

# The Effect of Mentoring in the Public Sector

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**Abstract:** Using data from 1,220 public and nonprofit sector managers in Georgia and Illinois, this research assesses intrinsic and extrinsic motivation as predictors of job satisfaction in association with mentoring. Using analyses of ordinary least squares regression and structural equation modeling, statistically significant and positive relationships were found between intrinsic motivation and job satisfaction. The impact of extrinsic motivation on job satisfaction was found to vary. Job satisfaction was significantly and positively related to organizational trust but negatively related to economic benefit and risk-averse organizational values and goals. Furthermore, mentoring showed a mediating effect on the relationship between intrinsic and extrinsic motivation and job satisfaction. These findings suggest that mentoring in the public sector not only helps organizational members to develop their careers and to build better relationships with colleagues but also results in an increased relationship between job motivation and job satisfaction.

**Keywords:** intrinsic job motivation; extrinsic job motivation; mentoring; job satisfaction

## INTRODUCTION

Since Homer wrote *The Odyssey*, the value of mentors in developing the talents of inexperienced young adults has been well documented in both the arts and the business world (e.g., Henderson, 1985; Klauss, 1981). In the realm of business, many studies have found that a mentor's multiple roles—such as parent figure, teacher, trusted advisor, and protector to an inexperienced young employee (Klauss, 1981)—are important in creating successful careers (Levinson, 1980; Lunding, Clements, & Perkins, 1978; Roche, 1979). Additionally, these studies have found that employees who were in mentor relationships realized higher career achievement and indicated higher job satis-

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faction than those employees who did not have mentor relationships (Chao, Walz, & Gardner, 1992; Murphy & Ensher, 2001; Turban & Dougherty, 1994). However, mentoring has not been rigorously studied in the field of public management, especially with respect to its impact on job satisfaction, which has been a focus of organizational studies (Henderson, 1985).

In addition, employee motivation and job satisfaction have been examined in organizational studies as they relate to certain organizational elements, but their relationship to mentoring remains unexplored. Because high employee motivation and job satisfaction tend to increase organizational commitment, analyses of these attributes are necessary in order to make an organizational diagnosis (Iverson, 1996; Morris, Lydka, & O’Creevy, 1993; O’Driscoll & Randall, 1999). Nevertheless, existing approaches to assessing the relationship between motivation and job satisfaction are insufficient because employees’ psychological states are influenced by other working conditions such as work schedules and manager-subordinate relationships (Gakovic & Tetrick, 2003; Jamal, 1981; Salzman & Grasha, 1991). In order to better capture these influences, the present study focuses on both employee motivation and job satisfaction as related to mentoring experiences.

Even though motivation generally increases employee job satisfaction, the relationship is likely to be differentiated according to employee mentoring experiences (Amabile, 1993; Savery, 1987; Bozeman and Feeney, 2008). For instance, if a supervisor sincerely instructs subordinates as a mentor, most subordinates will develop trust in the relationship as well as respect for the supervisor. Although employee work motivation and job satisfaction might increase as a result of these good relationships, negative mentoring relationships sometimes transpire (Amabile, 1993). Nonetheless, previous studies more often indicate that the degree of job satisfaction is likely to depend on whether organizational members have had a mentor or not (Chao et al., 1992; Fagenson, 1989). Bozeman and Feeney (2009) mainly focus on mentoring outcomes by including the concept of social capital in their mentoring research.

In this regard, this study assesses intrinsic motivation and extrinsic motivation as predictors of job satisfaction in association with the presence of mentoring using the National Administrative Studies Project (NASP) III data from public and nonprofit sector employees in Georgia and Illinois. It tests whether relationships between intrinsic and extrinsic motivation and job satisfaction are dependent on mentoring through ordinary least squares (OLS) regression and structural equation modeling. This study will provide evidence that mentoring is needed in Korean public organizations.

## **JOB MOTIVATION, JOB SATISFACTION, AND MENTORING**

Employee job motivation is primarily associated with the interaction between individuals and their work environments (Saleh & Pasricha, 1975). Some scholars such as Klingner, Nalbandian, and Llorens (2010) argue that “motivation depends on how much an individual wants something relative to other things, and the perceived effort-reward probability that they will get it” (p. 214). Intrinsic motivation is traditionally conceptualized as the need to fulfill one’s potential (self-actualization) (Maslow, 1943); the need to investigate, explore, and master one’s environment (Alderfer, 1972); and the internal desire to succeed (McClelland, 1961). Because intrinsic motivation is based on the assumption that “people need to feel competent,” employees are intrinsically motivated when work environments increase feelings of competence and self-determination (Wiersma, 1992, p. 103). Klingner, Nalbandian, and Llorens (2010) assume that intrinsic motivation is associated with self-satisfaction or a sense of achievement (p. 215).

Extrinsic motivation, however, is associated with the model of job enrichment because employees are motivated by improved job skills, task identities, task significance, autonomy, and feedback (Hackman & Oldham, 1976). Therefore, the components of extrinsic motivation are job-context factors such as salary, job security, relations with co-workers, and working conditions, including the organization’s values, goals, rules, and procedures (Saleh & Hyde, 1969). In other words, whereas intrinsic motivation is related to fulfillment of the needs for self-development and self-actualization, extrinsic motivation is associated with fulfillment of lower-order needs such as physiological, safety, and social needs (Maslow, 1943; Saleh & Hyde, 1969).

Although many scholars and practitioners (e.g., Klingner, Nalbandian, and Llorens, 2010) believe that employees’ motivation influences performance, they distinguish intrinsic and extrinsic motivations because the two concepts reflect different behaviors by individuals (Gagné & Deci, 2005). In addition, an interaction effect occurs between intrinsic and extrinsic motivation because in some personality orientations, high levels of intrinsic motivation coexist with high levels of extrinsic motivation (Amabile, 1993). Most importantly, the distinction between intrinsic motivation as arising from the inherent value of work for the individual and extrinsic motivation as deriving from the desire to obtain outcomes apart from the work itself (Amabile, 1993) is meaningful for analyzing their impacts on employee job satisfaction as associated with employees’ working conditions.

Because work motivation is generally associated with the process by which work behaviors are instigated, directed, sustained, and stopped, it is interactive between an individual and his or her work environment (Saleh & Pasricha, 1975). Similarly, work

motivation may influence the way employees feel about their work and their willingness to work (Amabile, 1993). Thus, employee satisfaction with intrinsic and extrinsic work rewards is closely tied to the extent to which employees commit affectively and are involved in their jobs (O'Driscoll & Randall, 1999).

Job satisfaction depends significantly on the extent to which intrinsic and extrinsic motivation are consistent with the employee's motivational orientation toward work (Amabile, 1993). Of course, job satisfaction is recognized as a multidimensional construct. For example, the Minnesota Satisfaction Questionnaire viewed job satisfaction as involving four factors: working conditions, leadership, responsibility, and extrinsic rewards (Weiss, Dawis, England, & Lofquist, 1967). Organizational factors such as diversification, formalization, and flexibility can also affect job satisfaction. Importantly, these organizational factors in turn influence intrinsic and extrinsic motivation (Smith & Miner, 1983). Sometimes low job satisfaction among public employees may be related to a particular frustration like "lack of autonomy in some work settings due to rigid rules," which can be understood as the organizational rules factor of extrinsic motivation (Rainey & Bozeman, 2000, p. 459).

In the field of management, a mentor is "a senior executive who can offer the wisdom of years of experience from which to counsel and guide younger individuals as they move ahead in their careers" (Klauss, 1981, 489). Mentoring increases valuable organizational outcomes (Aryee, Chay, & Chew, 1994) as well as enhances the career development of the employees (Dreher & Ash, 1990; Kram, 1983). In other words, employee mentoring experiences are closely tied to organizational outcomes such as job satisfaction, organizational commitment, and reduced turnover (Ragins & Cotton, 1999; Seibert, 1999). Thus, employees who develop communication and problem-solving skills, which can be facilitated by mentors, tend to perceive the alignment of their jobs with the organizational mission and are satisfied with their jobs (Lankau & Scandura, 2002).

Moreover, mentoring functions can contribute to greater job satisfaction and fulfillment by providing employees with insights and expectations (Ragins & Scandura, 1994). Expectancy theory, which maintains that behavior arises from an individual's expectations about future consequences (Vecchio, 1991), substantiates this link (Klingner, Nalbandian, and Lloren, 2010). Employees' desire to fulfill expectations helps to enhance job satisfaction, because the process of meeting expectations renders the anticipated outcome a self-fulfilling prophecy. In this regard, employee mentoring experiences are positively associated with job satisfaction. For example, a field study of proteges involved in informal mentoring, formal mentoring, and non-mentorship programs found that they experienced increased job satisfaction given high levels of career-related or vocational tasks from their mentors (Chao et al., 1992).

Thus, mentoring produces higher levels of job satisfaction by supplying proteges with more positive job experiences (Chao et al., 1992; Lankau & Scandura, 2002; Murphy & Ensher, 2001; Turban & Dougherty, 1994; Whitely, Dougherty, & Dreher, 1991) and with tangible personal benefits such as career mobility and opportunity, recognition, and promotion (Fagenson, 1989). Further, mentoring results in greater job satisfaction for proteges by alleviating negative experiences such as conflicts and stress (Bauch, Lankau, & Scandura, 1996; Wilson & Elmann, 1990). These individual benefits from mentoring are complemented by benefits at the organizational level via employee integration into organizational culture and norms (Burke, 1984) as well as through positive work commitment attitudes and lower turnover (Aryee & Chay, 1994).

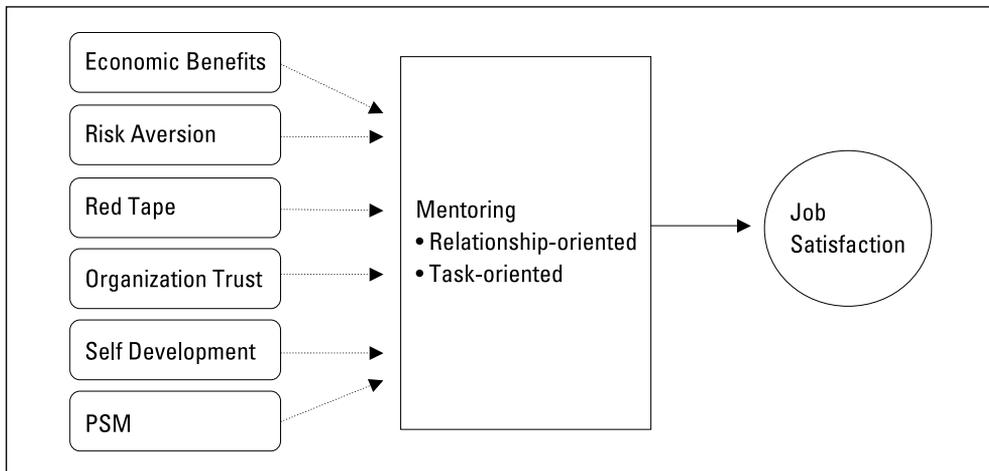
The effects of intrinsic and extrinsic motivation on job satisfaction differ according to the presence of mentoring experiences. Intrinsic and extrinsic motivation are positively associated with job satisfaction in that increased motivation positively influences the employee's perception of his or her job as well as the employee's willingness to work (Amabile, 1993). Employee mentoring experiences also contribute to high levels of career satisfaction, because mentoring encourages employees to further develop skills to advance their careers and to build positive relationships with colleagues, supervisors, and subordinates in the workplace (Chao et al., 1992; Murphy & Ensher, 2001; Raabe & Beehr, 2003; Turban & Dougherty, 1994; Whitely et al., 1991). While intrinsic and extrinsic motivation play a meaningful role in job satisfaction, engagement in a mentoring experience offers a measurable benefit that enhances this level of satisfaction.

The link that mentoring provides between motivation and job satisfaction revolves around learning (Kram, 1985; Lankau & Scandura, 2002). Job-related learning helps employees to understand the importance of their work, and this understanding is associated with increased satisfaction and motivation (Hackman & Oldham, 1980). Because mentoring is a pivotal avenue for professional learning (Lankau & Scandura, 2002), it can mediate the relationship between job motivation and job satisfaction. In addition, mentoring sustains characteristics not only of career-oriented functions such as coaching and sponsorship but also of psychosocial functions such as counseling, role modeling, affirmation, and friendship (Kram, 1985). As a result, mentoring affects the relationship between intrinsic motivation, which is characterized as employee career development and psychological composure, and employee job satisfaction.

The extrinsic motivation-job satisfaction relationship is also influenced by the presence of a mentoring relationship. Proteges who gain social support from their mentors are less likely to find alternative jobs and more likely to remain in same organization (Aryee et al., 1994; Scandura, 1992). On the other side, negative mentoring experiences

lead proteges to leave their organization and engender psychological distress (Eby & Allen, 2002). A negative mentor relationship is associated with negative protege pay and promotion, mismatched work-related values, lack of interpersonal relationship, and negative working conditions. Such negative experiences eventually influence job satisfaction detrimentally (Cranny, Smith, & Stone, 1992; Eby & Allen, 2002). The relationship between job motivation and job satisfaction will thus be mediated through mentoring.

**Figure 1.** Research Framework



## METHODOLOGY

### Sample and Procedures

To investigate the career trajectories, attitudes, and perceptions of managers in the public and nonprofit sectors, NASP III included surveys of multiple agencies, state managers, and nonprofit managers in both Georgia and Illinois within the periods of wave I (September 23, 2005 to January 19, 2006), wave II (October 24, 2005 to February 20, 2006) and wave III (March 29, 2006 to June 1, 2006). In NASP III, the population for public employees in Georgia and Illinois was defined as managers, who are people paid above the pay grade 017; professionals; and public employees who are not employed in the office of the governor, judicial branch, commissions, or authorities in organizations with more than 60 employees. The population for nonprofit managers in Georgia and Illinois was defined as people who are in organizations with more than 20

employees (Feeney, 2006).

The final response totaled 790 public-sector participants (about 43 percent), including 432 people from Georgia and 358 people from Illinois, and 430 nonprofit-sector participants (about 33 percent), including 107 people from Georgia and 323 people from Illinois. Participants who turned in the 1,220 usable questionnaires had an average age of 49.44 years at the time the questionnaire was administered ( $SD = 8.913$  years); 55 percent were male and 45 percent female.

The data in NASP III have some limitations in terms of the sampling. Since the nonprofit sample is not random and nonprofit managers are high-ranking managers, it is difficult to draw a comparison between the public and nonprofit sectors without testing for representativeness. For this reason, the present study could not accurately identify the differences between employee job satisfaction in the public and nonprofit sectors. Despite this limitation of generalizability due to restricted sample, this research is meaningful in terms of investigating the mediating effects of mentoring on the relationships between motivation and job satisfaction.

## **Measures**

Intrinsic motivation, as one of two independent variables, was represented in two ways: self-development and public service motivation. First, self-development was used because employees are intrinsically motivated when their work environments increase their feelings of competence and self-determination (Wiersma, 1992). Measures of intrinsic motivation in terms of self-development included opportunity for advancement within the organization's hierarchy and opportunity for training and career development using a four-point scale (4 = strongly agree, 3 = agree somewhat, 2 = disagree somewhat, 1 = strongly disagree), based on London and Smither's study in 1999. The alpha reliability was 0.695. Second, public service motivation was considered because serving the public or public causes can be an important aspect of self-actualization to public employees (Perry, 1996; Perry, Brudney, Coursey, and Littlepage, 2008). This item was measured according to the importance of the ability to serve the public and the public interest (4 = very important, 3 = somewhat important, 2 = somewhat unimportant, 1 = not important).

Extrinsic motivation, the other independent variable, is related to job-context factors such as salary, job security, relations with coworkers, and working conditions (Saleh & Hyde, 1969). Extrinsic motivation consists of four parts: economic benefit, risk-averse organizational values and goals, rules and procedures including red tape, and organizational trust. In particular, this research considered four extrinsic motivations: economic benefit and three organizational factors—organizational values, procedures, and trust.

The items in each extrinsic motivation measure were modified based on previous studies.

Economic benefit, based on Bellante and Porter (1990), Morris et al. (1993), and Peiro, Garcia-Montalvo, and Gracia (2002), was measured using a four-point scale (4 = very important, 3 = somewhat important, 2 = somewhat unimportant, 1 = not important) that asked about the perceived importance of job security, the organization's pension or retirement plan, benefits (medical and insurance), salary, and employment opportunities for spouse or partner. However, the item regarding employment opportunities for spouse or partner was removed because of its low factor loading score. The alpha reliability among the four items was 0.734.

Risk-averse organizational values and goals were measured with respect to the risk-averse behavior of both employees and top management using a four-point scale (4 = strongly agree, 3 = agree somewhat, 2 = disagree somewhat, 1 = strongly disagree), based on Bozeman and Kingsley's 1998 study and Scott and Walsham's 2005 study. The alpha reliability was 0.634. Rules and procedures including red tape were identified as the level of red tape in the organization using a 10-point scale following the item developed by Pandey and Scott (2002). Organizational trust was operationalized in terms of organizational members' pride and trust. This variable was measured using a four-point scale (4 = strongly agree, 3 = agree somewhat, 2 = disagree somewhat, 1 = strongly disagree) for two items based on previous research regarding organizational trust: the manager's sense of pride in working for the organization and top management's display of a high level of trust in the organization's employees (Cook & Wall, 1980). The alpha reliability among the two items was 0.693.

Job satisfaction, as a dependent variable, was measured using five items: "I put forth my best effort to get the job done regardless of the difficulties," "time seems to drag while I am on the job" (reverse coding), "it has been hard for me to get very involved in my current job" (reverse coding), "I do extra work for my job that isn't really expected of me," and "all in all, I am satisfied with my job." These items were measured using a four-point scale (4 = strongly agree, 3 = agree somewhat, 2 = disagree somewhat, 1 = strongly disagree), and job satisfaction displayed an alpha reliability of 0.673.

Employee mentoring, as a mediating variable, was constructed with respect to supervisory mentoring rather than peer mentoring in two parts: relationship-oriented mentoring and task-oriented mentoring. It was measured using a four-point scale (4 = strongly agree, 3 = agree somewhat, 2 = disagree somewhat, 1 = strongly disagree). Relationship-oriented mentoring included five items: professional values, friendship between mentor and employee, mutual respect of mentor and employee for each other's ideas, and consistency of the mentoring relationship. Task-oriented mentoring

consisted of four items: the mentor’s effort to introduce the protege to influential people inside and outside, the mentor’s help in dealing with office politics, and the mentor’s contribution to employee success. The alpha reliability of relationship-oriented mentoring was 0.767 and that of task-oriented mentoring was 0.685.

Further explanation of the items noted above using varimax factor analysis is provided in the appendix.

### FINDINGS

Table 1 provides the mean, standard deviation, and correlation for all variables. The dependent variable of job satisfaction in public and nonprofit managers in Georgia and Illinois was positively correlated with organizational trust ( $r = 0.513, p < 0.01$ ), relationship-oriented mentoring ( $r = 0.222, p < 0.01$ ), and task-oriented mentoring ( $r = 0.131, p < 0.01$ ), but negatively correlated with economic benefit ( $r = -0.101, p < 0.01$ ), risk-averse organizational values and goals ( $r = -0.337, p < 0.01$ ), and rules and procedures including red tape ( $r = -0.319, p < 0.01$ ). The most unexpected finding of a

**Table 1.** Descriptive Statistics: Mean, Standard Deviation, Reliability, and Correlation

	Min	Max	Mean	SD	1	2	3	4	5	6	7	8	9
Self-development	2	8	6.03	1.66	(0.695)								
Public service motivation	1	4	3.16	0.91	0.131**								
Economic benefit	4	16	12.99	2.56	0.383**	0.063*	(0.734)						
Risk aversion	2	8	4.99	1.50	0.009	-0.004	0.162**	(0.634)					
Red tape	0	10	6.03	2.68	0.103**	0.056	0.232**	0.547**					
Organizational trust	2	8	6.22	1.53	0.148	0.079**	-0.118**	-0.555**	-0.573**	(0.693)			
Job satisfaction	6	20	17.61	2.29	0.046	0.115**	-0.115**	-0.337**	-0.319**	0.513**	(0.673)		
Relationship-oriented mentoring	7	20	18.08	2.16	0.059	0.130**	-0.038	-0.150**	-0.097*	0.187**	0.222**	(0.767)	
Task-oriented mentoring	4	16	12.52	2.68	0.056	0.118**	-0.039	-0.113**	-0.048	0.120**	0.131**	0.448**	(0.685)

Note: Alpha reliabilities are shown in parentheses on the diagonal.

\*  $p < 0.05$  (two-tailed test)

\*\*  $p < 0.01$  (two-tailed test)

simple correlation matrix was that economic benefit was positively associated with risk-averse organizational values and goals, and rules and procedures including red tape, but negatively associated with organizational trust and job satisfaction.

For estimating all models, this research used OLS regression and structural equation modeling to measure causal relationships among variables (Wright, 1921). For testing the relationships among intrinsic and extrinsic motivation, relationship-oriented and task-oriented mentoring, and job satisfaction, this research concentrated primarily on OLS (see table 2). Step 1 included only the extrinsic motivation variables; step 2 added the intrinsic motivation variables; and finally, relationship-oriented and task-oriented mentoring variables were added in step 3.

Among the extrinsic motivation variables, organizational trust had a significant positive relationship with job satisfaction in all steps, but rules and procedures including red tape had no significant relationship with job satisfaction in any steps. In addition, risk-averse organizational values and goals, which were negatively related to job satisfaction in steps 1 and 2, became insignificant when mentoring was considered (see step 3). The most interesting result regarding extrinsic motivation was that economic benefit was significantly and negatively related to job satisfaction in all steps. In addition, intrinsic motivation, including both public service motivation and self-development, had a positive relationship with job satisfaction (see steps 2 and 3), and

**Table 2.** Regression Analysis of Variables Predicting Job Satisfaction

Variable	Unstandardized coefficient					
	Step 1		Step 2		Step 3	
Economic benefit	-0.044*	(0.023)	-0.061**	(0.025)	-0.063*	(0.034)
Risk aversion	-0.096*	(0.049)	-0.087*	(0.049)	-0.040	(0.065)
Red tape	-0.004	(0.028)	0.02	(0.029)	-0.025	(0.038)
Organizational trust	0.702***	(0.049)	0.676***	(0.050)	0.646***	(0.067)
Self-development			0.064*	(0.038)	0.091*	(0.055)
Public service motivation			0.180***	(0.065)	0.181**	(0.091)
Relationship-oriented mentoring					0.133***	(0.041)
Task-oriented mentoring					-0.013	(0.033)
Constant	14.25***	(0.552)	13.568***	(0.581)	11.215***	(0.996)
R2	0.265		0.273		0.283	
F statistics	103.64***		71.01***		28.5***	

Note: Standard errors are in parentheses.

\*  $p < 0.1$  (two-tailed test)

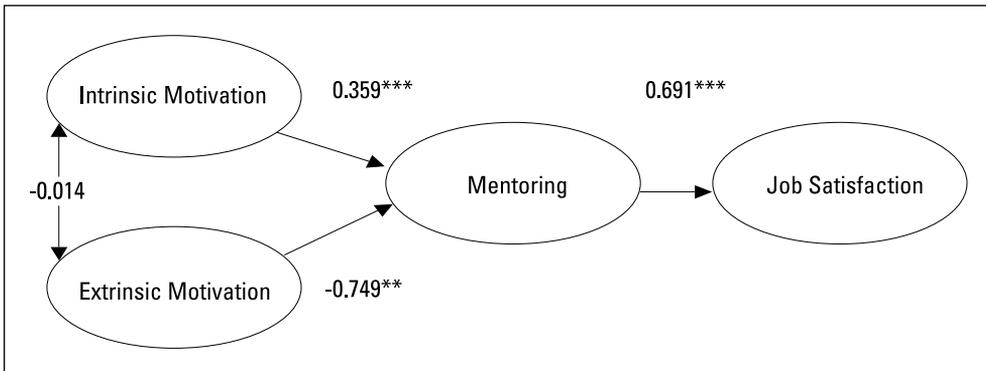
\*\*  $p < 0.05$  (two-tailed test)

\*\*\*  $p < 0.01$  (two-tailed test)

relationship-oriented mentoring was positively related to job satisfaction (see step 3).

The mediating effect of mentoring between intrinsic and extrinsic motivation and job satisfaction was tested using structural equation modeling. Figure 2 represents a full mediating model, specifying paths from intrinsic and extrinsic motivation to mentoring and from mentoring to job satisfaction. This model did not include direct paths from intrinsic and extrinsic motivation to job satisfaction. The fitness of model was as follows: ( $X^2 = 427.84$ ,  $df=24$ ,  $X^2/df=17.82$ ,  $p < 0.01$ ). This result supported the mediating effect of mentoring in the relationship between motivation and job satisfaction. However, although the intrinsic motivation factor, consisting of self-development and public service motivation, was positively related to mentoring ( $\beta = 0.359$ ,  $p < 0.01$ ) and mentoring showed a positive relationship to job satisfaction ( $\beta = 0.691$ ,  $p < 0.01$ ), the extrinsic motivation factor was negatively related to mentoring ( $\beta = -0.749$ ,  $p < 0.01$ ). Finally, no significant correlation existed between intrinsic and extrinsic motivation ( $\beta = -0.014$ ,  $p > 0.1$ ).

**Figure 2.** Results of Structural Equation Modeling on the Mediating Effect of Mentoring



\*  $p < 0.1$  (two-tailed test)

\*\*  $p < 0.05$  (two-tailed test)

\*\*\*  $p < 0.01$  (two-tailed test)

## DISCUSSION AND CONCLUSION

As noted in the Hawthorne studies of the 1930s, psychological factors play a primary role in organizational life (Schott, 1986). Organizational members are anxious to pursue self-development, and public employees are particularly proud of their public sector service. Therefore, they are intrinsically motivated and satisfied with working for their organizations when they perceive the opportunity to develop their careers and

when they perceive the importance of publicness in their organizations. This research empirically supports the vital implications of intrinsic motivation in public and non-profit managers. When managers had the opportunity for advancement, training, and career development and valued the ability to serve the public and the public interest, they demonstrated job satisfaction by doing extra work and by putting forth their best efforts.

In contrast to the impact of intrinsic motivation, extrinsic motivation had different effects on job satisfaction according to the item measured. The most interesting result was the negative impact of economic benefit motivation. In all regression models (see table 2), managers in the public and non-profit sectors showed dysfunctional effects of economic benefits such as salary, job security, pension or retirement plan, and other benefits (medical and insurance) on their job satisfaction. This result may come from the sample characteristics in this research. The average salary of participants was \$68,754, and they were above pay grade 017. As a result, increased economic benefits might not be a major concern to them. Low variance among salaries and pay grades might also explain this finding.

As other sources of extrinsic motivation, organizational context elements such as organizational red tape, organizational trust, and risk-averse organizational attitudes showed varied influence on job satisfaction. The degree of perceived red tape within an organization had no significant impact on job satisfaction. However, according to the correlation table, red tape had a strongly negative correlation with job satisfaction (see table 1). This negative implication of red tape is consistent with previous research, which surveyed managers in state health and human service agencies in the National Administrative Studies Project (NASP-II). Dehart-Davis and Pandey (2005) supported these results by stating that perceived personnel red tape reduced organizational commitment and job involvement, thereby having a negative effect on job satisfaction. In addition, the positive impact of organizational trust on job satisfaction implies that employees are satisfied with their jobs when they perceive a high degree of organizational trust based on task feedback, supportive leadership, participatory decision making processes, and similar qualities (Podsakoff, MacKenzie, & Bommer, 1996).

Most of all, the relationship between intrinsic and extrinsic motivation and job satisfaction is differentiated depending on the existence of mentoring experiences. This research illustrates the positive mediating effects of mentoring. When the mentoring relationship is friendly, based on mutual respect and similar values, and contributes to the protege's success, mentoring can play a pivotal role in the relationship between motivation and job satisfaction.

These results are consistent with findings from previous studies regarding mentoring, job satisfaction, and motivation, which state that employees are satisfied with their

jobs when mentors offer them high levels of career-related development associated with self-development (Chao et al., 1992). That is, mentoring experiences not only help employees to develop their careers and to build better relationships with colleagues (Chao et al., 1992; Whitely et al., 1991), but they also result in increased motivation when employees receive high levels of counseling and coaching from their mentors (Fine & Pullins, 1998). In particular, self-development (an intrinsic motivation that positively affects job satisfaction of employees with mentoring experiences) is closely tied with mentoring in that employees are intrinsically motivated when their work environments increase feelings of competence and self-determination (Wiersma, 1992). Thus, such a finding in the present study implies that employee mentoring positively mediates a relationship between motivation and job satisfaction.

In this regard, some managerial implications are suggested as well. Most of all, mentoring systems appear important if an organization wishes to increase employee motivation and satisfaction. A mentoring system between supervisors and subordinates may improve leader-subordinate relationships, and a peer mentoring system may help employees to better understand their working conditions. Thus, employee motivation and satisfaction will be increased in the presence of mentoring systems. Mentoring can be utilized to increase public management professionalism. Mentoring can also increase organizational efficiency in that mentors tend to possess years of professional experience, which can prove useful in counseling and guiding younger or less experienced employees along their career paths.

This study addressed the importance of intrinsic and extrinsic motivation to organizational members' job satisfaction and the mediating effect of mentoring using NASP III data from public and nonprofit sector managers in Georgia and Illinois. It found that intrinsic motivation (self-development and public service motivation) was positively related to job satisfaction. Regarding extrinsic motivation, organizational members were satisfied when they were surrounded with high levels of organizational trust and risk-taking organizational values and goals. However, they were less satisfied in conditions of high levels of economic benefit, and no significant relationship was found between job satisfaction and rules and procedures including red tape. Nevertheless, mentoring enacted an important mediating effect on the relationship between motivation and job satisfaction.

In Korea, some research has examined the different effects of mentoring in the public and private sectors. In particular, Kim and Ha's 2007 study attempted to identify implications for utilizing mentoring systems in Korean public organizations. It found that scholars and practitioners in the public administration and policy field are concerned about mentoring as a way of improving productivity and efficiency in public organizations by restructuring the relationships between managers and subordinates.

In this regard, the present study provided evidence that mentoring can influence employees' motivation and job satisfaction, and that utilizing mentoring systems in public organizations is important. Overall, this study contributed to developing theoretical and empirical guidelines for creating a productive and efficient organizational culture by facilitating relationship-oriented mentoring systems.

## APPENDIX

**Table A-1.** Factor Analysis Using Varimax Rotation Techniques

	Item	Factor loading score
Self-development	Opportunity for advancement within the organization's hierarchy	0.877
	Opportunity for training and career development	0.877
	Reliability	Cronbach's alpha (0.695)
Economic benefit	Job security	0.737
	The organization's pension or retirement plan	0.845
	Benefits (medical, insurance)	0.862
	Employment opportunities for spouse or partner	0.308
	Salary	0.491
	Reliability	Cronbach's alpha (0.734)
Risk-averse organizational values and goals	Employees in this organization are afraid to take risks	0.856
	Top management in this organization is afraid to take risks	0.856
	Reliability	Cronbach's alpha (0.634)
Organizational trust	I feel a sense of pride working for this organization	0.879
	Top management displays a high level of trust in this organization's employees	0.879
	Reliability	Cronbach's alpha (0.693)
Relationship-oriented mentoring	My mentor and I share similar professional values	0.694
	My mentor and I are friends	0.720
	My mentor has a great deal of respect for my ideas	0.739
	I have a great deal of respect for my mentor's ideas	0.805
	If I had to do it over again, I would be reluctant to have this person as a mentor (reverse coding)	0.681
	Reliability	Cronbach's alpha (0.767)

	Item	Factor loading score
Task-oriented mentoring	My mentor helped introduce me to influential people in this organization	0.786
	My mentor helped introduce me to influential people outside this organization	0.679
	My mentor has helped me deal with "office politics"	0.672
	Overall, my mentor has contributed a great deal to my success in this organization	0.744
	Reliability	Cronbach's alpha (0.685)
Job satisfaction	I put forth my best effort to get the job done regardless of the difficulties	0.586
	Time seems to drag while I am on the job (reverse coding)	0.777
	It has been hard for me to get very involved in my current job (reverse coding)	0.790
	I do extra work for my job that isn't really expected of me	0.473
	All in all, I am satisfied with my job	0.691
	Reliability	Cronbach's alpha (0.673)

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