

Trust in e-Mentoring Relationships

By

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Abstract

The role of trust in traditional face-to-face mentoring has already been investigated in several research studies. However, to our knowledge, very few studies have examined how trust is established in electronic-mentoring relationships. The purpose of the current study is to examine by means of the Mayer et al. (1995) model how e-mentees perceive a prospective e-mentor's trustworthiness and how these perceptions influence the decision to be mentored by a particular e-mentor. A sample comprised of 253 undergraduate and graduate students from the Telfer School of Management at the University of Ottawa participated as potential mentees by completing a survey after having reviewed the selected e-mentor's profile. The survey employed quantitative and qualitative measurements to assess the mentee's perception of the prospective e-mentor's level of trustworthiness. In the quantitative section, both the Behavioural Trust Inventory (Gillespie, 2003) and the Factors of Perceived Trustworthiness (Mayer et al., 1999) were measured. The Behavioural Trust Inventory was designed to measure the extent to which a mentee is willing to be vulnerable in e-mentoring relationships. The Factors of Perceived Trustworthiness (ability, benevolence and integrity) were designed to measure these three attributes' contributions to the extent to which the mentees perceived the e-mentor as being trustworthy. The factorial structure (confirmatory factor analysis) and internal consistency (Cronbach's alpha) of the constructs were examined. Structural equation modeling was conducted to test the fit of the models (Behavioural Trust Inventory and Mayer et al.) to an e-mentoring context. In the qualitative section, the indicators of trustworthiness were collected by means of an open-ended question and were analyzed by means of content analysis. The results of the quantitative analysis

revealed that the models (the Behavioural Trust Inventory and the Factors of Perceived Trustworthiness) have an adequate fit with the e-mentoring model after accounting for some correlated error terms. The results of the qualitative analysis identified some other attributes (apart from ability, benevolence and integrity groups) have an influence on the extent to which the mentees perceived the e-mentor as being trustworthy. The main finding is that the Mayer et al. (1995) model appears to be a suitable device for the measurement of trust in e-mentoring relationships at the initiation phase.

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Chapter One: Introduction

1.1 Problem Statement

For many years mentoring has been recognized as being a valuable tool for passing on knowledge and wisdom from an experienced, senior individual, called a mentor, to another less experienced individual, called a mentee (Scandura & Pellegrini, 2007). It is only during the last 30 years or so, however, that scholars have undertaken to research mentoring in the workplace (Kram, 1983). Currently, mentorship relations in the workplace are not only in the form of the traditional face-to-face mentoring relationships but are also in the form of long-distance relationships known as electronic-mentoring (e-mentoring) relationships which use the internet and related technology for communication. In these relationships, the e-mentor and e-mentee may work for the same organization but be located across the globe, or an e-mentor from one organization may be matched with an e-mentee from a different organization. Thus, e-mentoring is defined as a reciprocal valuable relationship between an e-mentor and an e-mentee that provides professional and psychosocial support by utilizing the internet and related technology, such as websites, email, chat rooms, and other social networking tools (Ensher & Murphy, 2007). Unlike traditional face-to-face mentoring, e-mentoring is known to have many benefits such as allowing e-mentees and e-mentors to more easily connect from any part of the globe and providing a safe context for building relationships between people from different cultures (Bierema, & Merriam, 2002; Bierema & Hill, 2005).

Previous research has demonstrated the importance of trust in developing a successful face-to-face mentoring relationship between an mentor and an mentee (Bouquillon, Sosik & Lee, 2005; Chun, Litzky, Sosik, Bechtold & Godshalk, 2010; Hezlett & Gibson, 2007; Kram,

1985; Leck & Robitaille, 2011; Palmer & Schoorman, 2011). However, little research has examined how trust is initiated in an e-mentoring relationship (Buche, 2008). Factors that are important in initiating a sense of trust in face-to-face mentoring relationships might differ from those in e-mentoring dyads. For example, in traditional face-to-face mentoring, mentees have a plethora of information about prospective mentors to inform them of mentor trustworthiness and assist mentees in their mentor selection. However, this is not the case in e-mentoring where information about prospective e-mentors is often limited to the information provided in their online profile. More knowledge about antecedents of trust in e-mentoring relationships is needed. This information would inform prospective e-mentors about the information that should be included in online e-mentor profiles in order to instill an initial sense of trust with e-mentees.

Mayer, Davis and Schoorman's (1995) theory of trust is one popular framework that provides information about antecedents of trust and that describes how trust is formed between individuals. It applies especially to mentoring relationships as its emphasis is on the actions and behavioural characteristics of the individual who is the recipient of trust (Colquitt, Scott & LePine, 2007; Palmer & Schoorman, 2011). Part of this model will be used to examine trust in e-mentoring relationships.

1.2 Organization of the Thesis

In the first Chapter, a statement of the problem is developed and the organization of the thesis is presented. In Chapter 2, the definition and different types of mentoring relationship is discussed. The benefits and challenges as well as the process by which mentoring takes place are also discussed. Following the mentoring section, the definition of trust and the literature on how trust is formed in mentoring relationships is also addressed. A thorough review of Mayer et al.'s (1995) theory of trust is also provided. In Chapter 3, the

importance of the topic and the objectives and hypotheses of the study are provided. In Chapter 4, the methods section including the sample, procedures, and data analysis are presented. In Chapter 5, the results are reported. Lastly, in Chapter 6 and 7, conclusions are drawn from the study results, limitations of the study are discussed, and future research avenues are recommended.

Chapter Two: Literature Review

2.1 Traditional Mentoring

2.1.1 Traditional Mentoring Definition

Mentoring is the interaction between a more experienced senior person, called a mentor, with a less experienced junior person, called a mentee, for psychosocial (e.g., emotional) and career support (Day & Allen, 2004; Dreher & Chargois, 1998; Dreher & Cox, 1996; Emmerik, Baugh, & Euwema, 2005; Fagenson, 1989; Forret & de Janasz, 2005; Hezlett & Gibson, 2007; Kirchmeyer, 1995; Kram, 1983; Leck & Robitaille, 2011; Scandura & Williams, 2001).

2.1.2 Types of Mentoring Relationships

2.1.2.1 Informal Mentoring

Informal mentoring takes place when the senior manager chooses to establish a relationship with a young manager who has particular talents and skills (Ehrich & Hansford, 1999; Ehrich, 2008; Scandura & Williams, 2001) or when two individuals who are working in the same field decide to establish a mentoring relationship (Ehrich, 2008). With informal mentoring, mentor and mentee make a consensual decision to work together instead of being matched by a third party (Eby & Lockwood, 2005; Ehrich, 2008). One form of informal mentoring is called "peer mentoring" where two or more parties agree to have a collaborative relationship with one another to provide emotional and professional support through ad hoc or regular meetings, phone calls, and/or exchanges of information via the internet (Amelink, 2008; Bryant, 2005; Holbeche & Park, 1996).

2.1.2.2 Formal Mentoring

Formal mentoring is a more recent form of mentoring where the organization initiates a relationship between mentors and mentees (Eby & Lockwood, 2005; Ehrich & Hansford, 1999; Ehrich, 2008; Fagenson-Eland, Marks & Amendola, 1997; Ragins & Cotton, 1999; Scandura & Williams, 2001). While some firms allow all employees to participate as a mentor or a mentee, other firms require specific criteria before approving the mentoring relationship based on work nature, performance, or being elected by others (Eby & Lockwood, 2005; Eddy, Tannenbaum, Alliger, D'Abate & Givens, 2001). Formal mentoring programs also typically have specific objectives such as enhancing staff members' knowledge and/or aptitudes, decreasing employee turnover, and further developing specific abilities required by the organization (Eby & Lockwood, 2005; Eddy et al., 2001). Furthermore, formal mentoring programs emphasize the frequency and the nature of the relationship and frequently offer training opportunities to help mentors and mentees to comprehend their respective roles and the goals of the relationship (Allen, Eby & Lentz, 2006; Eby & Lockwood, 2005; Eddy et al., 2001). Formal mentoring programs typically contain more structure (provide terms of relationship, anticipated goals, expectation of frequency of meetings, a reporting mechanism, etc.) compared to informal programs which are usually more fluid and driven by the participants rather than processes (Ehrich, 2008; Ragins & Cotton, 1999). However, given the fact that the pairing between both the mentor and the mentee in formal mentoring is determined by the organization rather than by the individuals themselves, a poor match between both can occur and the mentee can be left feeling less satisfied with the mentoring relationship (Eby, Butts & Lockwood, 2004; Eby & Lockwood, 2005). Nevertheless, empirical research indicates that formal mentoring is typically effective in promoting the learning of both mentees and mentors, including with

regard to understanding different elements of the organization and developing fresh insights into situations that arise in the context of work (Eby & Lockwood, 2005).

2.1.3 The Mentoring Process

Kram's (1983) seminal research in the mentoring process identified four important and distinct stages of mentoring: **an initial phase, a cultivation phase, a separation phase, and a redefinition phase**. The phases of a mentoring relationship determine the psychological and organizational elements that affect which career and psychosocial support are provided (Kram, 1983). The four phases are described in more detail below.

Initiation. During the initiation phase, which takes place during the first 6 to 12 months, the mentor evaluates the mentee positively and decides to establish a relationship with him or her. The mentee starts to feel assisted and appreciated by someone who can provide important career and psychosocial support. In the majority of instances, the mentor and the mentee have a reciprocal relationship. That is, the mentee starts to seek guidance and encouragement from the mentor and the mentor starts to provide growth opportunities to the mentee. The interaction between the mentor and the mentee within the first year of the mentoring relationship helps in transforming the initial relationship into positive opportunities. For instance, the mentor might allow the mentee to participate in high-profile projects.

Cultivation. During the cultivation phase, which lasts two to five years, the optimism that existed over the course of the initiation phase is maintained and tested on a regular basis. The mentor and mentee explore the benefits of connecting together within the mentoring relationship. In this phase, the value of career and psychosocial support within the mentoring relationship reaches its highest point. Career support usually develops first as the mentor

gives complex assignments, coaching, protection, visibility, and advocacy to the mentee. The relationship between mentor and mentee is enhanced with time, and psychosocial supports are further established which include respect, affirmation, and even friendship. Career functions are based on the mentor's professional status and background, while psychosocial functions are based on the level of trust and personal connection between individuals. The mentee becomes more self-assured given the development that he or she has achieved; and the mentor becomes satisfied with the positive impact that he or she had on the mentee. During the cultivation phase, the mentee not only gains important technical aptitudes and learns the culture of the organization, but he or she also has the scope to develop confidence and receive support for his or her professional development. Throughout this phase, the frontiers of the mentoring relationship are brought into relief and the lack of certainty that characterizes the initiation phase is diminished.

Separation. This phase commences with noticeable changes in the support provided by the mentor and in the emotional experience gained. It is a period in which the mentee becomes increasingly independent and self-supporting, and both the mentor and the mentee re-evaluate the relationship as it becomes less important for each party's professional life. Structural and psychological separation takes place in this phase. If a structural separation is appropriately timed (i.e. occurs before the psychological separation), it encourages an emotional separation which gives the mentee the opportunity to evaluate his or her capacity to work without continuous support from the mentor. On the other hand, if a structural separation takes place after the psychological separation, the mentee will experience a period of distress because he or she is not ready to work autonomously without the mentor's support. Lastly, if the emotional separation precedes the structural separation, both individuals are likely to feel that their relationship is no longer meeting their respective

needs. This period is one of adaptation as career and psychosocial functions cannot continue as they did in previous periods. In this phase the mentoring relationship has been redefined, as some functions of the mentoring relationship that were previously required have now become irrelevant, while other functions have been modified.

Redefinition. In this phase, both the mentee and the mentor communicate with each other informally for a purpose of maintaining the reciprocity provided in earlier phases. Arms- length sponsorship, intermittent counseling, and friendship are maintained even though most of the career and psychosocial supports from previous phases no longer exist. The mentor continues to assist the mentee and draws satisfaction from the mentee's professional achievements. Nevertheless, the mentee now works independently and the mentoring relationship is maintained in the form of friendship. Greater performance and increased self-assurance and independence are demonstrated by the mentee as he or she is now capable of working more effectively without the continuous and proximate support of the mentor. Both individuals have adjusted their developmental requirements and the mentoring relationship is therefore terminated.

2.1.4 Benefits of Traditional Mentoring

Mentoring has been underlined as being one of the most valuable practices to help employees navigate the workplace and advance their career in business, industry, and education (Hopkins & Grigoriu, 2005). Throughout the last few decades, organizations have realized the benefits of mentoring and launched mentoring programs into their developmental training plans (Daloz, 1999; Douglas, 1997; Hopkins & Grigoriu, 2005). Not only do mentees benefit from their mentors but mentors and organizations also benefit from these relationships. Table 1 provides a summary of the benefits gained by mentees, mentors, and organizations.

2.1.4.1 Benefits for Mentees

Mentees benefit greatly from being mentored. They benefit from numerous career-related benefits such as receiving higher salaries and more promotions, improved work performance, increased preparedness to handle career roles and conduct themselves professionally, and learning new aptitudes (Burke et al., 1994; Day & Allen, 2004; Dreher & Cox, 1996; Douglas, 1997; Ehrich & Hansford, 1999; Emmerik et al., 2005; Ensher & Murphy, 2011; Fagenson, 1989; Wood & Leck, 2008). Furthermore, mentees benefit from the encouragement, companionship, guidance, and constructive criticism they receive (Douglas, 1997; Ehrich & Hansford, 1999). Mentees reported greater work satisfaction, career mobility, career and organizational commitment, recognition and lower departure intentions, as compared to those who had not been in a mentoring relationship (Burke, Mckeen & Mckenna, 1994; Day & Allen, 2004; Emmerik et al., 2005; Ensher & Murphy, 2011; Fagenson, 1989; Wood & Leck, 2008). They acquire interpersonal skills as well as increased self-esteem (Douglas, 1997; Ehrich & Hansford, 1999).

2.1.4.2 Benefits for Mentors

Ehrich & Hansford (1999) and Douglas (1997) reported a number of benefits enjoyed by mentors including: gaining a sense of fulfillment in assisting and sharing their experiences with their mentees; using mentees as a source of practical assistance as they engage in gathering information and resources that mentors can utilize; getting financial rewards for their assistance in mentoring; increased self-confidence as they can perceive themselves as more competent and helpful to others who benefit from their own personal and professional experiences; and reinvigorated enthusiasm for work derived from working with mentees. Other benefits of mentoring for mentors include: career enhancement (Amelink, 2008; Burke et al., 1994; Cultterbuck et al., 1991; Emmerik et al., 2005; Ensher & Murphy, 2011); performance improvement (Amelink, 2008; Burke et al., 1994; Cultterbuck et al., 1991; Emmerik et al., 2005; Ensher & Murphy, 2011); increased visibility (Amelink, 2008; Cultterbuck et al., 1991); recognition by others as they are linked with the success of their mentees (Amelink, 2008; Cultterbuck, 1991); improved sense of accomplishment (Amelink, 2008); continuity in their career (Amelink, 2008); and increased sense of satisfaction (Cultterbuck et al., 1991; Ensher & Murphy, 2011; Wood & Leck, 2008).

2.1.4.3 Benefits to the Organization

Mentoring provides organizations with several benefits, namely: elevated productivity, enhanced hiring capacity, encouragement of executives, and improved strategic planning (Murray & Owen, 1991; Ehrich & Hansford, 1999). Other benefits include: adequate development of managers (mentors) and employees (mentees) to carry out the work; greater dedication to the organization (experienced by both mentors and mentees); cost-efficiency (mentoring provides for one-on-one training with no direct monetary cost for such training as the mentoring program is already available); and enhanced internal communication as mentors and mentees share organizational information and knowledge to

and with each other (Douglas, 1997; Ehrich & Hansford, 1999). In addition, mentoring can contribute to a better knowledge of the organization and enhance the organizational culture (Hale, 1995). Finally, organizations also benefit from mentoring relationships in that communication between workers is improved and sense of loyalty to the organization is enhanced which, in turn, can lead to higher retention (Ensher & Murphy, 2011; Fagenson-Eland, Marks & Amendola, 1997; Perrone, 2003).

2.1.5 Challenges of Traditional Mentoring

Although there are numerous benefits to mentoring, some challenges specific to traditional mentoring are nevertheless worth mentioning. For one, organizations may have a limited number of mentors constrained to the geographical location making it difficult to find suitable mentors (An & Lipscomb, 2010; Hamilton & Scandura, 2003). Lack of interpersonal skills and talents can also restrict the initiation of traditional mentoring as these elements play an essential role in face-to-face meeting between the mentor and the mentee (An & Lipscomb, 2010; Hamilton & Scandura, 2003). Scheduling meetings between the mentor and the mentee can also be challenging due to the ongoing evolution in the character of work (An & Lipscomb, 2010; Hamilton & Scandura, 2003). For example, mentors and mentees both go through changes in the nature of their profession, such as the sharing of employment responsibilities, condensed weeks at work and tele-commuting (Hamilton & Scandura, 2003). An & Lipscomb (2010) state some other challenges, such as impromptu conversation needed in face-to-face meeting as well as the organization's time and money required by traditional mentoring programs. Finally, even if the aforementioned challenges are overcome, mentors and mentees may be unwilling to enter a relationship for a variety of reasons; for instance, male mentors may be reluctant to mentor female mentees in case the relationship is misconstrued by others (Bowen, 1985; Leck, Orser & Riding, 2009; Ragins &

Cotton, 1996). Fortunately, many of the challenges related to traditional mentoring can be solved by establishing e-mentoring programs (An & Lipscomb, 2010; Hamilton & Scandura, 2003).

2.2 E-Mentoring

2.2.1 E-Mentoring Definition

There are many terms used to describe e-mentoring relationships, such as tele-mentoring, virtual mentoring, computer-mediated mentoring, internet mentoring, online mentoring and email mentoring (Bierema & Hill , 2005; Ensher & Murphy , 2007; Goldman, 1997; Petidou, 2009;).E-mentoring is the use of technology such as email, chat rooms and websites to establish and sustain e-mentoring relationships (Bierema & Merriam, 2002; Bierema & Hill , 2005; Ehrich, 2008; Ensher & Murphy, 2007; Hamilton et al., 2003; Haggard, Dougherty, Turban, & Wilbanks , 2011; Hamilton & Schandura, 2003; Headlam-Wells, 2004; Headlam-Wells, Gosland & Craig, 2006; Petidou, 2009). Ensher and Murphy defined e-mentoring as "a mutually beneficial relationship between a mentor and a protégé, which provides new learning opportunities as well as career and emotional support, primarily through e-mail and other electronic means (e.g., instant messaging, chat rooms, social networking spaces, etc.)" (2007, p. 300). Similarly, e-mentoring was defined by Bierema & Merriam "as a computer-mediated, mutually beneficial relationship between a mentor and a protégé which provides learning, advising, encouraging, promoting, and modeling, that is often boundaryless, egalitarian, and qualitatively different than traditional face-to-face mentoring" (2002, p. 214).

The partnership between the e-mentor and the e-mentee is built for exchanging information and acquiring knowledge as well as for assisting the e-mentee to learn and

develop by utilizing the virtual medium (Bierema & Merriam, 2002). E-mentoring can occur between peers, between individuals, or in a group environment where one e-mentor works with a group of e-mentees (Bierema & Merriam, 2002). E-mentoring can be a supplement to traditional face-to-face mentoring (Goldman, 1997; Haggard et al., 2011; Petidou, 2009).

2.2.2 The E-Mentoring Process

Kram's (1983) model of the stages of mentoring has been used to frame the e-mentoring process. The stages include initiation, cultivation, separation, and redefinition.

Initiation. Bierema and Merriam (2002) indicated that the first step consists of establishing communication via the internet. E-mentors and e-mentees familiarize themselves with various internet resources including search engines, chat groups and social networking sites. E-mentees usually look for e-mentors who have the expertise and qualifications they desire. Virtual strategies to look for e-mentors include: contacting the potential e-mentor by email; joining or submitting postings on an existing list server; tapping into existing professional associations; or conducting a search on the World Wide Web for resources and contacts. Some e-mentoring programs have formal facilitators. A facilitator assists in introducing the e-mentors and e-mentees and provides ice-breaking techniques as a means to get both parties to get to know each other better.

Cultivation. During the cultivation phase, the e-mentor and e-mentee learn about each other. Once the e-mentor and the e-mentee are connected the relationship is formalized by scheduling regular times to communicate (Bierema & Merriam, 2002). Regular and frequent communication via the internet is maintained (Bierema & Merriam, 2002; Ensher & Murphy, 2007). Research with graduate and undergraduate students participating in e-mentoring relationships revealed that e-mentees who communicate more often with their e-

mentors have higher satisfaction as compared to e-mentees who communicate less often (Ensher & Murphy, 2007).

Separation and Redefinition. During the final phase, Bierema and Merriam (2002) point out that the e-mentoring relationship is terminated. Many e-mentoring programs require a terminating activity that summarizes experiences and lessons learned throughout the e-mentoring relationship. This allows the e-mentees to reflect on what they have achieved and to gradually close the network session between the e-mentor and the e-mentee.

2.2.3 Benefits of E-mentoring

Unlike traditional mentoring, e-mentoring provides unlimited access to a greater number of mentors, offers greater flexibility in establishing and sustaining relationships, and reduces demographic and personal obstacles (e.g. discrimination) which are evident in traditional mentoring (An & Lipscomb, 2010; Bierema & Hill, 2005; Ensher & Murphy, 2007; Haggard et al., 2011; Hamilton & Scandura, 2003; Headlam-Wells, 2004; Headlam-Wells et al., 2005; Headlam-Wells et al., 2006; Homitz & Berge, 2008; Petriduo, 2009). Bierema & Merriam (2002) divided the benefits of e-mentoring into two categories called boundaryless structure and the egalitarian nature of the interaction (see Table 2).

Boundaryless structure. Unlike traditional mentoring, e-mentoring offers the opportunity for e-mentors and e-mentees to cross time boundaries, geography and culture given that the relationship is not based on where the person lives (An & Lipscomb, 2010; Bierema & Merriam, 2002; Bierema & Hill, 2005). Although it is difficult to pair mentors and mentees in face-to-face formal mentoring programs as the resource pool may be limited (must be intra-organizational or locally attained), matching individuals in e-mentoring can be maximized as e-mentors and e-mentees can be matched from a larger/external resource pool. Mentor Net is an example of a formal e-mentoring relationship matching service where both

e-mentors and e-mentees are matched based on their interests. Based on an advanced computer algorithm, e-mentees are given five potential matches, or Mentor Net can pick an e-mentor for the e-mentee. According to Mentor Net, 95% of e-mentors and e-mentees were highly satisfied and participants would recommend Mentor Net to other individuals (Ensher & Murphy, 2007).

There are several resources on the internet to assist and nurture e-mentoring such as websites, chat programs, social networking sites and computer conferences (Bierema & Merriam, 2002; Bierema & Hill, 2005; Hamilton & Scandura, 2003). E-mentoring programs support both formal and informal mentoring for individuals of all ages and fields of work and for cases when face-to-face mentoring cannot be applied (Bierema & Merriam, 2002). Accessibility is not an issue as it only requires internet access and an email account (Bierema & Merriam, 2002). Furthermore, e-mentoring provides a minimal amount of investment in time and resources, while maximizing the exchange of large amounts of information between e-mentors and e-mentees (Bierema & Merriam, 2002).

E-mentoring provides more flexibility between e-mentors and e-mentees than face-to-face mentoring as they can send email to each other at any time based on their availability (Bierema & Hill, 2005; Headlam-Wells et al., 2005; Headlam-Wells, 2004; Headlam-Wells et al., 2006; Homitz & Berge, 2008). E-mentoring is also convenient because e-mentors are not required to provide immediate replies to their e-mentees (Headlam-Wells, 2004; Headlam-Wells et al., 2005; Headlam-Wells et al., 2006). Rather, they can access the communication exchange at any time they wish, as well as review it again at a later time, if desired. In addition, managing and coordinating e-mentoring programs is much easier than in face-to-face mentoring as there is no need to physically meet in person (Bierema & Hill, 2005).

Egalitarian nature of the interaction. E-mentoring provides a safe context for building relationships between people from different cultures as the virtual medium often conceals these characteristics (Bierema & Merriam, 2002). That is, e-mentoring makes gender and race invisible as communication is faceless (Ensher & Murphy, 2007; Headlam-Wells et al., 2006). For instance, the technology in an e-mentoring environment provides women with increased access to mentors as mentoring relationships with men can be established without the fear of having their professional relationship misinterpreted (Bierema & Merriam, 2002; Bierema & Hill, 2005; Hamilton & Scandura, 2003; Headlam-Wells et al., 2006). In addition, e-mentoring assists in overcoming difficulties associated with finding prospective mentors by, for example, providing visible minority women with increased access to other women with specific professional backgrounds.

2.2.4 Challenges of E-mentoring

E-mentoring is not without its challenges. For one, e-mentoring raises the probability of misunderstandings happening as both e-mentors and e-mentees rely on asynchronous communication (i.e. sending email to each other at any time; Ensher & Murphy, 2007). Furthermore, e-mentoring relationships usually take longer to develop compared to face-to-face mentoring (Ensher & Murphy, 2007). Other challenges include differences in written communication style and technical skills of both e-mentors and e-mentees; internet connectivity problems; discomfort with the technologies and digital divide issues (Ensher & Murphy, 2007). E-mentoring has unique drawbacks that apply particularly to the use of technology which may influence the mentoring relationship (Ensher & Murphy, 2007). Bierema and Merriam (2002) suggest that the main challenges of e-mentoring stems from seeking the right e-mentor, developing a relationship with the e-mentor, as well as establishing trust and confidence. Bierema and Hill's (2005) subsequent work stated

additional challenges of e-mentoring relationships, namely: cost of access (including both monetary and time); privacy issues (as the communication between e-mentors and e-mentees is recorded in their electronic exchange); and training (how to use e-mentoring tools to get the needed support). Although costs of access were mentioned as a barrier to e-mentoring, there appears to be both positive and negative financial aspects to e-mentoring. Even though the start-up cost in implementing e-mentoring can be high, once the technology to sustain e-mentoring is established, the operating costs to maintain the virtual communication are comparatively low (Headlam-Wells et al., 2005; Headlam-Wells et al., 2006).

A major challenge of e-mentoring is the difficulty in initiating a trusting relationship between e-mentors and e-mentees (Bierema & Merriam, 2002). Although, information is starting to be available about trust in traditional mentoring relationships (Bouquillon et al., 2005; Chun et al., 2010; Hezlett & Gibson, 2007; Kram, 1985; Leck & Robitaille, 2011; Palmer & Schoorman, 2011), little information is available about how trust is initiated during e-mentoring (Buche, 2008). E-mentoring relationships are often initiated from online e-mentor profiles available on e-mentoring websites which is very different from the face-to-face process used with traditional mentoring. More research is needed to examine how trust is initiated in e-mentoring.

2.3 Trust

Trust is defined as "the willingness of a party to be vulnerable to the action of another party based on the expectation that the other will perform a particular action important to the trustor, irrespective of the ability to monitor or control the other party" (Mayer et al., 1995, p.712). Trust is considered an essential element of all social interactions between individuals. It has been studied in many disciplines (Beatty, Reay, Dick & Miller, 2011; Doney & Cannon, 1997; Gefen, 2002) such as psychology, sociology, economics and marketing

(Doney & Cannon, 1997). Trust is important in relationships because it allows the parties to shape their expectations towards each other (Gefen, 2002).

2.3.1 Trust in Mentoring Relationships

Several research studies have shed light on the importance of trust in mentoring relationships (Bouquillon et al., 2005; Buche, 2008; Chun et al., 2010; Elliott, Leck, Orser & Mossop, 2007; Hezlett & Gibson, 2007; Kram, 1985; Leck & Orser, in press; Leck & Robitaille, 2011; Palmer & Schoorman, 2011). According to Burke's (1984) research, trustworthiness is one of the most important characteristics that a well-reputed mentor should possess. Bouquillon et al. (2005) found that mentees need to trust their mentors to improve the quality and effectiveness of the mentoring relationship. Similarly, in Kram's (1985) study, one mentee commented on his mentor "I trust him completely; I would have no fear of telling him anything. It's really nice. If I have problems with my boss or one of my people, I would go and bounce it off of him frequently...." (p. 35).

Chun et al. (2010) examined the impact of mentors' and mentees' emotional intelligence and mentees' trust on the formal mentoring process. They hypothesized that mentors and mentees who are emotionally intelligent should be better able to compensate for gaps and imbalances in their formal relationships and build more effective mentoring relationships based on mutual trust. They found that, when the emotional intelligence of mentees is relatively low, mentors' emotional intelligence is more directly correlated with mentees' level of trust in the mentors. The interaction structure also indicates that high emotional intelligence in mentees may counterbalance the negative impact of relatively low emotional intelligence in the mentor. Put another way, the mentees' emotional intelligence is more strongly linked to trust in the mentors when the mentors' emotional intelligence is low. When mentors offer a range of mentoring opportunities, mentors with high emotional

intelligence might be better able to provide career and psychosocial mentoring functions. Furthermore, mentees' recognition of emotions in mentors might help mentees to identify outstanding mentors as examples to follow.

2.4 Trust in E-mentoring

Promoting familiarity and trust is considered an essential factor of e-mentoring success (Bierema & Merriam, 2002; Elliott, Leck, Orser & Mossop, 2007; Leck & Orser, in press). Still, only one study was found that examined the role of trust specifically in e-mentoring relationships. Buche's (2008) study, in an exploration of the barriers to trust in e-mentoring relationships, proposed a model focusing on the impact of trust in e-mentoring relationships which consists of five main constructs: satisfying mentoring relationship, development of trust, CMC (computer-mediated communication use) use, face-to-face communication, and social pressure (see Figure 1).

A satisfying mentoring relationship involves positive experiences and emotions between mentors and mentees. Participants defined a satisfying mentoring relationship as one that provides useful information, encouragement, attentiveness, guidance, and friendship. Buche (2008), drawing on focus groups and interviews, found that satisfying mentoring relationships work "as mutually-gratifying interactions, supportive mentoring influence experienced by the mentee, and the objective measurement of promotions and/or work-related opportunities directly attributable to the mentorship" (p.43). Even though mentees may not experience all the elements of a satisfying mentoring relationship set out above, the participants of Buche's (2008) study revealed that a relationship that is generally positive would be considered to be a success.

A satisfying mentoring relationship is affected by the *development of trust* (as seen in Figure 1). Trust is derived from several elements involving "shared social norm, repeated

interactions, and shared experiences" (Jarvenpaa and Leidner, 1999, p.792 as cited in Buche, 2008, p.44). The participants in Buche's (2008) research study revealed that trust emerged over a period of time as a result of sustained communication.

Computer mediated communication (CMC) use and *face-to-face communication* are both designed to affect the building of trust. Regular interactions are important whether through face-to-face communication or virtual communication. For example, one of the interviewees commented as follows: "Not hearing from my mentee makes me wonder if something is wrong. I start thinking about what I might've said that made him angry. So I think it's important to tell the person when you are on vacation, or out of town. Don't make me guess" (Buche, 2008, p. 45).

Social pressure can also become a problem when the mentor likes to communicate with the mentee using CMC or by telephone while the mentee prefers to communicate face to face or vice versa. Development of trust will be undermined by social pressures when the mentor or the mentee is inflexible in terms of insisting on or of rejecting CMC. For example, one mentor in Buche's (2008) study stated: "I have had a failed experience with a would-be mentor precisely because his insistence on e-mail communication led to numerous and subtle misunderstandings, each of which was cleared up in a face-to-face meeting; but it was unfortunately too late for the relationship by that point" (p. 42).

Overall, Buche's (2008) model underlines the essential role of trust in mentoring relationships. It also highlights how imposing the use of a medium (face to face versus CMC), that is not appropriate for the context, can create a sense of distrust which will, in turn, impact negatively on the mentoring relationship. E-mentoring websites now make it possible for mentees and mentors who prefer CMC to connect with mentors and mentees, respectively, who also prefer that medium of communication.

Although Buche's (2008) work sheds some light on how trust is formed, it focuses more on the form of communication than how one individual reacts to another. For this reason, we turn to Mayer et al. (1995)'s popular framework that describes how trust is formed between individuals.

2.4.1 The Mayer et al., (1995) Framework Model

The theory of trust propounded by Mayer et al. (1995) is well aligned with mentoring relationships as its emphasis is on the actions and behavioural characteristics of the person who is the recipient of trust (Colquitt, Scott & LePine, 2007; Palmer & Schoorman , 2011). Mayer et al. (1995) provide a popular framework that describes how trust is formed between individuals. This model has been applied extensively in several contexts – such as marketing, accounting, finance, economics, information systems, industrial engineering, political science, communication, ethics, law, psychology, sociology, health care, and agribusiness – to build trust between individuals (Schoorman, Mayer & Davis, 2007). Mayer et al.'s (1995) model involves two specific groups: a trusting party called the trustor and the party to be trusted called the trustee. Mayer et al. (1995) argue that trust is affected by various factors such as the trustor's propensity to trust and their perception of the trustworthiness of the trustee (see Figure 2). Mayer et al.'s research indicates that there are three characteristics that predict a trustor's perception of trust in a trustee: ability, benevolence, and integrity.

According to Mayer et al. (1995), each of the three elements (ability, benevolence and integrity) has a unique contribution in forming trust toward the trustee. These elements are described below:

Ability is defined as "the group of skills, competencies, and characteristics that enable a party to have influence within a specific domain" (Mayer et al., 1995, p.717). Trust is domain-specific meaning that it is based on the specific abilities of the trustee. For example,

while the trustee might be knowledgeable in a specific area, such as having technical competence, which prompts others to automatically trust him or her, he/she might lack expertise in other areas, such as interpersonal communication.

Benevolence is defined as "the extent to which a trustee is believed to want to do good to/for the trustor, aside from an egocentric profit motive" (Mayer et al., 1995, p. 718). Benevolence is the impression of a positive attitude of the trustee toward the trustor. For example, in a mentoring relationship, the mentor (trustee) would like to help the mentee (trustor), even though there is no specific reward for such behavior.

Integrity is defined as the "trustor's perception that the trustee adheres to a set of principles that the trustor finds acceptable" (Mayer et al., 1995, p. 719). If the trustee's principles are not acceptable to the trustor, the trustee would not be considered to have integrity. The consistency of the trustee's past actions, in addition to being deemed as credible, creates a perception that the trustee has a strong sense of justice. As such, the trustee's actions are congruent with their words, and the individual is deemed to be an individual of integrity.

Although each of the above contributions is unique, they are all related to each other. For example, in mentoring relationships, it is important that the mentor has knowledge that will allow him or her to enhance the mentee's career or position in the company; however, the mentor's ability is not enough by itself to build trust. He or she also needs a specific attachment to show their benevolence with his or her mentee. Once more, benevolence by itself is not sufficient to build trust. Finally, compatibility of the mentor's statements and actions, and credible communication from others about honorable actions by the mentor speak of the mentor's integrity. However, as mentioned, integrity by itself will not make the individual a trusted mentor. Even if the individual is deemed to have high integrity, he or she

may or may not have the knowledge and capabilities to be an efficient mentor. When the trustee is perceived by the trustor as high in all the three domains, it is argued that the trustee will be considered trustworthy.

Nevertheless, trustworthiness should be considered as a continuum not just simply trustworthy or not trustworthy. Although high levels of ability, benevolence, and integrity can result in a high level of trust, each of the characteristic can vary based on the situation. For example, a manager can be highly competent and benevolent but have low integrity when dealing with others. The degree to which the employee will trust this manager will depend in part on the employee's propensity to trust. Mayer et al.'s (1995) model suggests that trust is based on propensity to trust before a relationship between the trustor and the trustee is established. As the relationship develops and the trustor gains knowledge of the trustee's benevolence and integrity, the former can make a more enlightened decision on trust. Therefore, the development of the relationship is likely to change the relative importance of the three factors of trustworthiness. Both trustor's propensity to trust and his or her perceptions of the trustee's ability, benevolence and integrity must be considered in order to determine the extent to which a person will be willing to trust another person.

Trust influences the amount of risk individuals are willing to take in a relationship. The higher the level of trust towards the trustee, the more risk the trustor will take within a relationship. For example an employee's manager may compensate for work done above and beyond the scope of the employees work description. The employee would be exercising a risk if he or she allows a regular aspect of their job to slip or take on work that is above and beyond their work description. In turn, the employee expects the manager to account for the additional work and dismiss the work that slipped. Therefore, the level of trust will influence the amount of risk that the trustor takes during his or her interaction with the trustee.

The outcome of trust in the Mayer et al. model (1995) will determine the amount of risk taking in the relationship (RTR). RTR provides that the more trust that is established in a relationship the higher is the degree of vulnerability within the relationship. The outcome of going through such risk-taking behaviour will also influence the trustor's future impression of the trustee's trustworthiness. If the level of trust exceeds the level of perceived risk, the trustor will involve in RTR but if the perceived risk level is higher than the level of trust, the trustor will not involve in RTR. Therefore, trust increases the likelihood of RTR.

Although Mayer et al.'s (1995) model has been applied to better understand trust in mentoring relationships, the process by which trust is developed in e-mentoring relationships is unknown. In e-mentoring relationships e-mentees must select potential e-mentors based on online profiles. Therefore, information about the e-mentor's ability, benevolence and integrity is greatly diminished in an e-mentoring environment as a result of the absence of face-to-face contact. Consequently, different standards are used to form perceptions of ability, integrity and benevolence, and ultimately of trust. Whether integrity, benevolence, and ability are important attributes when selecting a e-mentor from an online profile and whether these predict trustworthiness and wanting to be e-mentored by that e-mentor is unknown. The importance of integrity, benevolence, and ability in e-mentoring relationships could be beneficial to e-mentors and website designers who could make sure that information about these attributes are clearly stated in e-mentor profiles.

Chapter Three: Importance of the Topic and Purpose of the Study

3.1 Importance of the Topic

E-mentoring is becoming increasingly popular for numerous reasons. Numerous websites such as Horsesmouth, MentorCity, and MentorMatchMe are now available for e-mentees to pair up with potential e-mentors. Still, little information is available about the process by which e-mentoring relationships are initiated. Previous research has demonstrated that for mentoring to be effective mentees must trust their mentors. In traditional face-to-face mentoring, mentees have a plethora of information about prospective mentors to inform them of mentor trustworthiness and assist mentees in their mentor selection. This is not the case in e-mentoring however, where information about prospective e-mentors is often limited. More information is needed to better understand the factors that are related with trustworthiness based on the reading of his/her profile via a web-site.

Mayer et al. (1995) theory of trust provides a popular framework that describes how trust is formed between individuals. It applies especially to mentoring relationships as its focus is on the undertakings and characteristics of the individual in whom trust is reposed (Colquitt, Scott & LePine, 2007; Palmer & Schoorman, 2011). It focuses on the factors of trustworthiness which are likely important in e-mentoring relationships. However, the applicability of this model to e-mentoring relationships has not yet been examined. E-mentors post profiles about themselves on various e-mentoring websites, however, it is unknown whether the information they provide convey a sense of trust and whether it has an impact on whether or not the person is chosen as an e-mentor. Are e-mentee's perception of the e-mentor's integrity, benevolence, and ability important factors of trustworthiness in the initial stages of e-mentoring relationships? This research will contribute to theory as the first

partial test of the Mayer et al. model in an e-mentoring environment. The Mayer et al. (1995) model focuses on reciprocal trust when establishing an effective professional relationship between two individuals. Nevertheless, this study will limit itself to examining how e-mentees form their assessments of the trustworthiness of their e-mentors. That is, the current paper focuses on how ability, benevolence, and integrity predict trust given that we are interested in the initial stages of the e-mentoring relationship. A longitudinal design would be needed to assess perceived risk and how risk taking behaviour affects the outcome.

This study will also explore other factors that promote trust during the initial stages of e-mentoring relationships. The findings of this research will assist practitioners in designing more effective e-mentoring platforms by ensuring that the triggers of trustworthiness perceptions are highlighted in e-mentor profiles.

3.2 Objectives

The purpose of this research is to examine how e-mentees evaluate prospective e-mentor's trustworthiness and how these perceptions influence the decision to be e-mentored by e-mentors Mayer et al. (1995) suggest that perceptions of trustworthiness are influenced by the trustor's perception of the trustee's ability, integrity and benevolence. Therefore, the current study examines the relationship between ability, integrity and benevolence and trustworthiness as well as the relationship between trustworthiness and making the decision to be e-mentored by the e-mentor. We hypothesize that:

H1: The greater the e-mentee's perception of the e-mentor's ability, the greater the e-mentee's perception of the e-mentor's trustworthiness.

H2: The greater the e-mentee's perception of the e-mentor's integrity, the greater the e-mentee's perception of the e-mentor's trustworthiness.

H3: The greater the e-mentee's perception of the e-mentor's benevolence, the greater the e-mentee's perception of the e-mentor's trustworthiness.

H4: The greater the e-mentee's perception of the e-mentor's trustworthiness, the greater the likelihood that the e-mentee will elect to be e-mentored by the e-mentor.

In addition to testing these hypotheses, this research will also identify, qualitatively, reasons why e-mentees trust the e-mentor in the profile. Before testing the model, the factorial structure and internal consistency of the Behavioural Trust Inventory and the Perceived Factors of Trustworthiness will be examined.

Chapter Four: Research Method

4.1 Sample

A total of 705 undergraduate and graduate students taking courses at the Telfer School of Management were asked to participate in the current study. In all, 256 students agreed to participate in the study representing a response rate of 36%. Of the 256 students who agreed to participate, three students failed to respond to any of the items included in the survey and hence were excluded from the analysis. The final sample was composed of 253 university students. They ranged from 16 to 47 years of age with a mean age of 20.2 (SD=3.7). Of these, 145 (57.3%) were men and 96 (37.9%) were women. The number of completed years of university experience ranged from 0 to 12 with a mean of 1.2 (SD=1.5). The majority of the respondents were enrolled in an undergraduate commerce program 129 (51.0%). The majority, 218 (86.2%), mentioned not currently being mentored whereas 22 (8.7%) mentioned currently being mentored. Ninety-seven (38.3%) mentioned intending to seek mentoring in the future whereas 134 (53.0%) mentioned they did not intend on seeking mentoring in the future. Please refer to Appendix D for more detail.

4.2 Procedure

A questionnaire was used to collect data. The majority of people who were asked to participate in the questionnaire were graduate and undergraduate students from the Telfer School of Management; however, a few students from other faculties who were taking courses in the Telfer School of Management were also invited to participate in the survey. Potential participants were invited via short presentations in their classes. Students were then provided with a survey to complete after class and provided instructions on how to return the completed questionnaires.

Participants were first asked to read and sign a consent form approved by the Ethics Committee of the University of Ottawa to indicate if they wished to participate. Participants were instructed to keep a copy of the consent form for their records. Participants were then asked to review an e-mentor's profile. To simulate the behaviours of e-mentees as realistically as possible, a profile of a real e-mentor was selected from the site <http://www.horsemouth.co.uk/index.publisha>, a social network for informal e-mentoring. This site was chosen because it is listed in www.mentors.ca and the profiles were available without having to become a member of the website or pay a fee.

The profile (www.horsemouth.co.uk/publisha.content/profile/view.summary.publisha?uid=30424) was selected because the e-mentor had business experience, provided a description of life experiences and recommended other sources of information to support career advancement (see Appendix A for a 'cut and paste' screen shot description of the e-mentor profile that was included at the end of the survey and Appendix B for a copy of the consent forms).

After reviewing this profile, subjects were asked to assess the prospective e-mentor's trustworthiness using the Behavioral Trust Inventory (BTI; Gillespie, 2003) as well as the e-mentor's perceived ability, benevolence, and integrity using an established measure (Mayer et al., 1999). Next, subjects were asked whether or not they trusted the e-mentor and to identify up to three reasons why they felt that the prospective e-mentor was trustworthy or not. Subjects were also asked to indicate whether or not they would ask this individual to be their e-mentor. Finally, demographic information about the respondents, including age, sex, program of study and years of university experience, was gathered.

4.3 Measures

Behavioral Trust Inventory (BTI; Gillespie, 2003). The ten items of the BTI are designed to measure/solicit the level of a subject's willingness to be vulnerable in e-mentoring relationships. Potential e-mentees were asked to respond to each item on a 7-point scale ranging from 1 "strongly disagree" to 7 "strongly agree". Items 1 to 5 are classified as the "reliance" factor and items 6 to 10 are classified as "disclosure". Reliance measures potential e-mentees' willingness to rely on an e-mentor's ability, skills, knowledge and judgment, and disclosure measures e-mentees' readiness to share personal information with an e-mentor (Leck & Robitaille, 2011). Leck and Robitaille (2011) found that the BTI is an effective tool for measuring willingness to trust in mentoring relationships. It has been applied in the current study to measure the potential e-mentees' willingness to trust their e-mentor. See Table 3 for all items included in the Behavioral Trust Inventory.

Factors of perceived trustworthiness (Mayer et al., 1999). Mayer et al.'s (1999) questionnaire to measure three major attributes of a mentor: ability, benevolence and integrity was used. *Ability* was measured by 6 items on a 7-point scale ranging from 1 "strongly disagree" to 7 "strongly agree". Sample items include "My mentor is very capable of performing his/her job" and "My mentor is well qualified". *Benevolence* was measured by 5 items on a 7-point scale ranging from "strongly disagree" to "strongly agree". Sample items include "My mentor is very concerned about my welfare" and "My mentor really looks out for what is important to me". *Integrity* was measured by 6 items on a 7-point scale ranging from "strongly disagree" to "strongly agree". Sample items include "My mentor has a strong sense of justice" and "I like my mentor's values". These three attributes were used in this study to measure how ability, benevolence and integrity contribute in triggering trust in an e-mentoring environment. See Table 4 for all items used to measure ability, integrity, and

benevolence. Note that for this study, because the mentoring relationship had not yet been initiated, the statements were slightly reworded. For example, instead of "My mentor is well-qualified," the statement "This mentor is well-qualified" was used. Please refer to Appendix C for the survey's reworded questions.

4.4 Method of Data Collection

4.4.1 Data Analysis

Internal Consistency. Before analyzing the path model, the internal consistency of ability, benevolence, and integrity from the Factors of Perceived Trustworthiness measure and reliance and disclosure from the BTI were examined. The internal consistency of the scales was measured using Cronbach's alpha.

Confirmatory Factor Analysis. A Confirmatory factor analysis (CFA) to assess the factor structure of the BTI (reliance and disclosure) and the Factors of Perceived Trustworthiness (ability, integrity and benevolence) were tested in order to make sure they were adequate to use with a sample of university students evaluating an online mentoring profile. More specifically, a three factor model of Factors of Perceived Trustworthiness and a two factor model of willingness to be vulnerable (trust) in e-mentoring relationships were tested.

Model Testing. The model was tested using structural equation modeling (SEM) with the Amos 16.0 program. This approach allows us to test the relation of ability, benevolence, and integrity to willingness to trust, and the relation of trust to the decision to be e-mentored by prospective e-mentors, simultaneously. In addition, this approach allows for the inclusion of latent variable which are unobserved variables (e.g. trust) made up of observed variables (indicators; e.g. I would rely on my mentor's work-related judgments). However, for the current study we were unable to include latent variables given that doing so

rendered the model underidentified. Instead, only observed variables were modeled. Three exogenous variables (independent variables; no prior causal variable) were included in the model: ability, benevolence, and integrity. Willingness to trust and decision to be e-mentored by prospective e-mentors were included as endogenous variables (dependent variable). Structural equation modeling also allows us to examine the fit of the model. In order to evaluate the fit of the structural model the χ^2 likelihood ratio with the degrees of freedom and p-values, the Comparative Fit Index (CFI), and the Root Mean Square Error of Approximation (RMSEA) with the matching confidence intervals were used. CFI values greater than .95 are indicative of an acceptable fit (Hu & Bentler, 1999) and RMSEA values that are less than .05 represents a good fit and values up to .08 represent a reasonable fit (Byrne & Campbell, 1999; Hu & Bentler, 1999).

Cases with missing values on all items were deleted. Another – cases had some missing values. These cases were not deleted from the sample. Rather, full information maximum likelihood, which is recommended over other conventional missing data techniques, was used. The availability of full information maximum likelihood (FIML) missing data analysis is another advantage of using SEM over other data analysis approaches such as regression. However, in order to analyze data with missing values, means and intercepts must be estimates. When means and intercepts are estimates, modification indices are not available. Modification indices are very useful when testing structural equation models given that they provide information that can help improve the fit of the model. Therefore, the models were estimated with missing values deleted first in order to examine the modification indices and then again using FIML data analysis.

Qualitative analysis. A content analysis was conducted to categorize the information collected from the open-ended question of the survey. Participants were asked to

indicate if they trusted this e-mentor and if so, why. They were instructed to provide up to three responses. Based on the data, three categories were created and labeled ability, integrity and benevolence. Each response was evaluated to determine if it could be considered a 'trigger' of the subject's perception of the e-mentor's ability, integrity or benevolence. In order to check these evaluations, a second person also performed the evaluations. Of the 525 responses, there was agreement on 459 (representing 87.4%). The 66 (12.6%) responses where there was disagreement were discussed until a consensual determination could be made about how best to categorize the response. The next step of this analysis was to form subgroups of like items under each of the three categories. A similar procedure to the process described above was followed to ensure inter-rater reliability.

Chapter Five: Results

5.1 Factor structure and internal consistency

Factors of Perceived Trustworthiness. The hypothesized confirmatory factor analysis of the Factors of Perceived Trustworthiness measure suggested that the fit of the model could be improved. Modification indices (MI) indicated that covariances between the error terms for integrity items 5 and 6 (MI = 28.15, standardized expected parameter change = .29), benevolence item 5 and ability item 3 (MI = 15.80, standardized expected parameter change = .20), and benevolence items 2 and 4 (MI = 7.64, standardized expected parameter change = -.18), would increase the fit of the model. The final three factor model, with three correlated error terms, represented an adequate fit to the data (see Table 5). See Table 6 for all unstandardized factor loadings, standard errors, and p-values. See Figure 3 for an illustration of the factor model with standardized estimates. Cronbach's alphas were .90, .62, and .83 for ability, integrity, and benevolence, respectively.

Researchers suggest that, in CFA, factor loading less than 0.50 on their respective latent variable should not be considered to be a meaningful contribution to that latent construct and thus should be removed (Kline, 2005). As shown in the three factor model, all six items making up the latent construct ability had loadings ranging from 0.73 to 0.83. For integrity, the loading for items 4 and item 6 had loading of -0.01 and 0.46, respectively. These loadings indicate that item 6 has close to meaningful contribution to integrity, but item 4 does not. For benevolence, the five items had loading in the range of 0.61 to 0.83.

Behavioural Trust Inventory. The hypothesized confirmatory factor analysis of the Behavioural Trust Inventory suggested a poor fit to the data. Modification indices (MI) indicated that covariances between the error terms for items 1 and 2 (MI = 49.00, standardized expected parameter change = .40) and items 8 and 9 (MI = 39.41, standardized

expected parameter change = .61), would increase the fit of the model. The final two factor model, with two correlated error terms, represented an adequate fit to the data (see Table 5). See Table 7 for unstandardized factor loadings, standard errors, and p-values. See Figure 4 for an illustration of the factor model with standardized estimates. Cronbach's alphas were .62, and .83 for reliance and disclosure, respectively.

All five items of the latent variable disclosure had loading ranging between 0.52 and 0.88. However, for reliance, the loading of item 1 was 0.43.

5.2 Test of the model based on the Mayer et al., (1995) framework

A path model with three observed exogenous variables (ability, integrity, and benevolence), four observed endogenous variables and four unobserved exogenous variables (error terms) was tested. Covariances between ability, integrity, and benevolence, and between the error terms of reliance and disclosure were included.

According to the model, ability was significantly related with both reliance and disclosure. Higher ability was associated with higher reliance. Benevolence was only related to disclosure. Higher benevolence was associated with higher disclosure. Integrity was not significantly related to reliance and disclosure. Reliance and disclosure were positively associated with trust so that individuals who perceived the e-mentor as high on reliance and disclosure were also more likely to report trusting the e-mentor. Finally, individuals who trusted the e-mentor were also more likely to report wanting to be e-mentored by the e-mentor (see Figure 5 for an illustration of the model with standardized estimates).

Unstandardized estimates, standard errors, and p-values are included in Table 8. See Table 5, for fit estimates and Appendix F for descriptive analyses.

5.3 Qualitative results: Indicators of trustworthiness

Of the 253 participants, 162 (64.0%) indicated that they perceived the e-mentor to be trustworthy and 70 (27.7%) indicated that they did not. Twenty-one (8.3%) participants did not indicate whether or not they trusted the e-mentor. Among those who perceived the e-mentor to be trustworthy, 117 (72.2%) indicated that they would consider the individual to be their e-mentor. Among those who did not perceive the e-mentor to be trustworthy, only 9 (12.9%) participants indicated that they would consider the individual to be their e-mentor.

The participants indicated up to three reasons why they perceived the e-mentor to be trustworthy. Of the sample of 253 participants, 20 (7.9%) participants provided one response, 28 (11.1%) provided two responses and 151 (59.7%) provided three responses. Fifty-four (21.3%) did not provide any response. Of the total of 525 responses, 378 (72.0%) responses were collected from participants who trusted the e-mentor. Out of these 378 responses, 171 (45.2%) were categorized as triggers of perceptions of ability, 55 (14.6%) as triggers of perceptions of integrity and 148 (39.2%) as triggers of perceptions of benevolence. The remaining 4 (1.0%) responses were discarded. Following are the subgroups of the three categories of the responses and accompanying examples. Please refer to Appendix E for a summary of these statistics.

5.3.1 Perceived ability

Mayer et al. (1995) defined ability as "... that group of skills, competencies, and characteristics that enable a party to have influence within some specific domain." (p. 717). Four subgroups were identified that inform subjects on the prospective e-mentor's perceived ability and subsequently, perceived trustworthiness.

Professionalism. Respondents indicated that they perceived that the e-mentor was more trustworthy when they perceived the e-mentor to be more professional or a professional

in his area of expertise. Examples include: "he is professional," "professional who has been honest," ".....field of interest (HR)" and "he is a manager in human resources." A total of 21 (5.6%) responses were in this subgroup.

Knowledge. Respondents indicated that they perceived that the e-mentor was more trustworthy when they perceived the e-mentor to be knowledgeable. Examples include: "seems accomplished," "well educated/ qualified," "he seems qualified to assist with a range of problems," "knowledge of ... work related issues" and "he has strong qualifications". A total of 39 (10.4%) responses were in this subgroup.

Experience. Respondents indicated that they perceived the e-mentor as more trustworthy when they perceived the e-mentor had relevant life experiences. For example: "his experiences allow him to have useful tips for students," "he has experienced different situations by taking part in different activities related to business," "would trust him to give good advice based on his life experience," "has been trainer for 8 years, so knows what he is doing," "has the track record to prove it," "seems to have experience that could help someone to overcome obstacles" and "seems to have good experience in their field." A total of 93 (24.9%) responses were in this subgroup.

Skills. Respondents indicated that they perceived that the e-mentor as more trustworthy when the e-mentor was more skilled. For example, "he has the necessary skills to teach," "strong work-related skills" and "he has been able to discipline himself into variety." A total of 18 (4.8%) responses were in this subgroup.

5.3.2 Perceived benevolence

Mayer et al. (1995) indicated that benevolence is "the extent to which a trustee is believed to want to do good to the trustor..." (p. 718). Four subgroups were identified that

inform subjects on the prospective e-mentor's perceived benevolence and subsequently, perceived trustworthiness.

Eagerness to E-mentor. Respondents indicated that they perceived the e-mentor as more trustworthy when the e-mentor was eager to help the e-mentee. Examples include: "based on the profile the person wants to mentor," "he cares about mentoring," "genuinely wants to help," "seems very willing to assist in personal- problems affecting work," "he is willing to lend a hand when needed," "he looks like he really wants to help," "says he'd like to help even just one person" and "eagerness to be helpful and he is volunteering on a free site." A total of 24 (6.4%) responses were in this subgroup.

Sharing of Personal Background. Respondents indicated that they perceived the e-mentor as more trustworthy when the e-mentor shared his own personal background. Examples include: "dealt with anxiety and overcome it," "acknowledges his anxiety problems and finds ways to overcome it," "comes from stable environment," "has a lot of personal experience to share," "he is father of a twin boys, so a "father image" always make people easier to trust this person," "responsible- shares his family experience" and "he is a father of two young children which means he is responsible". A total of 67 (17.9%) responses were in this subgroup.

Caring. Respondents indicated that they perceived the e-mentor as more trustworthy when the e-mentor was a positive caring individual. Examples include: "he seems like a positive guy," "he cares about other people," "this mentor would be very helpful and generous" and "he is passionate about people and their needs." A total of 53 (14.2%) responses were in this subgroup.

Willingness to Listen. Respondents indicated that they perceived that the e-mentor as more trustworthy when the e-mentor was willing to genuinely listen. Examples include:

"He is willing to take time to listen and help," "He is willing to listen to what's important" and "he allows you to confide in him." A total of 4 (1.1%) responses were in this subgroup.

5.3.3 Perceived integrity

Mayer et al. (1995) defined integrity as "...the trustor's perception that the trustee adheres to a set of principles that the trustor finds acceptable." (p. 719). Five subgroups were identified that inform subjects on the prospective e-mentor's perceived integrity and subsequently, perceived trustworthiness

Fairness. Respondents indicated that they perceived the e-mentor as more trustworthy when the e-mentor was fair. Examples are: "he seems to be fair and just as he chooses employees," and "he seems fair." Only 2 (0.5%) responses were in this subgroup.

Credibility. Respondents indicated that they perceived the e-mentor as more trustworthy when the e-mentor was credible and reputable. Examples include "young enough to relate, old enough to give advice," "reputable background," "he was transferring his knowledge and experience to less experienced people" and "he seems dedicated." A total of 16 (4.3%) responses were in this subgroup.

Reliability. Respondents indicated that they perceived the e-mentor as more trustworthy when they perceived the e-mentor to be reliable. Examples include "he seems reliable," "seems reliable, trustworthy," "he sounds reliable," "reliable" and "he looks like reliable person". A total of 14 (3.7%) responses were in this subgroup.

Good Values. Respondents indicated that they perceived the e-mentor as more trustworthy when they perceived the e-mentor to hold good values. Examples include "seems like he has good values," "he has good values," "good values" and "good values as far as I can tell". A total of 10 (2.7%) responses were in this subgroup.

Sincerity. Respondents indicated that they perceived the e-mentor as more trustworthy when they perceived the e-mentor to be sincere and honest. Examples include “he seems sincere,” “he has no reason to lie about anything,” “seems sincere- he takes pride in his work,” “he seems honest,” “honest” and “he looks like an honest person.” A total of 13 (3.5%) responses were in this subgroup.

Chapter Six: Discussion

The objective of this research was to apply Mayer et al.'s (1995) model to examine how e-mentees evaluate prospective e-mentor's trustworthiness and how these perceptions influence the decision to be e-mentored by e-mentors. Before testing the model, the internal consistency and factorial structure of the measures was examined in order to make sure these were appropriate to use with a sample of university students in the context of e-mentoring.

6.1 Internal consistency and factorial structure

The confirmatory factors analysis of the Factors of Perceived Trustworthiness suggested an adequate fit of the three factor model in an e-mentoring environment. Still, correlated error terms were added between three pairs of items suggesting some overlap between the items. A closer investigation of the wording of the items indicated a high possibility that those items derive the same idea. The covariances between integrity item 5 (I like this mentor's values) and item 6 (Sound principles seem to guide this mentor's behaviour), between benevolence item 2 (This mentor would not knowingly do anything to hurt me) and item 4 (This mentor would go out of his way to help me), and between benevolence item 5 (My needs and desires would be very important to this mentor) and ability item 3 (This mentor has much knowledge about the work that needs to be done) suggest that these items are very similar. Even though there were covariances between items from different constructs (ability and benevolence), a closer look at the two items indicates that both of the items are related to the mentor's level of awareness and knowledge. In addition to the correlated error terms, item 4 was not significantly related to its respective integrity factor. Among all the items in the Factors of Perceived Trustworthiness measure, item 4 was the only item that was reversed. It is highly probable that some respondents failed to notice that item 4 was reversed which could explain why the item failed to load on its

factor. Future research should reverse the wording of the item in order for all the items to be worded in a positive format (e.g. this mentor's actions and behaviours would be very consistent). The Cronbach's alpha was high for ability and benevolence but slightly below the .70 cut-off for integrity.

Similarly to the Factors of Perceived Trustworthiness model, the factor analysis for the Behavioural Trust Inventory suggested an adequate fit to the data after accounting for correlated error terms. The covariances were between item 1 (I would rely on this mentor's work-related judgments) and item 2 (I would rely on this mentor's task-related skills and abilities), as well as between item 8 (I would discuss with this mentor how I feel about my work, even negative feelings and frustrations) and item 9 (I would discuss with this mentor work related problems that could potentially be used to disadvantage me). The covariance between item 1 and 2 is consistent with Leck and Robitaille's (2011) finding which suggests that these two items are very similar and might be redundant. A closer look at items 8 and 9 shows that these items are also very similar as both measure negative feelings and work-related problems about the e-mentor. Correlated error terms between items 8 and 9 were not added in Leck and Robitaille's (2011) study. This is likely due to the different sample used in the current study compared to Leck and Robitaille (2011). Further research could explore whether removing the redundant items would be warranted. However, deleting items based solely on the current findings would not be recommended given that our results might be sample specific. The Cronbach's alpha was high for disclosure, but slightly below the .70 cut-off for reliance.

6.2 E-mentoring Model

The final path model demonstrates how Mayer et al.'s (1995) model can be applied to explain initial trust in e-mentoring relationships. Unlike Mayer et al.'s (1995) model, the current study suggests that only ability and benevolence, not integrity, is related with the e-mentee's willingness to be vulnerable in e-mentoring relationships, thereby supporting Hypotheses 1, 3 and 4, but not 2. Still, Mayer et al. (1995), Mayer and Davis (1999) and Gefen (2002) report that, depending on the particular empirical context to which the model is applied, only some of the three attributes (ability, benevolence, and integrity) enhance e-mentee's willingness to be vulnerable in e-mentoring relationships. For example, Gefen (2002) applied Mayer et al.'s (1995) model to predict consumer trust towards online vendors and found that consumers were affected by their perception of the vendor's integrity and benevolence but not by their perception of the vendor's ability. It is possible that integrity might not be as important to include in e-mentoring profiles. However, a considerable number of responses to the open-ended question "why potential e-mentees trust the e-mentor" indicate that they trust the e-mentor in part based on their perceptions of the level of his integrity (reported in the qualitative discussion below). Future research should examine how profiles should be written to ensure that elements suggesting integrity be present.

Ability was positively related with both reliance and disclosure suggesting that e-mentees who perceive the e-mentor as competent are also more likely to rely on the e-mentor's ability, skills, knowledge and judgment, and will be more likely to share personal information with the e-mentor. On the other hand, benevolence was related to disclosure but not reliance suggesting that e-mentees who perceive the e-mentor as benevolent are also more willing to share personal information with the e-mentor. These findings highlight the importance of benevolence on e-mentees willingness to share personal information with e-

mentors. The results highlight how including information about the e-mentor's ability and benevolence in his/her profile plays an essential role in triggering the e-mentees' willingness to trust the e-mentor when e-mentoring relationships are first initiated.

The results also show that the e-mentees' willingness to rely on the e-mentor's abilities, skills and knowledge (measured by the reliance factor) and their readiness to share personal information with the e-mentor (measured by the disclosure factor) are highly related to their decision to trust that e-mentor. That is, e-mentees who indicated being willing to rely on the e-mentor's abilities and being willing to share their personal information with the e-mentor were also more likely to report trusting the e-mentor. That is accordance with Mayer et al.'s (1995) model which suggest that trust is based on propensity to trust before a relationship between the mentor and the mentee is established. This finding also aligns with previous research which states that promoting familiarity and trust is considered an essential factor of mentoring success (Bierema & Merriam, 2002; Elliott, Leck, Orser & Mossop, 2007; Leck & Orser, in press). One way to foster familiarity between mentors and mentees is for mentors to share their personal life stories and experiences with their mentees (Bierema & Merriam, 2002). The e-mentor profile used for the current study included information about his life and experience which significantly enhanced the e-mentees' trustworthiness toward him. This finding suggests that the designers of e-mentoring programs should put emphasis on the e-mentor's experience and personal stories when designing his/her profile.

Lastly, e-mentees who report trusting the e-mentor are also more likely to indicate wanting to be e-mentored by that person (Hypothesis 4). This aligns with Buche's (2008) study which found that the development of trust had a high impact on the degree to which e-mentees reported having a satisfying e-mentoring relationship. Based on the Buche's (2008) work, e-mentees who report wanting to be e-mentored by the e-mentor are also more likely

to contact the e-mentor with an expression of interest to be e-mentored by him/her. This expression of interest takes place at the end of the initiation phase of e-mentoring. Following the initiation phase, the second phase of the e-mentoring relationship (the cultivation phase) will begin.

6.3 Discussion of the Qualitative Section

Based on Mayer et al. (1995), perceptions of ability, benevolence and integrity influence the level of trust perceived by the subjects. The current study identified the indicators of trustworthiness perceived by e-mentees toward the e-mentor from open-ended questions "Would you trust this person as your mentor? Why?" Understanding what influences e-mentees' trust from reading the e-mentor's profile permits the designers of e-mentoring programs to identify the indicators of trustworthiness when designing e-mentors' profiles.

The e-mentees' perceptions of ability were influenced by the e-mentor's experience, knowledge, professionalism and skills. The most frequently reported factor influencing e-mentees' trustworthiness was the e-mentor's relevant life experience. One of the e-mentees stated that he "would trust him [the e-mentor] to give good advice based on his life experience." The e-mentor's knowledge was also frequently reported as having an influence on the extent to which e-mentees perceived the e-mentor as being trustworthy. They indicated that the e-mentor is knowledgeable, educated and qualified.

The e-mentees' perceptions of benevolence were influenced by the e-mentor's level of eagerness to e-mentor, sharing of his personal background, caring and willingness to listen. The most frequently reported factor influencing e-mentees' trustworthiness was sharing of personal background. When the e-mentor shared his own life background with the e-mentees, there was a high impact on the extent to which they perceived him as being

trustworthy. Caring was also frequently mentioned as influencing the e-mentees' willingness to trust the e-mentor. It seems that the following sentence ("If I can help make just one person's day by offering some sound advice or even to simply be a pair of ears then I will be a happy man") had a high influence on the e-mentees' perception of the e-mentor as a positive and caring individual.

The results also demonstrate that the e-mentees perceived the e-mentor as being more trustworthy based on his experience and sharing of his own personal background (ability and benevolence). These results align with the findings of Beremia and Merriam (2002).

Even though integrity was not found as a significant predictor of the BTI, the qualitative content analysis nevertheless suggested that some e-mentees perceived the e-mentor as being trustworthy as a result of his integrity related factors. More specifically, credibility, reliability, holding good values, fairness and sincerity were mentioned as reasons why the e-mentees trusted the e-mentor. These factors are not portrayed in the Factors of Perceived Trustworthiness Scale which might explain why integrity was not significant in the path model. Future research should further examine the Factors of Perceived Trustworthiness Scale to be changed to include additional items about the e-mentors' reliability, credibility and sincerity as they were the most frequently reported factors by the e-mentees. Furthermore, the designers of e-mentoring programs should make sure to include sufficient information about integrity-related factors in the e-mentors' profiles, such as the reliability of the e-mentors, their credibility and reputation as well as their sincerity and honesty given the fact that these components do appear to be important for trust.

Although not central to the thesis, as the thesis examined what predicted perceptions of trustworthiness (low to high levels), subjects were also asked if and why did not trust the

prospective e-mentor. (In other words, low trust is not the same as distrust - perceptions of distrust may be modeled differently). The following categories emerged.

Lack of information. E-mentees frequently reported that they did not trust the e-mentor because of he did not have enough information in his profile to trigger their trust. For instance, one of the participants mentioned “He seems nice, only not enough information about him.” This finding suggests that program administrators should increase the level of detail in the e-mentors’ profiles.

Inconsistent information. Some participants perceived the e-mentor as not being trustworthy because he had inconsistent information in his profile. Examples of comments included “simple mistakes in his bio (e.g. age 36 or 33)” and “he says he's tired when he comes home.” These inconsistencies may impact the e-mentee's perception of the e-mentor's integrity, thereby negatively affecting perceptions of trustworthiness. Program administrators should regularly check profiles for inconsistencies.

Online interaction risk. A considerable number of responses suggested that subjects did not trust the e-mentor because they are worried about online fraud. For example, “I don't trust someone online,” “Anyone can post as someone else online” and “Anyone can write, claim or say anything online.” This is a challenge specific to e-mentoring, not face-to-face mentoring, which results from the fact that it may be more difficult to trust people behind the screen. As highlighted by the comments, some respondents were unsure as to whether the person was in fact an e-mentor or whether it was online fraud. One of the ways that reduce people’s suspicion about online fraud is reading others’ experience with those online individuals. Therefore, the designers of e-mentoring programs could include more information in e-mentors’ profiles—such as references of previous e-mentees who had been e-

mentored by that e-mentor or quotations reflecting their experience with that e-mentor to reduce e-mentees' suspicion about whether the e-mentor is trustworthy. This finding aligns with Bierema and Merriam (2002) who found that several e-mentoring programs require e-mentees, in the separation and redefinition phases, to write an assessment about the benefits received from the e-mentors and to share it online.

Prefer face-to-face. Some participants indicated that they prefer face-to-face mentoring rather than e-mentoring as they do not trust online relationships. For example, "I want a real person assisting me" and "I just find a one-on-one human mentor better." Ways to promote the benefits of e-mentoring versus face-to-face may result in increasing the desirability of e-mentoring.

Unknown person. Participants indicated that they did not trust the e-mentor because they did not know him before reviewing his profile. For example, "I don't know him" and "never seen him." This suggests that it may be useful to provide links to the e-mentee's other associations, such as workplace, volunteer organizations, etc. to increase the legitimacy of the e-mentor.

Need for confirmation. Participants indicated that they would trust the e-mentor if they could talk with him. For example, "How can I trust that his info is legit? I need to speak with him" and "I would want to at least have a conversation with him before I decide this." Therefore, the designers of e-mentoring programs could mention, in e-mentoring profiles, that e-mentors are available to talk over the phone or even to meet with them. That is in accordance with Bierema and Merriam's (2002) findings which state that using a combination of communication tools, such as phone, faxes or even face-to face meetings in e-mentoring is possible. While some people might be comfortable with e-mentoring relationships being solely based on online communication, others prefer some face-to-face

contact, especially during the initial stages of the relationship. Ideally, e-mentoring programs would have strategies in place to accommodate these people.

Demographic characteristics. A few participants indicated that sex and age are issues in e-mentoring relationships. One female participant mentioned that “I would not necessarily be comfortable confiding in a man, especially one found over the internet” and two others indicated that “age” and being “too young” undermined their level of trust. One of the benefits of e-mentoring is that mentoring issues related to age and sex (e.g., misconstrued relationships) are not as prevalent as in traditional mentoring (An & Lipscomb, 2010; Bierema & Hill, 2005; Ensher & Murphy, 2007; Haggard et al., 2011; Hamilton & Scandura, 2003; Headlam-Wells, 2004; Headlam-Wells et al., 2005; Headlam-Wells et al., 2006; Homitz & Berge, 2008; Petriduo, 2009). Although age and sex resulted in a negative perception for a few participants, the literature strongly suggests that the effects of age and sex are blurred in an online context. Future research should examine the influence of demographic information on perceptions of trust.

6.4 Limitations of the study

The Mayer et al. (1995) model focuses on building mutual trust between two individuals in order to develop a successful relationship. However, this research focused solely on how subjects evaluate the e-mentor’s trustworthiness and not the other way around.

The second limitation was that this study recruited students as potential e-mentees instead of recruiting professional e-mentees. Recruiting professional e-mentees might have resulted in different conclusions.

The third limitation of this study was that we were unable to include latent variables given that doing so rendered the model underidentified. With an underidentified model the

number of model parameters is greater than number of observations and therefore the structural equation modeling program will not give you a unique solution.

Claims of causation should not be made with this model. Furthermore, the current model was cross-sectional making it impossible to know the directionality of the variables. For example, although the model suggests that the ability, integrity, and benevolence predict trustworthiness it is also possible that it is reliance and disclosure that predict ability, integrity, and benevolence.

The final limitation of the study was that a paper version of the e-mentor's profile was used instead of instructing subjects to access the online version. An earlier attempt to gather data in this way proved to be unsuccessful, due to problems with Wi-Fi and access to computers. Therefore, in order to improve the response rate and sample size, a paper version was selected. Future research should examine how prospective e-mentees choose and evaluate their e-mentors in an online context.

6.5 Recommendations for Future Research

The topics hereunder are recommendations for future research in order to further enhance understanding about how trust is developed between a prospective e-mentees and mentors in an e-mentoring relationship. This research examined how e-mentees learn to trust their e-mentor and did not consider the inverse of how the e-mentor learns to trust his or her online e-mentees. Therefore, future research should consider how e-mentors and e-mentees trust each other in an e-mentoring environment. A longitudinal design is also recommended in future research to examine all the factors in the model of Mayer et al. (1995), including perceived risk and how risk taking in the relationship influence the outcomes of the relationship throughout the four phases of mentoring (initial, cultivation, separation and redefinition).

The participants in this research project were *potential* e-mentees; thus, a sample of professional e-mentees is recommended in future research. Professional e-mentees would elaborate more in defining other factors that influence the e-mentees' trust toward the e-mentors as those e-mentees have experienced dealing with e-mentors either face-to-face or online. Future research could also explore the role of gender in e-mentoring relationships compared to face-to-face mentoring.

Qualitative studies, such as interviews and focus groups are also recommended in future research initiatives in order to ascertain detailed information about what makes e-mentors and e-mentees trust each other. Qualitative research can provide details about both the e-mentors' and e-mentees' behaviours, emotions, and their personal characteristics that might be missed by the quantitative research.

6.6 Managerial Implications

The findings of this research will assist designers of e-mentoring programs in producing more effective e-mentor's profiles to trigger the mentees' trust. This research highlights the factors that need to be existed in the e-mentors' profiles at the initial phase of e-mentoring in order to increase the level of e-mentees' trustworthiness. Once the mentees' find that the information available in the mentors' profiles predicts their trustworthiness toward the e-mentor, they will proceed to the next step which is contacting the e-mentor to start the cultivation phase. Following are the insights gained from the current research:

- More information about e-mentors' experience and personal background are needed to be in the e-mentors' profiles to predict the mentees' trust.
- E-mentees' previous assessment need to be available in the e-mentors' profiles to ensure absence of online fraud.

- Face-to-face conversation with e-mentees is recommended when desired to confirm legitimacy of the e-mentor. One of the suggestions to provide face-to-face conversation in e-mentoring is videos conferencing.
- Increase the level of detail in the e-mentors' profiles to let the e-mentees know more about the e-mentors from reading their profiles before contacting them.
- Regularly checking profiles for inconsistencies which reduce the mentees' trust.
- Provide mentees links to e-mentors' workplace or volunteer organization to enhance the legitimacy of the e-mentor.

Chapter Seven: Conclusion

The current study suggests that Mayer et al.'s (1995) model can also be applied to e-mentoring relationships. However, only part of the model was tested and this highlights the need for more research in that area. Furthermore, this study sheds light on the factors most likely to be associated with e-mentors' trustworthiness when relationships are first formed between e-mentors and e-mentees. More specifically, the e-mentors' professional experience and sharing their own personal background in their profiles play a significant role in determining the extent to which prospective e-mentees perceive e-mentors to be trustworthy. The findings of the qualitative analysis also provide support for Mayer et al.'s (1995) model in that comments related to ability, benevolence and integrity were all frequently mentioned as having an impact on how prospective e-mentees' perceived the e-mentor as being trustworthy. However, other trustworthiness indicators were also identified in this study, such as the importance of including the prospective e-mentees' previous assessments to reduce suspicion of online fraud and the importance of offering to have a conversation with e-mentees when desired. Hopefully these findings will assist the designers of e-mentoring programs in creating e-mentors' profiles that instill a sense of trust in e-mentees. This study is amongst the first to measure trust in e-mentoring when relationships are first being formed between e-mentors and e-mentees. Further research is needed to examine how e-mentors' profiles can be best designed in order to ensure that e-mentees' perceive the e-mentors as being trustworthy based on reading their profiles.

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Appendices

Appendix A: Tables, Figures and the e-mentor's profile

Table 1. Benefits of traditional mentoring

| Benefit of Traditional Mentoring | | |
|---|--|---|
| Mentee | Mentor | Organization |
| <p>1) Career development (Douglas, 1997; Ehrich et al., 1999).</p> <p>2) Personal assistance (Douglas, 1997; Ehrich et al., 1999).</p> <p>3) Developing new skills (Douglas, 1997; Ehrich et al., 1999).</p> <p>4) Increased self-esteem (Douglas, 1997; Ehrich et al., 1999).</p> <p>5) Obtaining constructive criticism (Douglas, 1997; Ehrich et al., 1999).</p> <p>6) Greater work satisfaction (Burke et al., 1994; Day et al., 2004; Emmerik et al., 2005; Fagenson, 1989).</p> <p>7) Higher career mobility (Day et al., 2004; Ensher et al., 2011; Fagenson, 1989).</p> <p>8) Career and organizational commitment (Emmerik et al., 2005; Wood et al., 2008).</p> <p>9) Low departure intentions (Emmerik et al., 2005).</p> <p>10) Higher level of recognition and networking (Emmerik et al., 2005; Fagenson, 1989; Wood et al., 2008).</p> | <p>1) Gaining a sense of fulfillment (Douglas, 1997; Ehrich et al., 1999).</p> <p>2) Contributions on projects (Douglas, 1997; Ehrich et al., 1999).</p> <p>3) Financial bonus (Douglas, 1997; Ehrich et al., 1999).</p> <p>4) Increased self-esteem (Douglas, 1997; Ehrich et al., 1999).</p> <p>5) Reinvigorated enthusiasm for work (Douglas, 1997; Ehrich et al., 1999).</p> <p>6) Enhancing interaction, management and training skills (Wood et al., 2008).</p> <p>7) Career enhancement (Amelink, 2008; Burke et al., 1994; Culterbuck et al., 1991; Emmerik et al., 2005; Ensher & Murphy, 2011).</p> <p>8) Performance improvement and creating new opportunities (Amelink, 2008; Burke et al., 1994; Culterbuck et al., 1991; Emmerik et al., 2005; Ensher & Murphy, 2011).</p> <p>9) Increased visibility (Amelink, 2008; Culterbuck et al., 1991; Leck & Robitaille, 2011).</p> <p>10) Recognition (Amelink, 2008; Culterbuck, 1991; Leck & Robitaille, 2011).</p> <p>11) Improved sense of accomplishment (Amelink, 2008).</p> <p>12) Continuity (Amelink, 2008).</p> <p>13) Increased sense of satisfaction (Culterbuck et al., 1991; Ensher & Murphy, 2011; Wood & Leck, 2008).</p> | <p>1) Elevated productivity (Douglas, 1997; Ehrich et al., 1999).</p> <p>2) Enhancing hiring capacity (Douglas, 1997; Ehrich et al., 1999).</p> <p>3) Encouragement of executives (Douglas, 1997; Ehrich et al., 1999).</p> <p>4) Improved strategic planning (Douglas, 1997; Ehrich et al., 1999).</p> <p>5) Fostering managers' skills and effectiveness (Douglas, 1997; Ehrich et al., 1999).</p> <p>6) Greater dedication to the organization (Douglas, 1997; Ehrich et al., 1999).</p> <p>7) Cost-efficiency (Douglas, 1997; Ehrich et al., 1999).</p> <p>8) Enhanced internal communications (Douglas, 1997; Ehrich et al., 1999).</p> <p>9) Enhanced organizational culture (Hale, 1995).</p> <p>10) Increased organizational cohesiveness (Hale, 1995).</p> <p>11) Effective communication between the employees (Ensher et al., 2011).</p> <p>12) Hiring talented employees and integrating them into the organization (Ensher et al., 2011)</p> |

Table 2. Benefits of e-mentoring

| Benefits of E-Mentoring |
|---|
| <p>1) Traverse obstacles of race, gender, geography, age, and hierarchy (Bierema et al., 2002; Bierema et al., 2005).</p> <p>2) Access to wider number of mentors (An et al., 2010; Haggard et al., 2011; Hamilton et al., 2003; Headlam-Wells et al., 2006; Bierema et al., 2005; Ensher et al., 2007; Headlam-Wells et al., 2005; Petriduo, 2009; Headlam-Wells, 2004; Homitz et al., 2008).</p> <p>3) Assists in overcoming minority issues (Bierema et al., 2002).</p> <p>4) Establishing cross- gender mentoring without the fear of having their professional relationship misinterpreted (Hamilton et al., 2003; Headlam-Wells et al., 2006).</p> <p>5) Can participate in several mentoring relationships at the same time (An et al., 2010; Hamilton et al., 2003; Headlam-Wells et al., 2006).</p> <p>6) Mentee and mentor can communicate at anytime (An et al., 2010; Bierema et al., 2005; Headlam-Wells et al., 2005; Headlam-Wells, 2004; Headlam-Wells et al., 2006; Homitz et al., 2008).</p> <p>7) More time for thoughtful reflection as they are not required to reply immediately (An et al., 2010; Headlam-Wells, 2004; Headlam-Wells et al., 2005; Headlam-Wells et al., 2006).</p> <p>8) Not only restricted to long- term relationship. It also can be project- length collaborations, or brief- mini- mentorships (An et al., 2010).</p> <p>9) E-mentoring software eases the organization's administration and reduces the cost (An et al., 2010; Bierema et al., 2005).</p> |

Table 3. Items from the Behavioural Trust Inventory

| Trust: Behavioural Trust Inventory |
|---|
| I would rely on my mentor's work-related judgments. |
| I would rely on my mentor's task-related skills and abilities. |
| I would depend on my mentor to handle an important issue on my behalf. |
| I would rely on my mentor to represent my work accurately to others. |
| I would depend on my mentor to back me up in difficult situations. |
| I would share my personal feelings with my mentor. |
| I would confide in my mentor about personal issues that are affecting my work. |
| I would discuss with my mentor how I feel about my work, even negative feelings and frustrations. |
| I would discuss with my mentor work-related problems that could potentially be used to disadvantage me. |
| I would share my personal beliefs with my mentor. |

Table 4. Items to measure Factors of Perceived Trustworthiness

| Factors of perceived trustworthiness |
|---|
| Ability My mentor is very capable of performing his/her job. My mentor is known to be very successful at the things he/she tries to do. My mentor has much knowledge about the work that needs to be done. I am very confident about my mentor's skills. My mentor has specialized capabilities that can increase my performance. My mentor is well qualified. |
| Benevolence My mentor is very concerned about my welfare. My needs and desires are very important to my mentor. My mentor would not knowingly do anything to hurt me. My mentor really looks out for what is important to me. My mentor will go out of his/her way to help me. |
| Integrity My mentor has a strong sense of justice. I never have to wonder whether my mentor will stick to his/her word. My mentor tries hard to be fair in his/her dealings with others. My mentor's actions and behaviours are not very consistent. I like my mentor's values. Sound principles seem to guide my mentor's behaviour. |

Table 5. Goodness of Fit Statistics

| Model | Df | χ^2 | P | CFI | IFI | RMSEA | 90% Confidence Interval | |
|---|-----|----------|-------|-----|-----|-------|-------------------------|-------|
| | | | | | | | Lower | Upper |
| <i>Factors of Perceived Trustworthiness</i> | | | | | | | | |
| Hypothesized Model | 116 | 277.28 | <.001 | .92 | .92 | .074 | .063 | .086 |
| Final Model | 113 | 212.66 | <.001 | .95 | .95 | .059 | .047 | .07 |
| <i>Behavioural Trust Inventory</i> | | | | | | | | |
| Hypothesized Model | 34 | 169.47 | <.001 | .86 | .86 | .13 | .11 | .15 |
| Final Model | 32 | 76.26 | <.001 | .95 | .96 | .074 | .053 | .096 |
| <i>Path Model</i> | | | | | | | | |
| Final Model | 8 | 55.18 | <.001 | .92 | .92 | .15 | .12 | .19 |

Note. CFI = comparative index fit; IFI = Incremental Index of Fit; RMSEA = root mean square error approximation.

Table 6. Unstandardized estimates for the Factors of Perceived Trustworthiness measure

| Variables | Est. | SE | P value |
|---|-------------------|-----|---------|
| This mentor is very capable of performing his/her job (Ability 1) | 1.00 ^a | -- | -- |
| This mentor is known to be very successful at the things he/she tries to do (Ability 2) | 1.07 | .09 | <.001 |
| This mentor has much knowledge about the work that needs to be done (Ability 3) | 1.16 | .09 | <.001 |
| I am very confident in this mentor's skills (Ability 4) | 1.22 | .10 | <.001 |
| This mentor has specialized capabilities that could increase my performance (Ability 5) | 1.17 | .10 | <.001 |
| This mentor is well qualified (Ability 6) | 1.14 | .10 | <.001 |
| This mentor has a strong sense of justice (Integrity 1) | 1.28 | .17 | <.001 |
| I never have to wonder whether or not this mentor would stick to his/her word (Integrity 2) | 1.46 | .20 | <.001 |
| This mentor would try hard to be fair in his/her dealings with others (Integrity 3) | 1.14 | .15 | <.001 |
| This mentor's actions and behaviours would not be very consistent (Integrity 4 reversed) | -0.02 | .14 | .91 |
| I like this mentor's values (Integrity 5) | 1.00 ^a | -- | -- |
| Sound principles seem to guide this mentor's behaviour (Integrity 6) | 0.77 | .10 | <.001 |
| This mentor would be very concerned about my welfare (Benevolence 1) | 0.83 | .09 | <.001 |
| This mentor would not knowingly do anything to hurt me (Benevolence 2) | 0.99 | .10 | <.001 |
| This mentor would really look out for what is important to me (Benevolence 3) | 1.06 | .09 | <.001 |
| This mentor would go out of his way to help me (Benevolence 4) | 0.97 | .09 | <.001 |
| My needs and desires would be very important to this mentor (Benevolence 5) | 1.00 ^a | -- | -- |

Note. ^aFixed parameter. SE=Standard errors. Est.=Unstandardized estimates.

Table 7. Unstandardized estimates for the Behavioural Trust Inventory measure

| Variables | Est. | SE | P value |
|--|-------------------|-----|---------|
| I would rely on this mentor's work-related judgments (Reliance1) | 0.52 | .09 | <.001 |
| I would rely on this mentor's task-related skills and abilities (Reliance2) | 0.75 | .11 | <.001 |
| I would depend on this mentor to handle an important issue on my behalf (Reliance3) | 1.43 | .17 | <.001 |
| I would rely on this mentor to represent my work accurately to others (Reliance4) | 1.45 | .17 | <.001 |
| I would depend on this mentor to back me up in difficult situations (Reliance5) | 1.00 ^a | -- | -- |
| I would share my personal feelings with this mentor (Disclosure1) | 1.00 ^a | -- | -- |
| I would confide in this mentor about personal issues that are affecting my work (Disclosure2) | 1.11 | .08 | <.001 |
| I would discuss with this mentor how I feel about my work, even negative feelings and frustrations (Disclosure3) | 0.74 | .07 | <.001 |
| I would discuss with this mentor work related problems that could potentially be used to disadvantage me (Disclosure4) | 0.67 | .08 | <.001 |
| I would share my personal beliefs with this mentor (Disclosure5) | 0.69 | .08 | <.001 |

Note. ^aFixed parameter. SE=Standard errors. Est.=Unstandardized estimate.

Table 8. Unstandardized estimates for the initial trust path model

| Regression paths | Estimate | SE | P value |
|-------------------------|----------|------|---------|
| Integrity→Disclosure | 0.095 | .11 | .41 |
| Benevolence→ Disclosure | 0.36 | .10 | <.001 |
| Ability→ Disclosure | 0.22 | .07 | .002 |
| Ability→Reliance | 0.36 | .05 | <.001 |
| Benevolence→ Reliance | 0.084 | .07 | .23 |
| Integrity→ Reliance | 0.089 | .08 | .29 |
| Reliance→Trust | 0.025 | .006 | <.001 |
| Discloser→Trust | .019 | .005 | <.001 |
| Trust→Mentor | .630 | .06 | <.001 |

Figure 1. The impact of CMC use on the development of trust in e-mentoring.

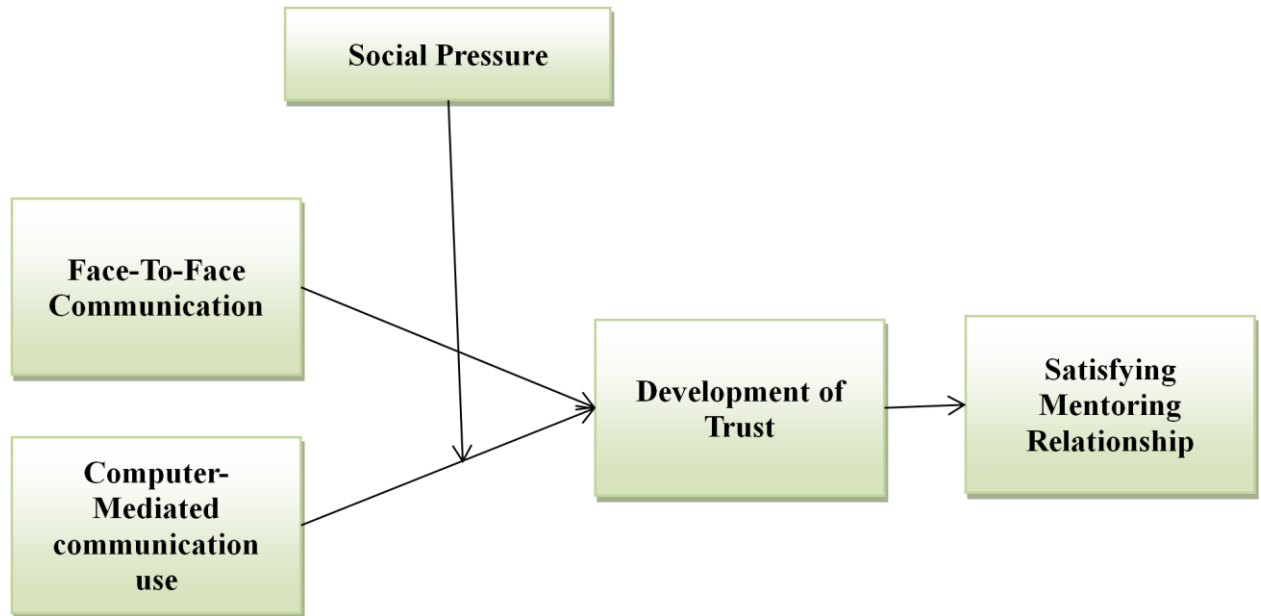


Figure 2. A model of trust (Mayer et al. 1995)

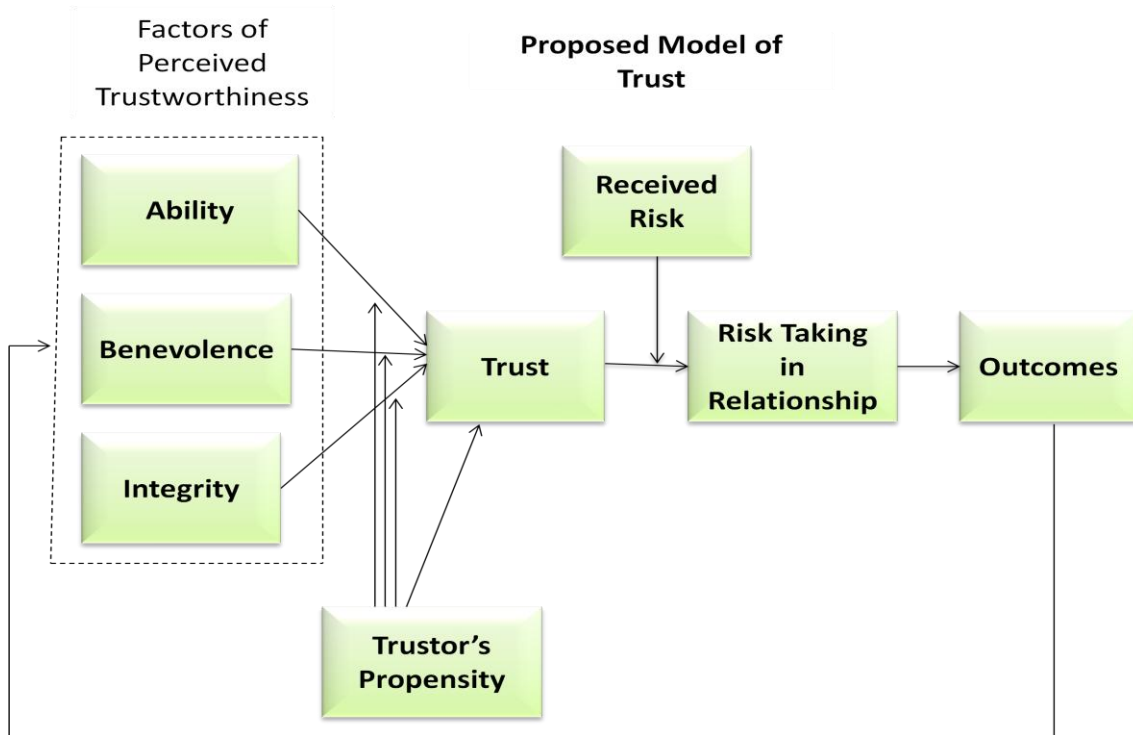


Figure 3. Three factor model of the Factors of Trustworthiness Measure

Note. Dashed lines represent nonsignificant regression paths. Squares represent observed variables. Circles represent latent variables. Single headed arrows represent regression paths. Double headed arrows represent covariances.

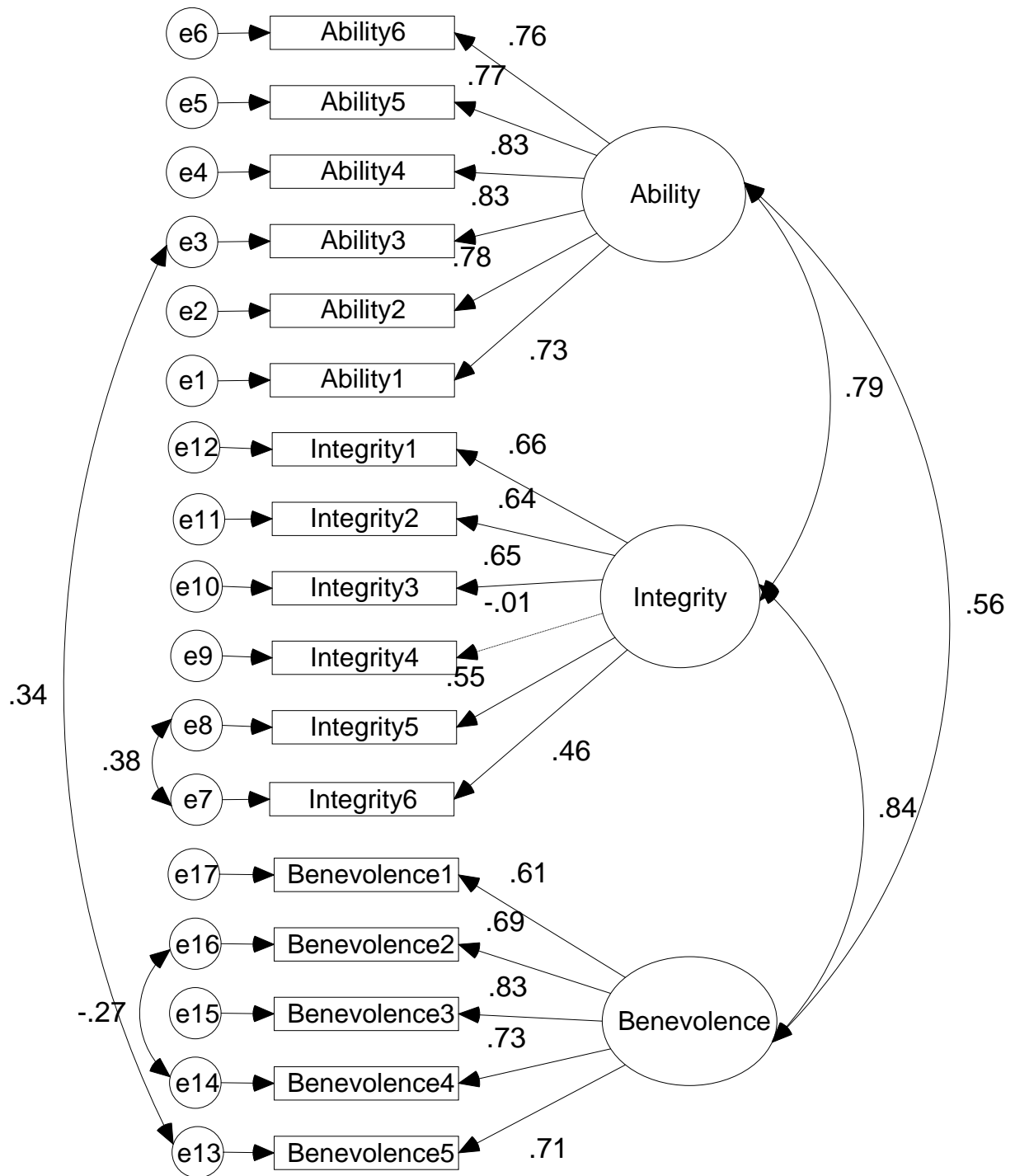


Figure 4. Two factor model of the Behavioural Trust Inventory Measure

Note. Squares represent observed variables. Circles represent latent variables. Single headed arrows represent regression paths. Double headed arrows represent covariances.

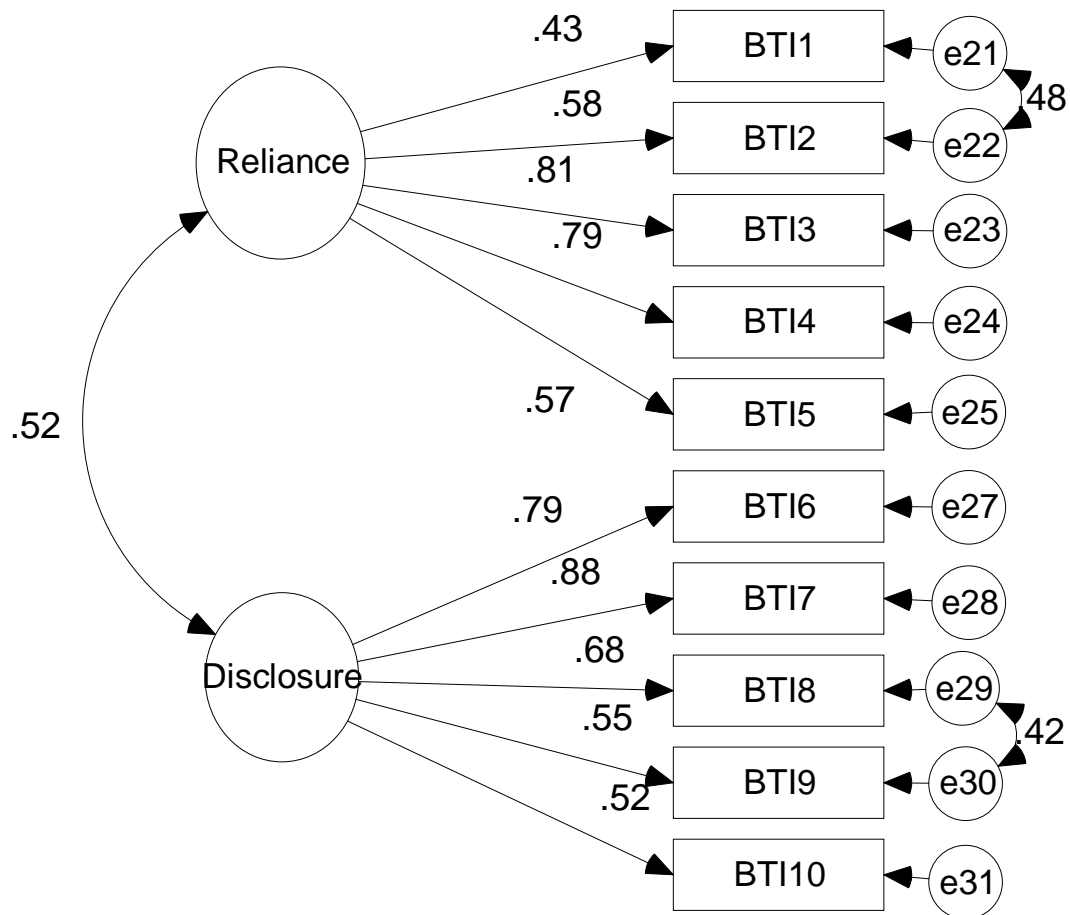
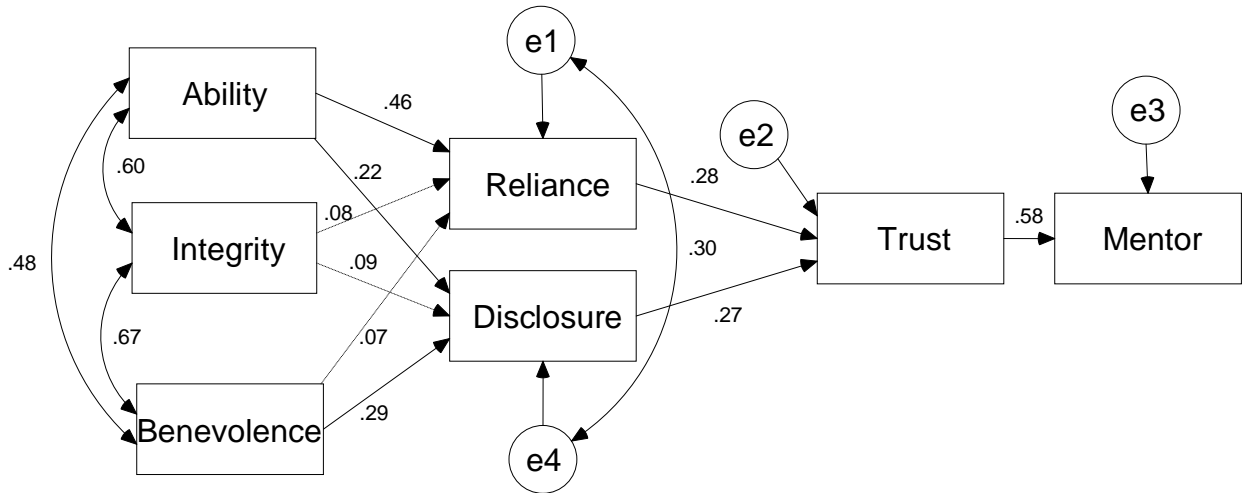


Figure 5. Path model of trust in e-mentoring

Note. Dashed lines represent nonsignificant regression paths. Squares represent observed variables. Single headed arrows represent regression paths. Double headed arrows represent correlations. e1, e2, e3, and e4 represent latent error terms.



Appendix A: the e-mentor's profile

You are here: Home > Search result > **Selected mentor**

Selected mentor

Our online mentors offer free advice, coaching and mentoring support based on their own personal experiences. You can get in touch by using the contact button below. If you can't find a mentor on the topic you're interested in, try searching for a related topic or send out a call for help.

windymilleraged 36



Profile

1.1 3 words

Creative, Energetic, Neversaynever

1.2 Self description

1.2.1 Male, 36

I am a 33 year old married Dad of twin boys aged 4 and work for News International Newspapers (The Sun, News of the World, Times and Sunday Times) as an HR Manager.

I joined the company straight from University (modern languages) in 1998 where I was initially an advertising sales exec. I then became a trainer for 8 years before making the plunge into HR management in 2008. In my role I am responsible for employer brand, engagement and volunteering.

I live 25 miles from the office in London, so after a long day am pretty tired when I get home, but nothing energises and cheers me up more than seeing my children before bedtime.

1.3 Life experiences

1.3.1 Choosing an employer

Working in the field of employer branding I am immersed in the world of understanding what makes someone choose to work for one company as opposed to another. I can offer guidance and advice on what to look out for when deciding on employers.

Managing Anxiety

1.3.2 Managing Anxiety

For much of my life I have suffered severe anxiety and had to retrain myself in how to act, function and excel at work. As a result there are a number of work related issues that are naturally going to be more challenging e.g. presenting, interviews, meeting etiquette, performance reviews. I believe I can offer some great advice in this area.

1.3.3 Time Management

When I was a trainer I used to train this as a business course, however I now firmly believe that the only way to improve your time management skills is through life experiences. In my case, this was through having twin children. This taught me how to prioritise tasks, appreciate how short time is and work to intense deadlines

Why mentor on horsesmouth?

1.4 Why mentor on horsesmouth?

If I can help make just one person's day by offering some sound advice or even to simply be a pair of ears then I will be a happy man. I believe that the best way to learn is through your own experiences but sometimes you need a helping hand to get this started.

- [Profile](#)
- [Tags](#)
- [Stories \(0\)](#)
- [Useful Links \(1\):](#)

"Business Balls"

This must have been added a hundred times but for a good entry level resource on organisational development, training and career development this is the first place to go

www.businessballs.com

- [Groups \(0\)](#)
 - [Books \(2\)](#)
-

"Re-energizing The Corporation"

A fantastic original and engaging business book that guides readers through the "groundbreaking" 3e leadership and change model. The 3e's being Envisioning, Engaging and Executing.

The book introduces new principles to leadership and shakes off the old flat line management ideas that don't attract, retain or capitalize on talent

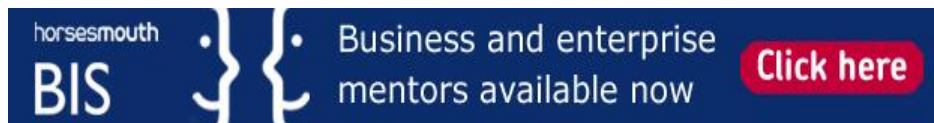
"The Employer Brand"

A comprehensive guide to developing and managing employer brand. It is split between text book theory, interesting case studies, roadmaps and models

- **Pearls (1)**

"If you put your mind to it, you can accomplish anything"

This was a repeated quote in the Back to the Future film trilogy. It's sound and memorable advice that amazingly comes from a popular culture fictional tale as opposed to a dry business text book.



Appendix B: Consent Form

Trust and e-Mentoring

Eman Walabe, MSc candidate in E-Business Technologies
Telfer School of Management
University of Ottawa

About the Research Project: Mentoring has been recognized as being a valuable tool for transferring knowledge and wisdom from an experienced senior individual to another less experienced individual within the workplace. Mentoring can take on several forms including face-to-face relationships, as well as electronically assisted relationships, otherwise known as e-mentoring. E-mentoring not only transcends geographical constraints, but redefines our traditional interpretation of mentoring as an organization-focused strategy by empowering individuals to seek out their own professional development. This research will explore how mentees form initial perceptions of e-mentor trustworthiness and why. Results of this research will allow program managers to design better e-mentoring platforms.

Invitation to Participate: Your participation is completely voluntary and you may end your participation at any point throughout the survey. You will be asked to review and answer questions pertaining to the profile of a mentor profiled on an e-mentoring website. You will then be asked to answer a few questions about yourself.

Purpose of the Study: The purpose of this research is to fill a gap in academic literature concerning how trust is initially established in e-mentoring. Your answers will assist in acquiring an understanding of the advantages of trust within e-mentoring relationships.

Confidentiality and Anonymity: The information collected will be kept strictly confidential, and will only be shared with members of the research team. No information that will directly identify you as an individual participant will be collected in the survey or stored in the dataset. All participants will remain anonymous. The data will be secured in a locked cabinet in the researcher's locked office on the University of Ottawa campus. The data collected will be kept for five years after which time all information will be destroyed.

You have the option of being notified of the final report for this research project by contacting Eman Walabe by email and requesting a link to her MSc thesis upon completion.

Questions/Concerns: If you have any questions regarding the ethical conduct of this study, you may contact the Protocol Officer for Ethics in Research at: Protocol Officer for Ethics in Research, Office of Research Ethics and Integrity, Tabaret 154, 550 Cumberland Street, Ottawa, ON K1N 6N5, (613) 562-5387, ethics@uottawa.ca.

Acceptance:

In no way does your acceptance waive your legal rights nor release the researcher, sponsors, or involved institutions from their legal and professional responsibilities.

I consent to participating in this research project.

By filling out the survey and submitting you consent to participate.

THIS IS YOUR COPY OF THE CONSENT FORM. PLEASE TEAR OFF THE PAGE FOR YOUR RECORDS

Trust and e-Mentoring

Eman Walabe, MSc candidate in E-Business Technologies
Telfer School of Management
University of Ottawa

About the Research Project: Mentoring has been recognized as being a valuable tool for transferring knowledge and wisdom from an experienced senior individual to another less experienced individual within the workplace. Mentoring can take on several forms including face-to-face relationships, as well as electronically assisted relationships, otherwise known as e-mentoring. E-mentoring not only transcends geographical constraints, but redefines our traditional interpretation of mentoring as an organization-focused strategy by empowering individuals to seek out their own professional development. This research will explore how mentees form initial perceptions of e-mentor trustworthiness and why. Results of this research will allow program managers to design better e-mentoring platforms.

Invitation to Participate: Your participation is completely voluntary and you may end your participation at any point throughout the survey. You will be asked to review and answer questions pertaining to the profile of a mentor profiled on an e-mentoring website. You will then be asked to answer a few questions about yourself.

Purpose of the Study: The purpose of this research is to fill a gap in academic literature concerning how trust is initially established in e-mentoring. Your answers will assist in acquiring an understanding of the advantages of trust within e-mentoring relationships.

Confidentiality and Anonymity: The information collected will be kept strictly confidential, and will only be shared with members of the research team. No information that will directly identify you as an individual participant will be collected in the survey or stored in the dataset. All participants will remain anonymous. The data will be secured in a locked cabinet in the researcher's locked office on the University of Ottawa campus. The data collected will be kept for five years after which time all information will be destroyed.

You have the option of being notified of the final report for this research project by contacting Eman Walabe by email and requesting a link to her MSc thesis upon completion.

Questions/Concerns: If you have any questions regarding the ethical conduct of this study, you may contact the Protocol Officer for Ethics in Research at: Protocol Officer for Ethics in Research, Office of Research Ethics and Integrity, Tabaret 154, 550 Cumberland Street, Ottawa, ON K1N 6N5, (613) 562-5387, ethics@uottawa.ca.

Acceptance:

In no way does your acceptance waive your legal rights nor release the researcher, sponsors, or involved institutions from their legal and professional responsibilities.

I consent to participating in this research project (please sign and date)

By filling out the survey and submitting you consent to participate.

THIS IS OUR COPY OF THE CONSENT FORM. PLEASE LEAVE WITH THE SURVEY

Appendix C: Reworded Survey Questions

Mentors can be found on the internet. Please take a few minutes to review a copy of a prospective mentor's online profile located at the end of the questionnaire. Once you have reviewed the profile, please answer the questions below.

1= strongly disagree
2= disagree
3= somewhat disagree

4= undecided

5= somewhat agree
6= agree
7= strongly agree

| | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| I would rely on this mentor's work-related judgments. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I would rely on this mentor's task-related skills and abilities. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I would depend on this mentor to handle an important issue on my behalf. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I would rely on this mentor to represent my work accurately to others. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I would depend on this mentor to back me up in difficult situations. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I would share my personal feelings with this mentor. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I would confide in this mentor about personal issues that are affecting my work. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I would discuss with this mentor how I feel about my work, even negative feelings and frustrations. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I would discuss with this mentor work related problems that could potentially be used to disadvantage me. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I would share my personal beliefs with this mentor. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| This mentor is very capable of performing his/her job. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| This mentor is known to be very successful at the things he/she tries to do. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| This mentor has much knowledge about the work that needs to be done. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I am very confident in this mentor's skills. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

| | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| This mentor has specialized capabilities that could increase my performance. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| This mentor is well qualified. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| This mentor has a strong sense of justice. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I never have to wonder whether or not this mentor would stick to his/her word. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| This mentor would try hard to be fair in his/her dealings with others. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| This mentor's actions and behaviours would not be very consistent. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I like this mentor's values. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Sound principles seem to guide this mentor's behaviour. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| This mentor would be very concerned about my welfare. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| This mentor would not knowingly do anything to hurt me. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| This mentor would really look out for what is important to me. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| This mentor would go out of his way to help me. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| My needs and desires would be very important to this mentor. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Appendix D: Sample Characteristics

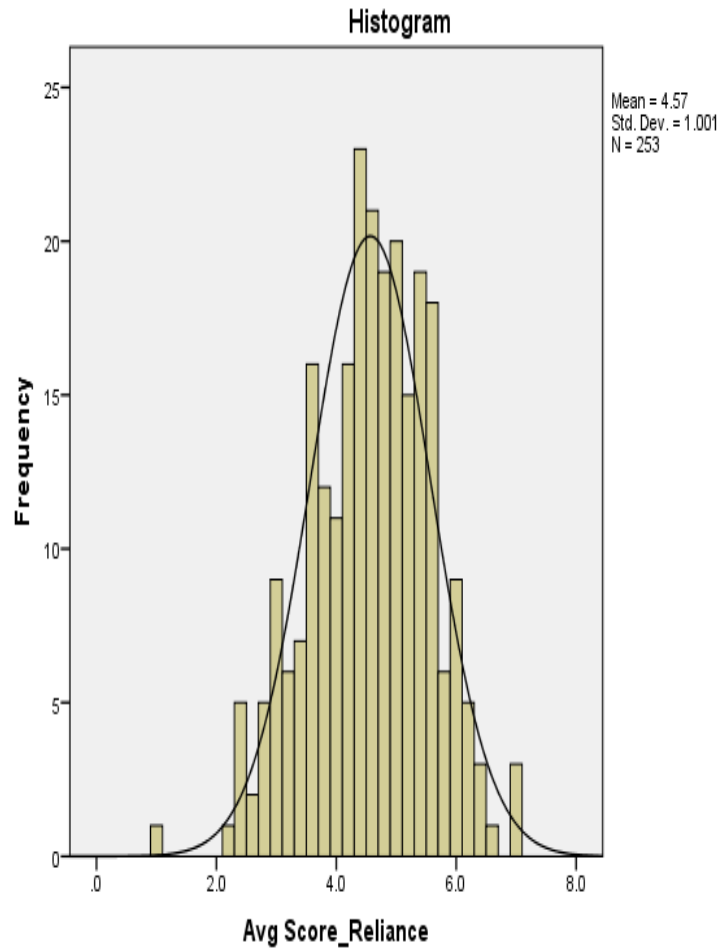
| Characteristics | Frequency | Percentage | Trust | Percentage | Don't Trust | Percentage | Didn't Indicate | Percentage |
|---------------------------|------------|-------------|------------|-------------|-------------|-------------|-----------------|-------------|
| Male | 145 | 57.3% | 95 | 58.6% | 43 | 61.4% | 7 | 33.3% |
| Female | 96 | 37.9% | 66 | 40.7% | 25 | 35.7% | 5 | 23.8% |
| Didn't Indicate | 12 | 4.7% | 1 | 0.6% | 2 | 2.9% | 9 | 42.9% |
| Total | 253 | 100% | 162 | 100% | 70 | 100% | 21 | 100% |
| Age | | | | | | | | |
| 16-24 | 218 | 86.2% | 148 | 91.4% | 59 | 84.3% | 11 | 52.4% |
| 25-35 | 16 | 6.3% | 10 | 6.2% | 6 | 8.6% | 0 | 0.0% |
| 36-47 | 3 | 1.2% | 1 | 0.6% | 2 | 2.9% | 0 | 0.0% |
| Didn't indicate | 16 | 6.3% | 3 | 1.9% | 3 | 4.3% | 10 | 47.6% |
| Total | 253 | 100% | 162 | 100% | 70 | 100% | 21 | 100% |
| University Years | | | | | | | | |
| 0-2 | 193 | 76.3% | 133 | 82.1% | 52 | 74.3% | 8 | 38.1% |
| 3 – 4 | 37 | 14.6% | 24 | 14.8% | 11 | 15.7% | 2 | 9.5% |
| 5 – 7 | 3 | 1.2% | 1 | 0.6% | 2 | 2.9% | 0 | 0.0% |
| > 7 | 1 | 0.4% | 0 | 0.0% | 1 | 1.4% | 0 | 0.0% |
| Didn't indicate | 19 | 7.5% | 4 | 2.5% | 4 | 5.7% | 11 | 52.4% |
| Total | 253 | 100% | 162 | 100% | 70 | 100% | 21 | 100% |
| Currently Mentored | | | | | | | | |
| Yes | 22 | 8.7% | 15 | 9.3% | 7 | 10.0% | 0 | 0.0% |
| No | 218 | 86.2% | 146 | 90.1% | 61 | 87.1% | 11 | 52.4% |
| Didn't indicate | 13 | 5.1% | 1 | 0.6% | 2 | 2.9% | 10 | 47.6% |
| Total | 253 | 100% | 162 | 100% | 70 | 100% | 21 | 100% |

| Intention to be Mentored | | | | | | | | |
|---------------------------------|------------|-------------|------------|-------------|-----------|-------------|-----------|-------------|
| Yes | 97 | 38.3% | 71 | 43.8% | 22 | 31.4% | 4 | 19.0% |
| No | 134 | 53.0% | 85 | 52.5% | 42 | 60.0% | 7 | 33.3% |
| May be | 8 | 3.2% | 5 | 3.1% | 3 | 4.3% | 0 | 0.0% |
| Didn't indicate | 14 | 5.5% | 1 | 0.6% | 3 | 4.3% | 10 | 47.6% |
| Total | 253 | 100% | 162 | 100% | 70 | 100% | 21 | 100% |
| | | | | | | | | |
| Program | | | | | | | | |
| B. Commerce | 129 | 51.0% | 90 | 55.6% | 37 | 52.9% | 2 | 9.5% |
| Accounting | 7 | 2.8% | 4 | 2.5% | 3 | 4.3% | 0 | 0.0% |
| Finance | 15 | 5.9% | 8 | 4.9% | 5 | 7.1% | 2 | 9.5% |
| Marketing | 4 | 1.6% | 2 | 1.2% | 2 | 2.9% | 0 | 0.0% |
| International Business | 6 | 2.4% | 3 | 1.9% | 1 | 1.4% | 2 | 9.5% |
| Economics | 4 | 1.6% | 3 | 1.9% | 1 | 1.4% | 0 | 0.0% |
| Business Management | 19 | 7.5% | 13 | 8.0% | 3 | 4.3% | 3 | 14.3% |
| B. Arts | 10 | 4.0% | 7 | 4.3% | 2 | 2.9% | 1 | 4.8% |
| Certificate in Bus. Admin. | 2 | 0.8% | 2 | 1.2% | 0 | 0.0% | 0 | 0.0% |
| Others Taking Courses at Telfer | 39 | 15.4% | 26 | 16.0% | 12 | 17.1% | 1 | 4.8% |
| Didn't Indicate | 18 | 7.1% | 4 | 2.5% | 4 | 5.7% | 10 | 47.6% |
| Total | 253 | 100% | 162 | 100% | 70 | 100% | 21 | 100% |

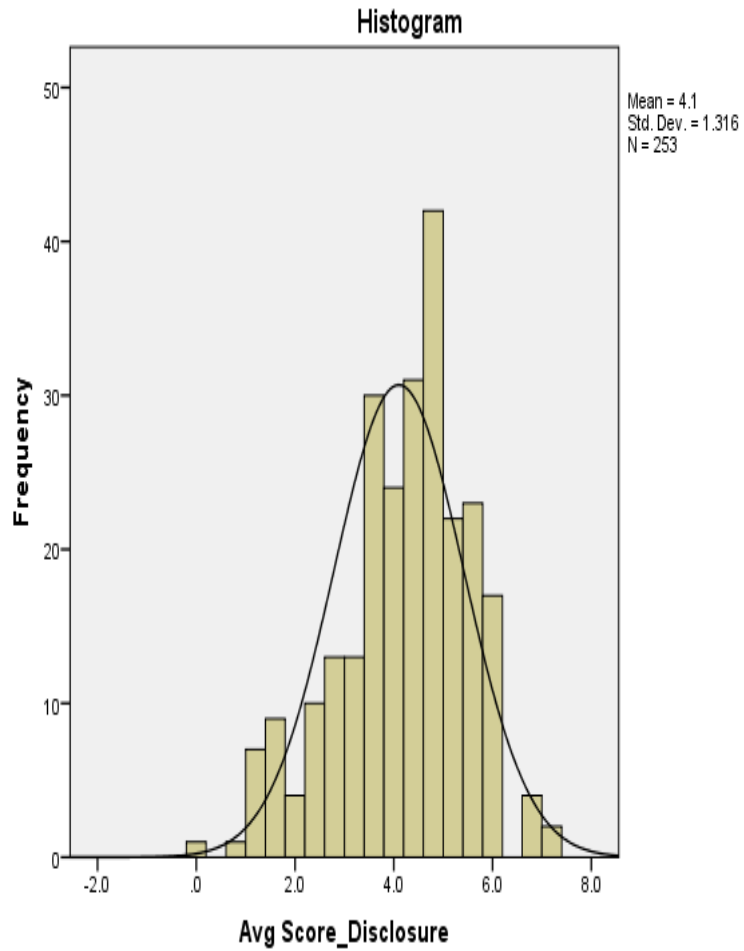
Appendix E: Responses Collected from Participants who Trust

| Responses Collected from Participants who Trust the e-mentor | | | | | | |
|---|--------------------------------|---------------------------|---|---|--------------------------------------|--------------------------------|
| Group | Sub-category | Total of Responses | Percentage of the Responses to the Group | Percentage of the Responses to the Total | Total Responses in Each Group | Percentage of the Group |
| Ability | Professionalism | 21 | 12.3% | 5.6% | 171 | 45.2% |
| | Experience | 93 | 54.4% | 24.9% | | |
| | Knowledge | 39 | 22.8% | 10.4% | | |
| | Skills | 18 | 10.5% | 4.8% | | |
| Benevolence | Caring | 53 | 35.8% | 14.2% | 148 | 39.2% |
| | Eagerness to Mentor | 24 | 16.2% | 6.4% | | |
| | Sharing of Personal Background | 67 | 45.3% | 17.9% | | |
| | Willingness to Listen | 4 | 2.7% | 1.1% | | |
| Integrity | Credibility | 16 | 29.1% | 4.3% | 55 | 14.6% |
| | Reliability | 14 | 25.5% | 3.7% | | |
| | Good Values | 10 | 18.2% | 2.7% | | |
| | Fairness | 2 | 3.6% | 0.5% | | |
| | Sincerity | 13 | 23.6% | 3.5% | | |
| Total | | 374 | 100% | 100% | 374 | 100% |
| (378) 4 Responses were Discarded= 374 | | | | | | |

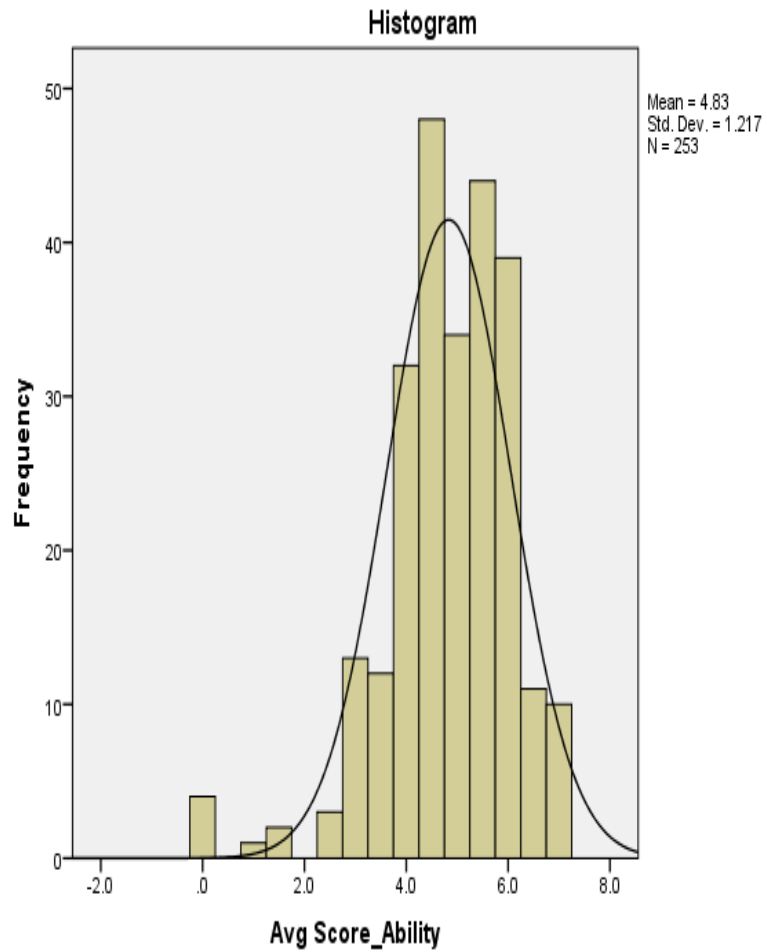
Appendix F: Descriptive Analysis



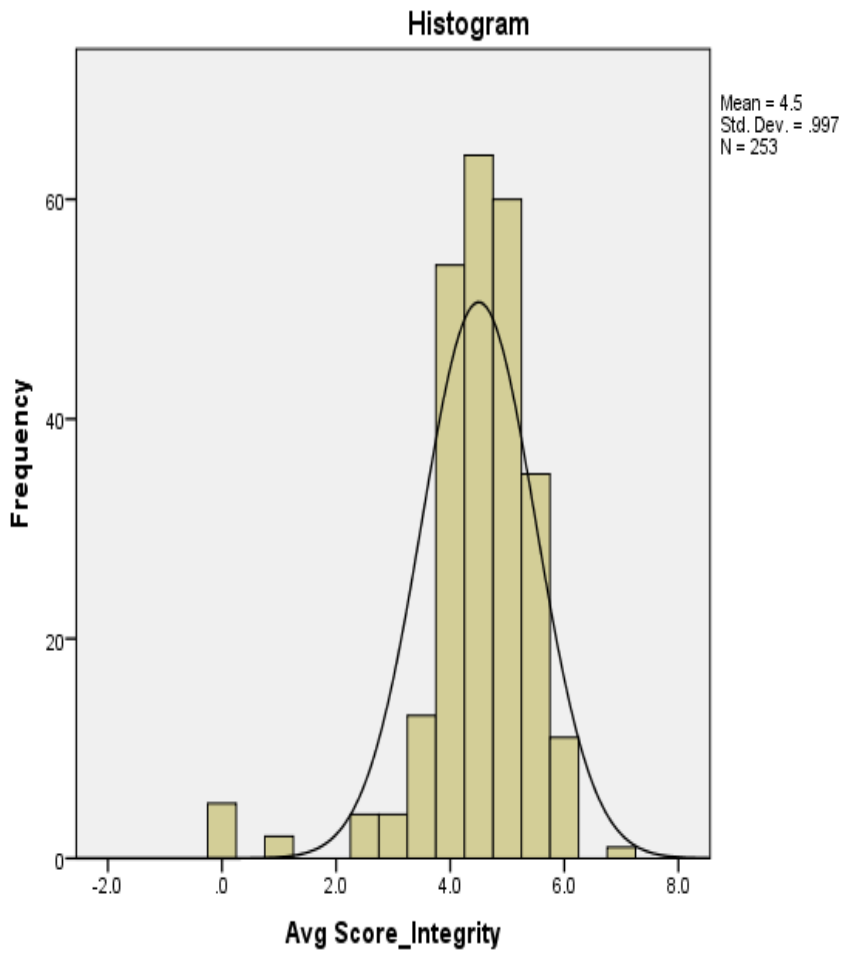
| Avg. Score Reliance | |
|--------------------------|-----------|
| Mean | 4.6 |
| Standard Error | 0.1 |
| Median | 4.6 |
| Mode | 4.4 |
| Standard Deviation | 1.0 |
| Sample Variance | 1.0 |
| Kurtosis | 0.1 |
| Skewness | -0.3 |
| Range | 6.0 |
| Minimum | 1.0 |
| Maximum | 7.0 |
| Count | 253 |
| Confidence Level (95.0%) | [4.4:4.7] |



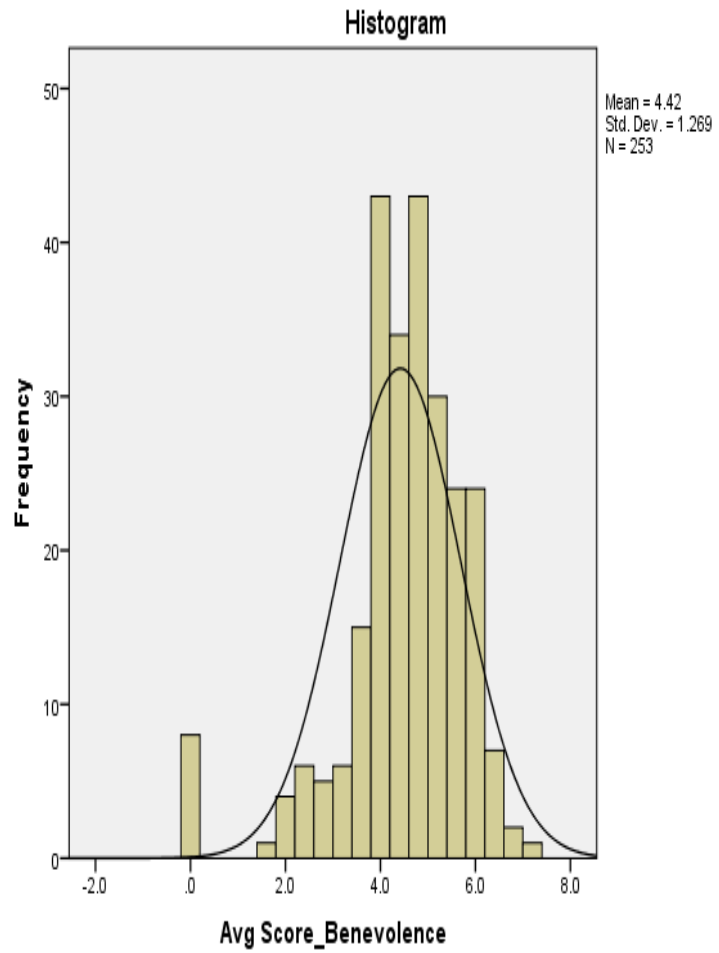
| Avg. Score Disclosure | |
|--------------------------|-----------|
| Mean | 4.1 |
| Standard Error | 0.1 |
| Median | 4.2 |
| Mode | 4.6 |
| Standard Deviation | 1.3 |
| Sample Variance | 1.7 |
| Kurtosis | 0.1 |
| Skewness | -0.5 |
| Range | 7.0 |
| Minimum | 0.0 |
| Maximum | 7.0 |
| Count | 253 |
| Confidence Level (95.0%) | [3.9:4.3] |



| Avg. Score Ability | |
|--------------------------|-----------|
| Mean | 4.8 |
| Standard Error | 0.1 |
| Median | 5.0 |
| Mode | 6.0 |
| Standard Deviation | 1.2 |
| Sample Variance | 1.5 |
| Kurtosis | 2.9 |
| Skewness | -1.2 |
| Range | 7.0 |
| Minimum | 0.0 |
| Maximum | 7.0 |
| Count | 253 |
| Confidence Level (95.0%) | [4.7:5.0] |



| Avg. Score Integrity | |
|--------------------------|-----------|
| Mean | 4.5 |
| Standard Error | 0.1 |
| Median | 4.5 |
| Mode | 4.3 |
| Standard Deviation | 1.0 |
| Sample Variance | 1.0 |
| Kurtosis | 7.4 |
| Skewness | -2.1 |
| Range | 6.8 |
| Minimum | 0.0 |
| Maximum | 6.8 |
| Count | 253 |
| Confidence Level (95.0%) | [4.4:4.6] |



| Avg. Score Benevolence | |
|--------------------------|-----------|
| Mean | 4.4 |
| Standard Error | 0.1 |
| Median | 4.6 |
| Mode | 4.0 |
| Standard Deviation | 1.3 |
| Sample Variance | 1.6 |
| Kurtosis | 3.0 |
| Skewness | -1.3 |
| Range | 7.0 |
| Minimum | 0.0 |
| Maximum | 7.0 |
| Count | 253 |
| Confidence Level (95.0%) | [4.3:4.6] |