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**Affective Trust as a Mediator between Subordinate Organizational Citizenship Behavior and
Supervisor's Willingness to Mentor**

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Affective Trust as a Mediator between Subordinate Organizational
Citizenship Behaviour and Supervisors' Willingness to Mentor

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Abstract

Using a sample of 215 managers, this study investigated the role of supervisor affective trust as a mediator between organizational citizenship behaviour and willingness to provide mentorship (psychosocial and career support). Subordinate OCB directed at the supervisor and toward the organization (civic virtue) were investigated. The results showed that supervisor affective trust acted as a mediator between OCB and willingness to provide psychosocial support. The results suggest that an employee seeking psychosocial support from his/her supervisor should build affective trust by engaging in citizenship behaviour directed at the supervisor.

Mentoring can be defined as “the relationship between a younger adult and an older, more experienced adult who helps the younger individual learn to navigate the world and the world of work” (Kram, 1985, p.2). According to Kram (1983), who conducted in-depth interviews with 18 mentorship dyads in a large organization, mentorship involves two distinct types of support. Career-related mentoring, which develops initially, refers to mentoring support related to an increased understanding of the organization and preparation for career advancement. These mentoring functions include providing challenging work assignments, enhancing exposure and visibility for the protégé within the organization, providing direct coaching and protection where necessary, and sponsorship in beginning and completing certain projects and tasks (Kram, 1983).

Psychosocial support takes place as the interpersonal relationship develops, and is intended to provide role-modeling, encouragement, and to increase the protégé's overall effectiveness in their role. Kram (1983) also states that in more intimate relationships, psychosocial support can include friendship and counseling, leading to a greater sense of competence and self-confidence for the protégé.

One can understand the advantages an employee gains in developing a relationship with a more experienced and more senior employee. For instance, recent research has found mentoring to be positively related to many different protégé outcomes such as performance, interpersonal relations, motivation and career success (Allen, Eby, Poteet, Lentz, & Lima, 2004; Eby, Allen, Evans, NG, & DuBois, 2008). Accordingly, it

appears that the mentor-protégé relationship represents a critical component of an employee's career and psychosocial development within an organization.

Furthermore, one's intent or willingness to provide mentorship may depend on certain factors. For instance, Allen, Poteet, Russell and Dobbins (1997) found that education level, internal locus of control, upward striving, the quality of relationship with the mentor's supervisor, as well as previous experiences as both a mentor and a protégé were all related to intention to mentor. Allen (2003) reported that prosocial personality characteristics such as helpfulness related to willingness to mentor, while Aryee, Chay and Chew (1996) described similar findings with altruism, positive affectivity and organization-based self-esteem. Moreover, Lapierre, Bonaccio and Allen (2009) found that the provision of mentorship was dependent on protégé characteristics, such as task performance and the level of counterproductive work behaviour.

There are a variety of benefits associated with providing mentorship. These include learning and acquiring new viewpoints (Eby & Lockwood, 2005; Mullen & Noe, 1999), gaining trusted allied protégés (Ragins & Scandura, 1999), and obtaining status and recognition from others (Allen, Poteet, & Burroughs, 1997; Ragins & Scandura, 1999). Allen, Lentz and Day (2006) also report more objective benefits for the mentor, including greater salary and promotion rates, as well as increased career success compared to non-mentors. Mentors also report the intrinsic value or personal satisfaction from imparting knowledge and contributing to the personal success of another, less-experienced individual (Allen, et al., 1997; Eby & Lockwood, 2005; Ragins & Scandura, 1999). Even in sales roles where a person's salary may be dependent on a focused effort

to complete a transaction, Pullins and Fine (2002) found that mentoring improved aspects of job satisfaction and rejuvenated the careers of real estate agents.

The prospective costs of providing mentorship have also been well-established in the literature. For instance, the potential consequences include the risk of the relationship becoming dysfunctional (Scandura, 1998), as well as the mentor's judgment and competency being questioned if the protégé underperforms (Ragins & Scandura, 1999). Since mentoring requires time and effort, some have also found that some mentors feel that the opportunity cost is too great, and prefer to direct their energy towards other initiatives with greater payoffs within the organization (Allen, et al., 1997; Ragins & Scandura, 1994, 1997, 1999). This research is congruent with protégé selection literature stating that mentors do not desire spending extra time resolving performance issues, and prefer to work with high performing protégés over average performing protégés (Olian, Carroll, & Giannantonio, 1993), and high ability protégés over protégés in need of help (Allen, Poteet, & Russell, 2000).

Mentoring can also bring about jealousy from others in the organization and accusations related to nepotism (Allen et al., 1997; Ragins & Scandura, 1999). Jealousy and negative gossip are also likely to occur if the mentor is a man, and the protégé a woman, providing added risks to the mentoring relationship (Noe, 1988). In addition, women perceive more risks to providing mentorship than men (Ragins & Cotton, 1991, 1993), although they are not necessarily less likely to provide mentorship (Ragins & Scandura, 1994).

When determining who would be the most appropriate mentor, previous research suggests that mentors who are also the protégé's direct supervisor, provide additional support to their protégés in the way of increased career guidance and frequent communications (Fagenson-Eland, Marks, & Amendola, 1997). Employees with supervisor-mentors also report more positive work attitudes and career expectations (Scandura & Williams, 2004).

A supervisor's decision to engage in mentorship behaviour may be dependent on the behaviours displayed by the employee, and more importantly, how the potential mentor perceives these behaviours. If the potential mentor perceives certain protégé behaviours to be appropriate, will the supervisor be more likely to trust the protégé to act in the best interests of the supervisor? Will increased supervisor affective trust be a determining factor in whether or not mentorship will be provided?

This study will attempt to provide additional insight on the relationship between subordinate organizational citizenship behaviour (OCB) and supervisor willingness to provide mentorship. It will contribute to the management literature in two ways. First, where most of the literature investigating trust and OCB has assessed the employee's trust in superiors and has positioned it as antecedent to OCB (e.g., Konovsky & Pugh, 1994; Mayer & Gavin, 2005; Podsakoff, MacKenzie, Moorman, & Fetter, 1990), this study examines the supervisor's affective trust in the employee, and is the first to test whether affective trust mediates the relationship between employees' OCB and the supervisor's desire to provide mentorship. Second, this study builds upon the limited research on OCB as an antecedent to a supervisor's willingness to offer mentorship

(Lapierre, Bonaccio, & Allen, 2009) by distinguishing between two targets of OCB (the supervisor and the overall organization) and two mentoring functions (psychosocial and career support).

Social Exchange, Affective Trust and Mentorship

Social exchange is the process of reciprocating actions or efforts in an informal, yet equitable manner (Blau, 1964). In other words, when one person performs a favour for another, social exchange theory states that the receiver feels obligated to return the favour, and therefore will do so in an unplanned and equal way to which the favour was performed to him or her.

When applying social exchange theory to a supervisor-subordinate relationship, a reciprocal relationship develops in which supervisors and subordinates exchange tangible or intangible offerings (Dansereau, Graen, & Haga, 1975). For example, a subordinate who shows great initiative may be rewarded by his/her supervisor with a new challenging and appealing work assignment.

Social exchange theory has often served as a theoretical backdrop for understanding relational dynamics between supervisors and employees. According to leader-member exchange (LMX) theory, which is largely premised on social exchange, supervisors treat their subordinates differently, and develop varied quality relationships with each, theoretically assigning subordinates to in- or out-groups (Dansereau et al., 1975; Graen & Uhl-Bien, 1995). LMX theory suggests that supervisors give preferential treatment to employees whom they trust more (Graen & Uhl-Bien, 1995).

Furthermore, as part of this social exchange between supervisors and subordinates, affective trust also develops within the dyad. Mayer, Davis and Schoorman (1995) proposed a model of trust specific to organizational contexts. The model is based on three factors of perceived trustworthiness in the trustee (ability, benevolence and integrity), the trustor's propensity to trust and the perceived risks associated with the relationship. As separate concepts, the authors proposed that ability, benevolence and integrity, along with the trustor's propensity to trust, provide the foundation for the development of trust in another individual. As trust develops within the dyad, the trustor willingly takes on risk, which is specific to the situation. The authors refer to this behaviour as risk taking in relationship (RTR). Mayer et al. (1995) state that RTR is the outcome of trust, but also that trust will *"increase the likelihood that a trustor will not only form some affective link with a trustee, but also that the trustor will allow personal vulnerability."* (p. 725). In other words, trust is an antecedent to risk-taking behaviour and to the development of an affective bond within the relationship.

More specifically, the concept of affective trust has been previously described as the confidence placed in another individual based on the concern demonstrated for the other party, as well as the overall emotional bonds or ties linking individuals (Lewis & Weigert, 1985; McAllister, 1995; Rempel, Holmes, & Zanna, 1985). Rempel et al. (1985) also referred to affective trust as representing the perception of intrinsic motivation in the trustee. McAllister (1995) distinguishes affective trust from cognitive trust by relating the latter to beliefs about the trustee's reliability and dependability, while the former is more concerned with reciprocal genuine care for each other. While the

same author reported cognitive trust to be positively related to OCB, a stronger relationship existed between affective trust and OCB (McAllister, 1995). McAllister (1995) also suggested that for some working relationships, cognitive trust must first be established in order for affective trust to develop. In other words, affective trust may embody a deeper, more meaningful form of trust. Investigating cognitive trust or trust in general would not specifically identify the emotional component that develops over time between two people. Therefore, this study will focus on the level of supervisor affective trust in the subordinate rather than general trust.

Supervisor affective trust in the subordinate would likely encourage a greater willingness on the part of the supervisor to provide mentorship, given that mentorship can be viewed as a type of preferential treatment offered to the subordinate. Theoretically, supervisor affective trust in the subordinate should be positively related to a supervisor's desire to offer both career and psychosocial mentoring. As the supervisor expends effort (i.e. time and energy) to provide mentoring, it would be necessary for the supervisor to feel that the subordinate has a vested interest in the relationship to the point where the supervisor can feel confident that the subordinate will act in the supervisor's best interests. Should this level of affective trust cease to exist, the supervisor will hesitate or simply refuse to offer mentoring because of the potential risk of wasting his or her efforts.

Arguments can be made for supervisor affective trust increasing a supervisor's willingness to provide each mentoring function. High supervisor affective trust signifies a belief that the subordinate has made a considerable emotional investment in the

relationship, and thus a special emotional bond has been established between the supervisor and subordinate. Psychosocial and career support can then be used as currency in the social exchange to maintain if not further the supervisor-subordinate relationship.

Moreover, higher levels of affective trust would reduce the risk associated with mentorship. For example, Mayer et al. (1995) contend that perceived benevolence, or the trustee's intention to do good to the trustor, is an important factor in the development of trust, which in-turn would reduce the level of risk inherent in a specific risk-taking behaviour. Mentorship can be considered to be an extra-role behaviour and a potential risk to the mentor. For instance, mentoring can be an opportunity cost if the subordinate does not reciprocate in kind by making (or continuing to make) extra-role contributions at work. As with any social exchange relationship, the supervisor would expect his or her provision of mentorship to fuel continued social exchange. If the supervisor perceived some type of risk from the subordinate (e.g., less emotional attachment), then continued or enhanced social exchange may not occur, and the desire to provide mentorship would likely be thwarted. Supervisor affective trust in the employee should mitigate this risk (Mayer, et al., 1995). Therefore, affective trust in the subordinate appears critical for a supervisor to be willing to provide mentorship to a subordinate.

H1: Affective trust in the subordinate relates positively with a supervisor's willingness to provide psychosocial and career support to the subordinate.

Organizational Citizenship Behaviour and Affective Trust in the Subordinate

Organizational citizenship behaviour is sometimes categorized into one of two broad categories, with extra-role behaviours directed at either individuals (OCB-I) such

as the supervisor, or the overall organization (Bowler & Brass, 2006). OCB that directly benefits the supervisor, such as completing more work than required and volunteering to assist with the supervisor's work, may be perceived by the supervisor as discretionary work contributions that exceed formal expectations. Furthermore, these types of subordinate extra-role efforts provide support for the investment in the supervisor and their relationship. These behaviours represent an interest and concern for the supervisor, which fuels supervisor affective trust in the subordinate. While this theory has not been investigated within supervisor-subordinate dyads, previous research using a sample of managers has supported the notion of OCB being an antecedent to affective trust in peers (McAllister, 1995).

While different forms of citizenship targeting the organization exist, this study focused on civic virtue, which denotes a posture of responsible, constructive involvement in the political or governance process of the organization (Organ, Podsakoff, & MacKenzie, 2005). Example behaviors include attending meetings and/or functions that are not required but that help the organization, and keeping abreast of changes in the organization. Compared to other OCBs categorized as benefitting the organization overall (e.g., conscientiousness, sportsmanship; LePine, Erez, & Johnson, 2002), civic virtue more clearly denotes an employee's demonstrated desire to grow beyond his or her formal role, which research suggests is an important consideration among potential mentors (Allen, et al., 1997).

Civic virtue would likely impress upon the supervisor the employee's concern for organizational interests that transcend his/her prescribed role, and the employee's desire

to take on additional responsibility to satisfy those larger interests. Assuming supervisors' work-related interests are aligned with those of the organization, which research on affective organizational commitment would suggest is likely (Meyer & Allen, 1997), civic virtue would also elicit greater affective trust in the subordinate since he or she would be perceived as showing discretionary concern for the supervisor's broader interests.

OCB-I targeting the supervisor and civic virtue should also be related to a supervisor's willingness to offer both career and psychosocial support. Using social exchange as a theoretical basis, the supervisor perceives OCB-I directed at him or herself by the subordinate, and reciprocates the effort through both psychosocial (i.e., instilling confidence) and career (coaching and preparation for advancement opportunities) mentoring. A similar relationship should be expected with civic virtue, where the supervisor perceives extra-role effort directed at the organization, and being the direct supervisor and the face of the organization to the employee, reciprocates through career and psychosocial mentoring.

In sum, subordinate OCB-I directed at both the supervisor and the organization fuels supervisor affective trust in the subordinate because both types of behaviour suggest the employee is concerned about the supervisor's interests (both personal, and those relating to the overall success of the organization). Increased supervisor affective trust mitigates the potential risk that the subordinate will not continue to reciprocate with these behaviours within the supervisor-subordinate relationship, and as a result, the supervisor is more willing to provide psychosocial and career support. Therefore, supervisor

affective trust acts as a mediator between OCBs and the supervisor's willingness to engage in both mentoring functions. Figure 1 depicts these relationships.

H2a: Affective trust mediates the positive relationship of OCB-I targeting the supervisor with supervisors' willingness to provide psychosocial support.

H2b: Affective trust mediates the positive relationship of civic virtue with supervisors' willingness to provide psychosocial support.

H3a: Affective trust mediates the positive relationship of OCB-I targeting the supervisor with supervisors' willingness to provide career support.

H3b: Affective trust mediates the positive relationship of civic virtue with supervisors' willingness to provide career support.

Method

Sample and Procedure

The objective was to solicit the participation of individuals who, at the time of the study, had been supervising at least one employee for at least four months. The intention was to limit the participation of new supervisor-subordinate relationships in early development stages, as well as subordinates or supervisors new to the organization, the department or the position. This strategy also ensured that participants had a minimum of four months experience in a supervisory position.

Multiple participant recruiting methods were utilized. Firstly, business school alumni from a Canadian university were contacted by email and telephone, and invited to participate in the study. Secondly, organizational contacts were made through the university's business school to invite groups of managers within larger organizations to participate in the study. Thirdly, study invitations were emailed using professional association mailing lists. The invitation informed potential participants that the study

addressed “supervisor-subordinate relationships” as opposed to mentoring relationships, in order to prevent any potential selection biases. Potential participants were also told that the study would involve sharing, in an anonymous manner, their perceptions regarding the work relationship they have with one of their direct reports.

A total of 360 supervisors indicated an interest in participating in the study. These people were each sent an email that included a link to a webpage providing a more detailed description of the study, specific study instructions, and the link to the online study questionnaire. Of the 360 supervisors who received the email, 215 completed the survey, representing a participation rate of 59.7%.

The mean participant age for supervisors was 44.72 years ($SD = 8.18$), with 55.80% being female. On the average, participants had been in a supervisory position for 10 years ($M=10.01$ years, $SD=7.00$), and had worked for the same organization for about 10 years ($M=10.13$, $SD=7.95$). The average duration of the supervisor-employee relationship was almost three years ($M=2.91$ years, $SD=3.28$). The mean subordinate age was 39.96 years ($SD = 10.22$), and 67.30% of subordinates were female.

It was the participant’s responsibility to select one direct report to focus on when completing the survey. In order to remove any potential selection biases (e.g., dislike, favouritism), supervisors were given the following instructions for selecting the subordinate:

1. On a piece of paper, please list the full-time employees who have been directly reporting to you for the last 4 months or longer. You do not need to list more than 4 employees. Please put their first names in alphabetical order.
2. The employee whose name is first on this list will be the employee you will focus on in this survey.

Measures

Organization Citizenship Behaviour. A 6-item measure of OCB-I targeting the supervisor was adapted from Lehman and Simpson's (1992) positive work behaviours scale and Smith et al.'s (1983) altruism scale. Sample items included "My employee does more work for me than required" and "My employee volunteers to work overtime". Response options ranged from 1 (strongly disagree) to 5 (strongly agree), with higher scores indicating a higher level of OCB-I targeting the supervisor. The adapted OCB scale is included in the appendix.

To measure OCB aimed at the organization, the 4-item civic virtue scale developed by Podsakoff, et al. (1990) was used. Response options ranged from 1 (strongly disagree) to 5 (strongly agree). Higher scores indicated a higher level of civic virtue. Sample items include "My employee keeps abreast of changes in the organization" and "My employee reads and keeps up with organization announcements, memos, and so on".

Affective Trust. An adapted version of McAllister's (1995) 5-item affective trust scale was used to measure supervisor trust in the employee. Response options ranged from 1 (strongly disagree) to 5 (strongly agree). The adapted affective trust scale is included in the appendix.

Willingness to Mentor. An adapted version of Noe's (1988) measure of mentoring functions was used to measure supervisors' willingness to provide mentorship to the selected subordinate. Items pertaining to role modeling were removed due to the

awkwardness of having supervisors self-rate their willingness to be a role-model for a subordinate, leaving the scale with 10 items assessing psychosocial mentoring, and 7 items measuring career-related mentoring functions. Response options ranged from 1 (strongly disagree) to 5 (strongly agree), with higher scores representing a higher willingness to offer a mentoring function. Instructions for this measure were as follows: "Currently, how willing are you to engage in each of the following behaviours?" The adapted Willingness to Mentor scale is included in the appendix.

Controls.

Mentor-Protégé Gender. Sosik and Godshalk (2000) reported that the level of career development offered by mentors differed based on mentor-protégé gender match, in that male mentor-male protégé and male mentor-female protégé dyads reported higher levels of career development than female-mentored partnerships. The highest levels of career development were found in male mentor-female protégé relationships. This finding was similar to Wanberg, Kammeyer-Mueller and Marchese (2006), who found that protégés in same-sex mentoring dyads reported less career mentoring. Based on this research, it seems that mentor and protégé gender, and more specifically the gender match, may be related to the amount of mentoring provided. Therefore, in addition to supervisor and employee gender, supervisor-employee gender-match dummy variables were created in the following steps. Supervisor-employee dyads were divided into one of four pairings (totals in parentheses): male supervisor-male employee (42), female supervisor-female employee (90), female supervisor-male employee (26), and male supervisor-female employee (49). The first of the three pairings were then converted into

binary (dummy) variables and entered separately as control variables, with the fourth pairing acting as the reference variable.

Demographics. The following demographic variables were included as controls to minimize the risk of confounding variables: supervisor and employee age, supervisor-employee gender match, duration of work relationship and supervisor tenure. In addition to supervisor and employee age, a supervisor-employee age interaction term was included as a control variable. This inclusion was based on the findings of Finkelstein, Allen and Rhoton (2003), who found that protégés rated the level of mentoring received differently based on the discrepancy in mentor-protégé age. For example, the amount of career-related mentoring received from older mentors decreased with protégé age, suggesting that age discrepancy may influence the amount of mentoring received (Finkelstein, et al., 2003).

As mentioned in the participant recruiting strategy, the duration of the supervisor-subordinate work relationship and supervisor tenure were also included as control variables in order to account for both newly developed and long-lasting supervisor-subordinate relationships, as well as for supervisors with varying degrees of supervisory experience.

In-Role Performance. Task performance was included as a control variable due to research indicating the positive relationship between high performing protégés and willingness to provide mentorship (Lapierre, et al., 2009; Allen, et al., 2000; Olian, et al., 1993; Kram, 1985). Controlling for subordinate performance was a necessary step to reduce the effect of a confounding variable in the results. A 7-item scale measuring in-

role behaviours (IRB) was used from Williams and Anderson's (1991) IRB scale to measure in-role subordinate performance. This scale was measured on a 1 (strongly disagree) to 5 (strongly agree) scale, with higher numbers indicating higher performance. Example items (adapted) included "My employee adequately completes assigned duties" and "My employee meets the formal requirements of the job".

Results

Means, standard deviations, Cronbach's alpha coefficients and correlations among the measured variables are presented in Table 1. The first hypothesis predicted the positive relationship between supervisor affective trust in a subordinate and his/her willingness to provide mentorship to that subordinate. Hierarchical multiple regression was used to test this relationship. All control variables were included in the first step. Supervisor affective trust was added in the second step. As shown in Table 2, affective trust in the subordinate significantly related to both the willingness to offer psychosocial and career support, thus providing support for Hypothesis 1.

Hypotheses 2a and 2b predicted supervisor affective trust to mediate the positive relationships of OCB-I targeting the supervisor and civic virtue with supervisors' willingness to provide psychosocial support. Baron and Kenny (1986) suggest that three conditions must be met for mediation to exist. In the first condition, a significant relationship must exist between the independent variable (OCB-I targeting supervisor; civic virtue) and the mediating variable (affective trust). The results presented in Table 3 indicate that the first condition was met for both independent variables. In the second condition, the independent variable must be significantly related to the dependent

variable (willingness to provide psychosocial support). Table 4 shows that OCB-I targeting the supervisor was significantly related to willingness to provide psychosocial support, thus satisfying the second condition for hypothesis 2a. However, a significant relationship was not found between civic virtue and willingness to provide psychosocial support. Therefore, the second condition was satisfied only for hypothesis 2a regarding OCB-I targeting the supervisor, and not for 2b relating to civic virtue. In the third and final condition, Baron and Kenny (1986) argue that mediation exists if the mediating variable is significantly related to the dependent variable when controlling for the independent variable. Table 4 shows that affective trust was significantly related to willingness to provide psychosocial support while controlling for both independent variables. Baron and Kenny also advocate the use of a statistical test (Sobel test) to determine whether the indirect (mediated) relationship (i.e., the relationship between independent variable and mediator multiplied by the relationship between mediator and dependent variable) is statistically different from zero. This test can also be interpreted as a test of whether the relationship between the independent variable and the dependent variable is significantly weaker when the mediator is controlled than when it is not. The Sobel test revealed that the indirect relationship between OCB-I targeting the supervisor and willingness to offer psychosocial support (through affective trust) was statistically significant ($z = 2.97, p < .01$). Thus, using Baron and Kenny's (1986) suggested approach to assess the presence of mediation, the results provided support for hypothesis 2a, in that affective trust appears to mediate the positive relationship of OCB-I targeting the supervisor and willingness to provide psychosocial support. Results did not support

the mediating role of supervisor affective trust in the positive relationship of civic virtue with supervisors' willingness to provide psychosocial support.

It was predicted in hypotheses 3a and 3b that affective trust mediates the positive relationships of OCB-I targeting the supervisor and civic virtue with supervisors' willingness to provide career support. Again, Baron and Kenny's (1986) suggested approach was used. Significant relationships of OCB-I targeting the supervisor and civic virtue and supervisor affective trust were found (see Table 3), thus meeting the first condition. Regarding the second condition, Table 4 shows that civic virtue and OCB-I targeting the supervisor were significantly related to willingness to provide career mentoring, with civic virtue holding a stronger relationship. In investigating the third condition for mediation, Table 4 shows that the mediating variable (affective trust) was significantly related to the dependent variable (willingness to provide career mentoring) while controlling for civic virtue and OCB-I targeting the supervisor. However, the Sobel test failed to reach significance for civic virtue ($z = 1.45, p = .15$) or OCB-I targeting the supervisor ($z = 1.01, p = .31$), indicating that the indirect relationships between civic virtue and OCB-I targeting the supervisor, and willingness to provide career support were not significantly different from zero. Therefore, hypotheses 3a and 3b were not supported.

Discussion

This study investigated the relationships of subordinate OCB-I targeting the supervisor, civic virtue, supervisor affective trust, and supervisors' willingness to provide the psychosocial and career mentoring functions. Using social exchange theory as an

explanatory basis for a mutually beneficial reciprocal relationship built on affective trust, it follows that supervisors use extra-role treatment of their subordinates (i.e., mentorship) as currency to exchange for extra-role subordinate behaviours. This study was able to specifically identify the relationships between OCB-I directed at the supervisor and the organization, supervisor affective trust in the subordinate and the willingness of the supervisor to provide psychosocial and career mentoring.

The first hypothesis predicted that supervisor affective trust in a subordinate would relate positively to a supervisor's willingness to provide psychosocial and career support. This hypothesis was fully supported with affective trust relating to willingness to both provide psychosocial and career mentoring. This positive relationship was anticipated based on research suggesting that supervisors give preferential treatment to employees whom they trust more (Graen & Uhl-Bien, 1995).

Based on the definition of affective trust being the confidence placed in another individual to act in the other party's best interests, as well as the overall emotional bonds or ties linking individuals (Rempel et al., 1985; Lewis & Weigert, 1985; McAllister, 1995), it follows that a supervisor who feels that his/her subordinate is committed to the relationship (i.e., has a vested emotional interest and will consistently act in the supervisor's best interests) will reciprocate with psychosocial and career support as an exchange for the investment made in the relationship on the part of the subordinate. This finding is a noteworthy contribution to the supervisor-subordinate relationship literature, due to the lack of research investigating the relationship between supervisor affective trust in his/her subordinate and its potential correlates in the workplace.

It was hypothesized that supervisor affective trust in his/her subordinate would mediate the positive relationships of OCB-I directed at the supervisor and civic virtue with willingness to provide psychosocial support. The results provided support for affective trust as a mediating variable between OCB-I directed at the supervisor and supervisor willingness to provide psychosocial support. This finding would be consistent with a process by which subordinate OCB-I directed at the supervisor fuels greater supervisor affective trust in the subordinate, which then leads to a greater willingness to offer psychosocial support. However, no support was found for supervisor affective trust as a mediating variable between civic virtue and willingness to provide psychosocial support.

It was also hypothesized that affective trust would mediate the relationships of OCB-I targeting the supervisor and civic virtue with supervisors' willingness to provide career support. Support was found for a relationship between both civic virtue and OCB-I targeting the supervisor and willingness to provide career support, but these relationships were not mediated by supervisor affective trust. These findings suggest that OCB-I targeting the supervisor and supervisors' willingness to offer psychosocial support are more salient to affective trust in the employee than are civic virtue and supervisors' willingness to offer career support. In other words, OCB-I targeting the supervisor and psychosocial support appear to be more personal and emotional in nature, at least from the perspective of the supervisor. For example, a subordinate asking his/her supervisor how he/she can help with their duties and workload is much more personal, and thus more likely to elicit an emotional response in the supervisor (affective trust), than

attending non-mandatory meetings to gain additional information on the organization (civic virtue). Also, sharing of experiences and encouragement (psychosocial support) is more personal and more affective in nature, than providing opportunities for learning and meeting other key players in the organization.

The level of supervisor affective trust in the subordinate seems to be critical to providing psychosocial support because one would prefer to avoid the risk of wasting valuable time and effort mentoring a subordinate with a lesser demonstrated investment in the relationship. In other words, the supervisor's social investment would be lost or would cease to exist if the subordinate ignored or took advantage of the supervisor's extra-role efforts (i.e., mentoring).

If the supervisor is unsure of the importance of their relationship to his/her subordinate, and provides psychosocial support, the investment could be lost if the subordinate is not fully committed or invested in the relationship. Therefore, supervisor affective trust, which seems to be fueled by employee OCB-I targeting the supervisor, is essential in avoiding the negative risks associated with providing psychosocial mentoring to a subordinate.

In addition, the risks associated with psychosocial support may be more damaging than the risks associated with career mentoring, making affective trust-building more salient to a supervisor's willingness to provide such support. For example, if a personal work experience is shared in confidence with the subordinate as part of psychosocial mentoring, and the subordinate shares the story publicly, the reputation and credibility of the supervisor may be permanently damaged within the organization. However, if a

subordinate acts unprofessionally while working on a special learning project or makes an inappropriate comment when being introduced by his/her supervisor to other key people in the organization, it may look negatively upon the supervisor, but will most likely involve more negative consequences for the subordinate.

Furthermore, OCB-I targeting the supervisor corresponds well to Mayer et al.'s (1995) model of trust. Within this model, benevolence, which is "*the extent to which a trustee is believed to want to do good to the trustor, aside from an egocentric profit motive*" (p. 719), is seen as one of the factors in the development of trust. OCB-I targeting the supervisor can be viewed as benevolence, as the subordinate's actions benefit the supervisor directly. According to the Mayer et al. (1995) model, these subordinate actions (i.e. helping behaviours) then help to build the supervisor's level of affective trust in the subordinate, which in-turn allows the supervisor to comfortably take on the risks associated with offering psychosocial mentorship.

This study's results suggest that employees who display more civic virtue increase their supervisors' desire to offer them career support. However, the level of supervisor affective trust in the subordinate appears to be less important in this relationship. Thus, civic virtue and career support, compared to OCB-I targeting the supervisor and willingness to provide psychosocial support, appear relatively less salient to the dyadic social exchange between the employee and the supervisor. Supervisors' willingness to offer career development opportunities to employees who display more civic virtue may reflect supervisors' desire to help the overall organization more than their desire to benefit the employee.

In terms of practical implications, the results suggest that supervisor affective trust in a subordinate would play an important role in psychosocial mentoring. Subordinates seeking psychosocial mentoring should focus on establishing their trustworthiness by partaking in OCB-I specifically directed at the supervisor. The supervisor, in-turn will perceive this citizenship behaviour as reflection of the investment in their relationship (fueling affective trust), which will be reciprocated by psychosocial mentoring behaviour. Alternatively, subordinates seeking career support from their supervisor should strive to engage in both OCB-I directed at the supervisor and civic virtue, with the understanding that the connection between these two variables and career support may not be influenced by the development of supervisor affective trust.

Employee task performance accounted for a significant ($p < .001$) amount of variance in both psychosocial and career support. When supervisor affective trust, or OCB-I and civic virtue were accounted for in subsequent steps of the hierarchical regression, task performance lost its significance for psychosocial support. However, when supervisor affective trust, OCB-I targeting the supervisor and civic virtue were all included in the regression, the significance of career support dropped but remained at the $p < .01$ level. This finding confirms previous research on the importance of ability in protégé selection (Allen et al., 2000; Lapierre et al, 2009; Olian et al., 1993). One possible explanation for mentors' interest in high ability protégés is due to the potential opportunity costs of spending additional time with an average or below average performer, compared to a high-performing protégé. However, since it seems that task performance is more closely related to career support, mentoring supervisors may be

seeking a greater return on their investment, meaning that a high ability protégé may benefit more from career support, and thereby achieve greater and faster career success. Therefore, future investigations should continue to include task performance as a control variable in mentoring research.

Task performance was also related to both OCB-I targeting the supervisor and civic virtue. Since OCB-I targeting the supervisor and civic virtue can be seen as extra role efforts, it is easily understood how going above and beyond in one's role would be related to high performance evaluations. Previous research has also found OCB and civic virtue related to task performance. For instance, Allen and Rush (1998) reported that OCB had a direct effect on managers' ratings of subordinate task performance; however, the authors found that much of the effect was attributed to other variables such as liking, organizational commitment and altruistic intentions, questioning the impact of OCB on performance ratings. Bachrach, Powell, Bendoly, and Richey (2006) also found task performance to be positively related to civic virtue, and that task interdependence influenced the importance supervisors placed on OCB in performance evaluations. While these results provide support for a relationship between OCB-I directed at the supervisor and civic virtue with task performance, further research may be necessary to identify other potential influencing variables within these relationships.

Supervisor affective trust in the subordinate was also positively related to subordinate task performance. One possible explanation for this finding is that employee task performance fuels supervisor affective trust in the subordinate, in that high performance acts as an indicator of the level of commitment to the relationship where the

supervisor can be assured that the subordinate will act in the supervisor's best interests. In other words, consistent high performance demonstrates commitment to the relationship, which in-turn builds the supervisor's affective trust in the subordinate. LMX research has provided support for this theory, suggesting that supervisors give preferential treatment to employees whom they trust more (Graen & Uhl-Bien, 1995), and subordinates in high-quality supervisor-subordinate relationships (which are typified by high levels of trust) receive more favourable performance appraisals (Graen, Wakabayashi, Graen & Graen, 1990).

Mayer et al.'s (1995) model of organizational trust also provides support for the relationship between trust and performance, in that ability, along with benevolence and integrity, contribute to the basis of trust development in other party. Task performance could be an indicator of ability, and therefore related to trust as suggested in the Mayer et al. (1995) model.

Limitations and Future Research

The non-experimental design of this study limits the ability to infer causal relationships between OCB-I directed at the supervisor, supervisor affective trust and willingness to provide psychosocial mentorship. The relationship could be non-causal, meaning that while OCB-I, supervisor affective trust and psychosocial mentorship are all positively related; one variable may not be directly influencing another, even if the directionality and causal relationship is theoretically sound. For example, it could be the organization's focus on developing its workforce through formal or informal mentorship programs that is the root cause of willingness to provide mentorship.

A second study limitation involves the potential discrepancy between willingness to provide mentorship and actual mentoring behaviour. While a strong positive correlation would be expected between willingness to provide and actual provision of mentorship, this study investigated a supervisor's willingness to mentor a subordinate, although it is unclear whether or not this willingness translates into actual mentoring behaviour. Fishbein and Ajzen's (1975) theory of reasoned action and Ajzen's (1991) theory of planned behaviour provide support for intention as a predictor of behaviour, and these theories have also been successfully applied to the management literature. For example, Caska (1998) found that intent to secure a job was positively related to actual employer contact. While intent to mentor would be expected to significantly predict actually mentoring behaviour, nevertheless, when possible, future research should focus on actual mentoring behaviour.

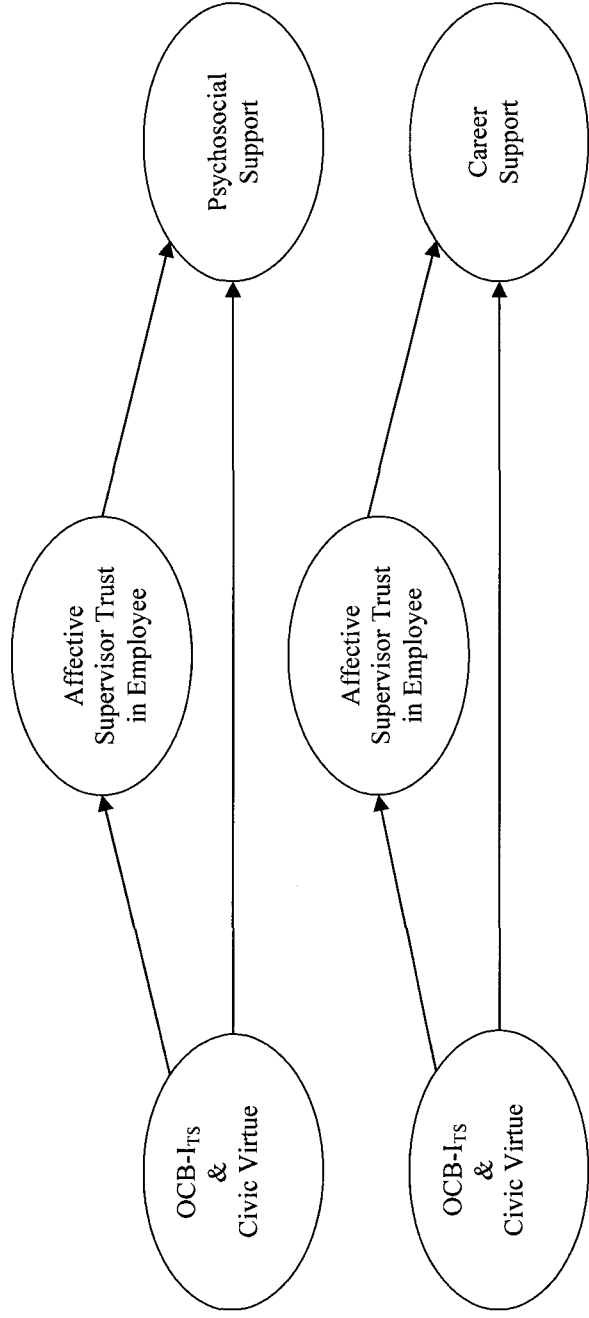
One of this study's contributions involves the investigation of affective trust from the supervisor's perspective. Many studies have examined the trust dimension from the subordinate's viewpoint, narrowing the focus to upward or bottom-up trust. Future research should explore the level of supervisor affective trust in his/her subordinates, as it was a significant variable in this study, and could prove to be useful in other supervisor-subordinate relationship research. Continuing to explore affective trust as a mediating variable between civic virtue and career mentoring functions could be useful considering it narrowly failed to satisfy Baron and Kenny's (1986) conditions for mediation.

Furthermore, supervisors providing career mentorship may be simply acting on behalf of the organization to develop key individuals, which would further explain why

affective trust did not mediate the relationship between civic virtue and willingness to provide career support. An opportunity for future research may involve investigating official mentoring programs or organizations where supervisors are strongly encouraged to professionally develop their subordinates. More specifically, researchers should focus on determining whether the relationship between civic virtue and willingness to provide career support varies as a function of the supervisor's commitment to the organization.

Figure 1

Proposed Theoretical Model



OCB-IrTs = Organizational citizenship behaviour targeting the supervisor

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Appendix

Adapted Scale Items for OCB-I, Affective Trust and Willingness to Mentor

OCB-I (targeting the supervisor)

1. My employee does more work for me than required.
2. My employee volunteers to work overtime.
3. My employee volunteers to assist me with my work.
4. My employee makes innovative suggestions that help me be more successful.
5. My employee asks for or accepts additional responsibilities that benefit me.
6. My employee makes my job easier by doing things that are not formally expected of him/her.

Affective Trust

1. My employee and I have a sharing relationship. We can both freely share our ideas, feelings, and hopes.
2. I can talk freely to my employee about difficulties I am having at work knowing that he/she will want to listen.
3. My employee and I would both feel a sense of loss if we could no longer work together.
4. If I share my problems with my employee, I know he/she would respond constructively and caringly.
5. I would have to say that my employee and I have both made considerable emotional investments in our working relationship.

Willingness to Mentor

Psychosocial Support

1. Share my career history with my employee.
2. Encourage my employee to prepare for advancement.
3. Encourage my employee to try new ways of behaving in his/her job.
4. Demonstrate good listening skills in our conversations.
5. Discuss his/her questions or concerns regarding feelings of competence, commitment to advancement, relationships with peers and superiors, or work/life conflicts.
6. Share my personal experiences as an alternative perspective to my employee's problems.
7. Encourage my employee to talk openly about anxiety and fears that detract from his/her work.
8. Convey empathy for the concerns and feelings my employee discusses with me.
9. Keep feelings and doubts my employee shares with me in strict confidence.
10. Convey feelings of respect for my employee as an individual.

Career Support

1. Reduce unnecessary risks that could threaten the possibility of my employee receiving a promotion.
2. Help my employee finish assignments/tasks or meet deadlines that otherwise would be difficult to complete.

3. Help my employee meet new colleagues.
4. Give my employee assignments to increase written and personal contact with management.
5. Assign responsibilities to my employee to increase his/her contact with people who may judge his/her potential for future advancement.
6. Give my employee assignments or tasks in his/her work that prepare him/her for promotion.
7. Give my employee assignments that present opportunities to learn new skills.

Table 1
Descriptive Statistics and Correlations for Study Measures^a

Measure	Mean	s.d.	1	2	3	4	5	6	7	8	9	10
1. OCB-I targeting supervisor ^b	3.87	.93	(.92)									
2. Civic virtue	3.79	.75	.55***	(.82)								
3. Supervisor affective trust in subordinate	3.78	.87	.60***	.45***	(.89)							
4. Psychosocial mentoring	4.60	.36	.36***	.28***	.40***	(.80)						
5. Career mentoring	4.43	.54	.41***	.44***	.45***	.52***	(.87)					
6. Task performance	4.41	.65	.59***	.52***	.43***	.28***	.47***	(.90)				
7. Supervisor's age	44.72	8.18	.20**	.21**	.01	-.04	.01	.14*	-			
8. Employee's age	39.96	10.22	-.05	.11	.05	-.02	.07	.12	.25***	-		
9. Supervisor-employee age interaction	20.99	96.70	.11	.05	.17*	.09	-.06	-.04	-.17*	.04	-	
10. Duration of work relationship	2.91	3.28	.14*	.12	.13	.05	.03	.15*	.23**	.31***	.05	-
11. Supervisor tenure in years	10.01	8.00	.02	.08	-.08	-.03	.01	.10	.29**	.17*	-.03	.38***

^a n ranges from 207 to 215. Alpha coefficients are on the diagonal in parentheses.

^b "OCB-I" is organizational citizenship behaviour directed at the supervisor.

* p < .05. ** p < .01. *** p < .001.

Table 2
Hierarchical Regression Results – Affective Trust, Psychosocial and Career Support

Measure	Psychosocial Mentoring		Career Mentoring	
	Step 1	Step 2	Step 1	Step 2
1. Supervisor-employee gender match (MM) ^a	.00	.04	-.09	-.05
2. Supervisor-employee gender match (FF)	.13	.13	.15	.15
3. Supervisor-employee gender match (FM)	.13	.12	.12	.12
4. Supervisor's age	-.04	-.05	-.02	-.03
5. Employee's age	-.10	-.09	.01	.02
6. Supervisor – employee age interaction	.10	.03	-.05	-.11
7. Duration of work relationship	.06	.03	-.05	-.08
8. Supervisor tenure in years	-.07	-.02	.01	.05
9. Task performance	.30***	.14	.48***	.34***
10. Supervisor affective trust in subordinate	—	.35***	—	.31***
Total R ²	.12**	.21***	.27***	.35***
ΔR_a^2	—	.09***	—	.07***

Note. Standardized regression coefficients reported.

^a Supervisor-employee gender match coded as MM = Male supervisor-male employee; FF = female supervisor-female employee; FM = female supervisor-male employee.

ΔR_a^2 = variance explained by supervisor affective trust in subordinate over and above controls.

* $p < .05$. ** $p < .01$. *** $p < .001$.

Table 3
Hierarchical Regression Results – Affective Trust

Measure	Affective Trust	
	Step 1	Step 2
1. Supervisor-employee gender match (MM) ^a	-.11	-.09
2. Supervisor-employee gender match (FF)	.00	.03
3. Supervisor-employee gender match (FM)	.01	.00
4. Supervisor's age	.03	-.10
5. Employee's age	-.03	.06
6. Supervisor – employee age interaction	.19**	.09
7. Duration of work relationship	.09	.06
8. Supervisor tenure in years	-.14*	-.11
9. Task performance	.45***	.10
10. OCB-I targeting supervisor	–	.48***
11. Civic virtue	–	.14*
Total R ²	.27***	.43***
ΔR^2_a	–	.16***

Note. Standardized regression coefficients reported.

^a Supervisor-employee gender match coded as MM = Male supervisor-male employee; FF = female supervisor-female employee; FM = female supervisor-male employee.

ΔR^2_a = variance explained by OCB-I targeting the supervisor and civic virtue over and above controls.

* $p < .05$. ** $p < .01$. *** $p < .001$.

Table 4
Hierarchical Regression Results – Affective Trust, Psychosocial and Career Support

Measure	Psychosocial Mentoring			Career Mentoring		
	Step 1	Step 2	Step 3	Step 1	Step 2	Step 3
1. Supervisor-employee gender match (MM) ^a	.00	.02	.04	-.09	.02	-.04
2. Supervisor-employee gender match (FF)	.13	.14	.13	.15	.16*	.15*
3. Supervisor-employee gender match (FM)	.13	.12	.12	.12	.11	.11
4. Supervisor's age	-.04	-.13	-.10	-.02	-.10	-.08
5. Employee's age	-.10	-.05	-.06	.01	.04	.02
6. Supervisor – employee age interaction	.10	.04	.01	-.05	-.11	-.13*
7. Duration of work relationship	.06	.04	.03	-.05	-.05	-.07
8. Supervisor tenure in years	-.07	-.05	-.02	.01	.02	.04
9. Task performance	.30***	.07	.04	.48***	.25**	.23**
10. OCB-I targeting supervisor	–	.28**	.16	–	.18*	.06
11. Civic virtue	–	.12	.09	–	.23**	.20**
12. Supervisor trust in subordinate	–	–	.28**	–	–	.24**
Total R ²	.12**	.19***	.23**	.27***	.34***	.38**
ΔR^2_a	–	.07***	–	–	.07***	–
ΔR^2_b	–	–	.04**	–	–	.03**

Note. Standardized regression coefficients reported.

^aSupervisor-employee gender match coded as MM = Male supervisor-male employee; FF = female supervisor-female employee; FM = female supervisor-male employee.

ΔR^2_a = variance explained by OCB-I targeting supervisor and civic virtue over and above controls.

ΔR^2_b = variance explained by supervisor affective trust in subordinate over and above all other predictors.

* p < .05. ** p < .01. *** p < .001.