CEO Experiences as Protégés: An Interactional Richness Perspective

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We elaborate upon the explicatory relevance of Barry and Crant's (2000) theoretically based international richness model and its alignment with the interpersonal dynamics described by CEO interviewees. Each CEO described interpersonal dynamics in on one or more significant mentoring relationship that contributed to their personal and career success. Alignment of key themes associated with Barry and Crant's theory based model is detailed and implications outlined.

Keywords: Mentoring, Developmental Relationships

Although mentoring research is a relatively recent phenomenon, a significant number of studies have been strongly influenced by and have validated the work of Kram (1985). Despite broad impact on research and practice, Kram's mentoring functions have been viewed as an informative framework based on systematic qualitative inquiry, but not as theory. Therefore, there is much room for theory testing and building in the study of mentoring. One of the key gaps in mentoring research is theory based studies exploring the underlying dynamics associated with successful mentoring relationships.

Mentoring relationships that protégés credit as critical to their long term personal and professional success are of special importance. Individual journeys to chief executive positions in large organizations are likely influenced by social networks that include mentors. Large firm CEOs interviewed confirmed that experiences in mentoring relationships involved not only the functions described by Kram, but a level of mentor-protégé dyadic exchange that supported the protégés [now CEOs] to reach their current positions.

We describe the outcomes of a qualitative study of 15 large company CEOs' self-reported experiences as protégés. In addition to alignment with commonly identified mentoring functions, a result of the study was an elaboration regarding the dyadic exchange not made explicit by Kram's (1985) seminal work. These themes were found to have been aligned with Barry and Crant's (2000) theoretical model—interactional richness. This paper will explore connections between CEO experiences and the aforementioned theoretical framework. Additionally, we suggest that findings from the present study extends our understanding regarding the relational elements associated with successful informal mentoring relationships in the context executive roles as well as informal mentoring overall.

Purpose of the Study and Research Question

A majority of the current mentoring literature focuses on the impact of mentoring on work and career-related outcomes. There are few studies that examine the relational components of mentoring and the manner in which interpersonal dimensions occur and develop. Much of the current literature is based on Kram's seminal work on the outcomes of mentoring relationships. Mentoring functions are the essential characteristics that differentiate developmental relationships from other relationships (Kram, 1988). Kram's two broad categories of mentoring are career development and psychosocial functions. Many researchers relied on Kram's seminal work for the framing and operationalization of their studies (Allen, Russell, & Maetzke, 1997; Ragins & Cotton, 1999; Wanberg et al., 2003). Mentoring functions define the parameters for the development an individual is likely to receive from his or her mentor.

Social science research on mentoring relationships is relatively new (Wanberg, Welsh & Hezlett, 2003). Although findings from available studies have contributed to better understanding of mentoring in the workplace, there is still much to explore. There is limited research associated with the relational development component of mentoring. The purpose of the current study is to explore the interpersonal dynamics in mentoring dyads based on CEOs' experiences a protégés and propose an existing framework to explain the relational dynamics of mentoring relationships. The purpose was fulfilled through qualitative inquiry into one basic research question—How can relational dynamics between CEOs and their mentors be elaborated upon? The interview question used was: What are, or have been, the experiences of CEOs as protégés? Due to the limited space in this edited volume, this paper provides an overview of findings associated with the research question above.

Significance of the Study

In many cases, mentoring relationships may lead to positive outcomes for the mentor, the protégé, and the organization (Wanberg et al., 2003). Perspectives taken from this study may provide organizations and HRD professionals with a better understanding regarding the nature of mentoring and how it fits into an existing theoretical framework of relational development using data collected from 15 CEOs. Because there is limited research on the relational development component of mentoring relationships, the findings from this study will make a unique contribution to the HRD literature. By elaborating upon the manner in which relational development occurs in dyadic relationships, conclusions from this study may be effective in influencing HRD approaches to mentoring research, mentoring programs, and the use of mentoring in personal and professional development.

Literature on Mentoring

A review of related literature indicated that mentoring relationships serve several functions and occur in different contexts. "Mentoring is the most intense and powerful one-on-one developmental relationship, entailing the most influence, identification, and emotional involvement" (Wanberg et al., 2003, p. 41). The use of mentoring relationships as a developmental tool is rapidly increasing in organizations (Noe, Greenberger, & Wang, 2002; Porter, 2001). Mentoring relationships typically occur in two formats: formal relationships and informal relationships, and even these two types of mentoring can vary greatly.

Although mentoring relationships were utilized throughout history, no mention of mentoring is found in the social science literature until the late 1970s (Wanberg et al., 2003). Kanter's (1977) work reintroduced the role mentoring plays in the corporate world. In *The Men and Women of the Corporation*, Kanter (1977) discussed the benefits of mentoring and also the difficulty certain groups, such as women and minorities, had in reaping the benefits of corporate life. Not long after Kanter's work, *The Season of a Man's Life* was written by Levinson, Darrow, Klein, Levinson, and McKee (1978), which described the mentoring relationship as "…one of the most complex, and developmentally important, a man can have in early adulthood" (p. 97). Levinson et al., (1978) discussed how mentors serve as a support to young adults in helping them transition and realize their dreams. The authors also determined that mentoring relationships are often situated in a work setting and are formal in nature. However, the relationship "…may also evolve informally,…mentoring is defined not in terms of formal roles but in terms of the character of the relationship and the functions it serves" (p. 98).

Kram's Mentoring Functions

In 1988, Kram wrote *Mentoring at Work: Developmental Relationships in Organizational Life*. This seminal research on mentoring helped develop the basis for much of today's mentoring research (Ragins & Cotton, 1999; Wanberg et al., 2003). Kram (1988) conducted an in-depth interview study of relationships between younger and older managers in corporate settings. Investigating professionals' career histories, Kram (1988) interviewed protégés about their experiences with senior managers who had taken a personal interest in the protégés' development. As a result of her study, Kram (1988) identified two main functions of mentoring—career development and psychosocial functions. Many researchers have relied on Kram's seminal work for the framing and operationalization of their studies (Allen, Russell, & Maetzke, 1997; Ragins, 1997; Ragins & Cotton, 1999; Wanberg et al., 2003). Mentoring functions describe the parameters for the development an individual is likely to receive from his or her mentor.

The career development function involves coaching, sponsorship, providing challenging assignments, protecting protégés from adverse forces, and fostering positive visibility (Ragins, 1997). The career development function is directly related to the knowledge and position of the mentor. The roles within the career development function serve to aid in advancing in an organization (Kram, 1988). Protégés and mentors alike may gain from the career development function and the roles within the function.

The psychosocial function is the aspect of development often experienced by protégés that enhance their sense of competence, help them to develop a sense of identity, and promote their effectiveness in a professional role (Kram, 1988). From the perspective of mentor-protégé exchange, these functions commonly involve role modeling, acceptance and confirmation, counseling, and friendship. The psychosocial function typically provides the protégés a higher level of self-worth. Although not elaborated upon within, an additional finding in the present study of CEO mentoring relationships was confirmation of Kram's functions.

In the most effective mentoring relationships, personal development is enabled by the emergence and strengthening of interpersonal connections between the mentor and protégé that foster mutual trust and increase intimacy (Kram, 1983). Mullen (1998) found mentoring relationships characterized by intimacy and an interpersonal bond provide both the psychosocial and career development functions. Because of the depth of the relationship, mentoring relationships are more critical to development, and unique to the mentoring relationship.

Although utilized most widely, Kram's (1983; 1985; 1988) frameworks and mentoring functions have, generally, not been described as theories. The most predominant overt links in the current literature between mentoring relationships and theory in includes social exchange theory, communitarianism, leader-member exchange, and social networks theory (Hegstad, 1999, 2002; Higgins & Kram, 2001; Scandura & Schriesheim, 1994; Simon, 2002). Although research connecting theory and mentoring relationships is relatively new, social exchange theory is the most widely recognized theoretical foundation in mentoring relationships (Allen, Poteet, & Burroughs, 1997; Hegstad, 2002; Ragins & Scandura, 1994; Simon, 2002). To date, there appears to be no theoretical framework being utilized to describe the underlying dynamics in mentoring relationships, nor are their general studies that have expounded on the underlying mentor-protégé dynamics that go beyond the outcome oriented approach of Kram or larger system or network related theories.

Outcomes of Mentoring Relationships

A majority of the current mentoring literature focuses on the impact of mentoring on work and career-related outcomes (Wanberg et al., 2003). The focus of most research studies is on protégé outcomes, some on the outcomes for the mentor, and even fewer on the outcomes for the organization. Wanberg et al. (2003) identified more than ninety studies whose authors examined outcomes for the protégé. A vast majority of the results supported the notion that protégés receive positive benefits from mentoring relationships. Many of the studies were a comparison of individuals who had mentors to those who had none. Individuals with mentors had more "positive subjective outcomes including higher expectations for advancement, career satisfaction, job satisfaction, career commitment, and intentions to stay at their organizations. Individuals with mentors also had higher levels of compensation and promotions" as compared to individuals without mentors (Wanberg et al., 2003, p. 47).

The research on mentoring relationships is relatively new. Studies mentioned previously provide a foundation for understanding mentoring relationships. However, there are still areas to explore. This study makes a contribution to related literature by providing empirically based support for a theory describing the antecedents of relational connections in mentor-protégé dyads.

Method

The primary intent behind this study was to understand the experience of the CEO as both mentor and protégé utilizing a phenomenological qualitative approach (Merriam, 1998; Moustakes, 1994). Sherman and Webb (1988) stated that qualitative research "implies a direct concern with experience as it is 'lived' or 'felt' or 'undergone' " (p. 39). Qualitative research assumes that meaning is embedded in people's experiences and that meaning is mediated through the investigator's own perceptions (Merriam, 1998).

Purposive sampling was used and fifteen CEOs from organizations with more than 500 employees were interviewed. Although efforts were made to identify and contact a diverse representation of CEOs, it was difficult. Thus, all of the participants for this study were male and Caucasian which accurately represents a vast majority of the current CEO population. The steps of the data analysis have been outlined in Table 1 to provide detail regarding how thematic elements were derived.

Findings

Following the data analysis two major themes emerged from the interviews with the CEOs which validate two key frameworks. One result of the study was confirmation that, in the case of the CEOs interviewed, Kram's (1985) seminal work on mentoring functions, both career development and psychosocial were evident. Conceptual frameworks constructed by Kram demonstrated the various outcomes occurring through mentoring relationships.

Although we will not elaborate fully on the thematic alignment between CEOs' reported experiences and Kram's functions, an example was provided by a CEOs comment regarding exposure-and-visibility (a role under Kram's career development function). Exposure-and-visibility serves as a socializing force and helps the protégé gain the exposure needed for advancement. It also exposes protégés to areas of a job or levels in an organization to which they can aspire. Kram (1985) also found that the exposure-and-visibility function "not only makes an individual visible to others who may influence his organizational fate, but it also exposes the individual to future opportunities" (p. 27). George stated, "He let me run my business, and then he encouraged me and took me around town. He did everything that you would probably want a person to do for you as they are leaving." George's mentor exposed George to the business and physically took him around the company, but also around the community to ensure that George was being seen and was seeing the right people. These mentoring behaviors were reported by several interviewees and are consistent with exposure-and-visibility.

Table 1. *Data Analysis*

Step 1	15 interviews were completed and transcribed
Step 2	The entire interview was recreated by incorporating the field notes into the transcriptions.
Step 3	Non-relevant information was culled out of the transcriptions
Step 4	Significant statements were highlighted. The significant statements or horizons (Moustakas, 1994) are those statements that were integral to the CEOs' descriptions of mentoring relationships.
Step 5	There were two groups of significant statements per protocol, those describing the CEOs' experiences as a protégé and those describing the CEOs' experiences as a mentor. The various functions and roles that were evident in the experiences described became a firm starting point. The various roles and functions that were identifiable in the CEOs' experiences were highlighted
Step 6	Member Checks (Lincoln & Guba, 1985) were completed. All CEOs were sent a copy of the significant statements from our discussions and were asked to review and confirm the accuracy of the identified statements and related interpretations. Although all responding to the request were in agreement with their original statements, a few expanded on some of their comments providing more information.
Step 7	Each of the significant statements identified by CEOs' were scanned and assigned formulated meanings. A formulated meaning is a simple statement or phrase developed by the researcher that reflects the essential meaning of the significant statement identified earlier in the process (Colaizzi, 1978). These formulated meanings were highlighted to elaborate upon living descriptions or highlights of the experience (Moustakas, 1994). This involves the human capacity to move from a statement to its referent (Moustakas, 1994) and involves re-describing someone's experience from a different perspective. The meanings were determined by reading and reflecting on the significant statements and then asking, "what is the underlying meaning of the statement within the whole context of the CEO's experience in mentoring relationships?" The intent was to simply state the meaning of each CEOs' statements and not sever the connection with the original text.
Step 8	The mentoring functions described in the CEOs' experiences with their mentors were also identified. In addition, the functions the CEOs might have provided as mentors were determined.
Step 9	The formulated meanings for all CEOs were examined, each meaning was placed on a separate card and sorting was completed. Similar or closely related statements were clustered together to form themes. This step allowed for the emergence of the essential elements of the CEO's experience with mentoring relationships.
Step 10	Many statements were naturally aligned with the two known mentoring functions, psychosocial and career development, and were clustered accordingly. After analysis, a third set of statements were determined to be a theme representing the relational elements of mentoring relationships.
Step 11	In order to validate the themes the original protocols were reviewed to insure there was nothing in the protocols that could not be accounted for in the themes. Also, three external reviewers validated the identified themes.
Step 12	Although separate themes emerged, it is important to understand that the themes combine to create a holistic understanding of all the CEOs' experiences as a mentor and as a protégé. The themes transcended all the experience of the CEOs. They co-exist and support the entire experience as described by the CEO.

In addition to confirmation of Kram's functions, the second major theme emerging from the data involved the underlying dynamics of the mentor-protégé relationships described by the CEOs. CEO descriptions elaborated on the elements of the mentoring relationship that made significant in terms of interpersonal depth and central to the [now CEOs'] individual development. Careful a priori coding of data presented by CEO interviewees was later linked to Barry and Crant's (2000) Interactional Richness (IR) Model during a subsequent review of literature. Barry and Crant's IR framework on the determinants of IR in dyadic relationships clearly associated with the thematic analysis regarding CEO mentoring relationships.

The antecedents described in Barry and Crant's framework are directly aligned with the descriptions provided by the CEOs. The examples provided in the antecedents of their framework can be overlaid with the experiences

found in the data and provide empirical data to support this idea resulting in IR. Because the model suggests linearity between antecedents and social attribution, the attributions assigned by interviewees can only be implied rather than positioned causally. The CEOs even emphasized that not all relationships will develop into such a deep interpersonal connection, but, as made explicit by the IR theory, relational content, perceptions and temporal patterns of messages strongly influence interpersonal perceptions regarding dyadic exchange.

Kram (1983) identified four phases of mentoring relationship: initiation, cultivation, separation, and redefinition. In order to understand fully the nature and impact of mentoring relationships, it is necessary to examine how the relationship changes over time (Kram, 1983; Levinson et al., 1978). Although Kram has outlined the development of the mentoring relationships, the phases are outcome driven and do not discuss the much of the emotional or relational elements that provide the relational richness that can occur. The closest to this is Kram's (1983), final phase which is called redefinition, which occurs when the mentor and protégé develop a peer like relationship, similar to a friendship. The mentor can still provide support, but the protégé usually acts independent of the mentor. The protégé is grateful for the guidance and shows gratitude for the mentor. There can be an adjustment period for the mentor and protégé as they begin to understand the new roles. However, in time, a close bond may develop between the mentor and protégé providing mutual support and strengthening the relationship.
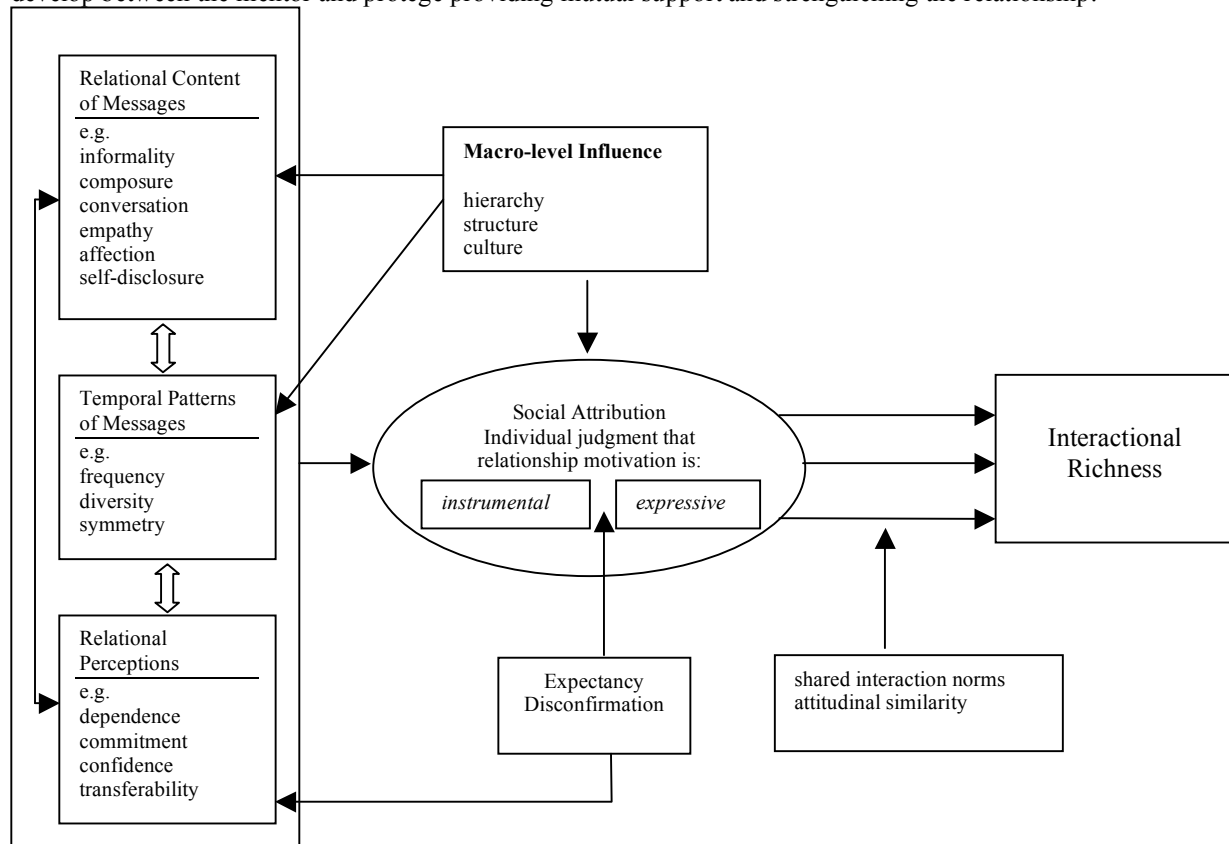

Figure 1. The Determinants of Interactional Richness as Theorized by Barry and Crant (2000)

Data and Theoretical Alignment

As identified Barry and Crant (2000), the theoretically based IR model which was informed by several theories that combined to provide a framework that outlines social-cognitive determinants based on interpersonal behavior. There are five theoretical foundations from which the framework is built: theories of information richness (Daft and Lengel, 1984); relational communication theory (Bateson, 1972; Montgomery, 1992); social attribution (Heider, 1958); social expectancy theory (Jones, 1990); and structuration theory (Giddens, 1984).

Beginning with IR as the outcome, Barry and Crant (2000) postulated that social distance in dyadic relationships decreases and the communication becomes increasingly more effective with less misunderstanding and interpersonal alignment. Hence interpersonal exchange is high in information and content providing a rich interaction. This is not necessarily based on relational closeness, instead the authors suggest, "The evolution of shared systems of meaning through prior experience, communication behavior, and the development of appropriate social-cognitive structures are at play" (p. 651). Table 2 provides example antecedents from interviews.

Table 2. *Antecedents of Relational Richness as Identified by Large Firm CEO Interviewees*

Relational Content of Messages		
Relational message properties are attributes of dyadic messages that define and signal the progress of relational development" (p. 651). Relational messages signal how individuals regard themselves, one another, and the relationship itself. Characteristics of relational messages can be classified and, if affiliation increases, evolve over time involving greater depth and self-disclosure. "Over time, interactants move from tentative, exploratory forms of communication through stages where individuals exercise less caution, reveal more personality, become more friendly and casual, and eventually come to predict and interpret each other's behavior rapidly and accurately, with sensitivity and nuance" (p. 651).		
Relational Development	*Theory/Research Support*	*Example Quotes from CEOs (based on analysis of CEO interviews)*
Informality: refers to the verbal tone of exchanged messages, ranging from formal or decorous at one extreme to informal or casual on the other	Burgoon & Hale (1987)	• You just sort of relate at a certain level that you might not with someone else [not your mentor]. There is a blending after a while and you begin to support and help one another. • He would come bang that door and open it in the morning, and he would say, "Let's go get a cup of coffee."
Composure: describes the extent to which messages are imbued with (or lack) signs of apprehension, anxiety, or worry about the communication encounter	Burgoon & Hale (1987)	• I looked forward to him [my mentor] stopping by my office. • Our conversations were relaxed, he made me feel comfortable. • We had a lot of meetings, I knew I could always call him and he wouldn't mind.
Conversation: is a measure of the volume (or amount) of extraneous information, or "small talk" beyond purposive message content related to the actual purpose of the communication encounter	Miller & Steinberg (1975)	• We enjoyed talking about different things, we shared a lot of interest… • Sometimes we met and didn't talk about work at all, instead he would ask how my family was or how the kids were doing in school.
Metacommunication: refers generally to messages that have impact on how other messages are interpreted. More narrowly, it is "talk about talk"—the extent to which the exchange of messages includes explicit remarks about other messages contained in the conversation (e.g., remarks about the tone or meaning of purposive messages)	Montgomery (1988)	• Being able to give candid feedback, being closer to someone… • He would tell me what was good about things and what was bad about things. He was always willing to tell me how to do things better. • I got a lot of direction from him. He helped me through things and gave me confidence to do some things I would never have tried. • I could tell by his reaction the things that would annoy him, and he'd say, 'tell me why you did that,' and then I'd explain it to him and either he would accept it or help me through it.
Empathy: is operationalized as the extent to which communication conveys emotional sensitivity and reflects accurate other-person perception	Buck (1989); Miller & Steinberg (1975)	• Sometimes he just knew what I needed to hear. • He agonized a lot over which of us would get the job, he knew how important it was for me. • I tried to make him proud and I think he was.
Affection: is the extent to which messages include explicit expressions of liking and attraction to the other dyad member	Burgoon & Hale (1987); Hinde (1979)	• He is one of the more intelligent people I have ever met. • One of the most beloved men I have ever met in my life. If he had told me to walk off a cliff, I would have said, 'OK! • …you have a lot in common like beliefs, morals, and values. I observed these things in him [mentor] over time.
Self-disclosure: refers to the volume of information that is communicated to which the other party would not have access	Greenhalgh & Chapman (1993); Miller & Steinberg (1975)	• I could tell my mentor some things that you would not tell anyone • I knew I could go to him anything and he would listen and help out when he could.

Temporal Message Patterns		
Beyond the specific, measurable attributes of individual messages, relational development may also be analyzed in terms of aggregations of messages and exchanges that take over time and across communication events. Such attributes take the form of emergent properties that result from repeated interaction involving a given dyad…Researchers studying close relationships regard them as defining characteristics of intimate associations…social comparison processes…[and] workplace dyads.		
Frequency: a measure of how often the interaction within the dyad takes place.	Werner & Baxter (1994); Bershceid et al., (1989); Millar & Rogers (1987); Erickson (1988); Gabarro (1990)	• We had regular meetings, a lot of them by phone some in person, that's the first time anybody ever had more of a consultant style with me. • He took an interest in my career, and spent a lot of time with me.
Diversity: the variety of subjects that is the basis for exchanges within the dyad over time		• He helped me learn about a lot of different things, when he went to the field, I went to the field and when he was checking on a project, I was checking on the project and sometimes I would just sit and draft letter for him. I learned a lot. • Sometimes we met and didn't talk about work at all, instead he would ask how my family was or how the kids were doing in school.
Symmetry: an assessment of the degree to which the mechanisms of exchanges and distribution of communication outcomes are balanced, rather than skewed, between dyad members		• We had a two-way relationship • There was a mutual respect and trust and you know you have a lot in common like beliefs, morals and values. You just sort of relate at a certain level that you might not with someone else.
Relational Perceptions		
Perception-centered to social interaction assume that individuals treat others as they perceive them, not as they really are…Relational perceptions are products of one's perceived social environment, and form the basis for decisions regarding whether or not to participate in social situations, evaluations of others within those situations, and choices regarding communication strategy		
Dependence: is an individual's perception regarding the relative dependence of self on the other dyad member compared with the other on self…[and is] influenced by the broader climate of power and authority relations in the organization within which a particular dyadic relationship is imbedded	Emerson (1962); Burgoon & Hale (1987)	• My mentor did not have any children, so he kind of took me under his wing…I think that he saw things in me that I did not know I had. • I still have a great deal of respect for him. He certainly had goals for me and the organization. • You want to find people that are confident enough in their own abilities that they are not threatened by anyone else
Commitment: Is an individual's judgment regarding his or her psychological attachment to the other person and intention to maintain the dyadic relationship	Rusbult (1980)	• But, I think it is sort of like a marriage or a friendship and certain risks are involved. I guess, you have to risk more to get more, but you never really know what is going to happen. • Terry believed in me, and I was glad that he was happy with my decision • He helped me through a lot of different aspects.
Confidence: is the perception that the other party will not betray one's trust in future interaction	Burgoon & Hale (1987); Millar & Rogers (1987)	• There is mutual respect and trust • I needed somebody that I could just unequivocally trust and knew could do the job. • Trust is one of the things that you look for in business, in people, and keeping a relationship. • I got a lot of direction and a lot of confidence to go maybe do things that you wouldn't have thought of doing. I didn't abuse his trust
Transferability: is the perception that alternative relationships are available, mitigating the potential for exploitation within this affiliation	Millar & Rogers (1987);	• Whenever you felt like you needed to talk to somebody you could go to him, whether you worked for him or not, and he would make time. • [There was] no one I felt as comfortable with as him.

Unless otherwise identified, the content in the far left column of Table 2 above contains direct excerpts from Barry and Crant (2000), p. 652;.

References for the Theory/Research Support Column above can be found in the aforementioned article.

There are three antecedent categories at play which define the interpersonal relationship: relational content of messages; temporal patterns of messages; and relational perceptions. Each is defined along with example quotes in Table 2 above. Together these three antecedents interlock and provide a cycle in which a dyadic relationship will flow. There is exchange between the antecedents whereby "relational messages are presumed to give rise over time to temporal patterns that signal closer affiliation; by the same token, the development of these patterns over time increases the volume of relational messages content within subsequent individual exchanges" (Barry & Crant, 2000, pg. 653).

The turn key in Barry and Crant's framework is provided by the social attribution process based on attribution theory (Heider, 1958) proving an understanding to peoples' intuitive nature about other behaviors. The authors argue that, "social attribution processes are central to understand the conditions under which relational communication behavior translates into relational development (Barry & Crant, 2000, pg. 653). This process also takes into the macro level influences such as organizational structure and culture as suggested by structuration theory (Giddens, 1984). Although CEO interviewees participated in mentor-protégé relationships that were not always part of the same organization, both social attribution and macro level influences were discussed by CEO interviewees in the contest of the antecedents identified. Therefore, thematic analysis of CEO interviews suggest not only alignment with the model, but clear relevance to mentoring relationships. However, it is important to note that qualitative research is not appropriate to determine the path analytic nature or directionality of the variables as suggested in the model.

Conclusion and Relevance for HRD

Although space limitations in this publication prohibit further elaboration, it is clear that Barry and Crant (2000) have provided a meaningful theoretically based model that supports elaboration regarding the development of mentoring relationships. This framework, particularly the antecedents elaborated upon above, can be directly supported by the interactions described by CEO interviewees. This is important for HRD because literature suggests that learning and development occur in mentoring relationships. By understanding the framework with which this occurs, HRD professionals can better utilize mentoring relationships as a developmental tool. Future studies are needed in order understand the viability of the path or causal elements suggested by Barry and Crant.

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