	<p>Annals of Social Sciences and Perspective</p> <p>ISSN (Print): 2707-7063, ISSN (Online): 2788-8797 Volume 4, Number 2, July-December 2023, Pages 379-395 Journal homepage: http://assap.wum.edu.pk/index.php/ojs</p>
---	--

Fostering the Protégé Career Success through Traditional and Relational Mentoring Functions: A Complementary Fit Perspective

Muhammad Shaukat Malik¹, Muhammad Kashif Nawaz^{2*}, Muhammad Sameer Imam³

¹Dean, Faculty of Commerce, Banking & Business Administration, and Director, Institute of Banking & Finance, Bahauddin Zakariya University Multan, Pakistan. shoukatmalik@bzu.edu.pk

²Institute of Banking & Finance, Bahauddin Zakariya University Multan, Pakistan.

³MBA Scholar, Lahore University of Management Science (LUMS) Lahore, Pakistan. sameermalik933@gmail.com

*Corresponding author's email address: kashif347@gmail.com

ARTICLE DETAILS	ABSTRACT
<p>History:</p> <p>Received: September 26, 2023 Accepted: November 29, 2023</p> <p>Keywords:</p> <p>Mentoring Career self-efficacy Complementary fit Perspective Career Success Pakistani Banks</p> <p>DOI:</p> <p>10.52700/assap.v4i2.320</p>	<p>In today's dynamic and continuously changing environment, achieving a successful career can be challenging for a protégé. Several stakeholders, including mentors, influence the protégé's career success in their professional network. Mentors play a crucial role in a protégé's professional network. They are strong predictors of the resources that a protégé can acquire, such as career self-efficacy, which is essential for making informed career decisions and achieving success in professional life. Following this, the current study explores the connection between traditional and relational mentoring functions and career success via the intervening construct of career self-efficacy. Data were gathered from 384 staff employed in Pakistan's private, public, and Islamic banks. PLS-SEM was utilized to analyze the data. The findings show that mentoring functions are significantly related to the career success of protégés, with relational mentoring emerging as a more potent predictor of career success and career self-efficacy than traditional mentoring. Additionally, the findings suggest that protégé career self-efficacy mediates the direct association between mentoring and career success. This study adds to the literature by studying traditional and relational mentoring roles as predictors of protégé career self-efficacy and success. By highlighting the importance of relational mentoring, this study emphasizes the need for employers to develop effective mentoring programs that prioritize establishing supportive and collaborative mentor-protégé relationships.</p> <p style="text-align: right; font-size: small;">© 2023 The Authors, Published by WUM. This is an Open Access Article under the Creative Common Attribution Non-Commercial 4.0</p>

1. Introduction

The landscape of labor market conditions, human resource management (HRM) practices, and career paths has undergone significant changes in recent decades. The COVID-19 pandemic has caused some jobs and industries to perish while others have thrived, and new ones have emerged. For individuals, job loss may lead to a re-evaluation of goals or a search for a suitable position (Akkermans et al., 2020). Since the 1980s, there has been a gradual and widespread weakening of the relationship between individuals and companies (Cappelli & Keller, 2013). These developments have

led to a significant shift in what is known as a career: the old-fashioned linear, predictable, and single-lifetime job within one company is now a thing of the past. The new nature of a career is non-linear, transitory, unique, unpredictable, and customized (Lyons et al., 2015). Additionally, demographic characteristics such as an aging population, dual careers, and more foreign migration have contributed to the complexities of career paths (Greenhaus & Kossek, 2014).

The younger generation has made advancements in all dimensions (Lyons et al., 2015). Employees today work longer hours, but the duration and employment sequence have become uncertain (Van der Heijden & De Vos, 2015). In recent years, dynamic careers have become increasingly common, with employees advancing horizontally across many companies (De Vos et al., 2021).

Various notions have been used in the literature to operationalize career success. Career outcomes are based on an objective perspective (Guan et al., 2013) and career progression (Laud & Johnson, 2012). In contrast, other research has examined subjective measures such as job satisfaction (Ngo & Li, 2015). Subjective career success has also been demonstrated in more indirect approaches, such as achieving professional goals (Creed & Hood, 2015) and career success expectancies (Shoffner et al., 2015). Finally, a few exploratory research have been conducted on career success conceptualization (Afiouni & Karam, 2014).

Workplace discrimination against women is prevalent in Pakistan, with only 24% of women being employed and a mere 3% holding executive roles (Dawn, 2017). However, mentoring has improved gender equality in the workplace (McKeen and Bujaki, 2007). While the number of women employed in the Pakistani financial industry is currently at 13%, the State Bank of Pakistan has set a target of 20% by 2024 (State Bank of Pakistan, 2021). One of the reasons for the lack of career opportunities, especially for women, is the absence of adequate mentoring support. Securing and progressing in a career that aligns with one's skills, knowledge, and expertise remains challenging. Mentoring can serve as an environmental factor that significantly impacts the career success of a protégé, with verbal persuasion and vicarious learning being strong forecasters of career self-efficacy development (Bandura, 1997; Mansoor et al., 2013). Therefore, this study explored traditional and relational mentoring functions as predictors of career self-efficacy and success. Relational mentoring functions describe the attributes, behaviors, and qualities that may emerge through high-quality connections, whereas traditional mentoring is believed to average quality connections (Kram, 1983; Ragins, 2012; Ragins & Verbos, 2007; Ali & Ali 2011). The current study explores the connection between mentoring functions and the career success of protégé, mediated through protégé career self-efficacy, using a complementary fit perspective model (Ehrhardt and Ragins, 2019). This study adds to the present knowledge by providing evidence from developing economies, specifically Pakistan's public and private banks, including Islamic banks.

2. Literature Review

2.1 Mentoring Functions

Bozeman and Feeney (2007) define the term "mentor" as the transfer of information, social capital, and psychological assistance from a knowledgeable, wise, and experienced individual (mentor) to someone with less knowledge, wisdom, and expertise (protégé). Fowler et al. (2007) describe mentoring as the interaction between a knowledgeable and experienced individual and a younger person seeking direction, help, and support for individual and professional growth. Mentoring can be provided internally by supervisors or colleagues, while an external mentor is a person who is not a member of the protégé's company (Gayle Baugh & Sullivan, 2005). Underhill (2006) suggests that protégés who participate in mentoring programs benefit more than those who do not. Kram (1983) proposes that relationships between protégés and mentors evolve from hierarchical to peer-based, become friendships, or terminate during these relationship phases.

Traditionally, mentors have served career, psychosocial, and role-modeling roles, and the protégé-mentor dyad is considered hierarchical and of average quality (Kram, 1983; Scandura, 1992). Career mentoring comprises coaching, protection, sponsorship, challenging tasks, exposure, and visibility, while psychosocial mentoring involves acceptance, role modeling, counseling, confirmation, and friendship (Ragins & Verbos, 2007). A fourth category is the relational mentoring function, which describes the attributes, behaviors, and qualities that may emerge through high-quality connections (Ragins, 2012). Moreover, these connections are mutually reliant and generative, enhancing reciprocal learning and growth in the mentee's professional area (Ragins, 2007).

Mentoring connections can be characterized based on several quality levels, such as dysfunctional, traditional, and relational (Ragins, 2012). Dysfunctional relationships are of poor quality and can result in harm or violence (Eby & McManus, 2004); traditional mentorship is of moderate quality, with the protégé receiving psychosocial and career guidance (Kram, 1985); and high-quality relational mentoring occurs when both partners benefit from the knowledge and reciprocal career growth (Ragins, 2012). Relational mentorship is a contemporary concept in which both protégé and mentor gain from mutual learning, development, and professional progress (Fletcher & Ragins, 2007). It contrasts with traditional mentorship, viewed as one-way, hierarchical, and from top to bottom. Relational mentoring includes the involvement of both parties, with both the protégé and mentor experiencing positive and generative gains via these connections.

2.2 Career Self-efficacy

The notion of self-efficacy can be applied to all areas of behavior, and it is a person's competence and ability to accomplish a specific task (Bandura, 1982). Another definition of self-efficacy is an individual's belief in their competence to embrace habits and activities to achieve target aims (Wu et al., 2012). Strong self-efficacy fosters a solid drive to overcome obstacles, whereas weak self-efficacy can be improved with experience. Self-efficacy is primarily linked to situations in which people feel effective.

According to Hackett and Betz (1981), self-efficacy is critical to examine in career development literature since it impacts both males' and females' performance behavior and career aspirations. Efficacy beliefs can be developed through vicarious experience, verbal persuasion, enactive attainment, and one's physiological state (Bandura, 1986). Social Cognitive Career Theory (SCCT) by Lent et al. (1994) expands Bandura's (1977) self-efficacy theory into career decision-making and professional development domains. Career self-efficacy relates to career-related actions, educational and employment decisions, accomplishments, and drives to pursue these behaviors (Betz & Hackett, 1997).

Mentoring is related to sources of self-efficacy, such as verbal persuasion and vicarious experience recognized by Bandura (1997). Likewise, supervisors or managers are potential drivers of self-efficacy beliefs (Tierney and Farmer, 2002). Mentors serve as role models for vicarious learning. In general, mentors are persuasive in the organization with superior skills and expertise and are committed to supporting protégés in their upward progression (Scandura & Williams, 2004).

2.3 Career Success

Career success is attaining anticipated career achievements at a specific stage of the individual's professional life (Arthur et al., 2005). Usually, it is categorized into two categories: objective and subjective. In his earlier theoretical framework, Hughes (1958) distinguished between objective and subjective career success. SCS pertains to an employee's evaluation of career outcomes, while OCS refers to quantifiable criteria such as status, promotions, and income. Others argue that an impartial third party can validate objective elements like promotions and compensation. It includes a person's

number of promotions, overall salary increase, and other measurable achievements.

Similarly, subjective aspects concern perceived career and job growth satisfaction (Callanan, 2003). It is typically assessed using self-referential factors like aspirations and professional goals. It also refers to individuals' subjective and psychological evaluations of how content they are with their professional accomplishments (Heslin, 2005). According to Stumpf (2010), a person's judgment of their career successes can be measured by self-worth, personal capital value, competencies (Chang et al., 2012), and job satisfaction (Burke, 2001).

2.4 Mentoring Functions and Career Success

Various dyadic connections exist in the workplace, with the mentoring relationship being particularly distinct. At its core, mentoring is intended to assist the protégé in advancing their work-related skills and capabilities. This progress occurs through the mentor providing professional and psychological support (Chandler et al., 2011). Pinho et al. (2006) suggest that formal mentoring programs are critical for protégé professional growth. The support provided by these programs is expected to align with the protégé's self-esteem behavior regarding career advancement and professional aspirations. These programs enhance the supervisor's sense of competence and professional identity by providing psychological resources that help protégés become resilient and successfully deal with career challenges, thus advancing their careers (Chun et al., 2012).

Murphy et al. (2017) highlight that informal mentoring connections benefit professional development and that receiving assistance from multiple mentors provides more significant advantages than a single mentor in formal mentoring. Organizational career development programs and practices, such as mentoring, coaching, succession planning, job rotation, performance appraisal, training, special assignments, and networking, aid mentees in advancing their careers (McDonald & Hite, 2016). Additionally, Lee and Lee (2018) found that mentoring/coaching, as an organizational element, predicts improved job performance through career growth. Recent studies show that mentoring improves student employability by significantly increasing mentors' self-efficacy (Bolton-King, 2022) and contributes to professional achievement through instrumental network resources among Tunisian bankers (Gara Bach Ouerdian & Mansour, 2019).

Previous research indicates that mentoring connections are vital in developing protégés (Tolar, 2012). Studies conducted extensively across various professions, continents, and disciplines have led to confidence and motivation for graduates (Fayram et al., 2018), entrepreneurs (Ting et al., 2017), personal socialization (Son, 2016), professional career planning (Tench et al., 2016), job search self-efficacy (Hamilton et al., 2019), protégé employability (Malik and Nawaz, 2022), employees' performance (Malik and Nawaz, 2021). Further, previous studies highlight the benefits of engaging in mentoring relationships, such as employability skills and career success (Bolton-King, 2022; Ouerdian & Mansour, 2019). Hence, from above, it was hypothesized that

H1: Traditional mentoring functions positively and significantly predict the protégé career success.

H2: Relational mentoring functions positively and significantly predicts the protégé's career success.

2.5 Mediation of Career Self-efficacy

In the field of career development, Day and Allen (2004) proposed that career mentorship is linked with career success. Their research also shows that self-efficacy mediates the path between mentoring roles and professional success. However, despite the widespread studies conducted on mentoring, there are still gaps in understanding its various domains, including the antecedents, moderators, mediators, and consequences of mentoring connections (Eby et al., 2013).

Additionally, St-Jean and Mathieu (2015) argue that the quality of mentoring connections can impact individual entrepreneurial self-efficacy. They also found a significant relationship between entrepreneurial self-efficacy, intention to stay, and occupational satisfaction. Furthermore, Joo et al. (2018) demonstrated that leadership mentoring can aid in building self-efficacy in protégés, encouraging them to lead. Joo et al. (2018) researched formal leadership mentorship and motivation to lead, finding that leadership self-efficacy is a mediator in this relationship. Similarly, Chughtai (2018) observed that career self-efficacy mediates the relationship between leadership and career success. Furthermore, a recent study shows that protégé career self-efficacy mediates the relationship between mentoring functions and protégé employability (Malik and Nawaz, 2022). Furthermore, protégé relational self-efficacy mediates the relationship between mentoring functions and employees' performance (Malik and Nawaz, 2021). Hence, from above, it is hypothesized that

H3: Career Self-efficacy mediates that path between traditional mentoring functions and protégé career success.

H4: Career Self-efficacy mediates that path between relational mentoring function and protégé career success.

2.6 Theoretical framework

This study developed a theoretical framework grounded on the complementary fit paradigm suggested by Ehrhardt and Ragins (2019), shown in Fig 1. Through this paradigm, the mentees satisfy their demands for career self-efficacy and success through mentor assistance. Therefore, the present study explores mentoring roles as professional self-efficacy and success predictors.

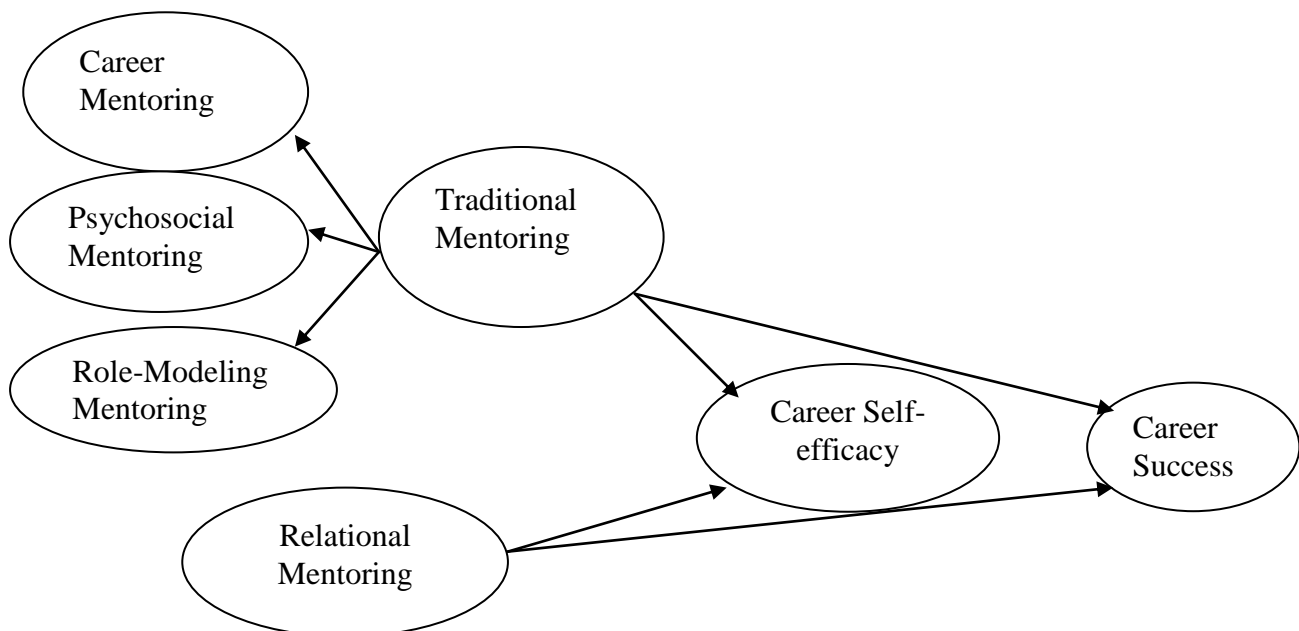


Figure 1: Theoretical Framework

Optimal mentoring connections occur when the protégé's demands align with mentor assistance. Consequently, mentoring is a significant antecedent of both career self-efficacy and the career success of mentees.

3. Methodology

The population of the current study consisted of 153,396 permanent employees working in twenty-five domestic private banks, including Islamic banks (State Bank of Pakistan, 2020). The number of permanent workers was obtained from the banks' annual audited financial statements. The sample size for the current study was 384 workers (Krejcie & Morgan (1970) from various departments, including branches, regional and general manager offices, regional credit administration departments, and head offices at all hierarchical levels. Convenience sampling was used to gather data from respondents through a survey questionnaire. Some responses were received by mail at the author's designated address.

Table 1: Demographic Information

	Frequency	Ratio
Gender		
Female	48	12.4
Male	336	87.6
Age		
50Y and above	39	10.16
40-49Y	107	27.86
30-39Y	126	32.81
20-29Y	112	29.17
Education		
Graduation	227	59.11
MS/M.Phil.	135	35.16
Other	22	5.73
Total Respondents	384	100%

The demographic features of the respondents are concisely presented in Table 1. Specifically, male respondents accounted for 87.60% of the total sample, while 32.81 females comprised the remaining 12.4%. In terms of age distribution, participants aged 20-29 constituted 29.17%, those aged 30-39 accounted for 32.81%, individuals aged 40-49 years represented 27.86%, and those aged 50 or constituted 10.16%. Regarding education, 59.11% possessed a master's degree or had completed sixteen years of schooling, while 35.16% held an MS/M. Phil or had attained eighteen years of education, and 5.73% had other qualifications.

3.1 Measures

The current study utilized a five-point Likert scale to measure participants' responses, where one score To assess traditional mentoring functions, the short-form scale MFQ-9, consisting of three questions for each function, as proposed by Castro and Williams (2004), was employed. In addition, the study used a validated six-item measure developed by Ayoobzadeh (2018) to assess relational mentoring functions. The study utilized an eleven-item measure proposed by Kossek et al. (1998) to evaluate career self-efficacy. Finally, an eight-item scale proposed by Greenhaus et al. (1990) and Nabi (1999) was employed to assess career success.

4. Data Analysis

The present study utilized PLS-SEM, a second-generation multivariate analysis of data (Ringle et al., 2015). It is a suitable method for prediction and works effectively with complex structural models. It offers precision in evaluation, particularly with large sample sizes, and can work with multi- and single-item scales. Additionally, it is suitable for both formative and reflective models, as highlighted by Hair et al. (2017). In this study, all variables were reflective. The structural model was applied to

assess the path coefficient and significance, while the measurement model was utilized to measure the reliability and validity of the variables.

The indicators' reliability was assessed through items' outer loadings. The results showed that the external loading score was more significant than 0.60, ranging from 0.637 to 0.878. The score of outer loading was more significant than the standard value, excluding SE5, SE9, and SE10, which were excluded from the final data. Internal consistency was appraised through Cronbach's alpha, which exhibited scores ranging from 0.728 to 0.912, more than the recommended score of 0.70. These results indicate that internal consistency was established. The composite reliability coefficient was also computed to measure internal consistency reliability, which should have a value greater than 0.70. The obtained values ranged between 0.846 and 0.929, further confirming the internal consistency of the study's constructs. These findings are presented in Table 2.

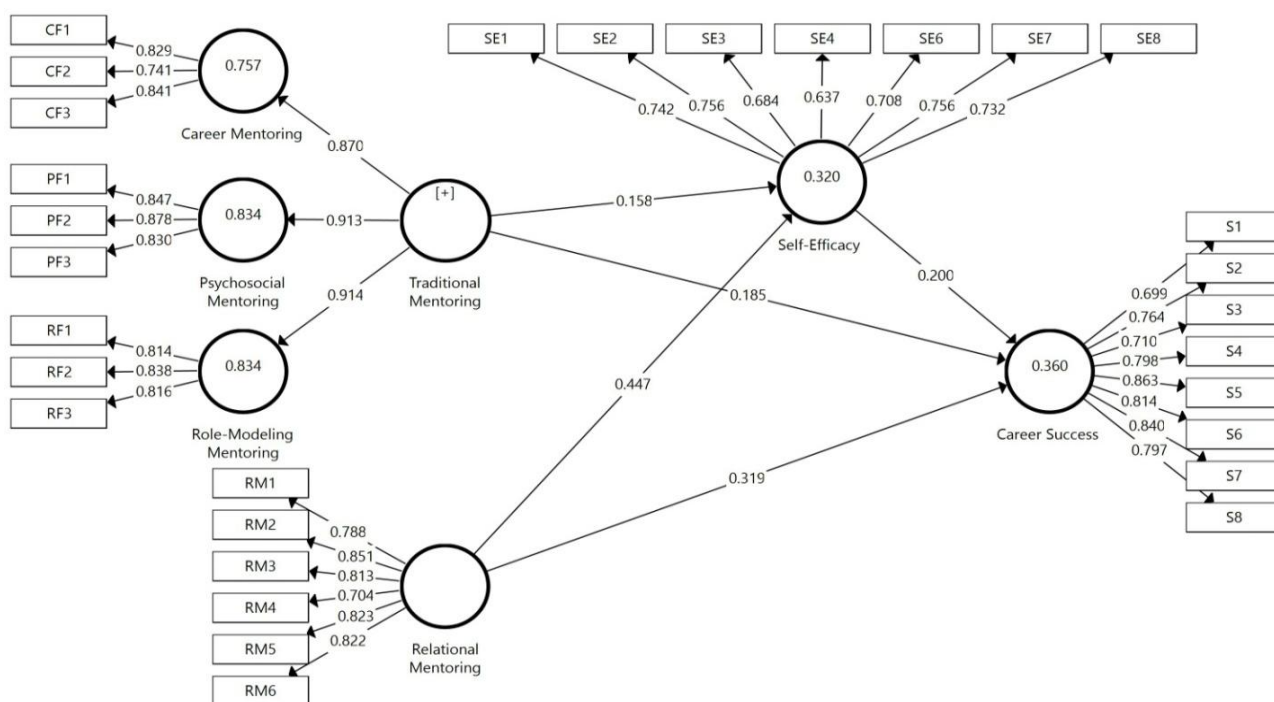


Figure 2: Measurement Model

Table 2: Assessment of Reflective Model

First Order variable	Second Order Variable	Items	Loading	α	CR	AVE
Career Mentoring		CF1	0.829	0.728	0.846	0.648
		CF2	0.741			
		CF3	0.841			
Psychosocial Mentoring		PF1	0.847			
		PF2	0.878			
		PF3	0.830			
Role-modeling Mentoring		RF1	0.814			
		RF2	0.838			
		RF3	0.816			
	Traditional Mentoring			0.898	0.917	0.809
	Relational Mentoring	RM1	0.788	0.888	0.915	0.643

Mentoring					
	RM2	0.851			
	RM3	0.813			
	RM4	0.704			
	RM5	0.823			
	RM6	0.822			
Career Self-efficacy	SE1	0.742	0.852	0.881	0.515
	SE2	0.756			
	SE3	0.684			
	SE4	0.637			
	SE6	0.708			
	SE7	0.756			
	SE8	0.732			
Career Success	S1	0.699	0.912	0.929	0.620
	S2	0.764			
	S3	0.710			
	S4	0.798			
	S5	0.863			
	S6	0.814			
	S7	0.840			
	S8	0.797			

The average variance extracted (AVE) was utilized to determine convergent validity (Fornell and Larcker, 1981). The AVE and outer loading scores of all examined variables were used to measure convergent validity, which indicates how one construct relates to other variables and measures of the same constructs. The value should be more than 0.50, as Hair et al. (2017) recommended. The results show that all AVE scores were more significant than the threshold, indicating that convergent validity was proven. Additionally, construct validity was evaluated, meaning each examined construct must be unique from other studied variables (Bagozzi et al., 1991).

The Fornell-Larcker test (Fornell and Larcker, 1981), Heterotrait-Monotrait (HTMT) ratio (Henseler et al., 2015), and cross-loadings are commonly used to assess construct validity. The Fornell-Larcker test was employed to assess discriminant validity (Fornell and Larcker, 1981). The square root of the AVE score must be higher than the correlations with other variables based on this criterion. The results in Table 3 indicate that discriminant validity was demonstrated.

Table 3: Fornell-Larcker Test

	1	2	3	4
Career Success	0.788			
Relational Mentoring	0.554	0.802		
Self-Efficacy	0.461	0.553	0.718	
Traditional Mentoring	0.492	0.674	0.459	0.744

When the HTMT value is less than one, it suggests that the variables in this study differ from one another (Haider et al., 2018). However, a more conservative threshold of 0.85 has also been proposed (Henseler et al., 2015). As presented in Table 3, the results indicate that discriminant validity was

established.

Table 4: HTMT Test

	1	2	3	4
Career Success				
Relational Mentoring	0.611			
Self-Efficacy	0.444	0.575		
Traditional Mentoring	0.538	0.751	0.471	

Another approach to evaluate discriminant validity is to compare the items loading with their cross-loading (Götz et al., 2010). In this study, the item loading was higher than the cross-loading, as presented in Table 5. Thus, the findings suggest that discriminant validity was established.

Table 5: Cross-loading

	Career Mentoring	Career Success	Psychosocial Mentoring	Relational Mentoring	Role-Modeling Mentoring	Self-Efficacy
CF1	0.829	0.421	0.510	0.519	0.548	0.383
CF2	0.741	0.314	0.459	0.373	0.496	0.178
CF3	0.841	0.476	0.647	0.567	0.620	0.460
PF1	0.598	0.348	0.847	0.517	0.616	0.313
PF2	0.595	0.358	0.878	0.524	0.658	0.356
PF3	0.536	0.283	0.830	0.486	0.691	0.364
RF1	0.535	0.272	0.646	0.452	0.814	0.273
RF2	0.583	0.417	0.675	0.560	0.838	0.447
RF3	0.592	0.389	0.574	0.490	0.816	0.256
RM1	0.510	0.436	0.469	0.788	0.520	0.437
RM2	0.541	0.485	0.547	0.851	0.549	0.498
RM3	0.512	0.485	0.443	0.813	0.461	0.388
RM4	0.432	0.373	0.407	0.704	0.420	0.302
RM5	0.462	0.449	0.508	0.823	0.514	0.473
RM6	0.481	0.429	0.486	0.822	0.461	0.528
S1	0.450	0.699	0.318	0.427	0.319	0.302
S2	0.455	0.764	0.345	0.461	0.343	0.378
S3	0.364	0.710	0.210	0.368	0.264	0.245
S4	0.361	0.798	0.295	0.439	0.346	0.408
S5	0.371	0.863	0.297	0.423	0.348	0.388
S6	0.368	0.814	0.287	0.425	0.329	0.368
S7	0.376	0.840	0.278	0.412	0.351	0.360
S8	0.437	0.797	0.375	0.508	0.429	0.419
SE1	0.455	0.551	0.411	0.542	0.396	0.742
SE2	0.232	0.229	0.247	0.388	0.232	0.756
SE3	0.422	0.421	0.293	0.442	0.353	0.684
SE4	0.209	0.204	0.242	0.289	0.223	0.637
SE6	0.218	0.202	0.232	0.299	0.216	0.708
SE7	0.211	0.258	0.238	0.340	0.203	0.756
SE8	0.220	0.154	0.245	0.285	0.226	0.732

The structural model underwent bootstrapping to assess its effectiveness. Initially, a structural model estimate was used to evaluate the collinearity issue. Collinearity refers to a stronger correlation between variables (Hair et al., 2017), and the principle criterion for evaluating collinearity was the

variance inflation factor (VIF). To avoid collinearity, the VIF must be below 5. This study's score ranged from 1.470 to 2.127, indicating no collinearity detected in the sample.

Next, the algorithm was used to calculate the path coefficients linking the constructs, and their significance was determined using the bootstrap method's standard error. A t-value more than 1.96 ($p < 0.05$) indicates a significant link. The coefficient of determination (R^2) was then estimated to determine the degree of variation explained by the exogenous factors. R^2 values denote the amount of variation presented, with scores of 0.25 (weak), 0.50 (moderate), and 0.75 (strong) representing substantial variation (Hair et al., 2017). All antecedents induced an average variation in career self-efficacy and protégé career success, as shown in Table 6.

Table 6: Evaluation of Structural Model

	R^2	t-value	p-value	Assessment
Career Self-efficacy	0.320	8.410	0.000	Moderate
Career Success	0.360	7.661	0.000	Moderate

The criteria recommended by Hair et al. (2016) were employed to evaluate mediation. The analysis revealed that career self-efficacy is a complementary mediator in the connection between traditional and relational mentoring functions and protégés career success. The results indicate that the proposed path is mediated by career self-efficacy.

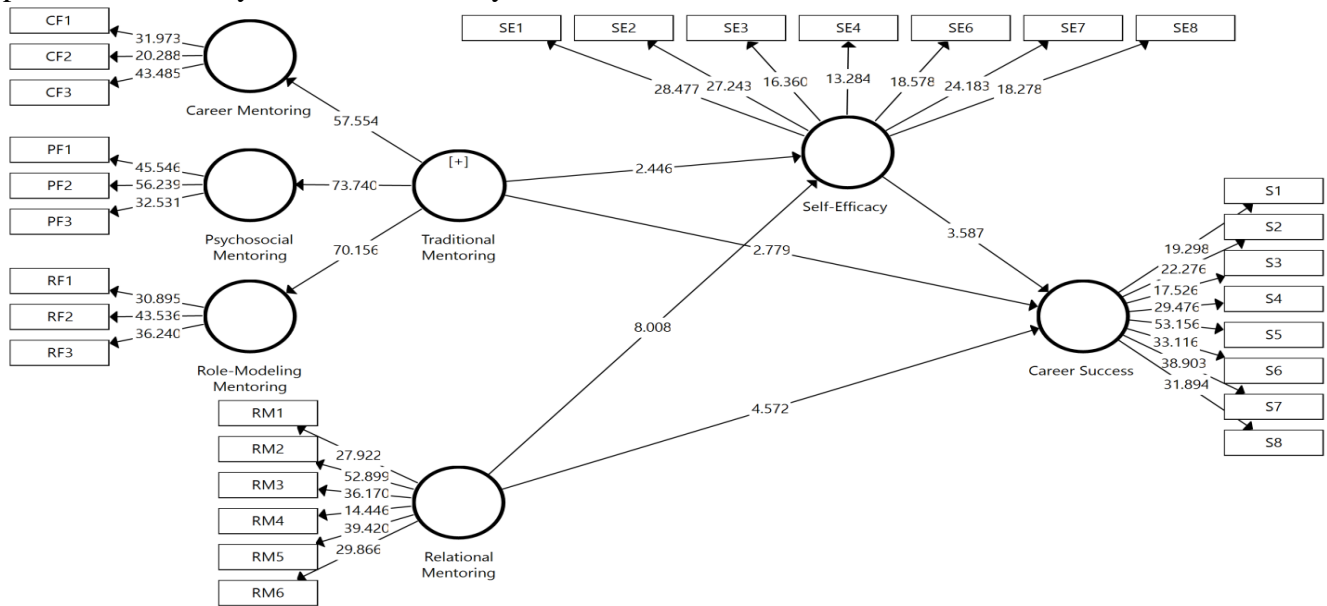


Figure 3: Structural Model

Table 7: Hypothesis Testing

Linkages	β	S. error	t-value	p-value	Decisions	Confidence Interval	
						2.50%	97.50%
TMF-> Career Success	0.185	0.067	2.779	0.000	Supported	0.185	0.305
RMF-> Career Success	0.319	0.070	4.572	0.000	Supported	0.319	0.460
TMF-> SE	0.158	0.065	2.446	0.000	Supported	0.158	0.280
RMF->SE	0.447	0.056	8.008	0.000	Supported	0.447	0.548
SE->Career Success	0.200	0.056	3.587	0.000	Supported	0.200	0.303

TMF->SE->Career Success	0.032	0.015	2.105	0.000	Supported	0.032	0.063
RMF->SE->EMP	0.089	0.028	3.181	0.000	Supported	0.089	0.147

Table 7 shows that traditional mentorship significantly influences protégé's career success ($\beta=0.185$, $P=0.000$), supporting H1. Additionally, relational mentorship directly correlates with protégé's career success ($\beta=0.319$, $P=0.000$), supporting H2. Furthermore, the link between traditional mentoring functions and protégé career success is mediated by career self-efficacy ($\beta=0.032$, $P=0.000$), which supports H3. Similarly, career self-efficacy mediates the path between relational mentoring function and protégé career success ($\beta=0.089$, $P=0.000$), supporting H4.

Table 8: Effect Size f^2

Hypothesis	f^2	Evaluation
TMF-> CS	0.029	S
RMF-> CS	0.075	M
TMF-> SE	0.020	S
RMF ->SE	0.160	M
CSE ->CS	0.042	M

Measuring the effect size (f^2) of each predictor on the dependent variables is crucial to determining significant path coefficients (Hair et al., 2017). The f^2 is utilized to measure the degree of variation in the strength of R^2 when a specific predictor variable is excluded from the model. Additionally, the f^2 score represents small (0.02), medium (0.15), and large (0.35) effect sizes, as presented in Table 8.

Table 9: Predictive Relevance Q^2

	SSO	SSE	Q^2
Career Self-efficacy	2,688.000	2,318.620	0.137
Career Success	3,072.000	2,445.924	0.204

Furthermore, it is suggested that predictive relevance Q^2 must be evaluated using stone- Q^2 Geisser's (Geisser 1974; Hair et al., 2017). The average redundancy index of exogenous constructs was used to estimate Q^2 values (Hair et al., 2017), and values are shown in Table 9.

5. Results and Discussion

The success of a protégé's career is not determined by their efforts alone but is significantly influenced by their interactions with others, including their mentors. Workplace relationships often involve dyads such as employees and managers or between colleagues. Ragins et al. (2017) found that mentorship relationships differ from leader-member exchange connections and manager support.

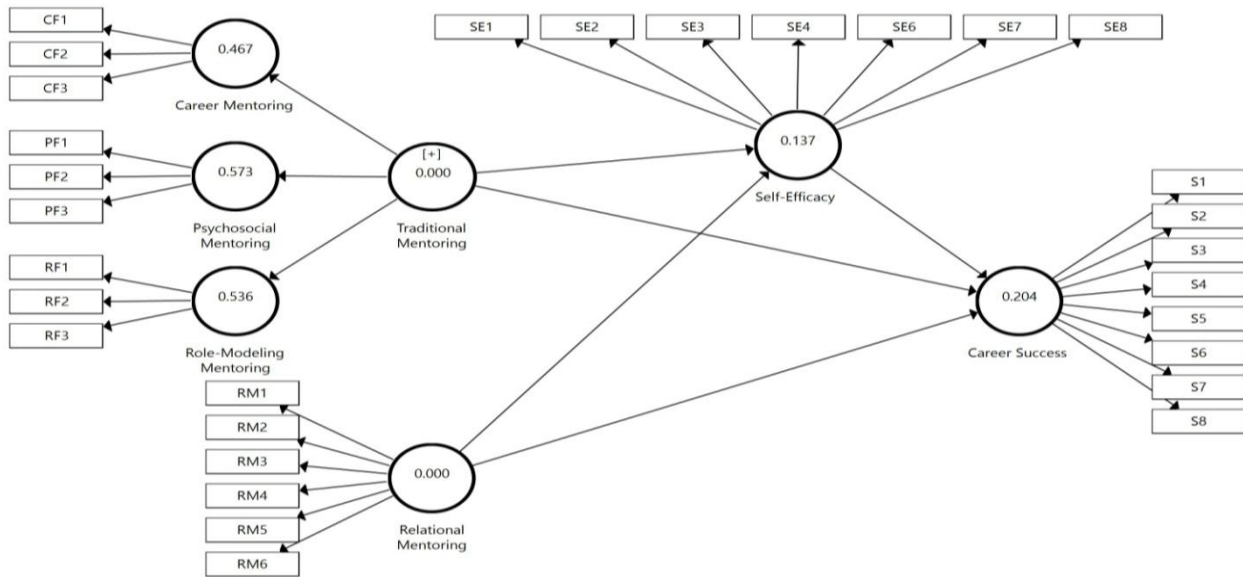


Figure 4: Blindfolding Test

The current study explores the complementary fit perspective model (Ehrhardt & Ragins, 2019), where mentors serve as a resource reservoir, and protégés utilize this capital to meet their needs. Underhill's (2006) quantitative meta-analytic review argues that mentorship provides higher professional benefits for individuals who participate in mentorship relationships than those who do not. The ideal protégé-mentor relationship is achieved when mentor assistance is equivalent to the protégé's needs. Mentors provide resources in the form of traditional and relational mentoring support, while protégé needs may include navigating the dynamic labor market for career success. With mentor support, protégés can manage workplace adversity such as organizational politics, seize career advancement opportunities, protect their well-being, and find employment that aligns with their skills and interests. According to Ghosh (2014), mentoring relationships significantly influence the professional and personal growth of the protégé.

Firstly, this study investigates the connection between mentoring functions and protégé career success. Traditional mentoring support involves career, psychological, and role modeling and is an average-quality connection, but it significantly impacts individuals' career success. The findings indicate that traditional mentoring functions are directly linked to protégé career success ($\beta=0.185$, $t=2.779$, $P=0.000$). Furthermore, the relational mentoring function is directly associated with protégé career success ($\beta=0.319$, $t=4.572$, $P=0.000$). Relational mentoring is considered a high-quality connection between the mentee and mentor and is a strong predictor of protégé career success compared to traditional mentoring, which is believed to be an average-quality relationship. Relational mentoring is a constructive and mutually dependent connection that promotes reciprocal advancement, learning, and growth (Ragins, 2005). These findings are consistent with earlier research indicating that receiving mentorship assistance contributes to young entrepreneurs (Ting et al., 2017), career success (Ouerdian & Mansour, 2019), and professional career planning (Tench et al., 2016). Hence, protégés must proactively build relationships with mentors to gain their ultimate assistance for successful career navigation. One of the reasons women lag in their careers is the scarcity of mentorship in Pakistan, where only 24% of Pakistani women work, and just 3% hold administrative roles (Dawn, 2017). Similarly, organizations must train their managers to mentor protégés and focus on diversity, equality, and inclusion programs.

Secondly, this study investigates the association between mentoring functions and career self-efficacy. Bandura (1986) highlighted the importance of verbal persuasion and vicarious learning in building efficacy, which mentors can provide. The findings revealed that traditional mentoring

functions strongly predict protégé career self-efficacy ($\beta=0.158$, $t=2.446$, $p=0.000$), while relational mentoring functions have a more substantial effect ($\beta=0.447$, $t=8.008$, $p=0.000$) than traditional mentoring. This indicates that high-quality connections, or relational mentoring, play a critical role in fostering career self-efficacy compared to average-quality connections or traditional mentoring.

Moreover, former studies (Kao et al., 2022; Cho et al., 2017) suggested that mentorship and leadership mentoring increase job search and leadership self-efficacy, respectively. Individuals with higher self-efficacy take charge of their careers as they become the owners, not employers, of their career paths. They can better analyze the job market's demands, possibilities, and challenges, making choices consistent with their interests, abilities, and talents (Lent & Brown, 2013), ultimately determining their professional success.

The results also showed that traditional mentoring ($\beta=0.032$, $t=2.105$, $p=0.000$) and relational mentoring ($\beta=0.089$, $t=3.18$, $p=0.000$) were both mediated by career self-efficacy and findings are aligned with the previous studies (Chughtai, 2018; Joo et al., 2018; Kao et al., 2022), indicating that mentoring assistance is a critical environmental factor that protégés can use to develop their career self-efficacy, leading to successful career navigation. The study's empirical evidence from the Pakistani financial sector indicates that mentorship provides significant professional benefits to those who participate in mentoring relationships. Mentoring is an essential resource pool that protégés should use to navigate their careers successfully, particularly in the dynamic labor market. Mentoring is also crucial for developing protégé career self-efficacy, which eventually contributes to a successful career.

6. Conclusion and Research Implications

The results show that mentoring functions are directly associated with the career success of protégés and that career self-efficacy mediates the link. Additionally, the findings demonstrate that relational mentoring or high-quality connections are more important for career success and career self-efficacy than traditional mentoring connections or average quality. Therefore, it is clear that protégés should proactively seek to build high-quality relationships with their mentors to maximize the benefits of the dyadic relation. Furthermore, protégés with better career self-efficacy can better navigate their career paths and achieve success within or outside of their organizations.

It is important to note that protégés do not develop career self-efficacy in isolation. They must proactively engage in building relationships with their mentors to gain the efficacy required to succeed in an unpredictable labor market. The present study has important theoretical and practical implications for future research. Specifically, it offers an in-depth examination of the impact of mentoring in protégé career success from a complementary fit perspective. It highlights the importance of matching a protégé's needs with a mentor's support to maximize the benefits of the mentoring relationship.

From a practical standpoint, individuals should assess their needs before participating in mentoring programs and seek out mentors with complementary talents. Businesses can also benefit from mentoring programs by providing the necessary support for their employees. It is imperative to note that there are limitations to this study. Other determinants, such as individual personality factors and supervisor support, may also play a role in career success and should be investigated in future studies. Additionally, future research could explore sustainable careers as a dependent variable of mentoring and investigate relationship quality and career shocks instead of career self-efficacy. Finally, a longitudinal study to explore the effects of specific mentorship programs is recommended.

References

- Afiouni, F., & Karam, C. M. (2014). Structure, agency, and notions of career success: A process-oriented, subjectively malleable and localized approach. *Career Development International, 19*(5), 548-571.
- Akkermans, J., Richardson, J., & Kraimer, M. L. (2020). The Covid-19 crisis as a career shock: Implications for careers and vocational behavior. *Journal of Vocational Behavior, 119*, 103434.
- Ali, H., & Ali, H. (2011). Demographics and Spiritual Leadership: Empirical Evidence from Pakistan. *Business and Management Review, 1*(10), 36-42.
- Arthur, M. B., Khapova, S. N., & Wilderom, C. P. (2005). Career success in a boundaryless career world. *Journal of Organizational Behavior: The International Journal of Industrial, Occupational and Organizational Psychology and Behavior, 26*(2), 177-202.
- Ayoobzadeh, M. (2018). *Leader Development Outcomes of Relational Mentoring for Mentors* (Doctoral dissertation, Concordia University).
- Bagozzi, R. P., Yi, Y., & Phillips, L. W. (1991). Assessing construct validity in organizational research. *Administrative Science Quarterly, 42*(1), 421-458.
- Bandura, A. (1982). Self-efficacy mechanism in human agency. *American Psychologist, 37*(2), 122.
- Bandura, A. (1986). The explanatory and predictive scope of self-efficacy theory. *Journal of Social and Clinical Psychology, 4*(3), 359-373.
- Bandura, A. (1997). *Self-efficacy: The exercise of control* WH Freeman and Company. New York, NY.
- Betz, N. E., & Hackett, G. (1997). Applications of self-efficacy theory to the career assessment of women. *Journal of Career Assessment, 5*(4), 383-402.
- Bolton-King, R. S. (2022). Student mentoring to enhance graduates' employability potential. *Science & Justice, 62*(6), 785-794.
- Bozeman, B., & Feeney, M. K. (2007). Toward a useful theory of mentoring: A conceptual analysis and critique. *Administration & Society, 39*(6), 719-739.
- Burke, R. J. (2001). Workaholism in organizations: The role of organizational values. *Personnel review*.
- Callanan, G. A. (2003). What price career success? *Career Development International, 8*(3), 126-133.
- Cappelli, P., & Keller, J. R. (2013). Classifying work in the new economy. *Academy of Management Review, 38*(4), 575-596.
- Castro, S. L., & Williams, E. A. (2004). Validity of Scandura and Ragins'(1993) multidimensional mentoring measure: An evaluation and refinement.
- Chandler, D. E., Kram, K. E., & Yip, J. (2011). An ecological systems perspective on mentoring at work: A review and future prospects. *The Academy of Management Annals, 5*(1), 519-570.
- Chang, C. H., Ferris, D. L., Johnson, R. E., Rosen, C. C., & Tan, J. A. (2012). Core self-evaluations: A review and evaluation of the literature. *Journal of Management, 38*(1), 81-128.
- Chun, J. U., Sosik, J. J., & Yun, N. Y. (2012). A longitudinal study of mentor and protégé outcomes in formal mentoring relationships. *Journal of Organizational Behavior, 33*(8), 1071-1094
- Creed, P. A., & Hood, M. (2015). The development and initial validation of a scale to assess career goal discrepancies. *Journal of Career Assessment, 23*(2), 308-317.
- Dawn, (2017). Pakistan ranked fourth among worst countries for women. Retrieved from <https://www.dawn.com/news/1373623>
- Day, R., & Allen, T. D. (2004). The relationship between career motivation and self-efficacy with protégé career success. *Journal of Vocational Behavior, 64*(1), 72-91.
- Eby, L. T. D. T., Allen, T. D., Hoffman, B. J., Baranik, L. E., Sauer, J. B., Baldwin, S., ... & Evans, S. C. (2013). An interdisciplinary meta-analysis of the potential antecedents, correlates, and consequences of protégé perceptions of mentoring. *Psychological Bulletin, 139*(2), 441.

- Eby, L. T., & McManus, S. E. (2004). The protégé's role in negative mentoring experiences. *Journal of Vocational Behavior, 65*(2), 255-275.
- Ehrhardt, K., & Ragins, B. R. (2019). Relational attachment at work: A complementary fit perspective on the role of relationships in organizational life. *Academy of Management Journal, 62*(1), 248-282.
- Fayram, J., Boswood, N., Kan, Q., Motzo, A., & Proudfoot, A. (2018). Investigating the benefits of online peer mentoring for student confidence and motivation. *International Journal of Mentoring and Coaching in Education, 7*(4), 312-328.
- Fletcher, J. K., & Ragins, B. R. (2007). Stone Center relational cultural theory. *The Handbook of Mentoring at Work: Theory, research, and practice, 373-399*.
- Fornell, C., & Larcker, D. F. (1981). Structural equation models with unobservable variables and measurement error: Algebra and statistics.
- Fowler, J. L., Gudmundsson, A. J., & O'Gorman, J. G. (2007). The relationship between mentee-mentor gender combination and the provision of distinct mentoring functions. *Women in Management Review, 22*(8), 666-681.
- Gara Bach Ouerdian, E., & Mansour, N. (2019). The relationship of social capital with objective career success: the case of Tunisian bankers. *Journal of Management Development, 38*(2), 74-86.
- Gayle Baugh, S., & Sullivan, S. E. (2005). Mentoring and career development. *Career Development International, 10*(6/7), 425-428.
- Geisser, S. (1974). A predictive approach to the random effect model. *Biometrika, 61*(1), 101-107.
- Götz, O., Liehr-Gobbers, K., & Krafft, M. (2009). Evaluation of structural equation models using the partial least squares (PLS) approach. In *Handbook of partial least squares: Concepts, methods and applications* (pp. 691-711). Berlin, Heidelberg: Springer Berlin Heidelberg.
- Greenhaus, J. H., & Kossek, E. E. (2014). The contemporary career: A work-home perspective. *Annu. Rev. Organ. Psychol. Organ. Behav., 1*(1), 361-388.
- Greenhaus, J. H., Parasuraman, S., & Wormley, W. M. (1990). Effects of race on organizational experiences, job performance evaluations, and career outcomes. *Academy of Management Journal, 33*(1), 64-86.
- Guan, Y., Wen, Y., Chen, S. X., Liu, H., Si, W., Liu, Y., ... & Dong, Z. (2014). When do salary and job level predict career satisfaction and turnover intention among Chinese managers? The role of perceived organizational career management and career anchor. *European Journal of Work and Organizational Psychology, 23*(4), 596-607.
- Hackett, G., & Betz, N. E. (1981). A self-efficacy approach to the career development of women. *Journal of Vocational Behavior, 18*(3), 326-339.
- Haider, S., Jabeen, S., & Ahmad, J. (2018). Moderated mediation between work-life balance and employee job performance: The role of psychological well-being and satisfaction with coworkers. *Revista de Psicología del Trabajo y de las Organizaciones, 34*(1), 29-37.
- Hair, J.F., Hult, G.T.M., Ringle, C.M., & Sarstedt, M., (2017). *A Primer on Partial Least Squares Structural Equation Modeling (PLS-SEM)*, 2nd Ed., Sage, Thousand Oaks, 2017)
- Hamilton, L. K., Boman, J., Rubin, H., & Sahota, B. K. (2019). Examining the impact of a university mentorship program on student outcomes. *International Journal of Mentoring and Coaching in Education, 8*(1), 19-36.
- Henseler, J., Ringle, C. M., & Sarstedt, M. (2015). A new criterion for assessing discriminant validity in variance-based structural equation modeling. *Journal of the academy of marketing science, 43*(1), 115-135.
- Heslin, P. A. (2005). Conceptualizing and evaluating career success. *Journal of Organizational Behavior: The International Journal of Industrial, Occupational and Organizational Psychology and Behavior, 26*(2), 113-136.
- Hughes, E. C. (1958). Men and their work.
- Joo, Y. J., Park, S., & Lim, E. (2018). Factors influencing preservice teachers' intention to use

- technology: TPACK, teacher self-efficacy, and technology acceptance model. *Journal of Educational Technology & Society*, 21(3), 48-59.
- Kao, K. Y., Hsu, H. H., Lee, H. T., Cheng, Y. C., Dax, I., & Hsieh, M. W. (2022). Career mentoring and job content plateaus: The roles of perceived organizational support and emotional exhaustion. *Journal of Career Development*, 49(2), 457-470.
- Kossek, E. E., Roberts, K., Fisher, S., & Demarr, B. (1998). Career self- management: A quasi- experimental assessment of the effects of a training intervention. *Personnel Psychology*, 51(4), 935-960.
- Kram, K. E. (1983). Phases of the mentor relationship. *Academy of Management Journal*, 26(4), 608-625.
- Krejcie, R. V., & Morgan, D. W. (1970). Determining sample size for research activities. *Educational and psychological measurement*, 30(3), 607-610.
- Laud, R. L., & Johnson, M. (2012). Upward mobility: A typology of tactics and strategies for career advancement. *Career Development International*.
- Lee, Y., & Lee, J. Y. (2018). A multilevel analysis of individual and organizational factors that influence the relationship between career development and job performance improvement. *European Journal of Training and Development*.
- Lyons, S. T., Schweitzer, L., & Ng, E. S. (2015). How have careers changed? An investigation of changing career patterns across four generations. *Journal of Managerial Psychology*, 30(1), 8-21.
- Malik, M. S., & Nawaz, M. K. (2021). The Relationship between Mentoring Functions and Employee Performance: Mediating Effects of Protégé Relational Self-Efficacy. *ANNALS OF SOCIAL SCIENCES AND PERSPECTIVE*, 2(2), 187-204.
- Malik, M. S., & Nawaz, M. K. (2022). Fostering employability through mediation of protégé career self-efficacy of Pakistani bankers. *Cogent Business & Management*, 9(1), 2141672.
- Mansoor, S. H. Ali, H.; Ali, N. & Ali, H. (2013). Cognitive Diversity and Team Performance: A Review. *Journal of Basic and Applied Scientific Research; J. Basic Appl. Sci. Res*, 3(6), 9-13.
- McDonald, K., & Hite, L. (2015). *Career development: A human resource development perspective*. Routledge.
- McKeen, C., & Bujaki, M. (2007). Gender and mentoring. *The Handbook of mentoring at work: Theory, research, and practice*, 197-222.
- Murphy, W. M., Gibson, K. R., & Kram, K. E. (2017). Advancing women through developmental relationships. In *Handbook of research on gender and leadership* (pp. 361-377). Edward Elgar Publishing.
- Nabi, G. R. (1999). An investigation into the differential profile of predictors of objective and subjective career success. *Career Development International*, 4(4), 212-225.
- Ngo, H. Y., & Li, H. (2015). Chinese traditionality and career success: Mediating roles of procedural justice and job insecurity. *Career Development International*, 20(6), 627-645.
- Pinho, S. D., Coetsee, M., & Schreuder, D. (2005). Formal mentoring: Mentee and mentor expectations and perceived challenges. *SA journal of human resource management*, 3(3), 20-26.
- Ragins, B. R. (2007). Diversity and workplace mentoring relationships: A review and positive social capital approach. *The Blackwell handbook of mentoring: A multiple perspectives approach*, 281-300.
- Ragins, B. R. (2012). Understanding diversified mentoring relationships: Definitions, challenges and strategies. In *Mentoring and diversity* (pp. 35-65). Routledge.
- Ragins, B. R., & Kram, K. E. (2007). The roots and meaning of mentoring. *The Handbook of mentoring at work: Theory, research, and practice*, 3-15.
- Ringle, C., Da Silva, D., & Bido, D. (2015). Structural equation modeling with the SmartPLS. *Bido, D., da Silva, D., & Ringle, C.(2014). Structural Equation Modeling with the Smartpls. Brazilian Journal Of Marketing*, 13(2).

- Scandura, T. A. (1992). Mentorship and career mobility: An empirical investigation. *Journal of Organizational Behavior, 13*(2), 169-174.
- Scandura, T. A., & Williams, E. A. (2004). Mentoring and transformational leadership: The role of supervisory career mentoring. *Journal of Vocational Behavior, 65*(3), 448-468.
- Shoffner, M. F., Newsome, D., Barrio Minton, C. A., & Wachter Morris, C. A. (2015). A qualitative exploration of the STEM career-related outcome expectations of young adolescents. *Journal of Career Development, 42*(2), 102-116.
- Son, S. (2016). Facilitating employee socialization through mentoring relationships. *Career Development International, 21*(6), 554-570.
- State Bank of Pakistan, (2021). Banking on Equality. Retrieved from <https://www.sbp.org.pk/BOE/index.html#:~:text=What%20is%20Banking%20on%20Equality,practices%20in%20the%20financial%20sector>.
- St-Jean, É., & Mathieu, C. (2015). Developing attitudes toward an entrepreneurial career through mentoring: The mediating role of entrepreneurial self-efficacy. *Journal of Career Development, 42*(4), 325-338.
- Stumpf, S. A. (2010). Stakeholder competency assessments as predictors of career success. *Career Development International, 15*(5), 459-478.
- Tench, R., Laville, L., & Kiesenbauer, J. (2016). Exploring the magic of mentoring: Career planning for the public relations profession. In *The management game of communication*. Emerald Group Publishing Limited.
- Tierney, P., & Farmer, S. M. (2002). Creative self-efficacy: Its potential antecedents and relationship to creative performance. *Academy of Management Journal, 45*(6), 1137-1148.
- Ting, S. X., Feng, L., & Qin, W. (2017). The effect of entrepreneur mentoring and its determinants in the Chinese context. *Management Decision*.
- Tolar, M. H. (2012). Mentoring experiences of high-achieving women. *Advances in developing human resources, 14*(2), 172-187.
- Underhill, C. M. (2006). The effectiveness of mentoring programs in corporate settings: A meta-analytical review of the literature. *Journal of Vocational Behavior, 68*(2), 292-307.
- Van der Heijden, B. I., & De Vos, A. (2015). Sustainable careers: Introductory chapter. In *Handbook of research on sustainable careers* (pp. 1-19). Edward Elgar Publishing.
- Wu, C. S., Lee, C. J., & Tsai, L. F. (2012). Influence of creativity and knowledge sharing on performance. *Journal of Technology Management in China, 7*(1), 64-77.