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## The Relationship between Mentoring Functions and Employee Performance: Mediating Effects of Protégé Relational Self-Efficacy

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### ABSTRACT

*Organizational scholars concurred that positive workplace relationships with others can help the employee to gain from these relationships but, they lack insights into how or why this occurs. Moreover, the relationship dynamics focus on what the relationships provide without considering how these relationships are initiated, builds and maintains. In the line with this, the current study aims to find the impact of mentoring functions (career, psychosocial, role modeling) and employee performance (career success, organization citizenship behavior, and job performance) via mediating effect of relational self-efficacy. For this purpose, the data were gathered from 310 branch banking employees of Pakistani conventional banks. PLS-SEM was used for data analysis. The results indicate that there is a direct relationship between mentoring functions and employee performance. Moreover, the finding also shows that employee relational self-efficacy mediates the relationship between mentoring functions and employee performance. Theoretical and practical implications are discussed along with suggestions for future research.*

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## 1. Introduction

Employees entering or new in the organization proactively engaged in networking with others to seek guidance, help and advice from them. Prior literature highlights that individuals proactively in networking leads to positive career and work related outcomes (Ellis, Nifadkar, Bauer, & Erdogan, 2017). Moreover, high quality workplace relationships can be the source of engagement, connection and vitality (Dutton & Ragins, 2007; Kahn, 2007). Positive work relationships such as career advancement, task assistance, personal growth, emotional support, friendship, and the opportunity to give to others has been positively associated with

employee performance like job and life satisfaction and positive emotions (Colbert, Bono, & Purvanova, 2016). Workplace relationships refer to relationships in the context of a person's current place of work as well as relationships in that person's broader professional networks that may cross organizational or even industry boundaries.

However, prior literature lacks the evidence that protégé ability in developing successful relationships with others. Rochford, Bergeron, & Clerkin, (2019) introduced the notion of relational self-efficacy that is individual belief in initiation, building and maintaining a meaningful relationship with others to get maximum gains from the relationship. An employee with more relational self-efficacy will build the relationship with seniors and acquire maximum benefits through these relationships in comparison to individuals who lack relational self-efficacy. Thus, individuals stand to gain or lose a lot depending on the extent to which they are utilizing their relational capacities. Therefore, helping individuals to build their relational self-efficacy could be one of the ways that assist them to successfully building the relationship with others for maximum gains from their relationships.

Based upon Bandura (1982) sources of self-efficacy are vicarious learning would occur through observing the types of relationships other people have with the person of interest and verbal persuasion involves the individual being persuaded by another individual (mentor) that they can complete the task successfully. Therefore, it is important to study the factors that enhance the relational self-efficacy among protégés. Relational self-efficacy can be derived through a combination of personal, behavioral, and environmental factors both within a person and between people participating in a given interaction. Mentoring could be an environmental factor that impacts the individual relational self-efficacy. Mentoring has long been recognized in developing the personal and career development of protégés. According to the current study, we seek to understand the individual's relational self-efficacy in successful initiation, building and retaining the relationship with others to get maximum benefits from these relationships such as career success, organization citizenship behavior and job performance.

Therefore, in light of the gap, in the present study, we proposed the mediation model between mentoring functions (career, psychosocial and role modeling) and employee performance (career success, organization citizenship behavior and job performance) based on relational self-efficacy theory to provide the empirical evidence from Pakistan.

## **2. Literature Review**

The quality and quantity of relationships people have with their peers, supervisors, and broader networks impact numerous individual and organizational outcomes. The mentoring and social support literature present a starting point, emphasizing the gains from receipt of emotional and task related support and career development via positive relationships (Kram, 1985; Stroebe & Stroebe, 1996). The relationship theory (Feeney & Collins, 2014) put forward that these positive connections also assist individuals to hunt opportunities for development and growth. In the line with this theory, researcher's puts forward that positive workplace relationships might be the source of vitality, enrichment and learning that assist peoples, teams and organizations to thrive, grow and flourish (Ragins & Dutton, 2007).

In a broader context of the workplace, relationships have significantly altered the personal and professional lives of individuals. The employees have to blend what they do professionally and personally so that both might work. As boundaries between work and non-work identities

become blurred (Ramarajan & Reid, 2013), work relationships are not only sources of instrumental work relevant support (e.g., career advice and ask assistance); they may also be a source of resources with implications beyond the work domain, such as personal growth and friendship (Niven, Holman, & Totterdell, 2012).

### **2.1. Mentoring Functions**

A mentor is an experienced individual who provides career guidance and personal support to a less experienced individual (Kram, 1985). Kram (1983) outlined two traditional functions that mentors provide to the mentee in the average quality relationship: career and psychosocial. Earlier consist of sponsorship, exposure and visibility, coaching protection and challenging assignments while later contains role modeling, acceptance and confirmation, counseling, and friendship. Hence, traditional perspectives on mentoring relationship highlight what the mentor supply what receives by mentee; the model is an exchange based (Ragins & Verbos, 2007). Prior studies also identified three overarching mentor functions: career, psychosocial, and role modeling (Scandura, 1992; Scandura & Viator, 1994).

At the workplace, there are plenty of dyadic relationships exist, supervisor and subordinate, manager and employee, peer relationship but mentoring relationships are unique. First, mentors and mentees are not always belong to the same supervisor chain, and often they are even employed in a different organization (Ragins, 2012). Therefore, mentoring relationships are different from leader-member and supervisor-supervisee relationships (Godshalk & Sosik, 2007) but managers and leaders can also be engaged in mentoring relationships (e.g., offering challenging tasks, coaching, friendship) to individuals with less experience. Fletcher and Ragins, (2007) stated that these mentoring episodes alone do not comprise a mentoring relationship. In addition, many leaders can also be mentors and mentoring support behaviors are distinctive from the support leaders provide (Ragins & Kram 2007).

### **2.2. Workplace Relational Self-efficacy**

Relational self-efficacy can be described as an individual's belief in initiation, development, and maintaining desired workplace relationships with others (Rochford, Bergeron, & Clerkin, 2019). An individual with higher relational self-efficacy does not necessarily desire to maintain relationships with everyone rather its means that they believe in their ability to develop the desired relationship with others and it includes the peers, supervisor, subordinates and seniors from the same or outside the organization. While workplace relational self-efficacy can certainly be thought of in the context of friendships, in the professional domain, relationships serve many more functions than friendship (Colbert, Bono, Purvanova, 2016). Workplace relationship is a broader term that includes all types of work and professional relationships. Workplace relational self efficacy is different from non workplace relationships as it incorporates different risks, benefits, and types of relationships.

### **2.3. Job Performance**

Job performance is a set of outcomes produced by a particular work, activity, or task in a particular time period (Bernardin, Hagan, Kane, & Villanova, 1998). Another author Motowidlo (2003), job performance is a total expected value to the company of the discrete behavioral episodes that employees do at a particular time. It refers to the quality, effectiveness and efficiency of their work. Through these criteria, the organization can evaluate the individuals that how valuable the individual is for them. Further, it is also total

output expected from an employee at a particular work. Moreover, task performance is the employee effectiveness through which they perform tasks that support the organization directly or indirectly (Borman and Motowidlo, 1997). Employee job performance is vital for gaining competitive advantage and organizational effectiveness.

#### **2.4. Organizational Citizenship Behavior**

Organizational citizenship behavior (OCB) is defined as the optional behavior of a person that is not directly or explicitly part of the formal duty of a person that enhances the organization's performance (Organ, 1988). OCB refers to the behavior that goes beyond the formal duty, which is directed towards teamwork in an organization for the attainment of organization goals (Somech & Drach-Zahavy, 2000). In other words, OCB is a discretionary work related behavior that goes further than the stated duty that supports an individual psychological or social environment (Ersoy et al., 2015). OCB can lead towards the effectiveness of a firm via an individual's behavior. As job task is often supposed to require a combined effort rather than individual effort, OCB plays a significant role when job tasks involve collaboration and cooperation within teams and employees. When workers engaged in OCB, the client might consider this as exceeding their expectations resultantly positive towards the company. OCB is defined based on target or direction of behavior that directly assist the worker and indirectly organization (Williams & Anderson, 1991).

#### **2.5. Career Success**

Arthur et al. (2005) define career success as an achievement of work related performance at any specific point in an individual's work experience over time. It's categorized into objective and subjective terms. Most researchers argued that subjective career success (SCS) is distinctive from objective career success (OCS) (Arthur et al., 2005; Heslin 2005). SCS is measured by using self-referent criteria. It refers to the psychological perception of attainment of career related ambitions or subjective satisfaction with their career accomplishments (Heslin 2005). On the other hand, OCS is measured directly through some tangible elements such as salary increment, job status. It comprises of the number of promotions, salary packages and other related accomplishments whereas SCS is considered as workers' satisfaction with their career success (Callanan, 2003). SCS is perceived as indistinct and relies upon individuals' self referent whereas OCS is supported by landmarks that are readily compared with peers (Arthur et al., 2005).

According to Akkermans and Kubasch, (2017) is a leading research topic in main career journals. Few authors operationalized the OCS in objective terms (Van Dierendonck and Van der Gaast, 2013) and whereas SCS differently operationalized e.g. goal achievement in one's career (Creed and Hood, 2015), career satisfaction (Spurk, Abele, & Volmer, 2015) and expectations of career success (Shoffner, Newsome, Barrio Minton, & Wachter Morris, 2015).

#### **2.6. Mentoring Functions and Employee Performance**

The researcher has conducted several meta-analysis reviews on mentoring and its outcomes. Allen, Eby, Poteet, Lentz, & Lima, (2004) concluded in their meta-analysis that individual with the mentoring relationship was more satisfied with their jobs, careers and more expected to attain career success than non mentored individuals. Underhill, (2006) stated that Moreover, informal mentoring significantly predicts career outcomes compared to formal

mentoring. Protégés and Mentors' roles varied in mentoring relationships, but both attain several benefits and are more satisfied with mentoring relationships (Bozeman and Feeney, 2009). Further, Eby, Allen, Evans, Ng, & DuBois, (2008) reviewed the quantitative studies published during (1985 to 2006) explore the youth, academic and workplace mentoring area to find the mentee outcomes from mentoring relationships. The finding indicates that mentoring relationship predicts several positive outcomes like behavioral, attitudinal, motivational, relational, health related and career outcomes. These outcomes comprise, for example, perceptions of career success (Allen, Lentz, & Day, 2006), job satisfaction, organizational commitment (Ghosh & Reio, 2013), affective well-being (Chun et al., 2012), and several authors contend that mentoring relationships have a significant impact on protégé personal and career development (Eby, Allen, Evans, Ng, & DuBois, 2008; Tolar, 2012).

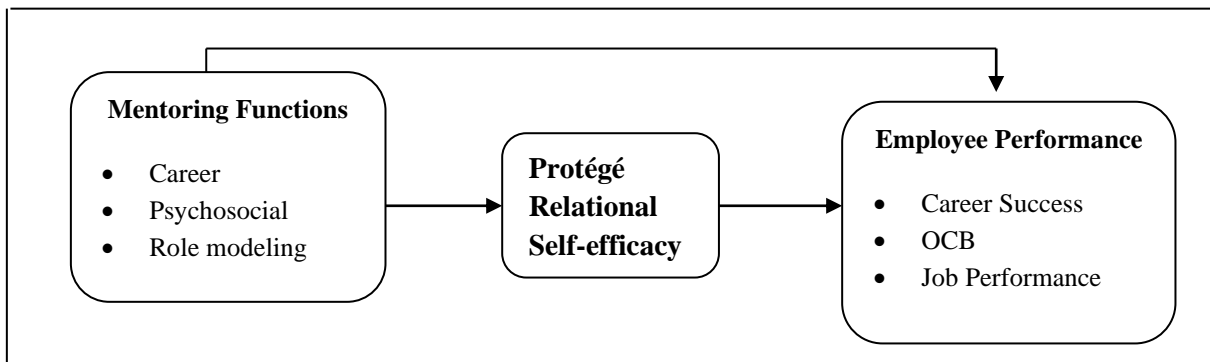
Prior literature highlights that mentors provide various functions (career, psychosocial and role modeling) which help protégé in development in personal and professional domains (Eby, Allen, Evans, Ng, & DuBois, 2008; Tolar, 2012). A meta-analysis conducted by (Allen, Eby, Poteet, Lentz, & Lima, 2004) suggests that individual with the mentoring relationship was more satisfied with their jobs, and more expected to attain career success. Further, mentoring relationship predicts several positive outcomes like behavioral, attitudinal, motivational, relational, health related and career related outcomes (Eby, Allen, Evans, Ng, & DuBois, 2008). Ghosh and Reio (2013) on mentoring functions were positively linked with career related outcomes for mentor: organization commitment, job satisfaction, career success, performance, and intention to quit. Moreover, Lee, & Lee, (2018) investigate that coaching/mentoring is from the perspective of organizational factor is found that it's significantly predicts job performance. Ouerdian, & Mansour, (2019) on a sample of Tunisian bankers found that receipt of mentoring support is significantly related with career success.

## **2.7. Mediating of Relational Self-efficacy**

Bandura (2006) is explicit in his belief that self-efficacy is not a trait and should not be measured as such. Rather, Bandura argues that measures of self-efficacy should relate to either the task or specific domain of functioning. Relationship self-efficacy is related to the specific domain of initiation, building and maintaining the relationship with others.

Bandura highlights four sources of self-efficacy: (1) enactive mastery; (2) vicarious experiences; (3) verbal persuasion; and (4) physiological state. Enactive mastering refers to the person's experience with the task at hand. Bandura argues that experiences of enactive mastery are the most persuasive for increasing self-efficacy (Bandura, 1982). Vicarious experience refers to an individual observing a person they consider to be similar to themselves perform the task (or a similar task) successfully. Vicarious learning would occur through observing the types of relationships other people have with the person of interest. A person's workplace relational self efficacy would be influenced by vicarious learning as watching closely the relational role in the past. Verbal persuasion involves the person being persuaded by another person that they have the ability to complete the task effectively. Bandura notes that verbal persuasion is most effective when the individual considers "the heightened appraisal is within realistic bounds (1982: 127). Verbal persuasion might influence a person's workplace relational self-efficacy through questions such as have I have received positive feedback regarding my ability in the relational role. Finally, when forming self-efficacy beliefs, individuals take cues from their physiological state.

Son (2016) shows that the finding among 131 matched mentoring dyadic relationships in three diverse organizations indicates that the mentee received support from the mentor is significantly associated with networking and socialization of mentee. Consistent with Bandura’s conceptualization, workplace relational self-efficacy is conceptualized as a state-like variable. That is, it is expected that a person’s workplace relational self-efficacy will change across time, contexts, and types of relationships. Compared to information and feedback seeking, relationship building behaviors, such as getting to know the mentor more and spending time to get along with the mentor, are more likely to build friendly (rather than instrumental) connections with the mentor, which can help mentors to be more willing to share information and help newcomers with their socialization.



**Figure1: Theoretical Model**

## Hypothesis

From the above following, the hypothesis has been proposed.

**H1:** There is a positive and significant relationship between mentoring functions and protégé relational self-efficacy.

**H2:** There is a positive and significant relationship between mentoring functions and Employee Performance.

**H3:** There is a positive and significant relationship between protégé relational self-efficacy and Employee Performance.

**H4:** Protégé relational self-efficacy mediates the relationship between mentoring functions and employee performance.

## 3. Research Methodology

### 3.1. Populations and Sampling

The population of the current study was staff working in branches of Pakistan conventional banks. A self-administered questionnaire was employed to collect the responses from 310 branch banking employees working in conventional banks of Pakistan. A simple random sampling technique was used for data collection. PLS-SEM was used for data analysis.

### 3.2. Measures

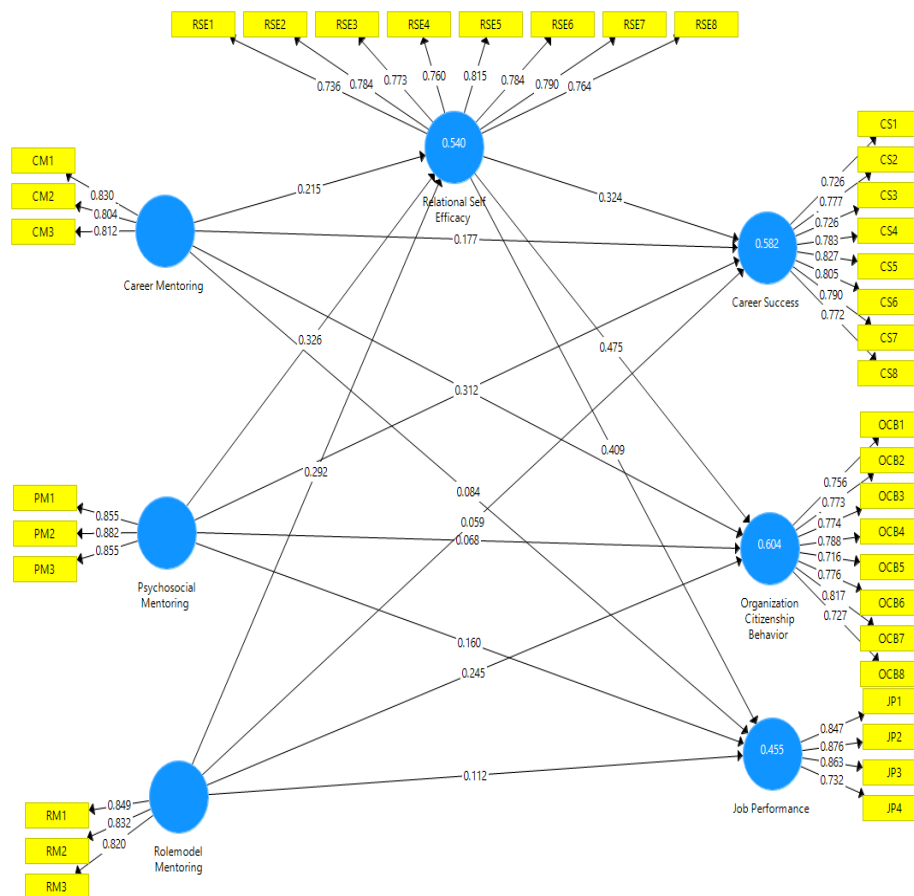
Variable studied in the current study was adopted from earlier studies, more specifically. Mentoring Functions Questionnaire (MFQ-9), a 9-items short form scale developed by Castro & Williams, (2004) was used. To measure relational self-efficacy 8 items were developed by Rochford et. al., (2019). To measure career success 8-items scale developed by Greenhaus et

al. (1990) and Nabi (1999) was used. Eight items scales developed by Lee and Allen (2002) were used to measure organization citizenship behavior. To measure self reported job performance 4 items scale was developed by Bright, (2007). A five point Likert scale was used to gather data.

**4. Data Analysis**

PLS-SEM (latest version 3.2.6) second generation multivariate was used for data analysis (Ringle et al., 2015). PLS-SEM is appropriate for theory building and also for prediction (Hair et al., 2016). In our study all constructs were reflective. Firstly, the reliability and validity of data were validated through a measurement model and in the next step structural model was used for estimation of the path coefficient and the significance.

Reliability and validity of the reflective measurement model were tested via the following criteria, indicators reliability, internal consistency reliability, convergent validity, and discriminant validity. The factor loading of the individual items should be assessed by looking into the outer loading of each studied variable. The researcher provides a standardized value for retaining the individual’s items valuing higher than 0.70. In the current studies, all outer loading of individual items was greater than 0.70 which indicates that all measures were reliable Table I. Secondly, to test the internal consistency the Cronbach’s alpha value is used. The authors argue that the acceptable range of Cronbach’s alpha must be higher than 0.70 and in our studies values of Cronbach’s alpha in the table, I was ranged from 0.748 to 0.906, and the present study has successfully met the criterion of internal consistency.



**Figure 2: Measurement Model**

Further, the composite reliability coefficient is used to assess the internal consistency reliability of the measures. The authors suggested the standardized range for composite reliability coefficient must be 0.7 or above. In the current study, the composite reliability (CR) coefficient is arranged from 0.856 to 0.924 showing in table I the adequate internal consistency of studied variables.

**Table I: Reflective Model assessment: Indicators reliability, internal consistency, Convergent Validity**

	Items	Loading	AVE	Cronbach Alfa	Composite Reliability
Career Mentoring	CM1	0.830	0.665	0.748	0.856
	CM2	0.804			
	CM3	0.812			
Career Success	CS1	0.726	0.603	0.906	0.924
	CS2	0.777			
	CS3	0.726			
	CS4	0.783			
	CS5	0.827			
	CS6	0.805			
	CS7	0.790			
	CS8	0.772			
Job Performance	JP1	0.847	0.692	0.850	0.899
	JP2	0.876			
	JP3	0.863			
	JP4	0.732			
Organization citizenship behavior	OCB1	0.756	0.588	0.899	0.919
	OCB2	0.773			
	OCB3	0.774			
	OCB4	0.788			
	OCB5	0.716			
	OCB6	0.776			
	OCB7	0.817			
	OCB8	0.727			
Psychosocial Mentoring	PM1	0.855	0.747	0.830	0.898
	PM2	0.882			
	PM3	0.855			
Role modeling Mentoring	RMM1	0.849	0.695	0.781	0.872
	RMM2	0.832			
	RMM3	0.820			
Relational Self-efficacy	RSE1	0.736	0.602	0.906	0.924
	RSE2	0.784			
	RSE3	0.773			
	RSE4	0.760			
	RSE5	0.815			
	RSE6	0.784			
	RSE7	0.790			
	RSE8	0.764			

Fornell and Larcker (1981) proposed the average variance extracted (AVE) for convergent validity. The factor loading and AVE of all latent variables were used to establish the



convergent validity. Convergent validity is the degree to which a measure positively correlates with others measure of variables (Hair et al., 2014, p. 102). The standardized value of AVE must be greater than 0.50 (Hair et al., 2014). Results of current studies show that all AVE values are greater than the acceptable range hence; it concludes the convergent validity is established in the present study.

In the next step of the measurement model, construct validity was examined which states that each latent variable must be distinct from other constructs of study (Bagozzi et al., 1991). It was evaluated by using Fornell-Larcker test (Fornell and Larcker's, 1981; Hair et al. 2014) and heterotrait–monotrait (HTMT) ratio (Henseler et al., 2015) and through cross loadings.

Discriminant validity was examined via Fornell-Larcker test (Fornell and Larcker's, 1981), according to this criterion the square root of AVE value must be higher than the correlations among all studied variables. Results in Table II indicate that the square root of the AVE value was higher than correlations among all studied variables, therefore; discriminant validity was established in our study.

**Table 2: Discriminant Validity based on Fornell-Larcker Criterion**

	1	2	3	4	5	6	7
Career Mentoring	0.815						
Career Success	0.630	0.776					
Job Performance	0.517	0.575	0.832				
Organization Citizenship Behavior	0.583	0.641	0.759	0.767			
Psychosocial Mentoring	0.693	0.691	0.567	0.614	0.864		
Relational Self Efficacy	0.620	0.681	0.640	0.735	0.671	0.776	
Rolemodel Mentoring	0.611	0.584	0.533	0.651	0.669	0.642	0.834

Note: AVE values are shown in diagonals, and off-diagonals shows the correlations

HTMT is used for the estimation of correlation between variables and if HTMT value is less than 1 means that constructs are different from other studied constructs (Haider et al., 2018). Results in table III of the current study show that all values are less than 0.90, hence; the discriminant validity is proved in our study.

**Table 3: Discriminant Validity based on HTMT Criterion**

	1	2	3	4	5	6	7
Career Mentoring							
Career Success	0.763						
Job Performance	0.634	0.640					
Organization Citizenship Behavior	0.705	0.704	0.867				
Psychosocial Mentoring	0.879	0.793	0.668	0.707			
Relational Self Efficacy	0.749	0.743	0.721	0.808	0.769		
Rolemodel Mentoring	0.796	0.690	0.650	0.776	0.831	0.758	

Another criterion is used for determining the discriminant validity. Loading of items must greater than cross-loading of items (Götz et al. 2010). In our study, all loading is greater than the cross-loading as shown in table IV. Therefore, it is concluded that all measures studies in the current study have an adequate level of discriminant validity.

**Table 4: Cross loading**

	Career Mentoring	Career Success	Job Performance	Organization Citizenship Behavior	Psychosocial Mentoring	Relational Self Efficacy	Rolemodel Mentoring
CM1	<b>0.830</b>	0.503	0.438	0.491	0.577	0.537	0.510
CM2	<b>0.804</b>	0.519	0.334	0.408	0.565	0.490	0.435
CM3	<b>0.812</b>	0.519	0.482	0.519	0.554	0.488	0.543
CS1	0.521	<b>0.726</b>	0.464	0.527	0.590	0.567	0.515
CS2	0.474	<b>0.777</b>	0.468	0.555	0.547	0.619	0.448
CS3	0.422	<b>0.726</b>	0.390	0.418	0.539	0.473	0.409
CS4	0.441	<b>0.783</b>	0.438	0.419	0.562	0.505	0.419
CS5	0.463	<b>0.827</b>	0.440	0.486	0.475	0.487	0.426
CS6	0.539	<b>0.805</b>	0.383	0.444	0.509	0.464	0.406
CS7	0.512	<b>0.790</b>	0.454	0.554	0.504	0.520	0.463
CS8	0.524	<b>0.772</b>	0.509	0.549	0.547	0.562	0.515
JP1	0.479	0.543	<b>0.847</b>	0.637	0.510	0.562	0.463
JP2	0.491	0.558	<b>0.876</b>	0.664	0.541	0.590	0.459
JP3	0.411	0.452	<b>0.863</b>	0.655	0.459	0.518	0.493
JP4	0.314	0.324	<b>0.732</b>	0.566	0.354	0.444	0.343
OCB1	0.396	0.451	0.618	<b>0.756</b>	0.429	0.544	0.542
OCB2	0.462	0.477	0.630	<b>0.773</b>	0.444	0.564	0.463
OCB3	0.387	0.442	0.580	<b>0.774</b>	0.369	0.529	0.508
OCB4	0.401	0.493	0.664	<b>0.788</b>	0.425	0.576	0.496
OCB5	0.413	0.463	0.444	<b>0.716</b>	0.467	0.501	0.465
OCB6	0.513	0.512	0.543	<b>0.776</b>	0.523	0.557	0.486
OCB7	0.507	0.545	0.564	<b>0.817</b>	0.570	0.616	0.544
OCB8	0.482	0.533	0.607	<b>0.727</b>	0.520	0.605	0.487
PM1	0.568	0.577	0.522	0.507	<b>0.855</b>	0.555	0.559
PM2	0.637	0.638	0.480	0.549	<b>0.882</b>	0.580	0.588
PM3	0.591	0.576	0.470	0.535	<b>0.855</b>	0.603	0.587
RMM1	0.494	0.501	0.444	0.578	0.544	0.533	<b>0.849</b>
RMM2	0.526	0.484	0.412	0.537	0.563	0.548	<b>0.832</b>
RMM3	0.510	0.474	0.476	0.513	0.567	0.524	<b>0.820</b>
RSE1	0.425	0.495	0.558	0.556	0.510	<b>0.736</b>	0.483
RSE2	0.496	0.605	0.530	0.642	0.559	<b>0.784</b>	0.546
RSE3	0.531	0.553	0.543	0.596	0.608	<b>0.773</b>	0.574
RSE4	0.499	0.497	0.452	0.567	0.501	<b>0.760</b>	0.433
RSE5	0.513	0.580	0.446	0.590	0.502	<b>0.815</b>	0.545
RSE6	0.474	0.493	0.493	0.528	0.467	<b>0.784</b>	0.427
RSE7	0.482	0.509	0.538	0.579	0.544	<b>0.790</b>	0.507
RSE8	0.411	0.471	0.389	0.478	0.447	<b>0.764</b>	0.443

In the structural model, firstly, the collinearity issue was assessed in structural model evaluation. Collinearity means a high correlation between studied constructs (Hair et al., 2014). As a standard criterion to avoid collinearity, the value of variance inflation factor (VIF) value must be less than 5. In our study results reveals that VIF values were ranged from 1.958 to 2.593, which indicates there is no collinearity issue in our data.

Secondly, path-coefficients of hypothesized relationship were calculated through the PLS algorithm, and significance was obtained by applying bootstrap standard error. A t-value is higher than 1.96 ( $p < 0.05$ ) indicates that the relationship is significant. In the next step, the coefficient of determination ( $R^2$ ) was obtained. Table V shows the values of  $R^2$  indicating the

level of variance explained by the exogenous constructs. As such,  $R^2$  values of 0.25, 0.50, and 0.75 are interpreted as weak, moderate and substantial respectively (Hair et al. 2014). More specifically, mentoring functions explained the level of variance in relational self-efficacy, career success and organizational citizenship behavior is substantial and moderate in job performance.

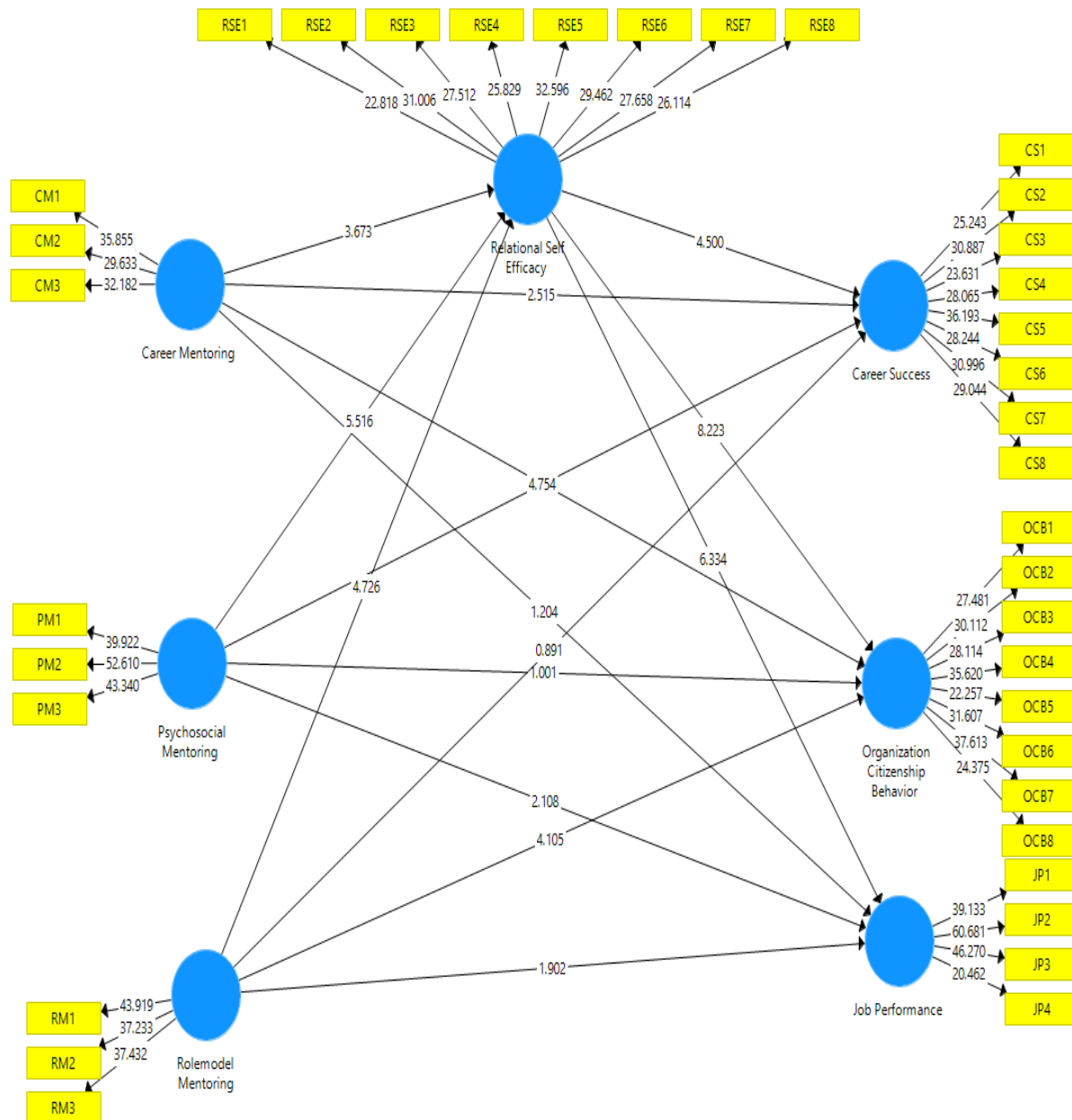


Figure 3: Structural Model

Table 5: Summary of Structural Model Assessment

	R <sup>2</sup>	T value	P value	Assessment
Career Success	0.582	14.291	0.000	Substantial
Job Performance	0.455	10.386	0.000	Moderate
Organization Citizenship Behavior	0.604	14.633	0.000	Substantial
Relational Self Efficacy	0.540	12.645	0.000	Substantial

The relationship between mentoring functions (career, psychosocial, role modeling) is positively linked with employee performance (career success, organizations citizenship behavior, job performance) as shown in table 6.

For mediation analysis we used the model proposed by Hair et al., (2017) relational self efficacy complementary mediation mediates the relationship between mentoring functions and employee outcomes (Job performance, organization citizenship behavior, career success). The finding shows that relational self-efficacy mediates the relationship between mentoring functions and employees outcomes.

**Table 6: Hypothesis Testing**

Hypotheses	$\beta$	S. error	t-value	P value	Decisions	Confidence Interval	
						2.50%	97.50%
CM-> CS	0.246	0.073	3.385	0.001	Supported	0.105	0.390
CM ->JP	0.172	0.074	2.310	0.021	Supported	0.038	0.327
CM ->OCB	0.194	0.060	3.238	0.001	Supported	0.089	0.321
CM -> RSE	0.215	0.059	3.665	0.000	Supported	0.106	0.335
PM ->CS	0.418	0.059	7.069	0.000	Supported	0.298	0.527
PM ->JP	0.294	0.072	4.092	0.000	Supported	0.148	0.427
PM ->OCB	0.223	0.066	3.381	0.001	Supported	0.091	0.346
PM -> RSE	0.326	0.059	5.520	0.000	Supported	0.212	0.436
RSE ->CS	0.324	0.078	4.128	0.000	Supported	0.181	0.487
RSE->JP	0.409	0.066	6.236	0.000	Supported	0.273	0.525
RSE ->OCB	0.475	0.055	8.575	0.000	Supported	0.372	0.579
RM ->CS	0.153	0.065	2.345	0.019	Supported	0.020	0.287
RM ->JP	0.231	0.063	3.646	0.000	Supported	0.100	0.343
RM ->OCB	0.383	0.061	6.276	0.000	Supported	0.253	0.487
RM -> RSE	0.292	0.064	4.584	0.000	Supported	0.166	0.405
CM->CSE->CS	0.070	0.026	2.633	0.009	Supported	0.028	0.131
CM->CSE->JP	0.088	0.026	3.318	0.001	Supported	0.040	0.142
CM->CSE>OCB	0.102	0.029	3.551	0.000	Supported	0.049	0.161
PM->CSE->CS	0.106	0.032	3.275	0.001	Supported	0.050	0.177
PM->CSE->JP	0.133	0.033	4.104	0.000	Supported	0.073	0.195
PM->CSE>OCB	0.155	0.033	4.639	0.000	Supported	0.096	0.221
RM->CSE->CS	0.095	0.030	3.121	0.002	Supported	0.044	0.161
RM->CSE->JP	0.119	0.033	3.645	0.000	Supported	0.059	0.180
RM->CSE>OCB	0.139	0.036	3.888	0.000	Supported	0.074	0.211

**Table 7: Effect Size  $f^2$** 

Hypothesis	$f^2$	Effect Size
CM-> CS	0.034	S
CM ->JP	0.006	S
CM ->OCB	0.010	S
CM -> RSE	0.048	S
PM ->CS	0.090	S
PM ->JP	0.018	S
PM ->OCB	0.004	S
PM -> RSE	0.098	S
RSE ->CS	0.116	M
RSE->JP	0.141	S
RSE ->OCB	0.262	M
RM ->CS	0.004	S
RM ->JP	0.011	S
RM ->OCB	0.070	S
RM -> RSE	0.095	S

For significant path coefficients, it is critical to examine the effect size ( $f^2$ ) of every exogenous variable on an endogenous variable (Hair et al. 2014). Effect size ( $f^2$ ) is used to measure the changes in the magnitude of  $R^2$  while omitting specific exogenous variables from the model. Moreover, values of  $f^2$  0.02, 0.15 and 0.35 are believed as small (S), medium (M) and large (L) sizes respectively. The results of our study in table VII indicate that all values of  $f^2$  are small.

**Table 8: Predictive Relevance  $Q^2$** 

Total	SSO	SSE	$Q^2 (=1-SSE/SSO)$
Career Success	2,688.000	1,798.541	0.331 (M)
Job Performance	1,344.000	939.649	0.301(M)
Organization Citizenship Behavior	2,688.000	1,779.109	0.338(M)
Relational Self Efficacy	2,688.000	1,855.080	0.310(M)

Furthermore, to examine the quality of the model, predictive relevance  $Q^2$  must be measured (Hair et al., 2014). Stone-Geisser's  $Q^2$  value can be used (Geisser 1974; Stone 1976). The value of  $Q^2$  is predicted by the average redundancy index of the endogenous latent variables (Hair et al. 2014). Further, values  $f^2$  0.02, 0.15 and 0.35 are considered small (S), medium (M) and large (L) sizes respectively.

## 5. Results and Discussion

Relationships at the workplace might be the most meaningful relationships for the protégé. Such relationships offer work related resources such as emotional support, task assistance, and career advancement that are consistent with relationship theory (Feeney & Collins, 2014; Kahn, 2007; Ragins & Dutton, 2007). Positive relationships lead to personal growth, friendship and offer opportunities to give to others. For building a meaningful work relationship, individual relational self-efficacy is critical to initiate build and maintain relationships with others.

Firstly, the present study intended to find the relationship between mentoring functions and employee performance. The findings of the present study show that there is a direct and significant relationship between mentoring functions and employee performance (career success, job performance, and OCB). These findings are consistent with the prior studies (Malik and Nawaz, (2020). We argued that protégé who can get more mentor support are better able to get succeed in their career and perform task in a better way.

Secondly, our aim was to find the impact of mentoring functions on employee relational self-efficacy. Finding of current study shows that there is a significant and positive relationship between mentoring functions and relational self-efficacy. We argued that mentors help to build efficacy via vicarious learning and verbal persuasions. Further, we argued that mentoring support might be viewed as a resource reservoir, and mentee might get various resources via mentoring relationships and ultimately builds employees resilience. Finally, the current study also investigates the mediating role of employee relational self-efficacy between mentoring functions and employee performance. Results also show that relational self-efficacy mediates the proposed relationships.

The findings prove the validity of relational self-efficacy in the Pakistani banking sector. According to relational self-efficacy, the individual belief in initiating builds and maintains meaningful relationships with others. Mentoring is a pivotal resource to build efficacious in employees and resultantly, employees with more relational self-efficacy will be better able to get benefits such as career success, job performance and OCB. The finding of the present study endorsed the relational self-efficacy theory perspective that provides that successful building the resource such as relational self-efficacy from mentor support will ultimately lead to employee Performance.

## **6. Limitation and Future Recommendations**

In the present study, the traditional mentoring functions are discussed whereas in future study relational mentoring functions may also include investigating the relationship on employee outcomes. In a future study, such a relationship with building the protégé sustainable career might be included. The current study investigates the mediating role of relational self-efficacy, in the future, these might include career adaptability, career resilience. Moreover, the current study is cross sectional study; in the future longitudinal study might be conducted to investigate the impact of the particular mentoring program.

## **7. Conclusion**

In the present study, mentoring functions studied as a predictor of relational self-efficacy and employee performance (career success, OCB, and job performance) provide empirical evidence from the Pakistani banking sector. This study provides the first empirical evidence that links between mentoring functions and employee performance through the mediation of relational self-efficacy. Moreover, the results highlight that employees who are more in receipt of mentoring support can build relational self-efficacy which resultantly helps them to initiate, build and maintain meaningful links within the organization and also from outside the boundaries of current employers. Such meaningful relations will help protégés in their career within the same organization and also in the industry.

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