and or knowledge base, provides the less experienced person (i.e., mentee) with encouragement and support. Over the last two decades, most of the mentoring research has included developing theory, benefits from the mentor and mentee perspectives, barriers to workplace learning development, and cross-cultural differences.

The purpose of this study is to understand the impact some known perceived mentoring programs have on public and private organizations for a more in-depth conversation about employees experiencing those implications. Perhaps, this could be a pathway for the employee's achievement goals in the workplace.

Your approved consent forms (if applicable) and other documents are available online at http://uncc.myresearchonline.org/irb/index.cfm?event=home.dashboard.irbStudyManagement&irb_id=21-0028.

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The Investigator Responsibilities listed below apply to this study. Carefully review the Investigator Responsibilities.

Investigator's Responsibilities:

The above-cited determination has no expiration or end date and is not subject to annual continuing review. However, the Principal Investigator needs to comply with the following responsibilities:

1. Modifications must be submitted for review and approval before implementing the modification. This includes changes to study procedures, study materials, personnel, etc.
2. Data security procedures must follow procedures as approved in the protocol and in accordance with ITS Guidelines for Data Handling.
3. Promptly notify the IRB (uncc-irb@uncc.edu) of any adverse events or unanticipated risks to participants or others.
4. Complete the Closure eform via IRBIS once the study is complete.
5. Be aware that this study is now included in the Office of Research Protections and Integrity (ORPI) Post-Approval Monitoring program and may be selected for post-review monitoring at some point in the future.
6. Reply to ORPI post-review monitoring and administrative check-ins that will be conducted periodically to update ORPI as to the status of the study.
7. Three years (3) following this Exemption determination, ORPI will request a study status update (active/not active).

Please be aware that approval may still be required from other relevant authorities or "gatekeepers" (e.g., school principals, facility directors, custodians of records).

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APPENDIX B: SUMMARY OF THE LITERATURE

Theory	Author/Year	Title	Summary	Relevance to Study (Low, Medium, High)
Mentorship	Allen et al., 1999	Newcomer socialization and stress: Formal peer relationships as a source of support. Journal of Vocational Behavior, 54(3), 453-470.	The study examined formal peer developmental relationships within an academic setting. The research investigated relationships between short-term mentoring from more experienced peers, multiple socialization aspects, and stress. The findings indicated that peer psychosocial mentoring was positively related to government and performance aspects of socialization, while career-related mentoring is positively related to the part of socialization that deals with the establishment of successful and satisfying relationships among organizational members. The results presented empirical support for increasing the most common views regarding the effectiveness of mentoring relationships.	Medium
Mentorship	Bussey-Jones, et al., 2006	Repaving the road to academic success: the IMeRGE approach to peer mentoring. Academic Medicine, 81(7), 674-679.	The success of traditional mentoring programs at academic institutions is often limited by, among other things, the availability of senior faculty who can serve as mentors. This study focuses on how academic health centers have made a considerable effort to encourage medical students and physicians-in-training to consider academic medicine as a career choice. However, mentoring is a much-needed answer to the challenges within an organization. Here the authors provide an overview of the pros and cons of traditional mentoring versus peer mentoring through the Internal Medicine Research Group at Emory (IMeRGE), an innovative peer mentoring group within the Division of General Medicine at Emory University. Methods of garnering division support for designated time and financial resources, defining member responsibilities, developing a curriculum, providing peer support, and seeking advisors with	Medium

			expertise address mentoring relationships. Recommendations were made to determine the usefulness of peer mentoring programs like IMeRGE in the academic medicine community.	
Mentorship	Cohen et al., 2012	Characteristics of success in mentoring and research productivity—a case–control study of academic centers. Gynecologic oncology, 125(1), 8-13.	Mentoring and its application are strongly associated with research productivity. However, the specific characteristics of a successful mentoring relationship have limited studies. Thus, scholars performed a case-control analysis to identify factors of successful mentoring programs. The article performed an analysis of Chi-square and logistic regression. Two unique groups were examined from research training to report the ease of identifying a mentor. The data suggest that programs can enhance research productivity by incorporating accountability features, including formalized reports of progress and mentorship feedback in fellowship training. Thus, mentoring programs with accountability features would improve research productivity, as the extent of protected research time is essential.	High
Mentorship	Kram, 1985	Mentoring at Work: Developmental Relationships in Organisational Life	"Mentoring at Work" is about relationships in organizations that enhance an individual's development toward career success. The research initially began as a study of mentoring relationships between junior and senior managers that evolved into a research program designed to clarify the nature of various relationships between junior and senior colleagues or between peers serving in a mentoring role. The primary purpose is to present a detailed and realistic view of mentoring, delineate its potential benefits and limitations, and illustrate the various forms of developmental relationships in work settings. The assumption is that relationships are significantly affected by how they emerge and those expectations, needs, and skills that individuals produce. The article helped to understand how an individual's career and current situation and the surrounding	High

			organizational circumstances have jointly shaped the essential characteristics and evolution of their relationships with mentors, proteges, and peers. The article addressed three distinct audiences (career stage of the individual, practicing manager, and human resources/organizational specialist-researchers).	
Mentorship	Scandura, 1992	Mentorship and career mobility: An empirical investigation. Journal of Organizational Behavior, 13: 169-174.	The mentorship literature is briefly examined, showing how mentors serve as protectors, including vocational and psychosocial support, recorded by several studies. This empirical study explores the relationship between the understudy's performance and career mobility. Past research on the dimensions of mentoring appear to be backed by data from a random sample of 244 production managers. Besides, the executives' wages and promotions were correlated with vocational (mentoring) and psychosocial (social support). The implications of these results for future research on mentoring are discussed.	High
Mentorship	Roche, 1979	Secular trends in human growth, maturation, and development. Monographs of the Society for Research in Child Development, 44(3-4), 1-120.	In the past 50-100 years, growth rates in infancy have significantly increased. As they are associated with increased maturation rates, the maximum increase in these sizes is when recently measured groups are pubescent. Yet, previously estimated groups have not reached pubescence. In all the developed countries, but not in many other countries, there has been a significant secular rise in growth and maturation rates.	Low
Mentorship	Agbim et al., 2013	Entrepreneurship development and tacit knowledge: Exploring the link between entrepreneurial learning and individual know-how Journal of Business Studies	Tacit knowledge is developed as a unique know-how in mind and expressed as creativity. Entrepreneurship development is a mechanism that promotes the production of the individual's know-how. As a method of entrepreneurship growth, entrepreneurial learning fosters the production of that individual's know-how better than entrepreneurship education because it is experiential and socially interactive. Theoretically, this	Medium

		Quarterly, 5(2), 112.	research established a link between entrepreneurial learning and personal know-how. The study explored the relationship between implicit knowledge and the aspects of the growth of entrepreneurship empirically. Multiple regression is used to evaluate the generated data. The outcome revealed that tacit awareness is significantly-linked to the dimensions of entrepreneurship growth.	
Mentorship	St-Jean & Mathieu, 2015	Developing attitudes toward an entrepreneurial career through mentoring: The mediating role of entrepreneurial self-efficacy. Journal of Career Development, 42(4), 325-338.	Mentoring considers helping people's career decisions and growth in different ways. This research is one of the few that examines the impact of mentoring on inexperienced entrepreneurs' job satisfaction and retention. The authors surveyed 360 entrepreneurial novices who were assisted by a mentor. The direct impact of mentoring on entrepreneurial self-efficacy (ESE), which mediates the relationship between the happiness of becoming an entrepreneur and the desire to remain in the profession, is demonstrated by our studies. In addition, mentoring does not only have an indirect effect on satisfaction; it seems to have a clear negative influence on intent. This outcome may probably be due to novices' knowledge of the shortcomings of their initial business project. As entrepreneurs become closely linked to their business idea, the impact of job satisfaction, and retention of inexperienced entrepreneurs, mentoring should come earlier in the entrepreneurial process.	Low
Mentorship	Wilson, 2020	An Exploratory Multiple Case Study Analysis of African Americans, Asians, and Latino/na's Leadership Training and College Leadership Experience (Doctoral	Scholars have recommended people of color attend Scholars suggested that people of color attend leadership institutions expressly tailored for their culture and ethnicity to counter their under-representation in higher education leadership positions at the senior level. Very little was known, however, about their production. This research aimed to investigate whether attending these leadership institutes resulted in the leadership	High

		dissertation, Northcentral University).	role obtained. Expectancy Theory directed this analysis with this purpose in mind. In this report, there were 18 college administrators involved. Results from this study showed that participants had other motivations to join a leadership institution; they thought their chances of achieving a leadership position were strengthened if they received formal higher education training with a specialization in the business area; training with a leadership institute resulted in positive results for their college community; and finally, there was an advertisement roadmap.	
Mentorship	Pritchard et al., 2020	Administrators in Higher Education Annual Report: Key Findings, Trends, and Comprehensive Tables for the 2019-20 Academic Year	The results from the CUPA-HR 2020 Higher Education Administrators Annual Report reported that administrators, as a whole, earned a salary increase of 2.73 %. This figure is higher than the inflation rate and exceeds faculty, professionals, and other employees' raises. Depending upon institutional classification, wages for managers are highly variable. In general, managers are paying much higher salaries at doctoral institutions than those at other institutions. In lower-level, lower-paying administration positions, women appear to be better served in those top executive positions. Women in almost all administrative roles are paid less than men. Similarly, in lower-level management roles, racial/ethnic minorities are best served. At older ages, the income difference between males and females is usually more significant than the younger generations.	High
Mentorship	Kirchmeyer, 1995	Managing the work nonwork boundary: An assessment of organizational responses. Human Relations, 48(5), 515-536.	According to directions towards the work-non-work and the employer-worker relationship as three organizational responses to non-work were established. The attitudes and experiences of 221 Canadian managers were observed and later tested the efficiency of these forms. This form increased the work-non-work boundary's versatility and included the employer providing support for employees to meet non-	High

			work obligations themselves. This structure serves to move the thought around work-non-work initiatives to a more systemic level from a practice-by-practice approach.	
Mentorship	Eby & Lockwood, 2005	Protégés' and mentors' reactions to participating in formal mentoring programs: A qualitative investigation. Journal of vocational behavior, 67(3), 441-458.	The study interviewed Mentors and protégés about the benefits of formal mentoring programs, support, problems encountered in the program, and recommendations for program improvements. The most commonly reported services for protégés included learning, coaching, career planning, and psychosocial support. Mentors frequently reported learning, developing a personal relationship, personal gratification, and enhanced managerial skills. Both groups identified a range of problems, including mentor–protégé mismatches, scheduling difficulties, and geographic distance. Unique problems were also recognized, including mentor neglect (by protégés), unmet expectations (by protégés), structural separation from the mentor (by protégés), and feelings of personal inadequacy (by mentors). Finally, program improvement suggestions were identified, such as a more transparent communication of program objectives, better matching, targeted participation in the program, and better program monitoring. The findings discussed in terms of what we currently know about informal mentoring and mentoring theory implications. The article further examined the impact of mentoring practices.	High
Mentorship	Kemper, 1968	Reference groups, socialization and achievement. American Sociological Review, 3, 31-45.	This article demonstrates three significant kinds of reference groups that work together to facilitate the degree of achievement. The normative community, the role model, and the spectator are these. The normative community determines the roles to be assumed by the individual. The model provides at least sufficient examples of how the part is should be performed. The audience provides the anticipation of incentives for exceptional success in the role. The	High

			standard performance levels discussed are (a) cases in which one or more of the three reference groups are absent in the individual reference group reporters, and (b) issues in which the three reference groups are not 'located' in the same particular group or individual. Finally, David McClelland's theory of n-Achievement and Max Weber's theory of achievement, implicit in The Protestant Ethic and the Spirit of Capitalism, equate the reference party theory of accomplishment.	
Mentorship	Kram & Isabella, 1985	Mentoring alternatives: The role of peer relationships in career development. Academy of Management Journal, 28(1), 110-132.	The aims of this study, observe the job relationships that lead to adults and professions' development, other than mentoring relationships. A biographical interview analysis of 25 relationship pairs found that peer relationships provide substantial alternatives to established relationships regarding mentors. It later describes types of peer relationships, illustrates different enhancement roles offered by these relationships, and explains the specific way in which these relationships can facilitate psychosocial and career growth at any point in the career.	High
Mentorship	Healy & Welchert, 1990	Mentoring relations: A definition to advance research and practice. Educational researcher, 19(9), 17-21.	Many educators have investigated the promise of mentoring as a career growth vehicle, but no generally accepted mentoring description has been articulated. Efforts to build a knowledge base applicable to mentorships in education have been haphazard without such definitional consensus. The concept of mentoring is based on contextual-developmental theory and compatible with past investigators' results to advance a future study's knowledge base. Contextual-developmental viewpoint corollaries present concerns that action research can profitably answer to promote relationships with mentoring. The proposed concept provides mentors, protégés, and their sponsors with immediate benefits as it highlights crucial elements of the mentoring process.	Medium

Mentorship	Hunt & Weintraub, 2007	The coaching manager in nursing. The coaching manager: Developing top talent in business. ThousandOaks, CA: Sage.	Efforts at Children's Hospital in Boston attempted to create and expand developmental coaching in their Department of Nursing. The initiative's skills-building aspect and the value of peer-to-peer learning in moving learning skills back to the workplace in some depth.	Low
Mentorship	Philip & Hendry, 1996	Young people and mentoring—towards a typology?. Journal of Adolescence, 19(3), 189-201.	This research examines the definitions of mentoring relationships among young people and suggests a typology of ways of mentoring. Results indicated that various groups of young people view various mentoring forms as beneficial, and from these groups, mentorship developed.	Medium
Mentorship	MacLeod, 2007	The challenge of providing mentorship in primary care. Postgraduate medical journal, 83(979), 317–319.	Mentorship has been shown to assist in both minimizing stress and responding to change. There are established concerns with offering mentorship for healthcare practitioners. The medical profession is now discussing recertification and the criteria needed for these relationships. Perhaps it is also time to explore ways to provide mentorship to help the medical staff, encourage continuing growth, and enhance care capacity.	Medium
Mentorship	Ehrich et al., 2004	Formal mentoring programs in education and other professions: A review of the literature. Educational Administration Quarterly, 40(4), 518-540.	The sheer volume of literature on mentoring across a variety of disciplines is an indication of the high profile it has been afforded in recent years. This article draws on a structured analysis of more than 300 research-based articles on mentoring across three discipline areas in an attempt to make more valid inferences about the nature and outcomes of mentoring. It begins by reporting on the findings compiled from a database of research articles from educational contexts. These research-based articles are examined to determine the positive and more problematic outcomes of mentoring for the mentor, mentee, and the organization. The article concludes with a discussion of key issues that administrators responsible for establishing mentoring programs	High

			should consider to maximize the experience of mentoring for all stakeholders.	
Mentorship	Capriati, 2013	Capabilities, freedoms and innovation: exploring connections. Innovation and Development, 3(1), 1-17.	This research examines some of the similarities between the capability approach and innovation economics to recognize affinities and potential management tools. The study provides a brief overview of two areas of investigation: the relationship between innovation and growth and the contribution from Sen's Theory to the approach to capability and human development. Also, discussed links between human development and creativity. This article illustrates the many intriguing ties in two economic analysis and practice lines, which take very different intellectual and functional growth paths.	Low
Mentorship	Pfund et al., 2016	Defining attributes and metrics of effective research mentoring relationships. AIDS and Behavior, 20(2), 238-248.	Despite evidence of the value of mentoring in researchers' preparation, studies have still not established which mentoring ties can most influence. Certain factors lead to critical outcomes, such as the engagement and persistence of new researchers from diverse populations to research careers. End of involvement and industry in biomedical research requires an appreciation of research preparation and encouraging career development of why and how mentoring relationships function and their consequences. This article describes key characteristics of successful mentorships validated by literature and indicated by academic persistence theory models.	Medium
Mentorship	Gardner et al., 2005	"Can you see the real me?" A self-based model of authentic leader and follower development. The Leadership Quarterly, 16(3), 343-372.	A genuine leadership and followers growth model is suggested and tested for their relationship with real, sustainable followers' success to meet the present and future leadership needs. The growth mechanisms of self-consciousness and self-regulation of leaders and followers are illustrated. The impact of the leader and followers' personal experience and events is viewed as a context of authentic leadership and encouragement and the reciprocal effects in an inclusive, legal,	Low

			compassionate, and healthy organizational environment. Positive modeling is seen as a fundamental way of cultivating genuine followers for leaders. Increased trust, committed dedication, well-being, and real, sustainable success are the positive effects of natural leader-follower ties.	
Mentorship	Walumbwa et al., 2005	Transformational leadership, organizational commitment, and job satisfaction: A comparative study of Kenyan and US financial firms. Human resource development quarterly, 16(2), 235-256.	This study looks at the essence in contrast to Kenya and the US of the relationship between transformational leadership and two attitudes in terms of job, organizational engagement, and satisfaction. The findings indicate an evident and optimistic influence of transformational leadership on the company's attention and satisfaction in both cultures. Conceptual and measuring equivalence evidence is given for three measures used in the study (Transformational Leadership, Organizational Engagement, and Work Satisfacedness) by simultaneous factor analysis in multiple groups (SIFA SPA) utilizing AMOS's highest probability method.	High
Mentorship	Bozionelos, et al., 2016	Employability and job performance as links in the relationship between mentoring receipt and career success: A study in S.M.E.s. Group & Organization Management, 41(2), 135-171.	The article presents a model that defined employability and work performance as intermediary variables in the link between the reception of jobs career success and mentoring. Both employment and work results are linked to mentoring reception. The results show that mentoring receipts are linked to job efficiency, a relationship that has historically lacked empirical proof. Moreover, they propose a pivotal role for employability in the relationship between mentoring reception and work success. Overall, this research leads to the development of the process by which mentoring impacts career success. Also, it demonstrates that mentoring benefits are beyond the context of significant companies.	
Mentorship	Kanter, 1977	Some effects of proportions on group life. In	Proportions, that is to say, relative numbers of people in a group, are influential in shaping the	High

		The Gender Gap in Psychotherapy (pp. 53-78). Springer, Boston, MA.	relationship's dynamics. Four group forms are defined based on different proportions. The "skewed" classes involve a significant preponderance of one kind over another (the numerical "dominants"). The processes occurring between dominants and tokens are conceptualized in a system. The tokens are related to three perceptive phenomena: Exposure (tokens catch a disproportionate share of awareness); Polarization (exaggerated discrepancies in tokens and dominants); Assimilation (tokens' qualities were skewed under current social forms of generalization). Visibility creates performance pressures; fragmentation leads to higher group borders and assimilation leads to the tokens' position trap. In a significant manufacturing organization, the diagrams are taken from a field study.	
Mentorship	Reskin, 2005	Including mechanisms in our models of ascriptive inequality. In Handbook of employment discrimination research (pp. 75-97). Springer, Dordrecht.	Sociologists have played a significant role in recording race and gender inequity in our perception of ascriptive discrimination. However, the researchers did not make a great deal of progress in understanding these inequalities. Most studies seek to explain the difference between ascriptive groups regarding their motivations in more or less favorable outcomes. This approach was counterproductive given these hypotheses of motivation were not empirically tested. Thus, in research on admissible inequality into separate specialties for groups were defined by different allowable properties, reliance on human data as the explanatory impediment was affected by Balkans.	Medium
Mentorship	Samier, 2000	Public administration mentorship: Conceptual and pragmatic considerations. Journal of Educational Administration, 38(1), 83-101.	This paper explores the value of informal and formal mentoring to prepare senior administrative ranks in the public sector. By constructing a conceptual framework identifying essential features of mentoring roles, qualifying characteristics, relationships, and stages, and considered the organizational conditions under which it is more	High

			likely to succeed, planned mentoring programs and implications were evaluated by administrators.	
Mentorship	Allen et al., 2004	Career benefits associated with mentoring for protégés: A meta-analysis. Journal of Applied Psychology, 89(1), 127–136.	The research used meta-analysis to review and synthesize existing empirical research concerning the career benefits of mentoring for the protege. The objective (e.g., compensation) and subjective (e.g., career satisfaction) outcomes of the individual careers were examined. Comparisons of mentored versus non-mentored groups were included, along with relationships between mentoring provided and outcomes. The findings were generally supportive of mentoring benefits, but effect sizes associated with objective results were small. There was also some indication that the products studied differed in the magnitude of their relationship with the type of mentoring provided (i.e., career or psychosocial).	High
Mentorship	Allen & Eby, 2007	Common bonds: An integrative view of mentoring relationships. The Blackwell handbook of mentoring: A multiple perspectives approach, 397-419.	The importance of mentoring relationships in developing individuals during life is well known, as illustrated in this handbook's chapters. Social scientists, families, companies, and the government have gained the attention of mentoring connections (e.g., DuBois & Karcher, 2005; MENTOR/National Mentoring Alliance, 2006; Rhodes, 2002b).	High
Mentorship	Scandura & Pellegrini, 2007	Workplace mentoring: Theoretical approaches and methodological issues. The Blackwell handbook of mentoring: A multiple perspectives approach, 71-91.	While mentoring relationships are based on Greek mythology, i.e., the Mentor-Telemakhus relationship, only academics, and practitioners have become aware of organizational mentors over the last two decades. The bulk of the workforce mentoring research has published work over the previous 25 years following Levinson, Darrow, Klein, Levinson, McKee, and Kram, respectively, in 1978. (1983, 1985). These early studies have shown that the performance of individuals is essential to mentoring relationships.	High
Mentorship	Haggard et al., 2011	Who is a mentor? A review of evolving	The author's study of mental literature explores how the system has changed, the consequences of such changes for the field, and	High

		definitions and implications for research. Journal of management, 37(1), 280-304.	recommendations for the future after Kram's seminal work at the beginning of the 1980s. Besides emphasizing improvements over time in the subjects examined by mentors, the authors offer an in-depth analysis of how researchers interpret mentorship and its implications. Since 1980, they have defined about 40 different concepts in the empirical literature.	
Mentorship	Kammeyer-Mueller & Judge, 2008	A quantitative review of mentoring research: Test of a model. Journal of Vocational Behavior, 72(3), 269-283.	Many researchers have been researching the role of mentoring on job results over the past 25 years. However, several reviewers observed that many of the associations between mentoring and its effects are potentially incorrect. To sum up this widely distributed literature, an assessment of multivariate empirical paths between mentorship and multiple career results were carried out in the sense of quantitative analysis. The continuous mentoring relationships, including demographics, human resources, and core self-evaluations, were maintained.	High
Mentorship	Eby et al., 2008	Does mentoring matter? A multidisciplinary meta-analysis comparing mentored and non-mentored individuals. Journal of vocational behavior, 72(2), 254-267.	The findings indicate that mentoring has a tremendous influence on work satisfaction and job performance following these covariates' continuation. Still, variables such as primary self-appraisals, tenure, and schooling have a more significant impact on objective career outcomes. Potential paths for development were identified to grow mentoring research and career progress.	High
Mentorship	Agbim et al., 2013	Entrepreneurship development and tacit knowledge: Exploring the link between entrepreneurial learning and individual know-how. Journal of Business Studies Quarterly, 5(2), 112.	Tacit awareness is generated and articulated in the mind as personal know-how. In comparison, entrepreneurship growth promotes the development of the individual's know-how. Entrepreneurial learning as a means of developing entrepreneurship makes it easier to develop individual skills than entrepreneurship education since it is both experiential and interactive socially. The research leverages creativity in entrepreneurial learning.	Medium

Mentorship	St-Jean & Mathieu, 2015	Developing attitudes toward an entrepreneurial career through mentoring: The mediating role of entrepreneurial self-efficacy. Journal of Career Development, 42(4), 325-338.	Mentoring is well-known for promoting career decisions and professional growth in different ways. This research is one of the few to study the effects of mentoring on inexperienced employers' satisfaction and retention. 360 entrepreneurs, assisted by a mentor, were surveyed. Our analyzes illustrate the direct impact of mentoring on business performance that mediates the relationship between entrepreneur satisfaction and a professional's intention to stay. Furthermore, mentorship influences satisfaction indirectly and tends to have a direct negative influence on intention.	High
Mentorship	Kirchmeyer, 1995	Managing the work-nonwork boundary: An assessment of organizational responses. Human Relations, 48(5), 515-536.	The article highlights orientations relating to three organizational responses to an unworking employer-worker relationship. Here, the forms' efficacy is measured by the attitudes and experiences and 221 Canadian managers employed in many fields. The most productive way is that the employer increases the non-work border's versatility and provides staff with the means to carry out their non-work duties. This paradigm transforms thought from a real focus to a more strategic level regarding non-work programs.	Medium
Mentorship	Eby & Lockwood, 2005	Protégés' and mentors' reactions to participating in formal mentoring programs: A qualitative investigation. Journal of vocational behavior, 67(3), 441-458.	Two formal mentoring programs interviewed mentors and protectors about the program's participatory benefits, problems in the program, and program improvement recommendations. Learning, coaching, career planning, and pathological support were the most common benefits reported for the proteges. Mentors report on learning most often, develop personal relationships, personal rewards, and improved management skills. Both groups identified various problems, including mentor-protected mismatches, planning issues, and geographical distance.	High
PJFit	Ghouralal, 2019	Mere Cracks in the Academic Glass Ceiling: Why Are Women So	The American College Presidents' 2017 survey by the American Council on Education revealed that just 30% of university leaders in the United States were women,	High

		Underrepresented in Higher Education Leadership. Engaged Sociology, 211-229.	according to an article published by Forbes in July 2018. Of this 30%, only 5% were female colors. The article suggests that those figures increased from a 10% rise in 1986 to 30% in 2017; so why did women's leadership in higher education take just 31 years to a mere 20% increase? Also, in US universities, women are incredibly underrepresented, not only in faculty ranks but also in chairman ranks.	
PJFit	Edwards, 1991	Edwards, J. R. (1991). Person-job fit: A conceptual integration, literature review, and methodological critique. John Wiley & Sons.	Three primary deficiency(s) are found in the P-J[person-job] fit-literature. In contrast, PJFit is commonly found in a wide range of photo-organizational activity and I/O psychology; the developments in those areas have primarily taken place separately, generating stripes of PJFitness, which are usually considered distinct but are more similar. This section aims to resolve inadequate evidence from the person-job fit literature/literature reviews [fit between staff's wishes and job supplies, fit between staff's abilities and work requirements]/methodological issues from personal-job fit research. Third, empirical PJFitness investigations are consistently plagued by severe methodological challenges.	High
PJFit	Goodman & Svyantek, 1999	Person–organization fit and contextual performance: Do shared values matter. Journal of vocational behavior, 55(2), 254-275.	This research has studied the impact of the individual organization on the employees' role and contextual performance. It was thought to predict contextual success by the fit between the ideal organizational cultures of the workers and their real organization (e.g., helping behaviors toward other employees or the organization). It was affirmed (1) that perceptions of corporate culture were significant in terms of prediction of both contextual and task success, and (2) that variations were important between employees' ideal business culture and their perception of current organizational culture.	High
PJFit	Vigoda, 2000	Organizational politics, job attitudes, and	The goal of the study was to stimulate awareness of employees' responses to corporate politics. A	Medium

		work outcomes: Exploration and implications for the public sector. Journal of vocational Behavior, 57(3), 326-347.	sample size of 303 public sector workers in Israel analyzed the relationship between their view of organizations, their attitudes towards the job, and various further work outcomes. The understanding of organizational politics has resulted in a negative connection to attitudes to employment (e.g., work satisfaction and corporate commitment), positive relation to organizational leaving intention (exit), and a strong positive relationship with negligent conduct (neglect). It proposed that public employees would respond with reckless behavior to workplace policy instead of leaving it.	
PJFit	Kristof-Brown et al., 2005	"Consequences of Individuals' fit at work: a meta-analyses of person-job, person-organization, person-group, and person-supervisor fit ", Personnel Psychology, Vol. 58, pp. 281 - 305.	This paper aims to research the moderation of idiocentrism and attribuentism in the health, fitness, and attitudes of the individual and the workplace. The findings show that allocentrism varies in the individual's unique aspect of the work environment. Results have shown that allocentrism moderates health, work satisfaction, and organizational engagement, and sales relationships positively. The health of the company and the relationship between employees had no moderating effect. The relationship of fitness to work with employee attitudes was not diminished by either idiocentrism or allocentrism.	Medium
PJFit	Farzaneh et al., 2014	The impact of person-job fit and person-organization fit on O.C.B. Personnel Review.	This research area explores the impact of the perceived person-environment fit for the conduct of an organization's citizenship based on social exchange theory and empowerment theory (OCB). The study also evaluates the roles of psychological and organizational involvement (PE) in this relation.	High
PJFit	Mumford et al., 2002	Leading creative people. Orchestrating expertise and relationships. The Leadership Quarterly, 13(6), 705–750.	In the present study, we review the literature on leadership conduct in organizational environments that contribute to creativity and innovation. The research argues that the management of creative people requires expertise based on the findings of these studies. The study suggests that a variety of direct and indirect control strategies must be	Medium

			used by the influential leader—tackling innovative people's needs in an organizational environment.	
PJFit	Jung et al., 2003	The role of transformational leadership in enhancing organizational innovation: Hypotheses and some preliminary findings. The leadership quarterly, 14(4-5), 525-544.	There have been a variety of factors affecting corporate innovation. Of these, leadership is one of the most, if not the most important, to the managers' styles. However, few investigations have empirically investigated the connection between this factor and innovation. In the existing literature, the study offers four hypotheses about how top managers' leadership styles, directly and indirectly, affect design in their businesses (via empowerment and the organizational climate). They also indicate that transformative management has essential and positive relationships and a corporate environment that supports innovation.	low
PJFit	Yidong, & Xinxin, 2013	How ethical leadership influence employees' innovative work behavior: A perspective of intrinsic motivation. Journal of business ethics, 116(2), 441-455.	Based on the cognitive evaluation theory, we proposed a homologous multilevel model that examines how staff's innovative working behavior was influenced by ethical leadership utilizing both group and individual motivations. We have performed a multilevel analysis of our hypotheses by questionnaires rated by 302 employees from 34 work units of two companies in Mainland China. The results show that the individual innovative behavior, while the individual's motivation, was positively linked to both the personal perception of ethical and group ethics leaders.	High
PJFit	Madrid et al., 2014	The role of weekly high‐activated positive mood, context, and personality in innovative work behavior: A multilevel and interactional model. Journal of Organizational Behavior, 35(2), 234-256.	A multi-style interactive model of personal innovation was proposed and tested in this report, in which weekly moods represent a fundamental structure between context, personality, and innovative actions. In the weekly festive and high-actively mood, creative working activity is suggested by introducing a circumplex model of control. The Big Five personality model and cognitive evaluation theory are proposed as individual and contextual variables that interact in this process—openness to experience and promote innovation. Overall, the model entails a	High

			moderated mediation process where weekly high-activated festive mood represents a crucial variable for transforming contextual and individual resources into innovative outcomes.	
PJFit	Rothman & Jordaan, 2006	Job demands, job resources and work engagement of academic staff in South African higher education institutions. S.A. Journal of Industrial Psychology, 32(4), 87-96.	This study aimed to explore the working commitment and the effect of job demands and resources on their work in selected South African higher education institutions. This research introduced the Administration of the Scale of Work Participation (UTE) and the Job Applications and Services (JDRS) Scale. The findings indicated a two-factor job commitment system consisting of vigor and commitment. There have been six reliable factors in the JDRS: organizational assistance, prospects for development, social promotion, overload, success, and work insecurity. Job resources expected 26% of the shift in force and 38% of the variation in commitment.	Medium
PJFit	Takawira et al., 2014	Job embeddedness, work engagement and turnover intention of staff in a higher education institution: An exploratory study. SA Journal of Human Resource Management, 12(1), 1-10.	The global economy is guided by intelligence, and intellectual capital nowadays is a human resource with a competitive advantage for organizations. This study aimed to study the relationship between embedding, job dedication, and staff turnover in a university. Research on how embedded and active workplace involvement affects their investment in the current higher education environment is crucial in light of organizational concerns about retaining competent workers.	Medium
PJFit	Scroggins, 2008	The relationship between employee fit perceptions, job performance, and retention: Implications of perceived fit. Employee Responsibilities and Rights Journal, 20(1), 57-71.	Significant work in recent years has become an increasingly practical consequence for individuals. Studies show that many workers lack skills, and organizations have not done good work to create positive work environments that meet their employees' emotional needs. An approach to productive work and employee retention that fits individual self-concepts with job tasks and behaviors is defined. This self-concept–fitness is implied to be closely connected with meaningful	High

			work. It is suggested that meaningful work is related to essential result variables that organizations value, for example, increased workers per employee.	
PJFit	Hamid & Yahya, 2011	Relationship between person-job fit and person-organization fit on employees' work engagement: A study among engineers in semiconductor companies in Malaysia. In Annual Conference on Innovations in Business and Management London (Vol. 6, No. 9, pp. 1-30).	This study explored the relationship between fitness to the job and fitness to the positions of the employees. Job participation has shown a positive effect on individual outcomes, corporate efficiency, and success. Personal health and organizational fitness assessed through complementary requirements are said to affect the human being's positive actions, particularly employees concerned. The emphasis of this study was how the expertise, abilities, and skills (KSAs) of employees were able to match the requirements of the job (employee fit) and organization (person-organization fit) to enhance employee jobs.	High
PJFit	Sulistiowati et al., 2018	The Effects of Person-Job Fit on Employee Engagement Among Lecturers in Higher Education Institutions: Is There a Difference Between Lecturers in Public and Private Higher Education Institutions? International Review of Management and Marketing, 8(3), 75–80.	This study aims to assess the effects of person-employment aptitude on the commitment of employees in lectures at higher education institutions and find out whether significant differences exist between public higher education teachers and private higher education lecturers in terms of personal fitness and employee involvement. The test was a linear regression, and a t-test is used. Based on the regression test results, the effects of emotional health on employee participation can be inferred. The results of this t-test can be drawn from the fact that the health and employee participation of public higher education lecturers and the private higher education sector vary significantly.	Medium
PJFit	Zhu et al., 2018	Person-job fit: Adapting the right talent for the right job with joint representation learning. ACM Transactions on	Person-Work Fit is the process of matching the right talent for the right job, determining the job's requisite talent skills. While there are several qualitative initiatives in related areas, there are still no quantitative forms of assessing talent competencies and the job's	Medium

		Management Information Systems (TMIS), 9(3), 1-17.	needs. We suggest new end-to-end data for this purpose in this article. A guided model based on a Convolutional Neural Network (CNN), namely the Person-Job Fit Neural Network (PJFNN), to adapt talent qualifications to a job's requirements.	
PJFit	Huhtala & Parzefall, 2007	Promotion of employee well-being and innovativeness: An opportunity for a mutual benefit. Creativity and Innovation Management, 16(3), 299–307.	Using the Job Demands and Resources Model, this analysis article develops a conceptual structure to promote theoretical knowledge of the connection between demands and resources, wellbeing, and employees' creativity. Employees can suffer from burnout under conditions characterized by excessive demand. They would most likely feel interested in their job if the work resources are high. Burnout seems viewed as an obstacle and functions as a precedent of innovation, which leads to the impact of resources and demands on design. Scholars argue that innovation can serve as a resource or a need, depending on how the situation is managed.	Medium
PJFit	Sharifirad, 2013	Transformational leadership, innovative work behavior, and employee well-being. Global Business Perspectives, 1(3), 198–225.	This research explores mediators' role in active empathy and psychological protection through surveys collected from 583 students in postgraduate management in 3 of Iran's top universities working either entirely or part-time. The research employed structural equation modeling to evaluate the proposed model's hypothesis, following a sequence of confirmatory factor analyses. The analysis results showed that the TL effect on the creative working conduct was entirely affected by active empathically listening and psychological stability and in part mediated by TL's influence on employees' wellbeing.	Medium
POFit	Pervin, 1968	Performance and satisfaction as a function of individual-environment fit. Psychological Bulletin, 69(1), 56–68.	Research is reviewed which treats success and satisfaction as a feature of the interaction between the individual's characteristics and those of the interpersonal and non-interpersonal environments. Relevant theoretical positions shall be checked. Alternative models are explored for the study of	Medium

			relationships or transactions between individuals and environments. The conclusion points to and addresses three questions: does one consider the perceived or "actual" environment? Which units are to be used, which should be the same analysis units for individuals and environments? What is the essence of the processes involved in individual-environmental relations?	
POFit	Terborg, 1981	Interactional psychology and research on human behavior in organizations. Academy of Management Review, 6(4), 569-576.	Interactional psychology emphasizes the continuous interplay of the individual with the characteristics of a situation. This perspective indicates that the researchers of organizational conduct should concentrate more on personal variables that can mediate the implications of situational factors and vice versa. It also promotes a less restrictive interaction understanding, which can imply non-addedness, differential validity, overlapping main effects, mutual impact, and a sense of cognition.	High
POFit	Martin, 2002	Organizational culture: Mapping the terrain. Newbury Park, CA: SAGE.	This work is the most recent and leading attempt to provide a comprehensive and general image of organizations as cultures. It is worth noting that the author was one of European's leading advocates of this particular "organizational symbolism," intellectual phenomenon that came into being at the end of the 1970s. As an anticonformist and marginal movement, and soon became one of the most significant currents of thinking and study in organization-based studies.	Medium
POFit	Schein, 2010	Organizational culture and leadership (Vol. 2). John Wiley & Sons.	This fourth edition of Leadership and Organizational Culture, considered one of the most popular management books of all time, is an opportunity to turn the abstract idea of culture into a method to shape organizational and change dynamism. The focus of this update is on the business realities of today. To redefine society, Edgar Schein draws on the wide range and importance of science. They applied	Medium

			cultural concepts effectively to their business objectives.	
POFit	Chatman, 1989	Matching people and organizations: Selection and socialization in public accounting firms. In Academy of Management proceedings (Vol. 1989, No. 1, pp. 199-203). Briarcliff Manor, NY 10510: Academy of Management.	While understanding and predicting researchers' actions, individuals, and those situation factors, and the relationship between those factors are considered, even as researchers have developed interaction models, many people have overemphasized either person or situation's components. Others have neglected to take into account the impact people have on conditions. Using the Q-sort methodology, individual value profiles are compared to organizational value profiles to determine fit and predict changes in values, norms, and behaviors.	Medium
POFit	O'Reilly, Chatman, & Caldwell, 1991	People and organizational culture: A profile comparison approach to assessing person-organization fit. Academy of management journal, 34(3), 487-516.	The article brings together three current themes in organizational behavior: (1) a renewed interest in assessing person-situation interactional constructs, (2) the quantitative assessment of organizational culture, and (3) the application of "Q-sort," or template-matching, approaches to assessing person-situation interactions. Using longitudinal data from accountants and M.B.A. students and cross-sectional data from employees of government agencies and public accounting firms, we developed and validated an instrument for assessing person-organization fit, the Organizational Culture Profile (OCP). Results suggest that dimensions of individual preferences for organizational cultures and the cultures' existence are interpretable. Further, person-organization fit predicts job satisfaction and organizational commitment a year after fit was measured and actual turnover after two years. Evidence attests to the importance of understanding the fit between individuals' preferences and organizational cultures.	Medium
POFit	Bowen, Ledford, & Nathan, 1991	Hiring for the organization, not the job. Academy of Management	Diverse firms are hiring employees to fit the organization's characteristics, not just the requirements of a particular position. This approach is building	High

			cultures that rely heavily on self-motivated, committed people for corporate success. New, often expensive, hiring practices are being utilized. An organizational analysis supplements a job analysis, and personality attributes are screened in addition to skills, knowledge, and abilities. The new selection model is most effective when used by organizations that allow employees enough freedom to use their unique attributes to influence job performance. Steps for hiring in order to produce a fit between personality and climate-culture include: Assessing the work environment. Inferring the type of person required. Designing rites of passage that allow the organization and the individual to assess fit. Reinforcing person-organization fit at work.	
		Perspectives, 5(4), 35-51.		
POFit	Kristof, 1996	Person□ organization fit: An integrative review of its conceptualizations, measurement, and implications. Personnel psychology, 49(1), 1-49.	A discussion presents a comprehensive definition and conceptual model of person-organization fit that incorporates supplementary and complementary perspectives on fit. Thus, to increase the precision of the construct's intent, it is also distinguished from other forms of environmental compatibilities, such as person-group and person-vocation fit. Once defined, commensurate measurement related to supplementary and complementary fit is discussed, and recommendations are offered regarding the necessity of its use. A distinction is made between the direct measurement of perceived fit and the indirect measurement of actual person-organization fit using crosses and individual-level techniques. Debates regarding differences scores are reviewed. These definitional and measurement issues frame a review of the existing literature and provide the basis for specific research propositions and suggestions for managerial applications.	High

POFit	Schneider, 1987	The people make the place. Personnel psychology, 40(3), 437-453.	The research presented a framework for understanding the etiology of organizational behavior. The framework is based on theory and research from interactional psychology, vocational psychology, I/O psychology, and organizational theory. The framework proposes that organizations are functions of the kinds of people they contain and, further, that the people there are functions of an attraction-selection-attrition (ASA) cycle. The ASA cycle proposed an alternative model for understanding organizations and their causes, structures, processes, and technology. The ASA framework was developed through a series of propositions. It concludes that contemporary I/O psychology overly dominates by situationist theories of organizations' behavior and their people.	Low
POFit	Cable & Parsons, 2001	Socialization tactics and person□ organization fit. Personnel Psychology, 54(1), 1-23.	Scholars examined how firms' socialization tactics help establish person- organization fit between newcomers and organizations. We used a 3-wave longitudinal design that followed individuals over 2 years: we distributed the first survey before their job search began and the last survey 18 months after their college graduation. Results indicated that newcomers' subjective fit perceptions and changes in their values were associated with two types of socialization tactics. Mainly, the overall content (i.e., tactics that are sequential and fixed vs. variable and random) and social aspects (i.e., tactics that emphasize serial and investiture processes rather than disjunctive and divestiture processes). The context dimension of socialization tactics, where socialization is collective and formal (vs. individualized and informal), was not related to POFit in this study.	High
POFit	Chao et al., 1994	Organizational socialization: Its content and consequences. Journal of	Content dimensions of socialization domains were defined to determine relationships between learning particular features of a job/organization and socialization	Medium

		Applied psychology, 79(5), 730.	processes, socialization processes, and outcomes. Six socialization dimensions (performance proficiency, politics, language, people, organizational goals/values, and history) were supported by a factor analysis on data from 594 full-time professionals. The socialization process was then examined by comparing 3 groups of respondents who did not change jobs, changed jobs within the organization, and change jobs and the organization.	
POFit	Cooper-Thomas et al., 2004	Changes in person–organization fit: The impact of socialization tactics on perceived and actual P–O fit. European Journal of work and organizational psychology, 13(1), 52-78.	This study examines the impact of socially-oriented socialization tactics on changes in newcomer perceived, and actual value-based person-organization (P-O) fit and on the relations between these two measures of fit. Newcomers' fit was measured at entry (T1) and again after four months (T2) using the organizational culture profile (OCP; Chatman, 1991). The results show that socialization tactics influence perceived fit, job satisfaction, and organizational commitment, but not actual fit. As hypothesized, perceived and actual fit become more congruent over time, suggesting a shift in newcomers' perceptions of the organization.	High
POFit	Verquer et al., 2003	A meta-analysis of relations between person–organization fit and work attitudes. Journal of vocational behavior, 63(3), 473-489.	This article presents a meta-analytic review of 21 studies on the person–organizational relations with job satisfaction, organizational commitment, and turnover intent. This research investigated four specific moderators: the type of fit measure, method of calculating fit, dimensions of fit, and use of an established measure of person–organization fit. Mean effect sizes for the outcome variables ranged from −.18 for intent to turnover to .28 for organizational commitment. Subjective fit measures, the use of correlations to calculate fit, value congruence as the fit dimension, and the use of an established measure of person-organization fit increased effect sizes. Recommendations for future research on person-organization fit were suggested.	High

POFit	Hoffman & Woehr, 2006	A quantitative review of the relationship between person–organization fit and behavioral outcomes. Journal of vocational behavior, 68(3), 389-399.	By offering a meta-analytic overview of the relationship between person-organization fit (PO-fit) and behavioral requirements (job performance, organizational citizenship habits, and turnover), this paper extends the meta-analysis of Verquer, Beehr, and Wagner. The findings suggest that PO-fit is related to each outcome variable in a poor to moderate way. The study's findings show that a significant moderator of PO-fit relationships is the method fit is measured; however, the concept of fit did not moderate the correlation between fit and behavioral criterion. These outcomes call for future study of the results and avenues to be explored.	High
AG	Elliot et al., 2010	Achievement motives and goals: A developmental analysis. The Handbook of Life□Span Development.	The motivation for achievement describes the energization and direction of competence-based actions. Despite the pervasiveness and relevance of life-span encouragement for achievement, developmental research in this field is very scarce. In this chapter, we address developmental considerations and summarize the developmentally important research carried out on motivation for achievement. Their study began with a discussion of how achievement motivation conceptualizes from a theoretical point of view. The overall analysis focused primarily on the two most influential constructs in the literature on achievement motivation in the past century: motive arrangements (the desire for achievement and fear of failure) and objectives (mastery approach, success approach, mastery avoidance, and performance-avoidance goals).	Medium
AG	Rios-Aguilar & Kiyama 2012	Funds of knowledge: An approach to studying Latina(o) students' transition to college. Journal of Latinos and	This case discusses how researchers in higher education can use the theoretical framework of knowledge funds to challenge these models and study the college preparation, college access, and career aspirations of Latina (o) students. The influence of models that have "imagined" what students (and their	Low

		Education, 11(1), 2–16.	families) need to be successful is a feature of the current literature on minority students' transition to college.	
AG	Kao, 2004	Social capital and its relevance to minority and immigrant populations. Sociology of Education, 77(2), 172-175.	The article includes three commentaries in the perspectives section–all of which are on social capital and immigrant children's education. The concentration of social wealth was on commitments and aspirations, knowledge sources, and social values. Social capital can serve as a powerful instrument for understanding educational stratification by race, ethnicity, and immigrant status, with greater consistency in its meaning.	Low
AG	Mayer & Tucker, 2010	Cultivating students of color: Strategies for ensuring high academic achievement in middle and secondary schools. Journal of School Leadership, 20(4), 470-490.	Achievement deficits are not just a phenomenon among limited-achieving and average students; they are also vital characteristics among high-performing students. The article presents a review of research-based practices that support students of color to achieve high levels in middle and secondary schools. The research identified five key success strategies: 1) Close monitoring of the academic and social growth of students, 2) Access to a high-quality curriculum, 3) Appropriate scaffolding to ensure academic success, 4) Supportive peer groups that are academically oriented, and 5) Opportunities for social and emotional growth.	Low
AG	Freeman, 1997	Increasing African Americans' participation in higher education: African American high-school students' perspectives. The Journal of Higher Education, 68(5), 523-550.	Researchers and policymakers rarely include individuals who focus on their research to develop so-called problems for their issues. According to the study, individuals seem to be limited when asked to create programs or models to enhance their lives. The very people who will be most affected should be the first to be consulted. People were not interested in these crucial decisions that decide the policies that would impact their lives. The process of determining how to increase the involvement of African Americans in higher education, one of the essential commodities in our society for upward mobility, offers a prime example.	Low

AG	Valencia, 1997; 2010	Conceptualizing the notion of deficit thinking. The evolution of deficit thinking: Educational thought and practice, 19(1), 1-12.	Educators and policymakers' most significant challenges are improving schooling for economically disadvantaged racial/ethnic minority students as our nation enters the new century (Valencia et al., 1993). Millions of low socioeconomic status (SES) minority students attend schools discovered as segregated, disproportionately funded, tedious in curriculum delivery, teacher-centered, and generally hostile in any sense of a learning environment (mainly African Americans, Mexican Americans, and Puerto Ricans). It is not surprising, however, that many students attend school and perform very poorly. Standard measures of academic success include completing standardized reading exams below grade level, falling at excessively high rates out of high schools, and enrolling at four-year universities in small numbers (see Valencia, 1991).	Medium
AG	Milner, 2007	Race, culture, and researcher positionality: Working through dangers seen, unseen, and unforeseen. Educational researcher, 36(7), 388-400.	The present investigation provides a structure to direct researchers as they perform educational research in the process of racial and cultural sensitivity, awareness, and positionality. The idea of this claim is that for researchers, hazards are seen, unseen, and unexpected will occur when they do not pay close attention to the racialized and cultural systems of their own and those to come to know, know, and experience the world. Throughout the article, education research is used as an analytic site for debate, but the method could be transferable to other academic disciplines. A nonlinear paradigm introduced after a study of literature on race and culture in education and an overview of core tenets of critical race theory, which focuses on several interrelated characteristics: self-research, self-research, concerning others, engaged reflection and representation, and moving from self to structure.	Medium
AG	Brown, 1995	The career development of African	The job growth of nearly 30 million African Americans in the country needs immediate attention. Behind	High

		Americans: Theoretical and empirical issues. Career development and vocational behavior of racial and ethnic minorities, 7-36.	Whites, they are the largest ethnic group in the United States, accounting for 12.1 percent of the population. In 1990, census figures showed that their poverty rate is about 31.9 percent and has fluctuated between 30 percent and 36 percent since 1970; on the other hand, the nation's rate is about 13.5 percent, fluctuating from just 8.7 percent to 12 percent during the same period (cf. Swinton, 1992).	
AG	Fassinger, 2001	Diversity at work: Research issues in vocational development. The intersection of race, class, and gender in multicultural counseling, 267-288.	The research features an outstanding group of leading theorists and researchers from multicultural psychology and counseling. This book begins with chapters on how the interplay of such variables of class, gender, and race interact in an individual's development in a pluralistic society. It then presents theories on integrating issues of class, gender, and race into counseling theory.	Medium
AG	Peterson & Gonzalez, 1999	The Role of Work in People's Lives Applied Career Counseling and Vocational Psychology	The study helps readers to communicate with clients who are experiencing career-related challenges. The text's specific focus on the role of work in people's lives and how they become impacted by family life cycles, the global economy, technology, and understanding of diversity set it apart from other books. Presenting a detailed summary of the role of work in people's lives in career therapy helps readers work efficiently with clients who have career-related problems. The text provides a survey of historical development and hypotheses central to vocational psychology that integrates the area's latest thinking and influences. The publication offers an analysis of historical growth and theories central to vocational psychology that combines the current thinking and powers in the field, enabling readers to interact effectively with clients experiencing career-related problems.	Medium
AG	Richardson, 1993	Work in people's lives: A location for counseling	The research highlights two persistent issues characterizing the career development-vocational psychology literature–a sluggish	Medium

		psychologists. Journal of counseling psychology, 40(4), 425.	response to emerging advances in fundamental fields of psychology, such as developmental psychology, and a lack of representation as study subjects or as focal points of theoretical clarification of communities other than white and middle-class classes. After a brief discussion of 2 variables, the literature describes a rationale for a new location. From social constructionism and counseling psychologists' viewpoint as applied psychologists, the new site focuses on studying work in people's lives.	
AG	Cook & Kim, 2012	The American college president 2012. Washington, DC: American Council on Education.	In this study, The "American College President 2012" analysis found that the U.S. college president's average age in 2011 was 61 years old. The Center for Policy Analysis of the Council also found that the president's middle period of service in 2011 was seven years, compared to 8.5 years in 2006. Despite today's abundance of opportunities and the prospects of more to come, the increasingly evolving fiscal and technical environment of higher education is likely to undermine the aspirations of some scholars who aspire to be college presidents.	High
AG	Cobb & Russell, 2015	Meritocracy or complexity: Problematizing racial disparities in mathematics assessment within the context of curricular structures, practices, and discourse. Journal of Education Policy, 30(5), 631–649.	This research takes up these accounts and problematizes the causes by unpacking the assumptions and revealing nuances by studying a series of systemic factors and reasons for racial differences in mathematics evaluation in the literature. We do this using Critical Race Theory (CRT) to reinterpret and point out essential blind spots. Fundamental questions that influenced our study included: What macro factors have the field defined in mathematics assessments affecting or explaining racial disparities? What theories underlie the field's discussions about racial inequalities in assessing mathematics? In what ways should CRT question those assumptions to illustrate the story of race in the U.S.? Our review shows that the variables fall prey to a meritocratic premise that implies that all students	Medium

			are subject to similar mathematical information types and numbers.	
AG	Cunningham, 2020	The under-representation of racial minorities in coaching and leadership positions in the United States. 'Race', Ethnicity and Racism in Sports Coaching.	Ethnic minorities have a history of confronting stereotypes, discrimination, and prejudice in the United States. Discrimination-a practice that remains today. The effect is, among other ills, unequal access to quality education (Carter et al., 2017), health inequalities (Edberg et al., 2017), limited housing options (Sadler & Lafreniere, 2017), and high incarceration rates (Peffley et al., 2017). Add restricted opportunities for productive work or the prospect of taking leadership roles to this list.	Low
AG	American College President Study, 2017	https://www.aceacps.org/minority-presidents/	America's college and university presidents' demographic makeup remains overwhelmingly white and male. There are signs of diversification, however. The proportion of women and presidents of minority groups has grown, and the path to the presidency continues to extend beyond the academic roles that usually lead to the presidency.	High
AG	Gasman et al., 2015	Diversity and senior leadership at elite institutions of higher education. Journal of diversity in higher education, 8(1), 1.	There is a lack of diversity at the (8) Ivy League institutions. The study involves a thorough literature review of academic diversity-related scholarships in academia using the Critical Race Theory, especially in elite institutions and administration. The article also presents data on senior leadership at the Ivy League institutions, coupled with data on senior-level managers worldwide, using the Pathway to the American Council on Education's Presidency report. Finally, the paper makes recommendations for presidents and organizations to improve high-level diversity among high-level administrators. The authors emphasize the importance of addressing the historical and current policies and activities that promote or negate diversity objectives. They also urge the Ivy League institutions to establish internal committees or task forces in senior administration that concentrate on racial and ethnic inequalities.	High
AG	Jones, 2007	Living with a majority-	The study showed that Whites underestimate the cost of being	Low

		minority mindset. Diverse Issues in Higher Education, 24(15), 29.	Black as much as the United States has enhanced Black Americans' circumstances, health, education, and quality of life, differences exist between the races. The report's most disturbing aspect points to a lack of appreciation, knowledge, and concern that significant differences still exist on the part of the majority population.	
AG	Chang et al., 2014	Leadership development through mentoring in higher education: A collaborative autoethnography of leaders of color. Mentoring & Tutoring: Partnership in Learning, 22(4), 373-389.	The study discussed how 14 academic and administrative POC leaders employed in faith-based higher education have undergone personal and professional mentoring in collaborative ethnographic studies and how mentoring experiences have impacted leadership development. Though the study did not classify all relationships as mentoring, every participant described developmental relationships contributing to their leadership development. Although female participants (11 in total) relied predominantly upon those relationships for psychosocial support, three male participants pursued mentoring relationships more actively to improve career skills and expand their professional network. In particular, mentoring took place mainly outside their professional environments for the female participants. The research suggests that personal and structural factors led to the participants' inadequate access to professional mentoring within their higher education contexts.	Medium
AG	Caplow and McGee, 2001	The academic marketplace (2nd ed.). Garden City, NY: Routledge.	The researchers' earlier study pointed out that institutions' existing customs and desires impose on its member's culture of transparency, indifference, and self-deception, which is still unique in a social community linked to the modes of reality neither intentional nor harmful. This new edition revisits, after 40 years, an analysis of the university labor market. A lot has changed since 1958, but the academic marketplace's critical asset is still prestigious. Today,	Low

			faculty recruitment and governance may be more democratic, but there is still more historical interest in the research. The chapters are: (1) "The Background"; (2) "The Problem and the Method"; (3) "How The Vacancies Occur"; (4) "How Performance Is Evaluated"; (5) "The Strategy of the Department"; (6) "Procedures of Recruitment"; (7) "Patterns of Choice"; (8) "Selecting the Replacement"; (9) "Academic Government and the Personnel Process"; (10) "Current Trends in the Marketplace"; and (11) "Discussion and Recommendations.	
AG	Vega and Colón-Berlingeri, 2016	Diversity is Inclusion. Journal of undergraduate neuroscience education : JUNE : a publication of FUN, Faculty for Undergraduate Neuroscience, 14(2), E20–E21.	Many academic institutions focus on confronting the reality of ethnic and religious intolerance, health, and law enforcement disparities. The racist comments from influential social figures are not immune to the current and build conflict to grow those communities. Scholars reviewed the adoption of the stringent regulations against gender discrimination by federal funding institutions, studies on ethnic gaps amid funded grants, and following years and millions of dollars toward initiatives directed at improving diversity. Organizations, per the study, are still struggling to achieve a diverse workforce in academia.	High
AG	Brown, 2007	Still not equal: Expanding educational opportunity in society. New York, NY.	This study addresses Brown v. Board of Education and the Civil Rights Act of 1964 's accomplishments and shortcomings and the current problem of expanding educational opportunities in the United States and throughout the Black diaspora. Brown's academic, political, and social impact, the Civil Rights Act, and their progeny have influenced the complexities of people of color's collective educational and social experiences. Nonetheless, the obstacles, barriers, and enablers of academic, occupational, and economic status outcomes affect the development and understanding of public policy, especially on racialized notions of education and learning and public perception in	High

			general. The research suggests enhancing local practices in school environments, promoting educational access, attendance, and achievement is related to the consequences of academic study and public policy. The resulting complexities in education and other settings will continue to behave in ways that cross racial lines. The research also addresses diverse research plans, goals, and practices to critically address status and achievement in pre-school education through adulthood for African Americans in the United States and abroad.	
AG	Dockery, 2015	The experiences of African American males in leadership positions at predominantly White institutions of higher learning (Doctoral dissertation).	This study explored African American male administrators' experiences in leadership positions at predominantly White institutions of higher education. This narrative inquiry took place in Southeastern North Carolina. African American male administrators from predominantly White institutions are selected participants for this study. For the sake of confidentiality, a pseudonym was used for participants and universities to protect their privacy. This narrative study was purposed to learn about how African American male administrators have been successful in predominantly White institutions of higher education. In this qualitative study with a narrative design, the research provided a voice for these African American males and their successes. These voices are heard and documented through in-depth one on one interviews. The study analyzed their stories through data based on the five plot structure elements: characters, setting, problem, actions, and resolution (Yussen & Ozcan, 1997). The study's findings indicate that participants learned how to navigate the institutions by internalizing the rules, traditions, and social environment that others were using daily. The participants felt their faith in God, mentorship, qualification, and preparation were	High

			the most significant components that led them to be successful in their administrative positions at predominantly White institutions of higher learning. The findings indicate that universities should be more intentional in recruiting, retaining, and advancing African Americans' careers. The development of inclusive mentoring and training programs for African American administrators would be a positive step in the right direction. The unknown exploration of how African American male administrators have been successful at predominantly White institutions continues to be a work in progress.	
AG	Allen et al., 2000	The Black academic: Faculty status among African Americans in U.S. higher education. Journal of Negro Education, 69(1), 112-127.	At most U.S. colleges and universities, research shows a chronic issue of under-representation and low academic status of African American faculty members. The study analyzed African Americans' position in the U.S. concerning professorship and their relationship at institutions about access and performance using statistical measures. It contrasted African American professors' characteristics, experiences, and accomplishments to those of their White colleagues on six predominantly White Midwestern campuses, focused on the structure of opportunities, resources, and entry and advancement-related academic and non-academic demands. African American, as planned, All indicators compared to Whites were systematically and substantially disadvantaged by faculty members, posing serious, persistent barriers to recruitment, retention, and performance.	Medium
AG	Jackson, 2004	Engaging, retaining, and advancing African Americans in executive level positions: A descriptive and trend analysis	The academic literature focused on higher and postsecondary education around African Americans' considerations at colleges and universities of affirmative action and diversity initiatives. While respecting the progress made by African Americans in executive-level managerial roles, however,	High

		of academic administrators in higher and postsecondary education. Journal of Negro Education, 73(1), 4-20.	there have been few statistical reviews on this topic. This research analyzed two data collection periods of the National Study of Postsecondary Faculty (1993 and 1999) using descriptive and pattern analysis of African Americans occupying academic, administrative roles that historically contribute to the college presidency. Using the NSOPF data, this research focused on the variables found in each information set, quantifying administrative functions at the executive level.	
AG	Jackson & O'Callaghan, 2009a	Ethnic and racial administrative diversity: Understanding work life realities and experiences in higher education. ASHE Higher Education Report, 35(3).	The published work offers details on diversifying colleges and universities' administrative ranks in terms of race or ethnicity to politicians, administrators, students, scholars, and governing board members. It focuses explicitly on relevant literature on people of color in administration in higher and postsecondary education, emphasizing creating a consistent research synthesis to inform administrators' best practices to achieve ethnic and racial diversity. For inclusion in this study, the authors review the literature on POC administrators in higher and postsecondary education, using a series of words specific to the domains of interest to classify essential posts. In earlier studies, forty-eight papers concentrated on traditional and general leadership issues. The current research has been organized into four chapters:" Status of Ethnic and Racial Diversity in College and University Administration, "providing a detailed overview using national administrative workforce data by race and ethnicity in higher education;" Barrier Encountered by POC Administrators in higher and postsecondary education," identifies the myriad barriers previously identified in the literature; "Factors Influencing Engagement, Retention, and Advancement for Administrators of Color,"	High

			synthesizes essential factors associated with those topics. The final chapter provides conclusions and implications for future research, policy, and practice.	
AG	Kochan et al., 2015	Cultural influences in mentoring endeavors: Applying the cultural framework analysis process. International Journal of Mentoring and Coaching in Education, 4(2), 86–106.	This study aims to analyze the usefulness of the Cultural Framework Analysis Process, a technique aimed at examining cultural variables in mentoring activities and identifying whether cultural factor trends impede or promote mentoring programs across various organizations and contexts. The approach also provides the identification of strategies for addressing challenges and strengthening the conditions that enable them. The Cultural Context Review Process continues to be a valuable tool in mentoring programs and partnerships to analyze and interact with cultural elements. Found challenges and facilitating variables were closely linked to each other. Matching processes, mentee attitude towards matching, lack of organizational support, stagnant or closed cultures, and administrative or group culture were the five obstacles to success. Comprehensive and versatile matching; behaviors of mentees/mentors; training; organizational culture and demonstrated commitment; and an emphasis on mentees were the five factors that encouraged mentoring efforts.	High
AG	Sheridan, Murdoch, & Harder, 2015	Assessing mentoring culture: Faculty and staff perceptions, gaps, and strengths. The Canadian Journal of Higher Education, 45(4), 423–439.	The study identified deficiencies and strengths in the existing mentorship settings. This non-experimental, cross-sectional, descriptive study aimed to survey faculty and staff perceptions of mentorship in a postsecondary institution. The Mentorship Team presented anecdotal activities to reflect educational practices in a higher education setting. The study used Zachary's Mentor Culture Audit method to collect data. On a 7-point Likert scale, the culture construction block measures indicated a low mentorship culture. However,	High

			measurements for the infrastructure building block suggest that organizational capital and support are low averages. This study is the first assessment of the mentoring culture at the organizational level.	
AG	Vongalis-Macrow, 2014	Career moves: Mentoring for women advancing their career and leadership in academia. Rotterdam, the Netherlands: Sense Publishers.	The research focus on the missing ingredients in women's career preparation at the higher education level is mentoring and career advice. Career Progression acknowledges and gives voice to women experiencing common career issues in higher education and responds to them through well-informed, researched, and experiential chapters focused on academic women-specific interests. Career Tracks builds on the deep awareness, expertise, and knowledge of accomplished women currently employed in higher education. Each chapter presents strategic information for academics employed in higher education seeking insider advice on negotiating their careers. overarching goal is to help direct and shape the career movements of women in higher education.	High

Exploring the Effect of Mentoring Programs for Both Private and Public Sectors

Belk College of Business
9201 University City Boulevard, Charlotte, NC 28223-0001

Consent to Participate in a Research Study

Title of the Project: Exploring the Effect of Mentorship for Both Private and Public Sectors: Formal and Informal Relationships
Principal Investigator: Rodney McCrowre, DBA Scholar, University of North Carolina at Charlotte

Faculty Advisor: Dr. Reginald Silver, Clinical Professor of Business Information Systems and Operations Management/Data Science and Business Analytics, University of North Carolina at Charlotte

You are invited to participate in a research study. Participation in this research study is voluntary. The information provided is to give you key information to help you decide whether or not to participate.

- The purpose of this study is to understand the effects of some known, perceived mentoring programs
- within public and private organizations on a more in-depth discussion of employees experiencing these
- influences.
- You must be age 18 or older to participate in this study.
- You will be asked to complete a survey asking a variety of questions about mentoring programs.
- Questions are not sensitive or too personal.
- It will take you about 15 minutes to complete the survey.
- We do not believe that you will experience any risk from participating in this study.
- You will not benefit personally by participating in this study. What we learn about mentoring programs may be beneficial to others.

Your privacy will be protected and confidentiality will be maintained to the extent possible. Your responses will be treated as confidential and will not be linked to your identity.

Survey responses will be stored with access to this information controlled and limited only to people who have approval to have access. We might use the survey data for future research studies and we might share the non-identifiable survey data with other researchers for future research studies without additional consent from you.

After this study is complete, study data may be shared with other researchers for use in other studies without asking for your consent again. The data we share will NOT include information that could identify you.

Participation is voluntary. You may choose not to take part in the study. You may start participating and change your mind and stop participation at any time.

If you have questions concerning the study, contact the principal investigator, Rodney McCrowre at (910) 978-3348 or by email at rmccrowr@uncc.edu. If you have further questions or concerns about your rights as a participant in this study, contact the Office of Research Protections and Integrity at (704) 687-1871 or uncc-irb@uncc.edu.

You may print a copy of this form. If you are 18 years of age or older, have read and understand the information provided and freely consent to participate in the study, you may proceed to the survey by clicking one of the listed options.

- o I consent
- o I do not consent

The Effect of Mentoring Programs for Both Private and Public Sectors

Mentoring is a social exchange relationship wherein the mentor, the experienced individual according to age and or knowledge base, provides the less experienced person (i.e., mentee) with encouragement and support. Over the last two decades, most of the mentoring research has included developing theory, benefits from the mentor and mentee perspectives, barriers to workplace learning development, and cross-cultural differences.

The purpose of this survey is to understand the impact some known perceived mentoring programs have on public and private organizations for a more in-depth conversation about employees experiencing those implications. Perhaps, this could be a pathway for the employee's achievement goals in the workplace. Your participation is optional and much appreciated.

If you choose to take this survey, it will require approximately 15 minutes of your time. We do not believe that you will experience any risks from participating in this study. While you will not benefit directly from this study, businesses might improve as we learn the effect of mentoring programs for all organizations.

Thank you very much for your support!

Click on the arrow to begin this survey.

What is your age? Please write in your answer (in years) below:
_____

What is your gender?

- o Male
- o Female
- o Other

Which of the following races do you consider yourself to be? (select all that apply)

- o White or Caucasian
- o Black or African American
- o American Indian or Alaska Native
- o Asian
- o Native Hawaiian or Pacific Islander
- o Other (specify) _____

What is the highest level of school you have completed or the highest degree you have received?

- o Less than high school degree
- o High school graduate (high school diploma or equivalent including GED)

- o Some college but no degree
- o Associate degree in college (2-year)
- o Bachelor's degree in college (4-year)
- o Master's degree
- o Doctoral degree
- o Professional degree (JD, MD)

Where are you employed?

- o PRIVATE-FOR-PROFIT company, business or individual, for wages, salary or commissions
- o PRIVATE-NOT-FOR-PROFIT, tax-exempt, or charitable organization
- o Local GOVERNMENT employee (city, county, etc.)
- o State GOVERNMENT employee
- o Federal GOVERNMENT employee
- o SELF-EMPLOYED in own NOT INCORPORATED business, professional practice, or farm
- o SELF-EMPLOYED in own INCORPORATED business, professional practice, or farm
- o Working WITHOUT PAY in family business or farm

Which of the following industries most closely matches the one in which you are employed?

- o Forestry, fishing, hunting or agriculture support
- o Real estate or rental and leasing
- o Mining
- o Professional, scientific or technical services
- o Utilities
- o Management of companies or enterprises
- o Construction
- o Admin, support, waste management or remediation services
- o Manufacturing
- o Educational services
- o Wholesale trade
- o Health care or social assistance
- o Retail trade
- o Arts, entertainment or recreation
- o Transportation or warehousing
- o Accommodation or food services
- o Information
- o Other services (except public administration)
- o Finance or insurance Unclassified establishments

Which of the following best describes your role within the organization?

- o Top-level manager/supervisor
- o Mid-level manager/supervisor
- o Lower-level manager/supervisor
- o Not a manager or supervisor

How many years have you been at your current organization?
_____

For the following questions, please rate the extent to which you strongly disagree or strongly agree with each statement provided by selecting the best answer that represents your response.

I feel my values "match" or fit this organization and the current employees in this organization.

- o Strongly disagree
- o Disagree
- o Somewhat disagree
- o Neither agree nor disagree
- o Somewhat agree
- o Agree
- o Strongly agree

I think the values and personality of this organization reflect my own values and personality.

- o Strongly disagree
- o Disagree
- o Somewhat disagree
- o Neither agree nor disagree
- o Somewhat agree
- o Agree
- o Strongly agree

The values of this organization are similar to my own values.

- o Strongly disagree
- o Disagree
- o Somewhat disagree
- o Neither agree nor disagree
- o Somewhat agree
- o Agree
- o Strongly agree

My values match those of current employees in this organization.

- o Strongly disagree
- o Disagree
- o Somewhat disagree
- o Neither agree nor disagree
- o Somewhat agree
- o Agree
- o Strongly agree

I feel my personality matches the "personality" or image of this organization.

- o Strongly disagree
- o Disagree
- o Somewhat disagree
- o Neither agree nor disagree
- o Somewhat agree
- o Agree
- o Strongly agree

I feel that I am important to this company because I have such different skills and abilities than my co-workers.

- o Strongly disagree
- o Disagree
- o Somewhat disagree

- Neither agree nor disagree
- Somewhat agree
- Agree
- Strongly agree

My co-workers rely on me because I have competencies that they do not have.

- Strongly disagree
- Disagree
- Somewhat disagree
- Neither agree nor disagree
- Somewhat agree
- Agree
- Strongly agree

When key decisions are made, my co-workers consult me because I have a different perspective than they do.

- Strongly disagree
- Disagree
- Somewhat disagree
- Neither agree nor disagree
- Somewhat agree
- Agree
- Strongly agree

I feel like I stand out in this organization.

- Strongly disagree
- Disagree
- Somewhat disagree
- Neither agree nor disagree
- Somewhat agree
- Agree
- Strongly agree

My knowledge, skills, and abilities offer something that other employees in this organization do not have.

- Strongly disagree
- Disagree
- Somewhat disagree
- Neither agree nor disagree
- Somewhat agree
- Agree
- Strongly agree

I feel that I am a unique piece of the puzzle that makes this organization work.

- Strongly disagree
- Disagree
- Somewhat disagree
- Neither agree nor disagree
- Somewhat agree
- Agree
- Strongly agree

I feel that this organization enables me to do the kind of work I want to do.

- o Strongly disagree
- o Disagree
- o Somewhat disagree
- o Neither agree nor disagree
- o Somewhat agree
- o Agree
- o Strongly agree

This organization measures up to the kind of organization I was seeking.

- o Strongly disagree
- o Disagree
- o Somewhat disagree
- o Neither agree nor disagree
- o Somewhat agree
- o Agree
- o Strongly agree

This organization is a good match for me.

- o Strongly disagree
- o Disagree
- o Somewhat disagree
- o Neither agree nor disagree
- o Somewhat agree
- o Agree
- o Strongly agree

This organization fulfills my needs.

- o Strongly disagree
- o Disagree
- o Somewhat disagree
- o Neither agree nor disagree
- o Somewhat agree
- o Agree
- o Strongly agree

I think I possess the skills and abilities to succeed at this organization.

- o Strongly disagree
- o Disagree
- o Somewhat disagree
- o Neither agree nor disagree
- o Somewhat agree
- o Agree
- o Strongly agree

I believe my skills and abilities match those required by this organization in general.

- o Strongly disagree

- o Disagree
- o Somewhat disagree
- o Neither agree nor disagree
- o Somewhat agree
- o Agree
- o Strongly agree

What is the number of years and months in the current job?

_____

I have a good fit with my new job.

- o Strongly disagree
- o Disagree
- o Somewhat disagree
- o Neither agree nor disagree
- o Somewhat agree
- o Agree
- o Strongly agree

The requirements of my new job match my specific talents and skills.

- o Strongly disagree
- o Disagree
- o Somewhat disagree
- o Neither agree nor disagree
- o Somewhat agree
- o Agree
- o Strongly agree

I fit in well with my work environment.

- o Strongly disagree
- o Disagree
- o Somewhat disagree
- o Neither agree nor disagree
- o Somewhat agree
- o Agree
- o Strongly agree

Do you have a mentor?

- o Yes
- o No

If you selected yes for the mentor question, how long have you been in the mentor/mentee

relationship (years)? _____

My mentor was voluntarily chosen or assigned to me?

- o Strongly disagree
- o Disagree

- o   Somewhat disagree
- o   Neither agree nor disagree
- o   Somewhat agree
- o   Agree
- o   Strongly agree

My mentor takes a personal interest in my career.

- o   Strongly disagree
- o   Disagree
- o   Somewhat disagree
- o   Neither agree nor disagree
- o   Somewhat agree
- o   Agree
- o   Strongly agree

My mentor has placed me in important assignments.

- o   Strongly disagree
- o   Disagree
- o   Somewhat disagree
- o   Neither agree nor disagree
- o   Somewhat agree
- o   Agree
- o   Strongly agree

My mentor gives me special coaching on the job.

- o   Strongly disagree
- o   Disagree
- o   Somewhat disagree
- o   Neither agree nor disagree
- o   Somewhat agree
- o   Agree
- o   Strongly agree

My mentor advised me of promotional opportunities.

- o   Strongly disagree
- o   Disagree
- o   Somewhat disagree
- o   Neither agree nor disagree
- o   Somewhat agree
- o   Agree
- o   Strongly agree

My mentor helps me coordinate professional goals.

- o   Strongly disagree
- o   Disagree
- o   Somewhat disagree
- o   Neither agree nor disagree
- o   Somewhat agree
- o   Agree
- o   Strongly agree

My mentor has devoted special time and consideration to my career.

- o   Strongly disagree
- o   Disagree
- o   Somewhat disagree
- o   Neither agree nor disagree
- o   Somewhat agree
- o   Agree
- o   Strongly agree

I share personal problems with my mentor.

- o   Strongly disagree
- o   Disagree
- o   Somewhat disagree
- o   Neither agree nor disagree
- o   Somewhat agree
- o   Agree
- o   Strongly agree

I socialize with my mentor after work.

- o   Strongly disagree
- o   Disagree
- o   Somewhat disagree
- o   Neither agree nor disagree
- o   Somewhat agree
- o   Agree
- o   Strongly agree

I exchange confidences with my mentor.

- o   Strongly disagree
- o   Disagree
- o   Somewhat disagree
- o   Neither agree nor disagree
- o   Somewhat agree
- o   Agree
- o   Strongly agree

I consider my mentor to be a friend.

- o   Strongly disagree
- o   Disagree
- o   Somewhat disagree
- o   Neither agree nor disagree
- o   Somewhat agree
- o   Agree
- o   Strongly agree

I try to model my behavior after my mentor.

- o   Strongly disagree

- o Disagree
- o Somewhat disagree
- o Neither agree nor disagree
- o Somewhat agree
- o Agree
- o Strongly agree

I admire my mentor's ability to motivate others.

- o Strongly disagree
- o Disagree
- o Somewhat disagree
- o Neither agree nor disagree
- o Somewhat agree
- o Agree
- o Strongly agree

I respect my mentor's knowledge of the profession.

- o Strongly disagree
- o Disagree
- o Somewhat disagree
- o Neither agree nor disagree
- o Somewhat agree
- o Agree
- o Strongly agree

I respect my mentor's ability to teach others.

- o Strongly disagree
- o Disagree
- o Somewhat disagree
- o Neither agree nor disagree
- o Somewhat agree
- o Agree
- o Strongly agree

I am willing to select a challenging work assignment that I can learn a lot from.

- o Strongly disagree
- o Disagree
- o Somewhat disagree
- o Neither agree nor disagree
- o Somewhat agree
- o Agree
- o Strongly agree

For me, development of my work ability is important enough to take risks.

- o Strongly disagree
- o Disagree
- o Somewhat disagree
- o Neither agree nor disagree
- o Somewhat agree

- o   Agree
- o   Strongly agree

I often look for opportunities to develop new skills and knowledge.

- o   Strongly disagree
- o   Disagree
- o   Somewhat disagree
- o   Neither agree nor disagree
- o   Somewhat agree
- o   Agree
- o   Strongly agree

I enjoy challenging and difficult tasks at work where I'll learn new skills.

- o   Strongly disagree
- o   Disagree
- o   Somewhat disagree
- o   Neither agree nor disagree
- o   Somewhat agree
- o   Agree
- o   Strongly agree

I like to show that I can perform better than my coworkers.

- o   Strongly disagree
- o   Disagree
- o   Somewhat disagree
- o   Neither agree nor disagree
- o   Somewhat agree
- o   Agree
- o   Strongly agree

I prefer to work on projects where I can prove my ability to others.

- o   Strongly disagree
- o   Disagree
- o   Somewhat disagree
- o   Neither agree nor disagree
- o   Somewhat agree
- o   Agree
- o   Strongly agree

I try to figure out what it takes to prove my ability to others at work.

- o   Strongly disagree
- o   Disagree
- o   Somewhat disagree
- o   Neither agree nor disagree
- o   Somewhat agree
- o   Agree
- o   Strongly agree

I enjoy it when others at work are aware of how well I am doing.

- o Strongly disagree
- o Disagree
- o Somewhat disagree
- o Neither agree nor disagree
- o Somewhat agree
- o Agree
- o Strongly agree

Overall, I feel valued in my organization.

- o Strongly disagree
- o Disagree
- o Somewhat disagree
- o Neither agree nor disagree
- o Somewhat agree
- o Agree
- o Strongly agree

Employees of different ages are valued equally within the organization.

- o Strongly disagree
- o Disagree
- o Somewhat disagree
- o Neither agree nor disagree
- o Somewhat agree
- o Agree
- o Strongly agree

Employees of different genders are valued equally within the organization.

- o Strongly disagree
- o Disagree
- o Somewhat disagree
- o Neither agree nor disagree
- o Somewhat agree
- o Agree
- o Strongly agree

Employees of different races are valued equally by this organization.

- o Strongly disagree
- o Disagree
- o Somewhat disagree
- o Neither agree nor disagree
- o Somewhat agree
- o Agree
- o Strongly agree

Employees of different backgrounds are valued and encouraged to apply for higher positions at this organization.

- o   Strongly disagree
- o   Disagree
- o   Somewhat disagree
- o   Neither agree nor disagree
- o   Somewhat agree
- o   Agree
- o   Strongly agree

APPENDIX D: Summary of Survey Items

Variable name	Source	Survey Item	Questions	Scale
Person-Organization Fit (IV)	Saks & Ashforth, 1997	19-item	1. I feel my values "match" or fit this organization and the current employees in this organization. 2. I think the values and personality of this organization reflect my own values and personality. 3. The values of this organization are similar to my own values. 4. My values match those of current employees in this organization. 5. I feel my personality matches the "personality" or image of this organization. 6. I feel that I am important to this company because I have such different skills and abilities than my co-workers. 7. My co-workers rely on me because I have competencies that they do not have. 8. When key decisions are made, my co-workers consult me because I have a different perspective than they do. 9. I feel like I stand out in this organization. 10. My knowledge, skills, and abilities offer something that other employees in this organization do not have. 11. I feel that I am a unique piece of the puzzle that makes this organization work. *12. Even though my personality differs from my co-workers, it seems to complement their personalities (item did not have face validity and they was removed from the POFit Scale). *13. People in my organization seem to value that I am different from the 'typical' (item did not have face validity and they was removed from the POFit Scale). 14. I feel that this organization enables me to do the kind of work I want to do. 15. This organization measure up the kind of organization I was seeking. 16. This organization is a good match for me. 17. This organization fulfills my needs. 18. I think I possess the skills and abilities to succeed at this organization. 19. I believe my skills and abilities match those required by this organization in general.	7-point Likert scale
Person-Job Fit (IV)	Singh & Greenhaus, 2004	3-item	1. I have a good fit with my new job. 2. The requirements of my new job match my specific talents and skills. 3. I fit in well with my work environment.	7-point Likert scale
Achievement Goals (DV)	Elliott & McGregor, 2001	8-item	Mastery Approach-MAP MAP1 I am willing to select a challenging work assignment that I can learn a lot from. MAP2 For me, development of my work ability is important enough to take risks. MAP3 I often look for opportunities to develop new skills and knowledge.	7-point Likert scale

			MAP4 I enjoy challenging and difficult tasks at work where I'll learn new skills. Performance Approach-PAP PAP1 I like to show that I can perform better than my coworkers. PAP2 I prefer to work on projects where I can prove my ability to others. PAP3 I try to figure out what it takes to prove my ability to others at work. PAP4 I enjoy it when others at work are aware of how well I am doing.	
Mentoring (Moderator)	Scandura, 1992	15-item	Career Support My mentor takes a personal interest in my career. My mentor has placed me in important assignments. My mentor gives me special coaching on the job. My mentor advised me of promotional opportunities. My mentor helps me coordinate professional goals. My mentor has devoted special time and consideration to my career. Psychosocial Support I share personal problems with my mentor. I socialize with my mentor after work. I exchange confidences with my mentor. I consider my mentor to be a friend. Role Modeling 12. I try to model my behavior after my mentor. 13. I admire my mentor's ability to motivate others. 14. I respect my mentor's knowledge of the profession. 15. I respect my mentor's ability to teach others.	7-point Likert scale

APPENDIX E: PUBLIC SECTOR VERSUS PRIVATE SECTOR DIFFERENCES

Basis	Public Sector	Private Sector
Definition	Public Sector refers to the part of the Country's overall economy which is controlled by the Government or various Government bodies.	The private Sector refers to the part of the Country's overall economy which is controlled by Individuals or Private Companies.
Ownership	Public sector companies are owned and managed by Government/Ministries/State Govt./Govt. Bodies	Private sector companies are owned and managed by Private Individuals and Private Companies.
Primary Purpose	Generally, Public Sector entities are driven by the purpose of providing the basic public services to the common public at a reasonable cost in their respective industries by being also self-sustainable and profitable. However, profitability is not the primary motive.	The purpose of Companies in the Private Sector is profit-making by operating within the rules and compliances of the respective country.
Industry Focus	Public sector companies mostly operate in industries such as Water, Electricity, Education, Oil & Gas, Mining, Defense, Banking, Insurance, and Agriculture, etc.	Private Sector companies generally operate in multiple industries such as Technology, Banking, Financial Services, Manufacturing, Pharmaceuticals, Real Estate, Constructions, etc.
Financial Support from Government	Companies in Public Sector get all possible financial support for Government even in adverse circumstances wherein the financial health of the companies is not good.	Very little or no financial support from the Government unless a private entity is too big and systemically important for the Country.
Listing in Stock Markets	Entities in Public Sectors are publicly traded on exchanges.	Entities in Private Sectors are publicly traded on exchanges.
Profitability	Companies in Public Sector are relatively less profitable because of their primary purpose of not being profitability driven.	Companies in the Private Sector are relatively more profitable than their public sector counterparts in the same industry.
Government Interference	Since Public Sector companies are owned by Government, therefore they are subject to the uncertainties related to unfavorable Government decisions and larger Government interference.	Private Sector entities are relatively less exposed to Government interference.
Ease of Doing Business	Public Sector companies find it relatively easy to operate in a country because of its proximity to the Government	Private Sector companies find it relatively difficult to operate and manage the regulatory issues and compliance in a country in comparison to Public Sector companies
Resource Mobilisation (Funding)	Better placed to raise funds from the market because of backup by Government irrespective of the company's financial health.	Depends upon the financial strength of the private sector entity. Stronger the financials, better capacity to mobilize funds from the market.
Work Culture for Employees	Relatively relaxed work culture with higher job security. However, pay and perks may not be that attractive in comparison to private sector companies.	Competitive work culture with performance-based career growth and better pay in comparison to public sector companies.