MENTORING EXPERIENCES OF DISABLED EMPLOYEES: ANTECEDENTS AND OUTCOMES OF MENTORING FUNCTIONS RECEIVED

by

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(Under the Direction of Lillian T. Eby)

ABSTRACT

The disability literature suggests the use of mentoring programs in order to help the advancement opportunities and integration of disabled employees in the workplace. However, there is no research to date exploring the mentoring experiences of disabled employees. The current study examined the mentoring experiences of disabled protégés by exploring the relationship between protégé characteristics (i.e., self-disclosure, concealability, and disruptiveness), mentor characteristics (i.e., disability experience and gender), and work group characteristics (i.e., tokenism) with mentoring functions (i.e., career and psychosocial). In addition, moderating variables (i.e., organizational support for diversity and type of mentoring relationship) were proposed to influence the relationship between the predictor variables and mentoring functions received. Protégé self-disclosure significantly predicted psychosocial mentoring, although the other protégé characteristics of concealability and disruptiveness of the disability were not found to significantly predict mentoring functions. Examination of the moderator variable revealed a significant interaction of concealability and organizational support for diversity with career-related mentoring. Mentor disability experience was also significantly related to mentoring functions; although mentor gender was unable to be examined due to an

insufficient number of male mentors reported. Finally, perceived tokenism significantly predicted the receipt of mentoring functions. The current study suggests that specific characteristics of the protégé, mentor, and work environment relative to the protégés' disability influence the receipt of mentoring functions received. This study contributes to the literature by including disabled populations into the study of diversified mentoring relationships. Implications and future research are discussed.

INDEX WORDS: Mentoring, career development, protégé, psychosocial functions, career-related functions, disabled, deaf, self-disclosure, concealability, disruptiveness, mentor gender, mentor disability experience, perceived tokenism, organizational support for diversity, type of mentoring relationship

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DEDICATION

This work is dedicated to my son James Jackson Kimbrough. My precious Jackie—you were a tiny little dinosaur shrimp in my tummy when I came up with the idea for this research. Each day you grew and became stronger while my hypotheses began to take shape. I wrote my literature review and hypothesis development when I felt your first kicks. You traveled with me to Georgia when I was ready to propose and when I was nervous about my presentation you were there with me. After my proposal a committee member reminded me of what I already knew was most important—they told me to "take care of that baby". And then you were there and I could hold you. Finishing this research became extremely important the moment you were born because I wanted to be a good role model to you. I wanted you to always know that you could do anything with a little hard work, determination, and support from your loved ones. And you were my support too—you kept me going when I became frustrated with the months of data collection by showing me your first smiles and laughs. And when I was finally able to start writing up my results and discussion you amused me by banging on the keyboard and pressing the power button every now and then. And when I am called Dr. Kimbrough for the first time it will be exhilarating, but not my proudest moment. For you make me proudest Jack and this dissertation is as much yours as it is mine. Thank you Jack, for taking this journey with me and for making it an amazing experience. I love you so very much.

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CHAPTER 1

INTRODUCTION

The Americans with Disabilities Act (ADA) (1990) was influential in paving the way for disabled individuals to secure employment by prohibiting discrimination against those who can perform the essential functions of a job. However, even with the implementation of the ADA the number of employed disabled individuals is still low (National Organization of Disability, 2004). In February 2001, President George Bush announced a new program called the New Freedom Initiative to further assist with the integration of disabled individuals into all aspects of society. Building on the ADA, this initiative will help to further integrate disabled employees into the workforce by promoting telework opportunities to increase accessibility of employment, providing incentives to work by ensuring disabled employees retain insurance and disability benefits, as well as increasing compliance with the ADA in small businesses. This proposal will "provide Americans with disabilities the incentives and the means to seek employment" (www.whitehouse.gov/news/freedominitiative/freedominitiative.html). A 2004 Harris Survey conducted by the National Organization of Disability noted that 63 percent of disabled Americans desire employment (National Organization of Disability, 2004). Thus, the implementation of the New Freedom Initiative should help remove previous barriers to organizational entry and increase the number of disabled employees within organizations.

Once an individual with a disability is employed, the next hurdle involves obtaining opportunities for career development. Disabled individuals who have obtained employment often face little chance of advancement due to their employment in low-status positions (Wooten

& James, 2005). This is further reflected in a recent survey revealing that employees with disabilities are less likely to report that their jobs allow them to maximally demonstrate their abilities than nondisabled employees (National Organization of Disability, 2001). A recent report by the Department of Labor (DOL) addressed the presence of this glass ceiling for persons with disabilities (Braddock & Bachelder, 1994). Several barriers to career advancement were noted, including negative attitudes (e.g., discrimination in the workplace, stereotypes and misconceptions that limit advancement opportunities for the disabled, inflated performance ratings preventing disabled employees from receiving the necessary feedback to perform optimally within their position), environmental or structural barriers limiting the accessibility that could enable a qualified disabled employee from obtaining a professional position, inaccessible assistive technology, inadequate educational and vocational rehabilitation, financial disincentives to employment (e.g., loss of social security if employed, access barriers to employer provided health care because of pre-existing medical conditions), and of particular importance to the current study, lack of opportunities for career development. The DOL recommends several solutions to help encourage career advancement of the disabled, including stronger management support, increased distribution of promotional opportunities, and greater opportunity for career mentoring to all disabled employees who wish to advance within the organization.

The literature finds that mentoring is beneficial in helping employees achieve career success (Allen, Eby, Poteet, Lentz, & Lima, 2004). However, disabled employees may be at a disadvantage in gaining access to quality mentoring relationships (Stone & Colella, 1996). As noted in the glass ceiling report by Braddock and Bachelder (1994), advancement may be difficult because of stereotypes held regarding disabled individuals. These stereotypes may

influence access to, and the quality of, mentoring relationships for disabled individuals. For example, research on diversified mentoring relationships (relationships involving one minority and one majority member) identifies empathy and meeting the needs of the minority protégé as characteristics of successful relationships (Ragins, 2002). Due to the perceived strain and anxiety of interactions with the disabled, as well as reduced interpersonal comfort (Stone, Stone, & Dipboye, 1992), nondisabled mentors may be less likely to fully understand the needs of disabled protégés, especially if stereotypes and biases are operating (Ragins, 2002; Ragins, 1997a; Ragins, 1997b). Thus, mentoring relationships that do form between disabled and nondisabled individuals may be limited in successful outcomes for the protégé that would aid in career advancement (Jones, 1997; Stone & Colella, 1996).

In an effort to better understand the various factors influencing disabled employees treatment at work, Stone and Colella (1996) developed a conceptual model. This model proposes that attributes of the disabled individual, attributes of others (e.g., coworkers, supervisor), organizational characteristics, and the nature of the job influences others' treatment of the disabled in a number of work related outcomes, including the likelihood that disabled individual will receive mentoring by his or her supervisor. However, empirical research exploring the mentoring experiences of disabled employees is scarce.

The purpose of this study is to examine protégé characteristics, mentor characteristics, and work group characteristics that influence the receipt of mentoring by disabled employees. More specifically, the present study examines the protégé characteristics of self-disclosure of the disability, concealability of the disability, disruptiveness of the disability; the mentor characteristics of previous disability experience and gender; and the work group characteristic of tokenism (solo disabled employee, not solo disabled employees) as predictors of the receipt of

career mentoring functions and psychosocial mentoring functions. In addition, organizational support for diversity and type of mentoring relationship (formal, informal) are examined as moderators of the relationship between protégé, mentor, and work group characteristics of mentoring received.

The study contributes to the mentoring literature by extending the scope of diversity populations to include the disabled. Diversified mentoring research is a growing body of literature that addresses the relationships of minority group members with majority group members. However, the disabled population is largely ignored from this empirical collection despite the large number of disabled individuals employed within the U.S. (over 17 million between the ages of 21 and 64) (U.S. Census Bureau, 2000). To gain a better understanding of mentoring relationships within organizations more research is needed exploring the mentoring experiences of disabled individuals.

While the current study attempts to explore the unique aspects of disabled individuals' mentoring experiences, there is research demonstrating the positive effects of mentoring for this population, including increased self-efficacy, workplace integration, and career advancement. In Powers, Sowers, and Stevens (1995) exploratory study of the impact of mentoring for youth with severe physical disabilities, disabled adolescents exposed to mentorships demonstrated higher levels of self-efficacy and self-confidence than disabled youth in a control group that did not receive mentoring. As another example, Lee, Storey, Anderson, Goetz, and Zivolich (1997) compared the various sources of co-worker support used to promote social integration of the disabled. Various training approaches were used to determine the most effective strategy for integrating disabled employees into the work environment (e.g., traditional supported employment job coach model with job coach from a human service agency, mentoring model

where a supervisor trained the disabled employee). Results indicated that the mentor model proved to be more successful than the job coach approach in socializing disabled employees and increasing reciprocal interactions with their nondisabled peers. Also, in a qualitative study of 17 highly achieving women with physical and sensory disabilities, the majority of respondents identified having a mentor who provided indirect and direct support as being influential to their career advancement (Noonan, Gallor, Hensler-McGinnis, Fassinger, Wang, & Goodman, 2004). They further noted the importance of being a mentor to other disabled individuals.

Organizations also recognize the importance of mentoring relationships for the disabled. In a survey conducted to address disability employment polices and practices in government (Bruyere, Erickson, & Horne, 2002), 78% of supervisors identified mentoring as a way to reduce barriers to advancement for the disabled within their department. These studies provide initial evidence that mentoring relationships can be beneficial to disabled employees, though research is needed to explore the predictors of mentoring received by disabled protégés.

CHAPTER 2

LITERATURE REVIEW AND HYPOTHESES

Mentoring relationships are considered to be the most interpersonal, intimate, and influential working associations employees can participate in within organizations (Wanberg, Welsh, & Hezlett, 2003). These relationships have the potential to produce substantial and significant outcomes for both the protégé and the mentor, as well as provide benefits to the overall organization (Murray, 2001). Proximal benefits to the protégé include the receipt of career and psychosocial mentoring functions (Kram, 1985). In general, career functions aid the protégé's advancement within the organization (Wanberg, Welsh, & Hezlett, 2003). These functions can include exposure, protection, coaching, sponsorship, and challenging assignments. For example, a mentor can provide sponsorship and exposure to a protégé, which may lead to a subsequent promotion. The psychosocial functions of mentoring, such as role modeling, friendship, counseling, and acceptance are also beneficial in strengthening a protégé's sense of personal and professional competence (Wanberg, Welsh, & Hezlett, 2003). The more mentoring functions received, the greater the likelihood that the relationship is beneficial to the protégé (see Allen, Eby, Poteet, Lentz, & Lima, 2004).

The current study will attempt to examine the characteristics relevant to disabled protégés receiving these mentoring functions (see Figure 2.1). The development of the hypotheses is organized into four sections. In the first three sections the predictors of mentoring functions received will be introduced: (1) protégé characteristics (i.e., self-disclosure, concealability, disruptiveness), (2) mentor characteristics (i.e., disability experience, gender), and (3) workgroup

characteristics (i.e., tokenism). The impact of moderating variables on the predictor and criterion variables will be addressed in the fourth section (i.e., organizational support for diversity and type of relationship).

Protégé Characteristics

Self-Disclosure of Disability

Disclosing one's disability is often discussed in the accommodation literature, particularly at organizational entry (Pearson, Ip, Hui, Yip, Ho, & Lo, 2003; Stone, Stone, & Dipboye, 1992). While disabled employees may wish to conceal their disability for reasons from protection of self-concept to avoiding negative reactions from others (Allen & Carlson, 2003), other research reveals that disabled individuals who disclose their disabilities to others are typically viewed more favorably than those who choose to conceal their disability (Stone, Stone, & Dipboye, 1992). In a study conducted by Mills, Belgrave, and Boyer (1984), strategies for reducing avoidance of the disabled through disclosure were experimentally investigated. Their findings suggested a more positive preference for social interaction when the disability was mentioned following a request for aid then when it was not mentioned. Similar results were found in the Belgrave and Mills (1981) study. Tagalakis, Amsel, and Fichten, (1988) also investigated disability disclosure and found that wheelchair users who did not disclose their disability over the phone were less likely to be selected for the position during a face-to-face job-screening interview. Those who disclosed their disability over the phone were favored over the able-bodied applicants. Hebl and Skorinko (2005) also found that early acknowledgement or disclosure of one's disability in the interview process resulted in more favorable perceptions of the disabled applicant than those who did not self-disclose or those who discussed their disability later in the interview. These findings are supported by the social exchange literature which

suggests that sharing personal information and being open and honest in relationships is essential for empathy to emerge, which in turn helps to deepen the relationship between a mentor and a protégé (Ragins, 2002). Moreover, while individuals with less concealable disabilities may feel less need to disclose their disability to others (because their disability is obvious to others), open discussion of the unique challenges that they experience due to their disability may help to encourage the development of relationships with others. Therefore, it is expected that,

> ***Hypothesis 1***: Self-disclosure of one's disability will be positively related to psychosocial mentoring received.

While discussing one's disability may help to remove interpersonal barriers (Stone, Stone, & Dipboye, 1992; Mills, Belgrave, & Boyer, 1984; Belgrave & Mills, 1981; Tagalakis, Amsel, & Fichten, 1988), such as discomfort and strain that may hinder the development of mentoring relationships, it is also plausible that through this open discussion the disabled employee will be able to convey their actual capabilities to their mentor. While simply noting that a protégé has a disability is unlikely to eliminate all stereotypes held regarding a disabled protégés capability, communication regarding how the disability has or has not influenced the protégé's competence in performing their job may help to remove some incorrect assumptions. This type of information exchange may lead mentors to provide more career-mentoring after learning what the disabled protégé can and cannot do. Therefore, it is expected that self-disclosure will be significantly related to career-related mentoring.

> ***Hypothesis 2***: Self-disclosure of one's disability will be positively related to career-related mentoring received.

Concealability of Disability

Stone and Colella (1996) also note how concealability and aesthetic qualities may influence mentoring received. Concealability of one's disability and self-disclosure are similar

concepts in that both increase the likelihood that others will become aware of the disability. However, they differ in that disclosure or discussion of one's disability is typically voluntary (a decision that the disabled individual makes) whereas concealability is involuntary (an individual cannot decide to conceal their disability—it is usually either visible or invisible to others). The disability literature consistently notes that the nondisabled prefer interacting with individuals whose disabilities are invisible rather than visible (Gouvier, Steiner, Jackson, Schlater, & Rain, 1991; Hollingsworth, 1985; Stone & Colella, 1996). This is consistent with Feldman's (2004) notion that employees experience heightened levels of discomfort when a coworker has a disability that is visible. Nondisabled individuals may resist working with disabled individuals because of visible characteristics that may be perceived as unattractive (Stone & Colella, 1996) and cause uncertainty of how to react around the disabled individual (Stone, Stone, & Dipboye, 1992). The resistance to work with an employee with a visible disability may lead nondisabled mentors to provide reduced psychosocial functions within mentoring relationships because of increased discomfort with social interactions. Alternatively, mentors may not experience similar anxiety and fear if the characteristics of the disability are concealable. The mentor may have less difficulty accepting the protégé because the characteristics of their disability are less noticeable. As such, the mentor may be more likely to perceive the protégé as a "like-other" and provide increased social support to the protégé with an invisible disability. Thus, it is expected that,

> ***Hypothesis 3***: Disability concealability will be positively related to psychosocial mentoring received.

Individuals in minority groups often experience stereotypes based on the visible characteristics of their group status (Ragins, 1997a; Thomas, 2005). Biases that disabled individuals may experience include perceptions of decreased capability to perform successfully

within the job (Jones, 1997; Fichten & Amsel, 1986; Bowman, 1987). This effect may be amplified for those whose disabilities are more salient. Stone and Colella (1996) propose that individuals with disabilities that can be initially concealed are more likely to be assigned challenging jobs and offered promotional opportunities than those with visible disabilities. Thus, it is plausible that in mentoring relationships, mentors may limit the career mentoring they provide to their visibly disabled protégé due the fear that doing so would reflect poorly on the mentor if the protégé failed to perform well. Thus, it is hypothesized that,

> ***Hypothesis 4***: Disability concealability will be positively related to career-related mentoring received.

Disruptiveness of Disability

Another variable that may influence the integration of disabled employees into the workplace is the perceived severity of the disability or the disruptiveness that the disability has in social situations with others (Schartz, Schartz, & Blanck, 2002). In the 2004 Harris Survey it was noted that individuals with more severe disabilities have greater disadvantages in all areas (National Organization of Disability, 2004). This characteristic of the protégé's disability is often linked to comfort interacting with the disabled as well as perceived similarity in the disability literature (Stone & Colella, 1996). The mentoring literature also notes interpersonal comfort and similarity as being important to the development of successful mentoring relationships (Wanberg, Welsh, & Hezlett, 2003; Sosik & Godshalk, 2000; Ragins & Cotton, 1993). Similarity can assist with ease of communication and social integration between the mentor and protégé, while interpersonal comfort can help the bonding process of the relationship enabling the mentor and protégé to grow closer (Ragins, 1997a). In a recent empirical study, Allen, Day, and Lentz (2005) demonstrated the importance of similarity and comfort to psychosocial mentoring. Their findings revealed that interpersonal comfort mediated the

relationship between gender similarity and psychosocial mentoring. Based on the extant disability literature (Stone, Stone, & Dipboye, 1992; Stone & Colella, 1996; Schartz, Schartz, & Blanck, 2002), it seems reasonable to assume that nondisabled mentors may perceive less similarity and decreased interpersonal comfort with protégés with more disruptive or serious disabilities. These interpersonal difficulties may occur because nondisabled individuals feel anxious or frustrated interacting with a disabled individual when the disruptive aspects of the disability causes strained interactions (Stone, Stone, & Dipboye, 1992). Thus it is expected that,

> ***Hypothesis 5***: Disruptiveness of the disability will be negatively related to the receipt of psychosocial mentoring received.

Stone and Colella (1996) propose that the more disruptive an individuals' disability, the less the individual will be mentored by supervisors. This may occur when the distracting characteristics of a disability enhances perceptions that the employee will not be able to successfully complete assignments (Stone & Colella, 1996) or reflect poorly on the mentors' abilities (Jones, 1997). This may lead a mentor to withhold or reduce the amount of career-related mentoring provided to disabled protégés. Therefore,

> ***Hypothesis 6***: Disruptiveness of the disability will be negatively related to the receipt of career-related mentoring received.

Mentor Characteristics

Mentor Disability Experience

As previously discussed, perceived similarity and interpersonal comfort are important for the development of successful mentoring relationships (Allen, Day, & Lentz, 2005; Wanberg, Welsh, & Hezlett, 2003; Sosik & Godshalk, 2000; Ragins & Cotton, 1993). In fact, both demographic dissimilarity (Ensher & Murphy, 1997; Thomas, 1990) and perceived dissimilarity (Lankau, Riordan, & Thomas, 2004) are related to fewer mentoring functions received. These

findings are consistent with the similarity-attraction paradigm, which states that people are attracted to and perceive like-others more positively than dissimilar others (Byrne, 1971). Further, when individuals are dissimilar, stereotypes may be activated or employed (Ragins, 1997b).

Individuals' comfort interacting with disabled individuals often stems from previous contact or familiarity with disabilities (Stone & Colella, 1996; Yuker, 1994). Individuals who either have a disability themselves, or a friend or family member with a disability tend to have more positive attitudes and increased comfort interacting with disabled individuals (Yuker, 1994; Fichten, 1986). Also, having a mentor with a disability, or one who has familiarity and experience with the disabled, can be beneficial to a disabled protégé in "understanding the ropes" of a company (Jones, 1997). Ragins (2002) also discusses the importance of meeting the needs of a minority protégé in successful diversified relationships. She notes that similarity in background or understanding the minority protégés experience can result in the mentor providing increased social-emotional support as well as helping the protégé manage their situation on the job. This is consistent with the limited empirical research on the topic. For example, a few studies have found that individuals who had positive experiences with the disabled were more likely to anticipate favorable experiences with the disabled in future interactions (Schartz, Schartz, & Blanck, 2002; Scherbaum, Scherbaum, & Popovich, 2005). Likewise Levy and colleagues (Levy, Jessop, Rimmerman, & Levy, 1992; Levy, Jones, Rimmerman, Francis, & Levy, 1993; Walters & Baker, 1995) found that employers' previous experience working with disabled subordinates was related to positive attitudes about employing additional disabled employees. This effect may occur because stereotypes are refuted as nondisabled others become familiar with disabled individuals' true capabilities. Further, previous interactions may help to

reduce future anxieties about interacting with the disabled. Generalizing from these results leads to the following hypotheses:

> ***Hypothesis 7****:* Mentor disability experience will be positively related to the receipt of psychosocial mentoring received.
>
> ***Hypothesis 8***: Mentor disability experience will be positively related to the receipt of career-related mentoring received.

Mentor Gender

Mentor gender may also influence disabled protégés' experiences within the relationship. Several studies within the mentoring literature have found that female mentors tend to provide more psychosocial mentoring to their protégés than do male mentors (Allen & Eby, 2004; Burke & McKeen, 1996; Ragins & Cotton, 1999; Sosik & Godshalk, 2000). Though the mentoring literature seems relatively clear regarding the effects of gender on the mentoring relationship (Ragins, 1999), the disability literature shows mixed results regarding gender of the observer and attitudes toward the disabled (Stone & Colella, 1996). There is some evidence suggesting that females report more comfort than males in interacting with disabled individuals (Jones & Stone, 1995; Yuker, 1994) and express a greater need for diversity within their organizations than do males (Hicks-Clarke & Iles, 2000). For example, in a study where students were surveyed regarding their comfort level interacting with individuals with various disabilities in different social situations, women generally responded more positively to interactions with the disabled than did men (Stovall & Sedlacek, 1983). In addition, females tend to provide more nurturing, caring, and social forms of assistance (Sosik & Godshalk, 2000). Taken together, this literature suggests that disabled employees with female mentors may report higher levels of psychosocial mentoring than those with male mentors. Thus,

> ***Hypothesis 9***: Disabled protégés with female mentors will report higher levels of psychosocial mentoring received than will disabled protégés with male mentors.

The relationship between mentor gender and career-related mentoring is less clear-cut for disabled protégés. Research finds that female mentors tend to report providing fewer career-related mentoring functions than do male mentors (Sosik & Godshalk, 2000). There is some literature suggesting that men may experience greater discomfort and anxiety in interactions with the disabled (Jones & Stone, 1995; Yuker, 1994). Taken together this suggests that while female mentors may display greater comfort with the disabled, they may provide less career-related mentoring to a disabled protégé. Male mentors may be more able to provide career-related mentoring, but due to the perceived strain and anxiety related to interacting with disabled individuals male mentors may restrain from sharing this knowledge. Given this literature, no hypothesis is proposed linking mentor gender to career-related mentoring received by disabled protégés.

Work Group Characteristics

Tokenism

In groups where there a few disabled employees, increased attention and stereotypes may arise about these individuals simply because their external characteristics are more noticeable to others. Kanter (1977) referred to this numerical minority as being a "token". Being a token within an organization can be disadvantageous to the minority employee. There are a number of barriers to career advancement for tokens within organization as outlined in Kanter's (1977) original tokenism theory and subsequent additions (Yoder, 1991; Zimmer, 1988), including tokens receiving less mentoring or less effective mentoring than the majority.

The disability literature also notes that having a token status can influence how others perceive and treat a disabled employee (Bowman, Kite, Branscombe, & Williams, 1999). Token disabled individuals are often excluded from informal networks, thereby limiting their access to

career-related information and social support in their career (Feldman, 2004; Lyness & Thompson, 2000; Jones, 1997; Ilgen & Youtz, 1986). Further, increased contact with the disabled, as would be more likely if an organization had multiple disabled individuals, can help to reduce incorrect assumptions and stereotypes held about disabled employees (Stone & Colella, 1996). As Stone and Colella (1996) note, "contact situations allow individuals to gather detailed information about outgroup members so that they are seen as individuals rather than members of a stereotyped group (p. 370)." Thus, in workgroups (units, departments, or divisions) where there are many disabled employees, the negative effects associated with being a token should be diminished (Jones, 1997). Based on the tokenism and disability distancing literature, it is expected that token disabled protégés will experience less mentoring than those disabled protégés who are not tokens within their workgroup.

> ***Hypothesis 10***: Tokenism will be negatively related to the receipt of psychosocial mentoring. Specifically, protégés who are the solo disabled employee within their workgroup or who perceive themselves as a token will report lower levels of psychosocial mentoring received than those with multiple disabled employees within their workgroup or who do not perceive themselves as a token.

> ***Hypothesis 11***: Tokenism will be negatively related to the receipt of career-related mentoring. Specifically, protégés who are the solo disabled employee within their workgroup or who perceive themselves as a token will report lower levels of career-related mentoring received than those with multiple disabled employees within their workgroup or who do not perceive themselves as a token.

Moderating Variables

There may also be differences in the relationship between predictor variables and mentoring functions received based on organizational factors, such as organizational support for diversity and how the mentoring relationship was initiated (Ragins, 2006; Ragins, 1997a; Stone & Colella, 1996).

Organizational Support for Diversity

The importance of corporate culture is indicated by the Cornell's survey finding that 81% of private-sector employers said visible top-management commitment was effective or very effective for reducing barriers to employment for persons with disabilities (Bruyere, 2000). Stone and Colella (1996) also propose that organizational norms and values will influence the likelihood of disabled employees being mentored. They note "when organizations value social justice, egalitarianisms, and engender norms of cooperation and helpfulness, disabled individuals should be viewed as more suitable for jobs and more capable of making contributions to the organization (p. 373)." Thus, organizational support for diversity is proposed to affect the relationship between characteristics of the protégé (i.e., self-disclosure and concealability) and mentoring functions received.

Self-disclosure and organizational support. The successful integration of diverse employees into an organization depends on factors such as organizational culture and the environment (Ragins, 2006; Jane & Dipboye, 2004; Ragins, 1997a; Stone & Colella, 1996; Schartz, Schartz, & Blanck, 2002; Klimoski & Donahue, 1997). However, disabled individuals often struggle with the decision of whether to discuss their disability with others at work (Allen & Carlson, 2003). Disclosing information about one's self is often a particular concern in diversified mentoring relationships if those characteristics are stigmatized within their company (Ragins, 2002). Organizational support for the disclosure of a stigmatized identity may be symbolic as well as instrumental, such as including disability into the organization definition of diversity or implementing policies and procedures to protect the stigmatized group (Ragins, 2006). This type of environment is shown to encourage disclosure within organizations (Ragins, 2006). While a direct relationship is seen within the diversity literature between organizational

support and disclosure, it is also plausible that organizational support for diversity will moderate the relationship between disclosure of one's disability and mentoring functions received.

The diversity literature frequently notes that individual attitudes toward the disabled may form based on the attitudes of authority figures as well as group norms held by organizational members (Schartz, Schartz, & Blanck, 2002; Klimoski & Donahue, 1997; McCarthy, 1988). When disabled individuals are given support (symbolic or instrumental) from authority figures, other employees within the organization may take cue from their superiors and reduce previously held stereotypes and negative attitudes of their disabled peers (Yuker, 1994; Diksa & Rogers, 1996). In a more supportive organization, individuals who disclose their disability are likely to experience positive consequences, such as affirmation from others and the formation of closer interpersonal relationships (Ragins, 2006). In contrast, a disabled protégé who chooses not to disclose his/her disability in a more supportive environment may not experience these same positive benefits, thereby limiting the opportunity for a stronger mentoring relationship to develop based on this openness and honesty. Consequently, disabled employees who do not disclose their disability in more supportive organizations may receive lower mentoring functions than disabled employees who do disclose their disability.

> ***Hypothesis 12***: Organizational support will moderate the relationship between protégé self-disclosure and psychosocial mentoring received. Specifically, protégés who disclose their disability will receive higher psychosocial mentoring functions in more supportive organizations, whereas protégés with do not disclose their disability will receive lower levels of psychosocial mentoring functions in both organizations with higher as well as lower organizational support for diversity.

> ***Hypothesis 13***: Organizational support will moderate the relationship between protégé self-disclosure and career-related mentoring received. Specifically, protégés who disclose their disability will receive higher career mentoring functions in more supportive organizations, whereas protégés with do not disclose their disability will receive lower levels of career mentoring functions in both organizations with higher as well as lower organizational support for diversity.

Concealability and organizational support. Organizational support for diversity may also influence the likelihood of employees with varying degrees of concealable disabilities being mentored since organizational members are more likely to provide acceptance and form relationships with diverse others in supportive environments (Ragins, 1997a; Ragins, 2006). An organizational culture that encourages diversity and adheres to values of tolerance, acceptance, respect, and inclusiveness may help with the successful integration of employees with disabilities into the workplace (Schartz, Schartz, & Blanck, 2002; Klimoski & Donahue, 1997), regardless of the concealability of their condition. Thus, it is expected that regardless of the concealability of the disability, disabled protégés will receive more mentoring in organizations that demonstrate more support for diversity.

In contrast, protégés in less supportive environments may experience differential reactions from others based on the concealability of their condition. Those protégés with less concealable disabilities may be more likely to experience distancing behavior in less supportive environments because of negative stereotypes and less acceptance of diversity (Jones, 1997; Thomas, 2005). Thus, in organizations where supportive practices and policies are not practiced, employees whose disabilities are more salient may experience lower levels of psychosocial and career mentoring. Alternatively, employees with disabilities that are not noticeable to others can often blend in as able-bodied and "pass as others" (Ragins, 2006). Though the employees with concealable disabilities may experience anxiety from working in an environment that does not support diverse individuals (Ragins, 2006), these individuals are likely to be treated by their non-disabled peers as "normal". As such, protégés with concealable disabilities may be more likely to receive mentoring in less supportive organizations than protégés with less concealable disabilities.

Hypothesis 14: Organizational support will moderate the relationship between disability concealability and psychosocial mentoring received. Specifically, in more supportive organizations visibility of the disability will not influence psychosocial mentoring received, whereas in less supportive organizations protégés with less visible disabilities will receive greater psychosocial mentoring than those with more visible disabilities.

Hypothesis 15: Organizational support will moderate the relationship between disability concealability and career-related mentoring received. Specifically, in more supportive organizations visibility of the disability will not influence career-related mentoring received, whereas in less supportive organizations protégés with less visible disabilities will receive greater career-related mentoring than those with more visible disabilities.

Type of Mentoring Relationship

Mentoring relationships can vary in terms of formality. In formal mentoring relationships, protégés are typically assigned to their mentors by a third party. In contrast informal mentoring relationships develop spontaneously without organizational assistance (Ragins & Cotton, 1999). Typically, informal relationships are more beneficial to protégés and mentors due to the interpersonal connectedness that the two parties share as a result of the relationship developing without the assistance of others (Mullen, 1994; Chao, Walz, & Gardner, 1992; Kram, 1985). The disability literature also notes interpersonal connectedness as important in successful relationships (Stone & Colella, 1996). Thus, type of mentoring relationship is proposed to affect the relationship between characteristics of the mentor and workgroup (i.e., mentor disability experience and tokenism, respectively) and mentoring received.

Mentor disability experience and type of relationship. As previously noted, mentor disability experience and/or previous contact or familiarity with disabilities is related to future comfort interacting with disabled individuals (Stone & Colella, 1996; Yuker, 1994; Fichten, 1986; Schartz, Schartz, & Blanck, 2002, Scherbaum, Scherbaum, & Popovich, 2005). Similarity in background or understanding the minority protégé's experience can result in the mentor providing increased social-emotional support as well as helping the protégé manage their

situation on the job (Ragins, 2002). In situations where a mentor with disability experience is assigned a disabled protégé in a formal mentoring relationship, the mentor may be better equipped to meet the needs of the protégé and feel greater comfort interacting interpersonally (Ragins, 2002) than those who do not have experience interacting with the disabled. Likewise, mentors with previous disability experience may also provide heightened mentoring functions to their protégé in informal relationships because of an understanding of their situation and appreciation of their abilities. Therefore, it is expected that regardless of the type of mentoring relationship, disabled protégés whose mentors had previous mentoring experience will report receiving high levels of mentoring functions.

The outcomes associated with mentor experience are expected to differ in the type of mentoring relationship when the mentor does not have previous disability experience. Mentors without disability experience who are assigned a disabled protégé in a formal relationship may not be as motivated to provide mentoring support. This may occur because mentors may feel reluctant to provide quality mentoring because of previously held stereotypes regarding the disabled (Ragins, 1997b) and/or expected strain in social interactions, such as uncertainty about how to interact with the disabled, discomfort due to the disability itself, and/or fear of offending the disabled protégé (Stone, Stone, & Dipboye, 1992). These fears may inhibit the amount of mentoring provided in formal relationships between disabled protégés and mentors without disability experience. Alternatively, in an informal mentoring relationship where the mentor seeks out the disabled protégé or agrees to mentor the disabled protégé, the mentoring function outcomes may differ. By taking on a disabled protégé, the nondisabled mentor may have moved past initial biases and stereotypes that are associated with the disabled (Ragins, 1997a), have greater interpersonal comfort, and more accurate perspectives of the disabled protégé's

capabilities. This commitment may result in increased mentoring functions provided to the disabled protégé. Thus, it is hypothesized that:

> ***Hypothesis 16***: Type of mentoring relationship will moderate the relationship between mentor disability experience and psychosocial mentoring received. Specifically, protégés with a mentor with disability experience will receive higher psychosocial mentoring in both informal and formal relationships, whereas protégés with a mentor without disability experience will receive higher levels of psychosocial mentoring in informal mentoring relationships only.

> ***Hypothesis 17***: Type of mentoring relationship will moderate the relationship between mentor disability experience and career-related mentoring received. Specifically, protégés with a mentor with disability experience will receive higher career mentoring in both informal and formal relationships, whereas protégés with a mentor without disability experience will receive higher levels of career mentoring in informal mentoring relationships only.

Tokenism and type of relationship. Token individuals often face barriers to advancement within their careers (Kanter, 1977; Yoder, 1991; Zimmer, 1998), which may include receiving less effective mentoring than their able-bodied peers. However, type of relationship may influence the level of mentoring functions that token disabled protégés experience compared to protégés who are not the solo disabled employee within their workgroup.

Protégés who are not tokens in their organization may experience numerous benefits by working with similar others (Ragins, 2006). One such benefit for the disabled protégé is the reduction of incorrect assumptions and stereotypes that can occur when nondisabled peers have increased contact with disabled individuals (Stone & Colella, 1996; Yuker, 1994; Fichten, 1986; Schartz, Schartz, & Blanck, 2002). With the reduction of these biases and stereotypes other employees can begin to understand the needs of the disabled protégé and more accurately perceive their abilities. Thus, in situations where a mentor is assigned a disabled protégé (i.e., formal relationship), the mentor may be better prepared to provide mentoring because of enhanced knowledge about the disabled and increased comfort level due to greater opportunities

to interact with disabled employees (Ragins, 2002). Alternatively, token disabled protégés in formal mentoring relationships may be perceived as a high-risk to mentors, which then limits mentors' motivation to provide guidance to them. Likewise, formal mentors may not be as comfortable interacting with token disabled protégé because of anticipated strain in their interactions and uncertainty about how to communicate or interact with the protégé (Stone, Stone, & Dipboye, 1992). In fact, the disability literature frequently notes that tokens are often excluded from informal networks (Feldman, 2004; Lyness & Thompson, 2000; Jones, 1997; Ilgen & Youtz, 1986) and are avoided in personal situations if possible (Enright, Conyers, & Szymanski, 1996; Fichten, Bourdon, Amsel, & Fox, 1989; Fichten, 1988).

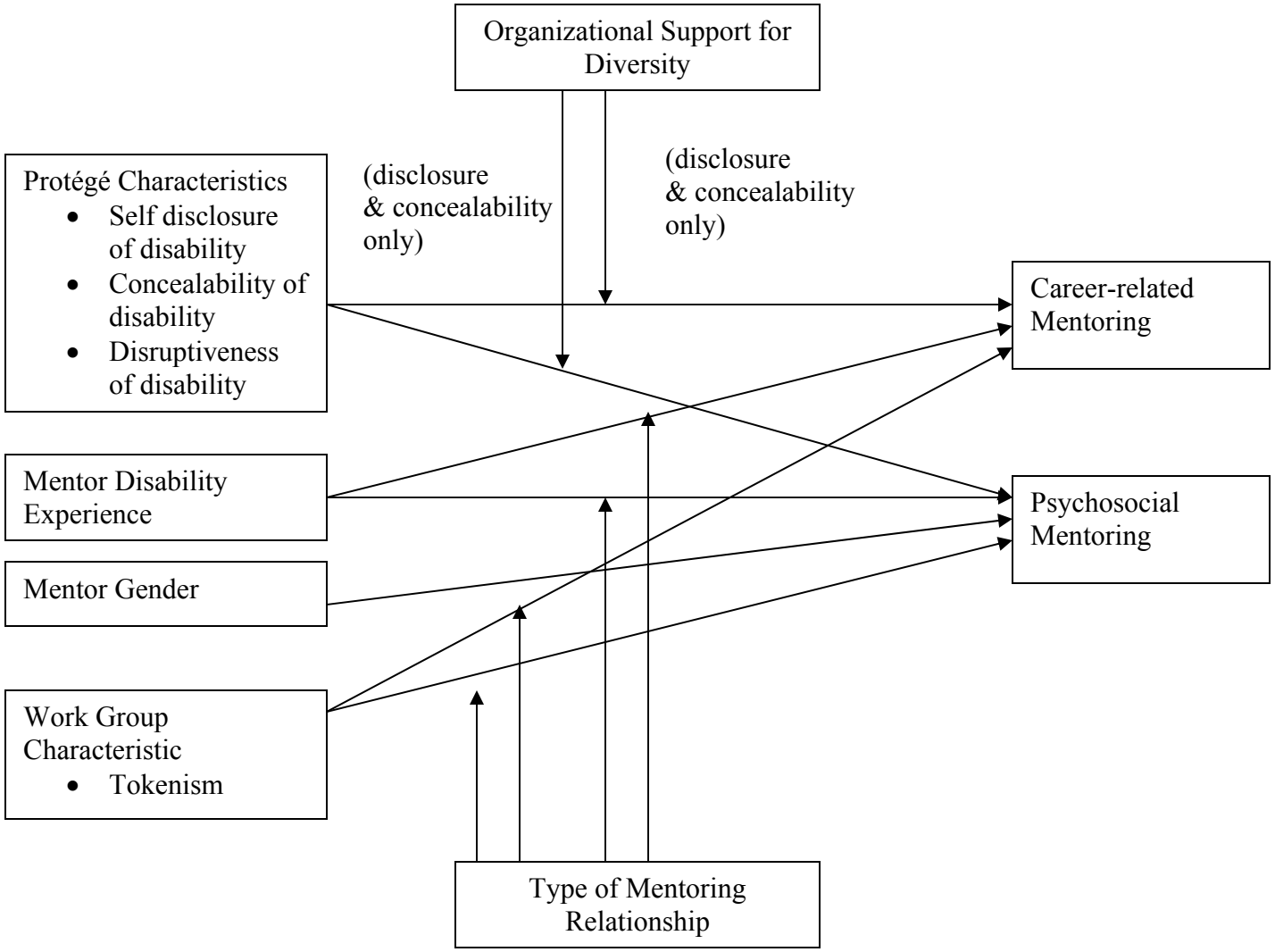
Disabled protégés in informal mentoring relationships may experience higher levels of mentoring compared to those in formal mentoring relationships regardless of their token status. This is because in informal mentoring, relationships develop spontaneously due to interpersonal factors, such as comfort and perceived competence (Ragins & Cotton, 1999). The mentoring literature consistently notes that protégés in informal relationships report higher levels of psychosocial (Ragins & Cotton, 1999; Fagenson-Eland, Marks, & Amendola, 1997) and career mentoring (Allen, Day, & Lentz, 2002; Ragins & Cotton, 1999; Chao, Walz, & Gardner, 1992) than those in formal relationships. Therefore, by virtue of being in an informal relationship it is likely that mentoring support will be received, regardless of token status.

> ***Hypothesis 18***: Type of mentoring relationship will moderate the relationship between tokenism and psychosocial mentoring received. Specifically protégés who are not a token within their workgroup will receive higher levels of psychosocial mentoring functions in both informal and formal relationships, whereas token protégés will receive higher levels in informal mentoring relationships only.
>
> ***Hypothesis 19***: Type of mentoring relationship will moderate the relationship between tokenism and career-related mentoring received. Specifically protégés who are not a token within their workgroup will receive higher levels of career mentoring functions in

both informal and formal relationships, whereas token protégés will receive higher levels in informal mentoring relationships only.

Figure Caption

Figure 2.1. Model depicting hypothesized relationships among protégé characteristics, mentor characteristics, work group characteristics, moderating variables, and mentoring functions received for disabled protégés.


Organizational Support for Diversity
(disclosure & concealability only)
(disclosure & concealability only)
Protégé Characteristics
Self disclosure of disability
Concealability of disability
Disruptiveness of disability
Career-related Mentoring
Mentor Disability Experience
Psychosocial Mentoring
Mentor Gender
Work Group Characteristic
Tokenism
Type of Mentoring Relationship

CHAPTER 3

METHOD

Participants and Procedures

Employees who were deaf or hard of hearing were chosen as the focus population for the study. Disabilities are often not easily definable and can vary along several dimensions of severity, visibility, conditions, and perceptions from others (Esses & Beaufoy, 1994; Olkin & Howson, 1994). Thus, to reduce some of the difficulties of controlling for these differences one disability type was chosen as the focus for the sample population. Further, using a deaf or hard of hearing sample would allow for ease of survey administration using an online questionnaire where survey modifications and accommodations would be minimal as might not be the case using a different sample of individuals with different disabilities. A deaf and hard of hearing population was also the most accessible group as far as the number of online support organizations that were responsive to requests for assistance with data collection. Data was collected from seven organizations that provide support services to the deaf and hard of hearing as well as six online listservs for the deaf and hard of hearing. These organizations were primarily located in the United States and in Canada, although some of the listservs were for individuals living in the United Kingdom and in Australia. The final sample was primarily located in the United States (72%), while 26% were located in Canada and 2% located in Europe.

Participating organizations sent an email to their membership database. This email contained detailed information about the study including the purpose of the study and the requirements to participate (see Appendix A). Participants were told the purpose of the study

was to investigate the mentoring experiences of disabled employees, and that to participate they must have current or previous mentoring experience as a protégé. Also included in the solicitation email was the link to the survey. Data was collected anonymously using an online website where interested respondents could access the survey using the study link provided to them in the recruitment email. It should be noted that once a respondent began the survey they were unable to return to the survey site from the same computer to minimize potential for multiple responses. The welcome page of the survey provided detailed information on the criteria for inclusion (see Appendix B). Participants were informed that a disability is "any physical or psychological condition that impairs an individual's ability to perform one or more behaviors or activities" (Stone, Stone, & Dipboye, 1992). They were also told that they were eligible to participate if they: (1) have a disability or health problem that prevents them from participating fully in work or other activities, (2) have a physical disability, a seeing, hearing or speech impairment, an emotional or mental disability, or a learning disability, or (3) consider themselves to have a disability or think that other people would consider them to be a person with a disability (National Organization on Disability, 2001). Prior to beginning the questionnaire participants were provided with Ragins's and Cotton's (1999) definition of mentoring relationships that defines a mentor as "a higher ranking, influential individual in your work environment who has advanced experience and knowledge and is committed to providing upward mobility and support to your career." They were instructed to respond to the questionnaire thinking about a relationship with one individual who fits this description over the course of their career. All participants had to provide anonymous consent to participate after reading the consent form (see Appendix C). In addition, a reminder email was sent to the same sample of individuals associated with each respective organization two weeks after the initial

mailing reminding them of the study (see Appendix D). All correspondence with the potential respondents was conducted by the hosting organization to increase the credibility of the study. Since the survey was conducted anonymously a good-faith incentive was also provided on the participants' behalf of a $1 donation made to the supporting organization for each completed survey. The exact survey return rate was not possible to assess since a shotgun approach was used for many of the listservs. Online surveys often yield low responses rates (Rogelberg, Church, Waclawski, & Stanton, 2002); further it is unknown the number of potential respondents who have membership in multiple organizations that received cross-posting, the number of individuals who have membership within these organizations who are not disabled themselves, or the number of individuals who are not active within these associations that may influence the total number of eligible individuals who received the study invitation. In total, about 28,580 individuals received the recruitment email, 583 individuals accessed the survey site and 552 gave their consent to participate. Of those who consented to participate, 367 (66%) met the criteria for inclusion in the study (i.e., having a disability, experience as a protégé in a mentoring relationship). Of those who met the criteria for inclusion in the study 114 (31%) immediately exited the survey prior to answering any of the scales and 35 (10%) dropped out or had incomplete data on the primary variables of interest. The final sample consisted of 218 (59%) deaf or hard of hearing professionals. Of those responding to the demographic questionnaire, 64 (29%) were male, 148 (68%) were female, and 6 (3%) did not identify gender. Average age was 45.52 (*SD* = 12.65). The majority of protégés were Caucasian-White (90.4%), 3.7% were Native Hawaiian or of other racial-ethnic backgrounds, 2.3% were Asian, 1.8% had multiple racial backgrounds, 1.4% were African American-Black, and 0.4% were American Indian or Alaskian

Native. The average length of the mentoring relationship was 50 months (4.2 years; *SD* = 56 months).

Measures

Protégé Characteristics

The protégé characteristics hypothesized to influence mentoring relationships were Disability Disclosure, Disability Concealability, and Disability Disruptiveness (see Appendix E). *Disability Disclosure* was assessed with three items on a five-point Likert scale asking the participant about the disclosure of their disability to their mentor (e.g., "Did you disclose your disability to your mentor?", "Did you discuss with your mentor incorrect assumptions that others have made regarding your disability?"; $\alpha = 0.78$). These items were averaged to create scale scores. Higher scores indicated greater discussion of the disability by the protégé with their mentor. *Disability Concealability* was examined with two items by asking the participant to report on a five-point Likert scale the extent of the concealability of their disability (i.e., "My hearing impairment is *visible* to others—others would notice my disability by looking at me," "My hearing impairment is *readily apparent* to others—others would notice my disability by interacting with me"; $\alpha = 0.66$). These two items were averaged to create a scale score. Higher scores indicated greater visibility of disability. Using Jones et al., (1984) definition of disruptiveness, *Disability Disruptiveness* was assessed with three items on a five-point Likert scale (e.g., "My disability interferes with my communication with others," "My disability causes strain and uncertainty for others in social situations"; $\alpha = 0.87$). Items associated with this measure were also averaged to create scale scores. Higher scores reflected greater disruptiveness of the disability.

Mentor Characteristics

The mentor characteristics hypothesized to influence mentoring relationships were Mentor Gender and Mentor Disability Experience (see Appendix E). Participants identified their mentor's gender as either Female or Male. *Mentor Disability Experience* was assessed with two items. The first item asked the disabled protégé whether he/she was aware of the mentor having a disability. The second item asked the disabled protégé if the mentor disclosed that he/she has a "relative, friend, or close acquaintance with a disability". The initial data analysis plan involved scoring and averaging these two items (1=yes, 0=no) to reflect the amount of mentor disability experience, however the resulting coefficient alpha was low and unacceptable ($\alpha = 0.41$). Since the averaged score could not be used to reliably test the hypotheses, one item (i.e., mentor disclosure of having a relative, friend, or close acquaintance with a disability) was used as a marker for disability experience in the analyses. This item was chosen as the marker since it allowed for greater inclusion of individuals with disability experience. The first item, mentor disability status revealed 53 (24%) mentors with a disability while 165 (76%) mentors did not have a disability. Alternatively, results of the second item showed 89 (41%) protégés reporting that their mentor disclosed having an association with someone who was disabled while 129 (59%) reported no disclosure of disability association by their mentor. The second item is more inclusive by having a more even balance of those who are associated with someone who has a disability and those who do not have this connection. In addition, the use of the second item as a marker for mentor disability experience contains information from individuals who are disabled and not disabled.

Work Group Characteristics

Allowing for a nuanced assessment of tokenism, two items were developed to assess whether the participant is a token/solo-disabled employee within their work group, unit, or department (see Appendix E). The first item asked the participant to report the size of their immediate work group. Coupled with this item was a definition of "immediate work group" as "the number of employees within your unit, department, or division of your organization." The second item requested more specific information on participants' tokenism status with the item "including you, how many individuals within your work group (unit, department, or division) have a visible or invisible disability?" These two items were combined to create a proportional index of token status (i.e., the number of disabled employees in the workgroup/the total number of employees in the workgroup). The influence of token status on mentoring functions received may only occur if the mentor perceives the immediate effects of tokenism for the protégé, such as distancing and incorrect assumptions from others. As such, an additional item was collected for use as a potential control variable to determine if there are differences in the effect of tokenism on mentoring functions received if the mentor is within the protégé's work group (i.e., "Does your mentor work within your workgroup (unit, department, or division)?").

Employees who have disabilities may still feel as though they are a token within their workgroup despite knowledge of another employee having a disability as well. Again, differences exist within and between disabilities and one may perceive their disability as more severe than another employee's disability thus making them to feel as though they are singled out as a "token". Therefore, a measure of perceived tokenism was also collected as an alternative operationalization of tokenism. A modified twelve-item version of Karrasch's (2003) tokenism scale was used to examine perceived tokenism (e.g., "I feel that differences between

employees at my level and myself are exaggerated or made a big deal of", "I am encouraged to behave in ways stereotypically associated with my hearing impairment"; $\alpha = 0.90$). This scale was originally developed for use in a study examining gender, ethnicity, branch of the Army, and perceived tokenism (e.g., isolation and stereotyping) as antecedents of organizational commitment.

Moderating Variables

Serving as a moderator variable was a modification of Kossek and Zonia's (1993) six-item Value Efforts to Promote Diversity measure to assess organizational support for diversity (e.g., "My organization is an excellent institution that recruits and retains minority employees", "My organization is an excellent institution that recruits and retains disabled employees") (see Appendix F). This scale was developed to assess the extent to which organizational excellence is related to the recruitment and retention of diverse faculty members. An additional item was developed to expand the disability diversity component of the scale (i.e., "My organization feels that increasing disability diversity among employees is important in promoting greater understanding and cooperation between disabled and nondisabled employees"; $\alpha = 0.90$). These items were rated on a five-point Likert-type scale and averaged. Higher scores indicated higher organizational support for diversity.

Using Ragins and Cotton's (1999) description of formal and informal mentoring relationships, the type of mentoring relationships was assessed as a moderator variable (see Appendix F). The following description was provided: "In order to assist individuals in their development and advancement, some organizations have established formal mentoring programs, where protégés and mentors are linked in some way. To recap: Formal mentoring relationships are developed with *organizational assistance.* Informal mentoring relationships are

developed *spontaneously*, without organizational assistance." Following this description, participants were asked to describe their mentoring relationship by indicating whether their mentoring relationship was informal (spontaneous development) or formal (organizational assistance). Of the sample, 64% reported being in an informal relationship (*N*=138) and 36% reported being in a formal mentoring relationship (*N*=79).

Dependent Measures

Ragins and McFarlin's (1990) Mentor Role Instrument was used to assess mentoring received (see Appendix G). Items on this scale assessed both career-related and psychosocial mentoring. The career-related mentoring scale includes 15 items related to sponsorship, exposure, coaching, protection, and challenging assignments (e.g., "Helps me attain desirable positions", "Suggests specific strategies for achieving career aspirations") and had an alpha of 0.92. The psychosocial mentoring scale included 15 items related to role-modeling, acceptance, counseling, social, and friendship (e.g., "Shields me from damaging contact with important people in the organization", "Provides support and encouragement") and had a coefficient alpha of 0.93. These items were rated on a five-point Likert scale and averaged. Higher scores indicated more mentoring.

Additional Measures

Several additional variables were considered for potential controls (see Appendix H). Demographic characteristics of the disabled protégé were considered including age, ethnicity, and gender (Yuker, 1994). Type of disability (i.e., deaf and hard-of-hearing) was also considered since reactions of nondisabled individuals towards the disabled are shown to vary based on type of disability. While these two disabilities are essentially the same type of disability they may differ in terms of onset, severity, and visibility of the disability, as well as

other aspects important for the disabled individual such as the use of assistive devices, personal identity and Deaf culture. The disabled protégé may also have additional disabilities. Several studies have noted a hierarchy of preferred disabilities (Schartz, Schartz, & Blanck, 2002; Tringo, 1970), thus the type and number of disabilities were measured. Participants were asked to list and describe their disability to better identify their classification as either deaf or hard-of-hearing. They were also asked to note whether they have more than one disability (and if so, what those disabilities are). While we were not able to examine the second disability since there were multiple types listed, the number of disabilities was ultimately used as a control variable. Characteristics of the protégé's work experience were considered as control variables such as organizational tenure since protégés who have been with a company for a longer period of time may not receive the same mentoring outcomes as protégés who are new to the organization. In addition, protégé's previous mentoring experience was considered. Protégés that have a history of mentoring experiences may have more realistic expectations regarding the relationship. These questions asked respondents whether they were previously a protégé and/or a mentor. There is mentoring as well as disability literature suggesting who initiates the relationship or how the relationship starts to be of significance in the type and amount of mentoring functions received and level of interpersonal comfort experienced, respectively (Wanberg, Welsh, & Hezlett, 2003; Stone & Colella, 1996). Thus, who initiated the mentoring relationship under consideration was collected. Length, status of the relationship, and presence of the mentor in the protégé's workgroup were also considered. If the relationship is just beginning, the outcomes may differ versus if the relationship has developed over time (Eby et al., 2004).

CHAPTER 4

DATA ANALYSIS AND RESULTS

One-way ANOVAs were conducted comparing the country status with the dependent variables career mentoring and psychosocial mentoring to ensure there were no differences in where the respondent was located. ANOVA results revealed that there were no significant differences whether the respondent was located in the United States (N =156), Canada (N =58), or Europe (N =5) for psychosocial mentoring ($F(2, 216)=.03$, $p>.10$) or for career mentoring ($F(2, 216)=.67$, $p>.10$). ANOVAs were also conducted for disability type whether the disabled respondent identified themselves as deaf (N =100) or with some other type of hearing impairment (N =119). Significant differences were found for psychosocial mentoring ($F(1, 217)=4.15$, $p<.05$) and for career mentoring ($F(1, 217)=4.06$, $p<.05$). Thus, disability type was included as a control variable in the regression analyses.

Means, standard deviations, and correlations are presented in Table 4.1. The correlation matrix was examined to identify appropriate control variables. Table 4.1 reveals that disability type, number of disabilities, experience as a mentor, status of the relationship, and organizational tenure were all significantly correlated with career mentoring. Disability type, number of disabilities, experience as a mentor, and status of the relationship were also significantly correlated with psychosocial mentoring as was mentor presence in the workgroup. Respondents who had a higher number of disabilities than just a deaf/hearing impairment reported lower levels of both career and psychosocial mentoring. Within the sample, 79% reported having only one disability (N=173), 14% reported having two disabilities (N=30), 6% reported having three

disabilities (*N*=13), 1% reported having more than three disabilities (*N*=2). Employees who had previous mentoring experience as a mentor to another individual reported higher levels of both career and psychosocial mentoring. Thirty-five percent reported having no previous experience as a mentor (*N*=77), while 65% reported having previous experience as a mentor (*N*=141). Those whose mentoring relationship was current or ongoing reported higher levels of mentoring functions as well. Within the sample, 46% reported that the mentoring relationship had ended (*N*=96) and 54% reported that the relationship was still ongoing (*N*=111). Mentor presence in the workgroup was also significantly correlated with psychosocial mentoring such that, employees whose mentor worked within their workgroup reported lower levels of psychosocial mentoring received. Of those responding to the background questionnaire, 47% reported that their mentor was not present within their workgroup (*N*=103) and 53% reported that their mentor was present within their workgroup (*N*=116). Finally, organizational tenure was significantly correlated with career mentoring such that individuals employed for longer periods of time for an organization reported lower levels of career mentoring. The median length of organizational tenure was 70 months (5.8 years) with a standard deviation of 102 months (8.5 years) (*N*=218). Thus five control variables were included in the subsequent analyses for each respective dependent variable. Specifically disability type, number of disabilities, experience as a mentor, status of the relationship, and mentor in workgroup were the control variables for psychosocial mentoring while disability type, number of disabilities, experience as a mentor, status of the relationship, and organizational tenure were the control variables for career-related mentoring. Collinearity existed among the variables of interest in the study as seen in Table 4.1, with significant correlations ranging from .14 to .61. While there were a number of theoretically expected correlations, the variables of interest were centered (i.e., computed into deviation units

by subtracting the mean values producing sample means of zero) to reduce problems associated with multicollinearity (Frazier, Tix, & Barron, 2004). Collinearity diagnostics were examined in subsequent analyses to determine the presence of multicollinearity between the independent variables. Specifically, the variance inflation factor (VIF) was used to measure multicollinearity (Pedhazur, 1997). Evidence of multicollinearity did not seen to be a problem when examining the VIF for each hypothesized relationship using Fox's (1991) conservative rule of the square root VIF greater than 2 as being problematic to the precision of the parameter estimate.

To test the study hypotheses, hierarchical regression was conducted to determine whether the data supported the proposed theoretical model. Mean substitution was conducted on cases where less than 10% of data was missing in order to maintain the power necessary to analyze the data (Switzer & Roth, 2004). Hierarchical regression allowed for analysis of the effects of the predictor variables (i.e., protégé characteristics, mentor characteristics, and workgroup characteristics) on the dependent variables (i.e., career-related and psychosocial mentoring), while controlling for confounding variables. Control variables were entered into the regression equation, followed by the predictor variable of primary interest to test for main effects. Hypotheses were supported if the predictor variable explained a significant amount of variance above and beyond the other variables already entered into the equation.

Hierarchical regression also allowed examination of the moderating role of organizational support for diversity and type of mentoring relationship as potential moderators. To test for moderation, relevant control variables were entered first, followed by the main effect predictor variable and the moderating variable, and finally the interaction term (product term of the predictor variable and the moderating variable). Significant interactions were plotted to determine that the nature of the relationship was in the direction predicted. Moderation

hypotheses were supported if the R^2 change of the last variable entered into the equation was statistically significant and the plot depicted the relationship as hypothesized.

Hypothesis Testing

Protégé Characteristics

Hypotheses 1 and 2 focused on protégé disability disclosure and mentoring received. Hypothesis 1 was supported in that disclosure of one's disability significantly predicted psychosocial mentoring received. As illustrated in Table 4.2 the control variables accounted for significant variance in the prediction of psychosocial mentoring in step 1 ($F(5, 213) = 8.14$, $p < .01$, $R^2 = .16$), with disability type ($\beta = 0.13$, $p < .05$), number of disabilities ($\beta = -0.13$, $p < .05$), previous experience as a mentor ($\beta = 0.16$, $p < .01$), status of the relationship ($\beta = 0.22$, $p < .01$), and mentor presence in the workgroup ($\beta = -0.20$, $p < .01$) contributing uniquely to prediction. Protégé disclosure of their disability was added in step 2 ($\beta = 0.20$, $p < .01$) and contributed incremental variance to prediction ($\Delta F(1, 212) = 10.55$, $p < .01$, $\Delta R^2 = .04$). The R^2 change associated with step 2 was .04. In other words, disclosure of the disability explained an additional 4% of the variance in psychosocial mentoring over and above the 16% explained by the control variables. Hypothesis 2 stated disclosure of one's disability would be positively related to career-related mentoring. As seen in Table 4.3, the control variables accounted for significant variance in the prediction of career mentoring in step 1 ($F(5, 213) = 6.04$, $p < .01$, $R^2 = .12$) with disability type ($\beta = 0.13$, $p < .10$), number of disabilities ($\beta = -0.14$, $p < .05$), previous experience as a mentor ($\beta = 0.15$, $p < .05$), status of the relationship ($\beta = 0.19$, $p < .01$), and organizational tenure ($\beta = -0.13$, $p < .10$) adding unique variance. However, protégé disclosure of their disability entered in step 2 ($\beta = 0.09$, $p > .10$) did not explain incremental variance in the

prediction of career mentoring ($\Delta F(1, 212) = 2.04$, $p = 0.16$, $\Delta R^2 = .01$). Thus, Hypothesis 2 was not supported.

Hypotheses 3 and 4 focused on concealability of the protégé's disability and mentoring functions. Hypothesis 3 stated concealability of one's disability will be positively related to psychosocial mentoring. As seen in Table 4.4 the control variables accounted for significant variance in the prediction of psychosocial mentoring in step 1 ($F(5, 213) = 8.14$, $p < .01$, $R^2 = .16$). However, protégé concealability of their disability entered in step 2 ($\beta = -0.02$, $p > .10$) did not explain incremental variance in the prediction of psychosocial mentoring ($\Delta F(1, 212) = 0.12$, $p = 0.73$, $\Delta R^2 = .00$). As such, Hypothesis 3 was not supported. Hypothesis 4 stated concealability of one's disability will be positively related to career-related mentoring. As before the control variables accounted for significant variance in the prediction of career mentoring in step 1 ($F(5, 213) = 6.04$, $p < .01$, $R^2 = .12$) as seen in Table 4.5. However, protégé concealability of their disability entered at step 2 ($\beta = 0.06$, $p > .10$) did not explain incremental variance in the prediction of career mentoring ($\Delta F(1, 212) = 0.91$, $p = .34$, $\Delta R^2 = .01$). As such, Hypothesis 4 was also not supported.

Hypothesis 5 and 6 focused on disruptiveness of the protégé's disability. Hypothesis 5 stated that disruptiveness of the disability will be negatively related to psychosocial mentoring. As seen in Table 4.6 the control variables accounted for significant variance in the prediction of psychosocial mentoring in step 1 ($F(5, 213) = 8.14$, $p < .01$, $R^2 = .16$). However, disruptiveness of the disability entered in step 2 ($\beta = -0.04$, $p > .10$) did not explain incremental variance in the prediction of psychosocial mentoring ($\Delta F(1, 212) = 0.36$, $p = 0.55$, $\Delta R^2 = .00$). Thus, Hypothesis 5 was not supported. Hypothesis 6 stated that disruptiveness of the protégé's disability will be negatively related to career-related mentoring. As seen in Table 4.7 the control variables

accounted for significant variance in the prediction of career mentoring in step 1 ($F(5, 213) = 6.04$, $p < .01$, $R^2 = .12$). However, disruptiveness the disability entered at step 2 ($\beta = -0.09$, $p > .10$) did not explain incremental variance in the prediction of career mentoring ($\Delta F(1, 212) = 1.86$, $p = .17$, $\Delta R^2 = .01$). As such, Hypothesis 6 was also not supported.

Mentor Characteristics

Hypothesis 7 and 8 examined the protégé's report of their mentor's disability experience. Hypothesis 7 stated that mentor disability experience will be positively related to psychosocial mentoring. As before the control variables entered in step 1 accounted for significant variance in the prediction of psychosocial mentoring in step 1 ($F(5, 213) = 8.14$, $p < .01$, $R^2 = .16$), with disability type ($\beta = 0.13$, $p < .05$), number of disabilities ($\beta = -0.13$, $p < .05$), previous experience as a mentor ($\beta = 0.16$, $p < .01$), status of the relationship ($\beta = 0.22$, $p < .01$), and mentor presence in the workgroup ($\beta = -0.20$, $p < .01$) contributing uniquely to prediction as seen in Table 4.8. In step 2 protégé's report of mentor disability experience (i.e., mentor had a close friend, relative, or acquaintance with a disability) ($\beta = 0.23$, $p < .01$) added significantly to prediction ($\Delta F(1, 211) = 13.55$, $p < .01$, $\Delta R^2 = .05$), providing support for Hypothesis 7. Mentor disability experience explained an additional 5% of the variance in psychosocial mentoring over and above the 16% explained by the control variables alone. Hypothesis 8 stated that mentor disability experience will be positively related to career-related mentoring. The set of control variables was significant ($F(5, 213) = 6.04$, $p < .01$, $R^2 = .12$), as seen in Table 4.9 with disability type ($\beta = 0.13$, $p < .10$), number of disabilities ($\beta = -0.14$, $p < .05$), previous experience as a mentor ($\beta = 0.15$, $p < .05$), status of the relationship ($\beta = 0.19$, $p < .01$), and organizational tenure ($\beta = -0.13$, $p < .10$) adding uniquely to prediction. Protégé's report of mentor disability experience was added at step 2 with mentor disability experience (i.e., mentor disclosure of having a close

friend, relative, or acquaintance) ($\beta = 0.20$, $p < .01$) significantly predicted career-related mentoring ($\Delta F(1, 211) = 9.42$, $p < .01$, $\Delta R^2 = .04$). Thus, Hypothesis 8 was supported. Mentor disability experience explained an additional 4% of the variance in career-related mentoring over and above the 12% explained by the control variables alone.

Mentor gender was hypothesized to predict psychosocial mentoring in Hypothesis 9. Specifically it was hypothesized that females would report higher levels of psychosocial mentoring received than protégés with male mentors. This hypothesis however, was unable to be tested due to an insufficient number of male mentors reported. Only 2 out of 218 completed surveys reported male mentors, thus the hypothesis could not be tested.

Workgroup Characteristic

Hypothesis 10 and 11 focused on tokenism of the protégé in their workgroup. The initial plan was to test these hypotheses two different ways using a perceived measure of tokenism (i.e., whether the protégé perceived themselves as a token disabled employee within their workgroup) and a proportional index (number of disabled individuals in workgroup/total number of people in organization). The proportional index was unable to be analyzed due to a high number of missing data for these items, with many respondents indicating that they did not know this information. Thus, Hypotheses 10 and 11 were tested only using the perceived tokenism measure. Hypothesis 10 focused on psychosocial mentoring, and as seen in Table 4.10, tokenism was negatively related to psychosocial mentoring. The control variables were significant at step 1 ($F(5, 213) = 8.14$, $p < .01$, $R^2 = .16$), with disability type ($\beta = 0.13$, $p < .05$), number of disabilities ($\beta = -0.13$, $p < .05$), previous experience as a mentor ($\beta = 0.16$, $p < .01$), status of the relationship ($\beta = 0.22$, $p < .01$), and mentor presence in the workgroup ($\beta = -0.20$, $p < .01$) contributing uniquely to prediction. Tokenism was added in step 2 and accounted for

incremental variance (β = -0.28, $p < .01$) in the prediction of psychosocial mentoring ($\Delta F(1, 212) = 18.67$, $p < .01$, $\Delta R^2 = .07$) providing support for Hypothesis 10. Perceived tokenism explained an additional 7% of the variance in psychosocial mentoring over and above the 16% explained by the control variables alone. Hypothesis 11 concerned career-related mentoring. It was hypothesized that tokenism would be negatively related to career-related mentoring as shown in Table 4.11. At step 1, the control variables were significant ($F(5, 213) = 6.04$, $p < .01$, $R^2 = .12$), with disability type (β = 0.13, $p < .10$), number of disabilities (β = -0.14, $p < .05$), previous experience as a mentor (β = 0.15, $p < .05$), status of the relationship (β = 0.19, $p < .01$), and organizational tenure (β = -0.13, $p < .10$) adding uniquely to prediction. Tokenism was added in step 2 and significantly accounted for incremental variance (β = -0.23, $p < .01$) in the prediction of career mentoring ($\Delta F(1, 212) = 12.31$, $p < .01$, $\Delta R^2 = .05$). Thus Hypothesis 11 was supported. The R^2 change associated with step 2 indicated that an additional 5% of the variance in career mentoring was explained over and above the 12% explained by the control variables.

Moderation

Results of Hypothesis 12 are presented in Table 4.12. In step 1, disability type (β = 0.13, $p < .05$), number of disabilities (β = -0.13, $p < .05$), previous experience as a mentor (β = 0.16, $p < .01$), status of the relationship (β = 0.22, $p < .01$), and mentor presence in the workgroup (β = -0.20, $p < .01$), significantly predicted psychosocial mentoring ($F(5, 213) = 8.14$, $p < .01$, $R^2 = .16$). Step 2 accounted for 23% of the variance, with disclosure of the disability (β = 0.21, $p < .01$) and organizational support for diversity (β = 0.19, $p < .01$) significantly predicting psychosocial mentoring ($\Delta F(2, 211) = 10.03$, $p < .01$, $\Delta R^2 = .07$). The interaction term disclosure X organizational support (β = -0.05, $p > .10$) was not significant at step 3 ($\Delta F(1, 210)$

= 0.64, p = .42, ΔR^2 = .00). The full model accounted for 23% of the variance. Hypothesis 12 was not supported.

Results of Hypothesis 13 are presented in Table 4.13. In step 1, disability type (β = 0.13, p < .10), number of disabilities (β = -0.14, p < .05), previous experience as a mentor (β = 0.15, p < .05), status of the relationship (β = 0.19, p < .01), and organizational tenure (β = -0.13, p < .10), significantly predicted career-related mentoring (F(5, 213) = 6.03, p < .01, R^2 = .12). Step 2 was significant (ΔF(2, 211) = 11.30, p < .01, ΔR^2 = .09) and accounted for an additional 9% of the variance, with disclosure of the disability (β = 0.10, p < .10) and organizational support for diversity (β = 0.29, p < .01) significantly predicting career-related mentoring. The interaction term disclosure X organizational support (β = -0.06, p > .10) was not significant at step 3 (ΔF(1, 210) = 0.94, p = .34, ΔR^2 = .00). The full model accounted for 21% of the variance. Hypothesis 13 was not supported.

Table 4.14 reflects the results of Hypothesis 14. In step 1, disability type (β = 0.13, p < .05), number of disabilities (β = -0.13, p < .05), previous experience as a mentor (β = 0.16, p < .01), status of the relationship (β = 0.22, p < .01), and mentor presence in the workgroup (β = -0.20, p < .01), significantly predicted psychosocial mentoring (F(5, 213) = 8.14, p < .01, R^2 = .16). While step 2 was significant (ΔF(2, 211) = 4.03, p < .05, ΔR^2 = .03) and accounted for an additional 3% of the variance, concealability of the disability did not significantly predict psychosocial mentoring (β = -0.02, p > .10) though organizational support for diversity did significantly predict psychosocial mentoring (β = 0.18, p < .01). The interaction term concealability X organizational support (β = 0.10, p > .10) was not significant at step 3 (ΔF(1, 210) = 2.43, p = .12, ΔR^2 = .01). The full model accounted for 20% of the variance. Hypothesis 14 was not supported.

The results of Hypothesis 15 are shown in Table 4.15. In step 1, disability type (β = 0.13, $p < .10$), number of disabilities (β = -0.14, $p < .05$), previous experience as a mentor (β = 0.15, $p < .05$), status of the relationship (β = 0.19, $p < .01$), and organizational tenure (β = -0.13, $p < .10$), significantly predicted career-related mentoring ($F(5, 213) = 6.03$, $p < .01$, $R^2 = .12$). While step 2 was significant ($\Delta F(2, 211) = 10.29$, $p < .01$, $\Delta R^2 = .08$) and accounted for an additional 8% of the variance, concealability of the disability did not significantly predict career-related mentoring (β = 0.06, $p > .10$) though organizational support for diversity did significantly predict career-related mentoring (β = 0.29, $p < .01$). The interaction term concealability X organizational support (β = 0.15, $p < .05$) was significant at step 3 ($\Delta F(1, 210) = 5.60$, $p < .05$; $\Delta R^2 = .02$). The full model accounted for 22% of the variance.

To understand the nature of the interaction it was necessary to plot mean values. Using a program called ModGraph-I (Jose, 2003), cell means were established for high and low organizational support for diversity and visibility of the disability using the unstandardized regression coefficient of the constant and the interaction term as well as the unstandardized regression coefficient, the mean, and the standard deviation of the main effect and the moderating variable. In Figure 4.1 visibility of the disability is represented on the X-axis, and the moderating variable of organizational support for diversity is represented by the two lines for high and low support. The two levels of high and low (for both the main effect and the moderating variable) were computed using one standard deviation above the mean as the high value and one standard deviation below the mean as the low value. As shown in Figure 4.1, the interaction of concealability X organizational support was significant such that in less supportive organizations protégés with less visible disabilities reported receiving greater career-related mentoring than those whose disabilities were more visible. It was also hypothesized that in more

supportive organizations disabled protégés would receive greater career-related mentoring regardless of the visibility of their disability. As shown in Figure 4.1, those in more supportive organization did receive greater mentoring than those in less supportive organizations. However it was expected that visibility of the disability would not influence the receipt of career mentoring received in highly supportive organizations when in fact the more visible the protégé's disability the greater career-related mentoring they received from their mentor. Thus Hypothesis 15 received partial support.

Results of Hypothesis 16 are presented in Table 4.16. In step 1, disability type ($\beta = 0.13$, $p < .05$), number of disabilities ($\beta = -0.13$, $p < .05$), previous experience as a mentor ($\beta = 0.16$, $p < .01$), status of the relationship ($\beta = 0.22$, $p < .01$), and mentor presence in the workgroup ($\beta = -0.20$, $p < .01$), significantly predicted psychosocial mentoring ($F(5, 213) = 8.14$, $p < .01$, $R^2 = .16$). Step 2 accounted for 22% of the variance, with mentor disability experience (i.e., mentor disclosure of having a close friend, relative, or acquaintance with a disability) ($\beta = 0.23$, $p < .01$) and type of mentoring relationship ($\beta = -0.12$, $p < .10$) significantly predicting psychosocial mentoring ($\Delta F(2, 211) = 8.65$, $p < .01$, $\Delta R^2 = .06$). The interaction term mentor disability experience X type of relationship ($\beta = 0.01$, $p > .10$) was not significant at step 3 ($\Delta F(1, 210) = 0.02$, $p = .88$, $\Delta R^2 = .00$). The full model accounted for 22% of the variance. Hypothesis 16 was not supported.

Results of Hypothesis 17 are presented in Table 4.17. In step 1, disability type ($\beta = 0.13$, $p < .10$), number of disabilities ($\beta = -0.14$, $p < .05$), previous experience as a mentor ($\beta = 0.15$, $p < .05$), status of the relationship ($\beta = 0.19$, $p < .01$), and organizational tenure ($\beta = -0.13$, $p < .10$), significantly predicted career-related mentoring ($F(5, 213) = 6.03$, $p < .01$, $R^2 = .12$). Step 2 was significant ($\Delta F(2, 211) = 4.79$, $p < .01$, $\Delta R^2 = .04$) accounting for an additional 4% of the

variance, with mentor disability experience (i.e., mentor disclosure of having a close friend, relative, or acquaintance with a disability) (β = 0.20, $p < .01$) significantly predicting career-related mentoring while type of relationship (β = -0.03, $p > .10$) did not significantly predict career-related mentoring. The interaction term mentor disability experience X type of relationship (β = 0.01, $p > .10$) was not significant at step 3 ($\Delta F(1, 210) = 0.02$, $p = .90$, $\Delta R^2 = .00$). The full model accounted for 16% of the variance. Hypothesis 17 was not supported.

Table 4.18 reflects the results for Hypothesis 18. In step 1, disability type (β = 0.13, $p < .05$), number of disabilities (β = -0.13, $p < .05$), previous experience as a mentor (β = 0.16, $p < .01$), status of the relationship (β = 0.22, $p < .01$), and mentor presence in the workgroup (β = -0.20, $p < .01$), significantly predicted psychosocial mentoring ($F(5, 213) = 8.14$, $p < .01$, $R^2 = .16$). Step 2 accounted for 24% of the variance, with tokenism (β = -0.27, $p < .01$) and type of mentoring relationship (β = -0.11, $p < .10$) significantly predicting psychosocial mentoring ($\Delta F(2, 211) = 11.12$, $p < .01$, $\Delta R^2 = .08$). The interaction term tokenism X type of relationship (β = -0.05, $p > .10$) was not significant at step 3 ($\Delta F(1, 210) = 0.63$, $p = .43$, $\Delta R^2 = .00$). The full model accounted for 24% of the variance. Hypothesis 18 was not supported.

Results of Hypothesis 19 are presented in Table 4.19. In step 1, disability type (β = 0.13, $p < .10$), number of disabilities (β = -0.14, $p < .05$), previous experience as a mentor (β = 0.15, $p < .05$), status of the relationship (β = 0.19, $p < .01$), and organizational tenure (β = -0.13, $p < .10$), significantly predicted career-related mentoring ($F(5, 213) = 6.03$, $p < .01$, $R^2 = .12$). Step 2 was significant ($\Delta F(2, 211) = 6.24$, $p < .01$, $\Delta R^2 = .05$) accounting for an additional 5% of the variance, with tokenism (β = -0.24, $p < .01$) significantly predicting career-related mentoring while type of relationship (β = -0.03, $p > .10$) did not significantly predict career-related mentoring. The interaction term tokenism X type of relationship (β = -0.10, $p > .10$) was not

significant at step 3 ($\Delta F(1, 210) = 2.30$, $p = .13$, $\Delta R^2 = .01$). The full model accounted for 18% of the variance. Hypothesis 19 was not supported.

Post-hoc Analyses

Although not hypothesized additional analyses were conducted examining the direct relationship between the moderator variables and the dependent variables of the study. A significant relationship was found at step 2 between organizational support for diversity and both career-related mentoring ($\Delta F(1, 212) = 19.68$, $p < .01$; $R^2 = 0.20$) and psychosocial mentoring ($\Delta F(1, 212) = 7.95$, $p < .01$; $R^2 = 0.19$) after entering the control variables at step 1. Specifically, respondents who reported that their organization was more supportive of diversity initiatives reported receiving higher levels of both types of mentoring functions. While type of mentoring relationship was not significantly related to career-related mentoring ($\Delta F(1, 212) = .20$, $p = .66$; $R^2 = 0.13$) after entering the control variables, it was significantly related to psychosocial mentoring ($\Delta F(1, 212) = 3.20$, $p < .10$; $R^2 = 0.17$). Individuals in informal relationships reported receiving greater psychosocial mentoring functions than those in more formal mentoring relationships.

Since 45 (21%) individuals in the sample had multiple disabilities, and this may be related to the disruptiveness and/or concealability of the disability, additional post hoc analyses were conducted removing those with multiple disabilities from the data. All previously significant relationships remained significant; in addition two additional hypotheses were significant. Hypothesis 2 stated disclosure of one's disability would be positively related to career-related mentoring. The control variables (e.g., disability type, experience as a mentor, status of the relationship and mentor presence in the workgroup) accounted for significant variance in the prediction of career mentoring in step 1 ($F(4, 169) = 2.82$, $p < .05$, $R^2 = .06$) with

status of the relationship (β = 0.14, $p < .10$) and organizational tenure (β = -0.14, $p < .10$) adding unique variance, while disability type (β = 0.07, $p > .10$) and previous experience as a mentor (β = 0.12, $p > .10$) did not add unique variance. When limiting analyses to include individuals with one disability only, protégé disclosure of their disability entered in step 2 (β = 0.16, $p < .05$) explained incremental variance in the prediction of career-related mentoring ($\Delta F(1, 168) = 4.53$, $p < .05$, $\Delta R^2 = .03$). Hypothesis 14 stated that organizational support for diversity would moderate the relationship between concealability of the disability and psychosocial mentoring. In step 1, disability type (β = 0.12, $p < .10$), status of the relationship (β = 0.16, $p < .05$), and mentor presence in the workgroup (β = -0.16, $p < .05$), significantly predicted psychosocial mentoring ($F(4, 169) = 3.70$, $p < .01$, $R^2 = .08$), while previous experience as a mentor (β = 0.12, $p > .10$) did not. While step 2 was significant ($\Delta F(2, 167) = 3.01$, $p < .05$, $\Delta R^2 = .03$), concealability of the disability did not significantly predict psychosocial mentoring (β = 0.00, $p > .10$) though organizational support for diversity did significantly predict psychosocial mentoring (β = 0.18, $p < .05$). The interaction term concealability X organizational support (β = 0.17, $p < .05$) was significant at step 3 ($\Delta F(1, 166) = 5.43$, $p < .05$, $\Delta R^2 = .03$). Examination of the interaction plot of concealability X organizational support was similar to the pattern of results found in Hypothesis 15, such that in less supportive organizations protégés with less visible disabilities reported receiving greater psychosocial mentoring than those whose disabilities were more visible. It was also hypothesized that in more supportive organizations disabled protégés would receive greater psychosocial mentoring regardless of the visibility of their disability. Those in more supportive organization did receive greater mentoring than those in less supportive organizations. However it was expected that visibility of the disability would not influence the receipt of psychosocial mentoring received in highly supportive organizations

when in fact the more visible the protégé's disability the greater psychosocial mentoring they received from their mentor.

Table 4.1

Descriptive Statistics and Overall Correlations of the Study Variable.

	1	2	3	4	5	6	7	8	9	10
1. Career Mentoring	—									
2. Psychosocial Mentoring	.67**	—								
3. Race	-.06	-.03	—							
4. Gender	-.04	-.05	-.01	—						
5. Age	-.11	-.08	.10	.03	—					
6. Number of Disabilities	-.16*	-.15*	.08	-.06	.14*	—				
7. Disability Type	.14*	.14*	.02	-.08	.11	.07	—			
8. Org. Tenure	-.17*	-.12	.02	.18**	.53**	.06	.00	—		
9. Exp. As Protégé	.07	-.02	-.09	.00	-.14*	.02	.01	-.10	—	
10. Exp. As Mentor	.14*	.16*	-.00	.08	.14*	.01	.00	.03	.24**	—
11. Length of Relationship	.09	.08	.08	.08	.22**	-.01	-.03	.24**	-.07	.10
12. Status of Relationship	.24**	.25**	.04	-.03	-.19**	-.14*	.11	-.21**	.04	-.03
13. Mentor in Workgroup	.04	-.21**	.07	.05	.06	-.03	.02	.05	.08	-.03
14. Relationship Initiation	-.13	-.13	.03	.06	-.13	.09	-.02	-.10	.03	-.05
15. Disclosure	.12	.23**	-.02	-.12	.03	.03	.03	-.01	-.07	.13
16. Concealability	.04	-.04	-.05	.26**	.06	.01	-.05	.06	-.07	.08
17. Disruptiveness	-.12	-.08	.02	.02	.23**	.18**	.06	.04	-.17*	-.02
18. Mentor Disability Exp.	.21**	.25**	.15*	-.01	.02	.08	-.03	-.05	-.10	.13
19. Mentor Gender	.08	.02	.02	-.06	-.02	-.04	-.01	-.07	.11	-.03
20. Perceived Tokenism	-.30**	-.32**	.10	-.00	.15*	.25**	-.09	.06	-.14*	-.10
21. Organizational Support	.34**	.24**	.04	.00	-.02	-.16*	.03	-.02	.08	.25**
22. Type of Relationship	-.05	-.18**	.09	-.06	-.09	.06	-.08	-.13	-.00	-.07
Mean	3.70	3.67	4.90	0.30	45.52	1.29	1.54	103.87	0.45	0.66
SD	0.67	0.69	0.59	0.45	12.65	0.64	0.50	102.19	0.49	0.47

Note: N = 218. Race was coded 1=American Indian or Alaskan native, 2=Asian, 3=Black or African American, 4=Native Hawaiian, 5=White/Caucasian, 6=multiple racial backgrounds. Gender was coded 0=female and 1=male. Age is reported in years. Disability type was coded 1=deaf and 2=hard of hearing/hearing impaired. Organizational tenure was reported in months. Protégé experience as a protégé was coded 1=previous experience as a protégé and 0=no previous experience as a protégé. Protégé experience as a mentor was coded 1=previous experience as a mentor and 0=no previous experience as a mentor. Length of the relationship was reported in months. Status was coded 1=current relationship and 0=relationship ended. Mentor in workgroup was coded 1=present and 0=not present in workgroup. Relationship initiation was coded 0=mentor initiated, 1=self initiated, 2=organizational assistance. Mentor disability experience reflects mentor disclosure of having a friend, relative, or acquaintance with a disability and is coded 0=no disability association and 1=disability association. Mentor gender was coded 0=female and 1=male. Type of Relationship was coded 0=informal and 1=formal. *p<.05, **p<.01.

Table 4.1 (continued)
Descriptive statistics and overall correlations of the study variable.

	11	12	13	14	15	16	17	18	19	20	21	22
1. Career Mentoring												
2. Psychosocial Mentoring												
3. Race												
4. Gender												
5. Age												
6. Number of Disabilities												
7. Disability Type												
8. Org. Tenure												
9. Exp. As Protégé												
10. Exp. As Mentor												
11. Length of Rel.	—											
12. Status of Rel.	.11	—										
13. Mentor in Workgroup	.01	-.02	—									
14. Rel. Initiation	-.09	-.11	.05	—								
15. Disclosure	.03	.06	.00	-.03	—							
16. Concealability	.06	-.08	.05	-.06	.09	—						
17. Disruptiveness	.10	-.05	.05	.04	.14*	.15*	—					
18. Mentor Dis. Exp.	.02	.04	-.08	-.07	.17*	.09	.05	—				
19. Mentor Gender	-.02	-.01	-.01	-.05	-.10	.03	.04	-.08	—			
20. Perceived Token.	-.08	-.13	-.09	.01	.04	.12	.42**	-.05	-.04	—		
21. Org. Support	.07	.08	.03	-.10	-.00	.02	-.21**	.04	-.08	-.43**	—	
22. Type of Rel.	-.16*	-.06	.16*	.61**	-.09	-.03	-.01	-.00	-.07	.03	-.05	—
Mean	49.86	0.54	0.53	0.85	3.96	2.96	3.08	0.41	0.01	2.50	3.71	0.36
SD	55.60	0.49	0.50	0.76	0.92	1.13	1.02	0.49	0.10	0.82	0.81	0.48

Note: N = 218. Race was coded 1=American Indian or Alaskan native, 2=Asian, 3=Black or African American, 4=Native Hawaiian, 5=White/Caucasian, 6=multiple racial backgrounds. Gender was coded 0=female and 1=male. Age is reported in years. Disability type was coded 1=deaf and 2=hard of hearing/hearing impaired. Organizational tenure was reported in months. Protégé experience as a protégé was coded 1=previous experience as a protégé and 0=no previous experience as a protégé. Protégé experience as a mentor was coded 1=previous experience as a mentor and 0=no previous experience as a mentor. Length of the relationship was reported in months. Status was coded 1=current relationship and 0=relationship ended. Mentor in workgroup was coded 1=present and 0=not present in workgroup. Relationship initiation was coded 0=mentor initiated, 1=self initiated, 2=organizational assistance. Mentor disability experience reflects mentor disclosure of having a friend, relative, or acquaintance with a disability and is coded 0=no disability association and 1=disability association. Mentor gender was coded 0=female and 1=male. Type of Relationship was coded 0=informal and 1=formal. *p<.05, **p<.01.

Table 4.2
Hierarchical Regression Analysis for Self-Disclosure of Disability with Psychosocial Mentoring as the Dependent Variable

	Hypothesis 1 Psychosocial Mentoring β
Step 1	
Disability Type	0.13*
Number of Disabilities	-0.13*
Experience as a Mentor	0.16**
Status of Relationship	0.22**
Mentor in Workgroup	-0.20**
F (5, 213)	8.14**
R^2	0.16
Step 2	
Disclosure of the Disability	0.20**
ΔF (1, 212)	10.55**
ΔR^2	0.04
Total R^2	0.20

Note. N=218. Standardized regression coefficients are reported. Disability type was coded 1=deaf and 2=hard of hearing/hearing impaired. Number of disabilities was a continuous variable. Protégé experience as a mentor was coded 1=previous experience as a mentor and 0=no previous experience as a mentor. Status was coded 1=current relationship and 0=relationship ended. Mentor in workgroup was coded 1=present and 0=not present in workgroup. Higher scores on Disclosure of the Disability indicated greater discussion of the disability by the protégé with their mentor.
†p<.10. *p<.05. **p<.01.

Table 4.3
Hierarchical Regression Analysis for Self-Disclosure of Disability with Career Mentoring as the Dependent Variable

	Hypothesis 2 Career-Related Mentoring *β*
Step 1	
Disability Type	0.13†
Number of Disabilities	-0.14*
Experience as a Mentor	0.15*
Status of Relationship	0.19**
Organizational Tenure	-0.13†
F (5, 213)	6.04**
R^2	0.12
Step 2	
Disclosure of the Disability	0.09
ΔF (1, 212)	2.04
ΔR^2	0.01
Total R^2	0.13

Note. N=218. Standardized regression coefficients are reported. Disability type was coded 1=deaf and 2=hard of hearing/hearing impaired. Number of disabilities was a continuous variable. Protégé experience as a mentor was coded 1=previous experience as a mentor and 0=no previous experience as a mentor. Status was coded 1=current relationship and 0=relationship ended. Organizational tenure was a continuous variable. Higher scores on Disclosure of the Disability indicated greater discussion of the disability by the protégé with their mentor.
†p<.10. *p<.05. **p<.01.

Table 4.4
Hierarchical Regression Analysis for Concealability of Disability with Psychosocial Mentoring as the Dependent Variable

	Hypothesis 3 Psychosocial Mentoring β
Step 1	
Disability Type	0.13*
Number of Disabilities	-0.13*
Experience as a Mentor	0.16**
Status of Relationship	0.22**
Mentor in Workgroup	-0.20**
F (5, 213)	8.14**
R^2	0.16
Step 2	
Concealability of the Disability	-0.02
ΔF (1, 212)	0.12
ΔR^2	0.00
Total R^2	0.16

Note. N=218. Standardized regression coefficients are reported. Disability type was coded 1=deaf and 2=hard of hearing/hearing impaired. Number of disabilities was a continuous variable. Protégé experience as a mentor was coded 1=previous experience as a mentor and 0=no previous experience as a mentor. Status was coded 1=current relationship and 0=relationship ended. Mentor in workgroup was coded 1=present and 0=not present in workgroup. Higher scores on Concealability of Disability indicate greater visibility of disability.
†p<.10. *p<.05. **p<.01.

Table 4.5
Hierarchical Regression Analysis for Concealability of Disability with Career Mentoring as the Dependent Variable

	Hypothesis 4 Career-Related Mentoring *β*
Step 1	
Disability Type	0.13†
Number of Disabilities	-0.14*
Experience as a Mentor	0.15*
Status of Relationship	0.19**
Organizational Tenure	-0.13†
F (5, 213)	6.04**
R^2	0.12
Step 2	
Concealability of the Disability	0.06
ΔF (1, 212)	0.91
ΔR^2	0.01
Total R^2	0.13

Note. N=218. Standardized regression coefficients are reported. Disability type was coded 1=deaf and 2=hard of hearing/hearing impaired. Number of disabilities was a continuous variable. Protégé experience as a mentor was coded 1=previous experience as a mentor and 0=no previous experience as a mentor. Status was coded 1=current relationship and 0=relationship ended. Organizational tenure was a continuous variable. Higher scores on Concealability of Disability indicate greater visibility of disability.
†p<.10. *p<.05. **p<.01.

Table 4.6
Hierarchical Regression Analysis for Disruptiveness of Disability with Psychosocial Mentoring as the Dependent Variable

	Hypothesis 5 Psychosocial Mentoring β
Step 1	
Disability Type	0.13*
Number of Disabilities	-0.13*
Experience as a Mentor	0.16**
Status of Relationship	0.22**
Mentor in Workgroup	-0.20**
F (5, 213)	8.14**
R^2	0.16
Step 2	
Disruptiveness of the Disability	-0.04
ΔF (1, 212)	0.36
ΔR^2	0.00
Total R^2	0.16

Note. N=218. Standardized regression coefficients are reported. Disability type was coded 1=deaf and 2=hard of hearing/hearing impaired. Number of disabilities was a continuous variable. Protégé experience as a mentor was coded 1=previous experience as a mentor and 0=no previous experience as a mentor. Status was coded 1=current relationship and 0=relationship ended. Mentor in workgroup was coded 1=present and 0=not present in workgroup. Higher scores on Disruptiveness of the Disability reflect greater disruptiveness of the disability.
†p<.10. *p<.05. **p<.01.

Table 4.7
Hierarchical Regression Analysis for Disruptiveness of Disability with Career Mentoring as the Dependent Variable

	Hypothesis 6 Career-Related Mentoring β
Step 1	
Disability Type	0.13†
Number of Disabilities	-0.14*
Experience as a Mentor	0.15*
Status of Relationship	0.19**
Organizational Tenure	-0.13†
F (5, 213)	6.04**
R^2	0.12
Step 2	
Disruptiveness of the Disability	-0.09
ΔF (1, 212)	1.86
ΔR^2	0.01
Total R^2	0.13

Note. N=218. Standardized regression coefficients are reported. Disability type was coded 1=deaf and 2=hard of hearing/hearing impaired. Number of disabilities was a continuous variable. Protégé experience as a mentor was coded 1=previous experience as a mentor and 0=no previous experience as a mentor. Status was coded 1=current relationship and 0=relationship ended. Organizational tenure was a continuous variable. Higher scores on Disruptiveness of the Disability reflect greater disruptiveness of the disability.
†p<.10. *p<.05. **p<.01.

Table 4.8
Hierarchical Regression Analysis for Mentor Disability Experience with Psychosocial Mentoring as the Dependent Variable

	Hypothesis 7 Psychosocial Mentoring β
Step 1	
Disability Type	0.13*
Number of Disabilities	-0.13*
Experience as a Mentor	0.16**
Status of Relationship	0.22**
Mentor in Workgroup	-0.20**
F (5, 213)	8.14**
R^2	0.16
Step 2	
Mentor Disability Experience	0.23**
ΔF (1, 211)	13.55**
ΔR^2	0.05
Total R^2	0.21

Note. N=218. Standardized regression coefficients are reported. Disability type was coded 1=deaf and 2=hard of hearing/hearing impaired. Number of disabilities was a continuous variable. Protégé experience as a mentor was coded 1=previous experience as a mentor and 0=no previous experience as a mentor. Status was coded 1=current relationship and 0=relationship ended. Mentor in workgroup was coded 1=present and 0=not present in workgroup. Mentor disability experience reflects mentor disclosure of having a friend, relative, or acquaintance with a disability and was coded 0=no disability association and 1=disability association.
†p<.10. *p<.05. **p<.01.

Table 4.9
Hierarchical Regression Analysis for Mentor Disability Experience with Career Mentoring as the Dependent Variable

	Hypothesis 8 Career-Related Mentoring β
Step 1	
Disability Type	0.13†
Number of Disabilities	-0.14*
Experience as a Mentor	0.15*
Status of Relationship	0.19**
Organizational Tenure	-0.13†
F (5, 213)	6.04**
R^2	0.12
Step 2	
Mentor Disability Experience	0.20**
ΔF (1, 211)	9.42**
ΔR^2	0.04
Total R^2	0.16

Note. N=218. Standardized regression coefficients are reported. Disability type was coded 1=deaf and 2=hard of hearing/hearing impaired. Number of disabilities was a continuous variable. Protégé experience as a mentor was coded 1=previous experience as a mentor and 0=no previous experience as a mentor. Status was coded 1=current relationship and 0=relationship ended. Organizational tenure was a continuous variable. Mentor disability experience reflects mentor disclosure of having a friend, relative, or acquaintance with a disability and was coded 0=no disability association and 1=disability association.
†p<.10. *p<.05. **p<.01.

Table 4.10
Hierarchical Regression Analysis for Tokenism with Psychosocial Mentoring as the Dependent Variable

	Hypothesis 10 Psychosocial Mentoring β
Step 1	
Disability Type	0.13*
Number of Disabilities	-0.13*
Experience as a Mentor	0.16**
Status of Relationship	0.22**
Mentor in Workgroup	-0.20**
F (5, 213)	8.14**
R^2	0.16
Step 2	
Tokenism	-0.28**
ΔF (1, 212)	18.67**
ΔR^2	0.07
Total R^2	0.23

Note. N=218. Standardized regression coefficients are reported. Disability type was coded 1=deaf and 2=hard of hearing/hearing impaired. Number of disabilities was a continuous variable. Protégé experience as a mentor was coded 1=previous experience as a mentor and 0=no previous experience as a mentor. Status was coded 1=current relationship and 0=relationship ended. Mentor in workgroup was coded 1=present and 0=not present in workgroup. Higher scores of Tokenism reflect greater feelings of perceived tokenism.
†p<.10. *p<.05. **p<.01.

Table 4.11
Hierarchical Regression Analysis for Tokenism with Career Mentoring as the Dependent Variable

	Hypothesis 11 Career-Related Mentoring β
Step 1	
Disability Type	0.13†
Number of Disabilities	-0.14*
Experience as a Mentor	0.15*
Status of Relationship	0.19**
Organizational Tenure	-0.13†
F (5, 213)	6.04**
R^2	0.12
Step 2	
Tokenism	-0.23**
ΔF (1, 212)	12.31**
ΔR^2	0.05
Total R^2	0.17

Note. N=218. Standardized regression coefficients are reported. Disability type was coded 1=deaf and 2=hard of hearing/hearing impaired. Number of disabilities was a continuous variable. Protégé experience as a mentor was coded 1=previous experience as a mentor and 0=no previous experience as a mentor. Status was coded 1=current relationship and 0=relationship ended. Organizational tenure was a continuous variable. Higher scores of Tokenism reflect greater feelings of perceived tokenism.
†p<.10. *p<.05. **p<.01.

Table 4.12
Hierarchical Regression Analysis for Self-Disclosure of Disability and Organizational Support for Diversity with Psychosocial Mentoring as the Dependent Variable

	Hypothesis 12 Psychosocial Mentoring β
Step 1	
Disability Type	0.13*
Number of Disabilities	-0.13*
Experience as a Mentor	0.16**
Status of Relationship	0.22**
Mentor in Workgroup	-0.20**
F (5, 213)	8.14**
R^2	0.16
Step 2	
Disclosure of the Disability	0.21**
Organizational Support	0.19**
ΔF (2, 211)	10.03**
ΔR^2	0.07
Step 3	
Self Disclose X Org. Support	-0.05
ΔF (1, 210)	0.64
ΔR^2	0.00
Total R^2	0.23

Note. N=218. Standardized regression coefficients are reported. Disability type was coded 1=deaf and 2=hard of hearing/hearing impaired. Number of disabilities was a continuous variable. Protégé experience as a mentor was coded 1=previous experience as a mentor and 0=no previous experience as a mentor. Status was coded 1=current relationship and 0=relationship ended. Mentor in workgroup was coded 1=present and 0=not present in workgroup. Higher scores on Organizational Support reflect organizations with higher support of diversity. Higher scores on Disclosure of the Disability indicated greater discussion of the disability. †p<.10. *p<.05. **p<.01.

Table 4.13
Hierarchical Regression Analysis for Self-Disclosure of Disability and Organizational Support for Diversity with Career Mentoring as the Dependent Variable

	Hypothesis 13 Career-Related Mentoring β
Step 1	
Disability Type	0.13†
Number of Disabilities	-0.14*
Experience as a Mentor	0.15*
Status of Relationship	0.19**
Organizational Tenure	-0.13†
F (5, 213)	6.03**
R^2	0.12
Step 2	
Disclosure of the Disability	0.10†
Organizational Support	0.29**
ΔF (2, 211)	11.30**
ΔR^2	0.09
Step 3	
Self Disclose X Org. Support	-0.06
ΔF (1, 210)	0.94
ΔR^2	0.00
Total R^2	0.21

Note. N=218. Standardized regression coefficients are reported. Disability type was coded 1=deaf and 2=hard of hearing/hearing impaired. Number of disabilities was a continuous variable. Protégé experience as a mentor was coded 1=previous experience as a mentor and 0=no previous experience as a mentor. Status was coded 1=current relationship and 0=relationship ended. Organizational tenure was a continuous variable. Higher scores on Organizational Support reflect organizations with higher support of diversity. Higher scores on Disclosure of the Disability indicated greater discussion of the disability. †p<.10. *p<.05. **p<.01.

Table 4.14
Hierarchical Regression Analysis for Concealability of Disability and Organizational Support for Diversity with Psychosocial Mentoring as the Dependent Variable

	Hypothesis 14 Psychosocial Mentoring *β*
Step 1	
Disability Type	0.13*
Number of Disabilities	-0.13*
Experience as a Mentor	0.16**
Status of Relationship	0.22**
Mentor in Workgroup	-0.20**
F (5, 213)	8.14**
R^2	0.16
Step 2	
Concealability of the Disability	-0.02
Organizational Support	0.18**
ΔF (2, 211)	4.03*
ΔR^2	0.03
Step 3	
Concealability X Org. Support	0.10
ΔF (1, 210)	2.43
ΔR^2	0.01
Total R^2	0.20

Note. N=218. Standardized regression coefficients are reported. Disability type was coded 1=deaf and 2=hard of hearing/hearing impaired. Number of disabilities was a continuous variable. Protégé experience as a mentor was coded 1=previous experience as a mentor and 0=no previous experience as a mentor. Status was coded 1=current relationship and 0=relationship ended. Mentor in workgroup was coded 1=present and 0=not present in workgroup. Higher scores on Organizational Support reflect organizations with higher support of diversity. Higher scores on Concealability of Disability indicated greater visibility of disability.
†p<.10. *p<.05. **p<.01.

Table 4.15
Hierarchical Regression Analysis for Concealability of Disability and Organizational Support for Diversity with Career Mentoring as the Dependent Variable

	Hypothesis 15 Career-Related Mentoring β
Step 1	
Disability Type	0.13†
Number of Disabilities	-0.14*
Experience as a Mentor	0.15*
Status of Relationship	0.19**
Organizational Tenure	-0.13†
F (5, 213)	6.03**
R^2	0.12
Step 2	
Concealability of the Disability	0.06
Organizational Support	0.29**
ΔF (2, 211)	10.29**
ΔR^2	0.08
Step 3	
Concealability X Org. Support	0.15*
ΔF (1, 210)	5.60*
ΔR^2	0.02
Total R^2	0.22

Note. N=218. Standardized regression coefficients are reported. Disability type was coded 1=deaf and 2=hard of hearing/hearing impaired. Number of disabilities was a continuous variable. Protégé experience as a mentor was coded 1=previous experience as a mentor and 0=no previous experience as a mentor. Status was coded 1=current relationship and 0=relationship ended. Organizational tenure was a continuous variable. Higher scores on Organizational Support reflect organizations with higher support of diversity. Higher scores on Concealability of Disability indicated greater visibility of disability.
†p<.10. *p<.05. **p<.01.

Table 4.16
Hierarchical Regression Analysis for Mentor Disability Experience and Type of Mentoring Relationship with Psychosocial Mentoring as the Dependent Variable

	Hypothesis 16 Psychosocial Mentoring β
Step 1	
Disability Type	0.13*
Number of Disabilities	-0.13*
Experience as a Mentor	0.16**
Status of Relationship	0.22**
Mentor in Workgroup	-0.20**
F (5, 213)	8.14**
R^2	0.16
Step 2	
Mentor Disability Experience	0.23**
Type of Mentoring Relationship	-0.12†
ΔF (2, 211)	8.65**
ΔR^2	0.06
Step 3	
Disability Experience X Type of Rel.	0.01
ΔF (1, 210)	0.02
ΔR^2	0.00
Total R^2	0.22

Note. N=218. Standardized regression coefficients are reported. Disability type was coded 1=deaf and 2=hard of hearing/hearing impaired. Number of disabilities was a continuous variable. Protégé experience as a mentor was coded 1=previous experience as a mentor and 0=no previous experience as a mentor. Status was coded 1=current relationship and 0=relationship ended. Mentor in workgroup was coded 1=present and 0=not present in workgroup. Type of Relationship was coded 1=formal and 0=informal. Mentor disability experience reflects mentor disclosure of having a friend, relative, or acquaintance with a disability and was coded 0=no disability association and 1=disability association.
†p<.10. *p<.05. **p<.01.

Table 4.17
Hierarchical Regression Analysis for Mentor Disability Experience and Type of Mentoring Relationship with Career Mentoring as the Dependent Variable

	Hypothesis 17 Career-Related Mentoring β
Step 1	
Disability Type	0.13†
Number of Disabilities	-0.14*
Experience as a Mentor	0.15*
Status of Relationship	0.19**
Organizational Tenure	-0.13†
F (5, 213)	6.03**
R^2	0.12
Step 2	
Mentor Disability Experience	0.20**
Type of Mentoring Relationship	-0.03
ΔF (2, 211)	4.79**
ΔR^2	0.04
Step 3	
Disability Experience X Type of Rel.	0.01
ΔF (1, 210)	0.02
ΔR^2	0.00
Total R^2	0.16

Note. N=218. Standardized regression coefficients are reported. Disability type was coded 1=deaf and 2=hard of hearing/hearing impaired. Number of disabilities was a continuous variable. Protégé experience as a mentor was coded 1=previous experience as a mentor and 0=no previous experience as a mentor. Status was coded 1=current relationship and 0=relationship ended. Organizational tenure was a continuous variable. Type of Relationship was coded 1=formal and 0=informal. Mentor disability experience reflects mentor disclosure of having a friend, relative, or acquaintance with a disability and was coded 0=no disability association and 1=disability association.
†p<.10. *p<.05. **p<.01.

Table 4.18
Hierarchical Regression Analysis for Tokenism with and Type of Mentoring Relationship Psychosocial Mentoring as the Dependent Variable

	Hypothesis 18 Psychosocial Mentoring β
Step 1	
Disability Type	0.13*
Number of Disabilities	-0.13*
Experience as a Mentor	0.16**
Status of Relationship	0.22**
Mentor in Workgroup	-0.20**
F (5, 213)	8.14**
R^2	0.16
Step 2	
Tokenism	-0.27**
Type of Mentoring Relationship	-0.11†
ΔF (2, 211)	11.12**
ΔR^2	0.08
Step 3	
Tokenism X Type of Rel.	-0.05
ΔF (1, 210)	0.63
ΔR^2	0.00
Total R^2	0.24

Note. N=218. Standardized regression coefficients are reported. Disability type was coded 1=deaf and 2=hard of hearing/hearing impaired. Number of disabilities was a continuous variable. Protégé experience as a mentor was coded 1=previous experience as a mentor and 0=no previous experience as a mentor. Status was coded 1=current relationship and 0=relationship ended. Mentor in workgroup was coded 1=present and 0=not present in workgroup. Type of Relationship was coded 1=formal and 0=informal. Higher scores of Tokenism reflect greater feelings of perceived tokenism.
†p<.10. *p<.05. **p<.01.

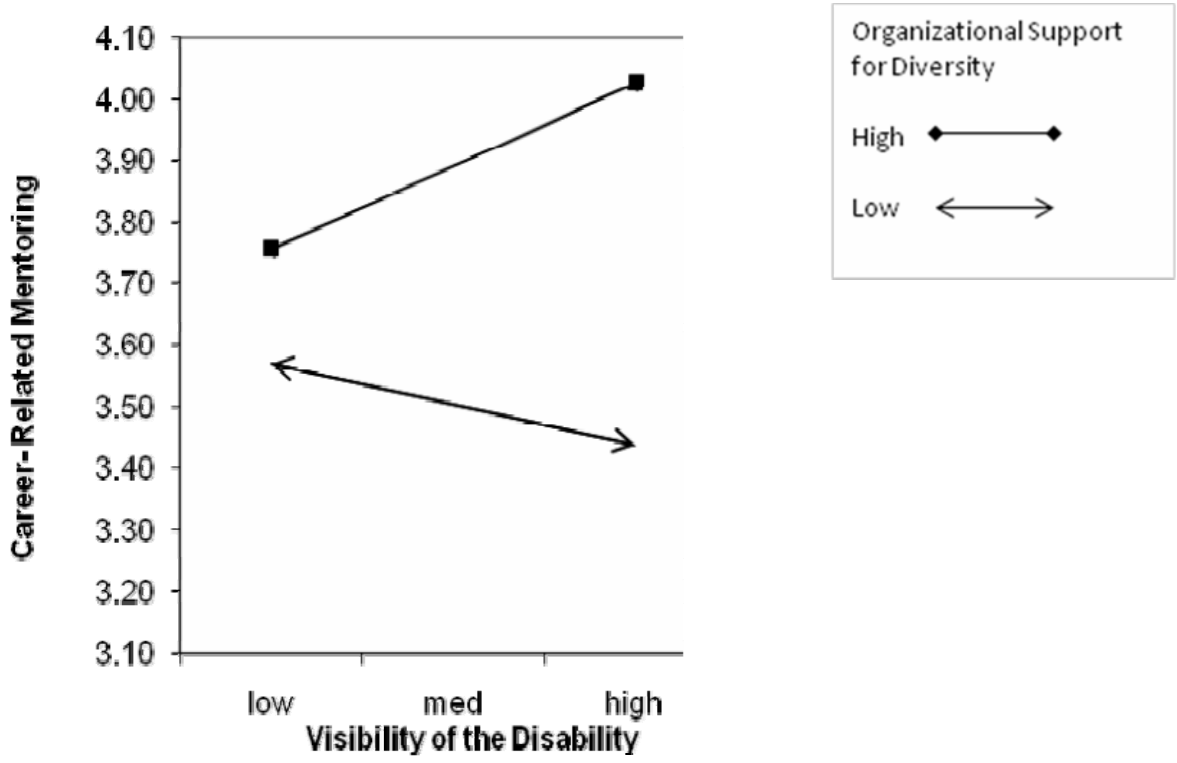
Table 4.19
Hierarchical Regression Analysis for Tokenism and Type of Mentoring Relationship with Career Mentoring as the Dependent Variable

	Hypothesis 19 Career-Related Mentoring β
Step 1	
Disability Type	0.13†
Number of Disabilities	-0.14*
Experience as a Mentor	0.15*
Status of Relationship	0.19**
Organizational Tenure	-0.13†
F (5, 213)	6.03**
R^2	0.12
Step 2	
Tokenism	-0.24**
Type of Mentoring Relationship	-0.03
ΔF (2, 211)	6.24**
ΔR^2	0.05
Step 3	
Tokenism X Type of Rel.	-0.10
ΔF (1, 210)	2.30
ΔR^2	0.01
Total R^2	0.18

Note. N=218. Standardized regression coefficients are reported. Disability type was coded 1=deaf and 2=hard of hearing/hearing impaired. Number of disabilities was a continuous variable. Protégé experience as a mentor was coded 1=previous experience as a mentor and 0=no previous experience as a mentor. Status was coded 1=current relationship and 0=relationship ended. Organizational tenure was a continuous variable. Type of Relationship was coded 1=formal and 0=informal. Higher scores of Tokenism reflect greater feelings of perceived tokenism.
†p<.10. *p<.05. **p<.01.

Figure Caption

Figure 4.1. Graph depicting interaction for Hypothesis 15 between Concealability of the Protégé's Disability and Organizational Support for Diversity on Career-Related Mentoring.


Career-Related Mentoring
4.10
4.00
3.90
3.80
3.70
3.60
3.50
3.40
3.30
3.20
3.10
low
med
high
Visibility of the Disability
Organizational Support for Diversity
High
Low

CHAPTER 5

DISCUSSION

The purpose of this study was to examine the relationships between mentoring functions and the characteristics of the protégé, mentor, and workgroup. The analyses revealed specific characteristics of the protégé, mentor, and workgroup that predicted the receipt of both career and psychosocial mentoring. A complex relationship was also found involving concealability of the protégé's disability and organizational support for diversity with career-related mentoring.

Interpretation of Findings

Self-Disclosure of Disability

It was hypothesized that self-disclosure of disability would significantly predict higher levels of mentoring received. Protégés who discussed their disability and aspects of their disability with their mentor reported receiving higher levels of psychosocial mentoring functions than those who self-disclosed less. While the relationship between self-disclosure and career-related mentoring was non-significant it was in the hypothesized direction. These finding are in line with recent research conducted by Wanberg, Welsh, and Kammeyer-Mueller (2007) on protégé and mentor self-disclosure where they found protégé self-disclosure (on experiences, emotions, beliefs, fears, failures, and successes) related to protégé outcomes including mentoring received using a non-disabled population. These two studies help to shed light on this understudied aspect of mentoring relationships. Self-disclosure may be especially important for employees who have disabilities. The disability literature suggests that self-disclosure is often beneficial for the disabled individual resulting in more positive perceptions and more favorable

outcomes than for those who do not discuss their disability with others (Hebl & Skorinko, 2005; Stone, Stone, & Dipboye, 1992; Mills, Belgrave, and Boyer, 1984; Belgrave & Mills, 1981; Tagalakis, Amsel, & Fichten, 1988). Not only can self-disclosure help to increase interpersonal connectedness and allow empathy to emerge (Ragins, 2002), but it can also allow the disabled protégé to convey actual capabilities and discuss incorrect assumptions about the "disabling" characteristics of disabilities. Ensher and Murphy (2005) note that self-disclosure may strengthen the relationship between the mentor and the protégé allowing them to move past barriers (e.g., incorrect assumptions) and focus on aspects that matter to work performance. This is especially important for the disabled protégé who may often be faced with additional barriers such as biases and discrimination (Braddock & Bachelder, 1994; Jones, 1997; Fichten & Amsel, 1986; Bowman, 1987). For the current sample, discussing their disability with their mentors was associated with increased mentoring functions received. It was also hypothesized that organizational support for diversity would moderate the relationship between protégé self-disclosure and mentoring functions received. Specifically it was expected that protégés who disclosed their disability would receive higher career and psychosocial mentoring functions in more supportive organizations, whereas protégés who did not disclose their disability would receive lower levels of mentoring functions in both organizations with high as well as lower organizational support for diversity. These two hypotheses were not supported. It is plausible that self-disclosure alone is enough to increase mentoring outcomes for the disabled protégé and that working in a supportive environment is not necessary to experience these results. The examination of this variable extends our limited understanding of self-disclosure in mentoring relationships.

Concealability of Disability

Examination of concealability of protégé disability did not reveal significant findings for the main effects of concealability and the mentoring functions. However, these nonsignificant findings are encouraging because with this sample visibility of the protégé's disability alone did not influence the receipt of mentoring functions. It was only when individuals worked in an organization unsupportive of diversity initiatives that those with more visible disabilities received lower levels of career mentoring as seen by the significant moderation of organizational support for diversity. Specifically individuals with more visible disabilities received the lowest level of career-related mentoring functions in unsupportive organizations. However, those who worked in supportive organizations received higher levels of career mentoring and this effect was stronger for those who had a visible disability. This finding was unexpected and contrary to the literature that consistently notes that the nondisabled prefer interacting with individuals whose disabilities are invisible rather than visible (Gouvier, Steiner, Jackson, Schlater, & Rain, 1991; Hollingsworth, 1985; Stone & Colella, 1996; Feldman, 2004). It was anticipated that there would be no differences in supportive organizations whether one's disability was more or less visible but that the protégés would receive similarly high career-related mentoring functions. However, the career-mentoring received for those with more visible disabilities seems to be amplified in supportive organizations. This could be due to a sympathy effect, a true understanding of the capabilities and potential of those individuals with disabilities, or heightened support for those with visible disabilities simply because their disabilities are apparent and they are working in an environment where differences are encouraged and supported. While it has been suggested that the mentor would reduce the career mentoring functions provided to the visibly disabled protégé for fear that failure to succeed would be a bad

reflection on the mentor, in a supportive environment however, it could be that these mentors increased their career mentoring to their visibly disabled protégé because it may actually lead to positive outcomes for the mentor in diversity-friendly organizations. Alternatively, there is some stereotype literature suggesting that individuals may be punitive toward others who challenge previously held stereotypes (Thomas, 2005; Wigboldus, Dijksterhuis, & Van Knippenberg, 2003). For the current study, it is possible that several mentors were suspicious of protégés who claimed to have a disability when it was not readily visible and in turn responded less positively.

Disruptiveness of Disability

It was predicted that greater disruptiveness of the protégé's disability would be related to lower levels of career and psychosocial mentoring. Unexpectedly, no significant relationships were found among disruptiveness and mentoring functions. Since one disability type was examined in this study future research with different types of disabilities is recommended. Nonetheless, in the context of the current study these nonsignificant findings are encouraging for the disabled. Individuals with disruptive aspects of their disability reported receiving similar levels of career and psychosocial mentoring functions as those who had less disruptive disabilities. This is contrary to what Stone and Colella (1996) propose in their theoretical model on treatment of the disabled and what is suggested in the literature (Stone & Colella, 1996; Schartz, Schartz, & Blanck, 2002). The literature notes interpersonal difficulties and strained interactions as a result of the disruptive aspects of one's disability (Stone, Stone, & Dipboye, 1992).

Mentor Disability Experience

Mentor disability experience was hypothesized to predict the receipt of mentoring functions. The current study found that both career and psychosocial mentoring benefits were

positively associated with mentor disability experience. These findings are consistent with the diversified mentoring literature which suggests that similarity and/or understanding the minority protégés experience can result in the mentor providing increased support on the job (Ragins, 2002) while dissimilarity may lead to decreased mentoring functions (Ensher & Murphy, 1997; Thomas, 1990; Lankau, Riordan, & Thomas, 2004) . In the current study, protégés who reported that their mentor had higher levels of disability experience reported receiving higher levels of both career-related and psychosocial mentoring functions. This familiarity with disabilities, whether from working with others who have disabilities, association with friends and/or family that have disabilities, or possibly personal experience as an individual with a disability, benefited the disabled protégé. This may be due to the mentor's increased interpersonal comfort, increased understanding of potential obstacles present to the protégé, awareness of true capabilities of the disabled protégé, and/or willingness to provide support in their career development. Future research should directly measure these proposed intervening process variables to better understand why mentor disability experience relates to mentoring received.

Counter to expectation, the type of mentoring relationship did not moderate the relationship between mentor disability experience and mentoring received. Specifically it was hypothesized that protégés who had mentors with a high level of disability experience would receive higher levels of psychosocial and career-related mentoring in both informal and formal relationships, whereas protégés with a mentor without disability experience would receive higher levels of mentoring functions in informal mentoring relationships only. This was expected because a mentor without disability experience may be particularly unmotivated to provide quality mentoring or feel especially anxious about interactions with a formally assigned disabled protégé. In contrast, in informal mentoring relationships where the mentor had lower levels of

disability experience the mentor has already agreed to take on the disabled protégé and may feel greater commitment to the relationship. This may result in higher levels of mentoring functions under these circumstances. However, this difference was not found upon analysis of the interaction. Protégés who had mentors with lower levels of disability experience reported receiving lower levels of mentoring functions in both formal and informal relationships. This main effect finding follows the logic for the protégé in a formal relationship. However, protégés in informal relationships with mentors with lower levels of disability experience did not receive higher levels of mentoring functions. Thus, it appears as if even in informal relationships where a mentor agrees to mentor a disabled protégé or seeks out a disabled protégé, not having that previous experience with disabilities is associated with the provision of less mentoring support. This finding could be due to the mentor not being able to understand the experiences of disabled individuals or a lack of appreciation of disabled employees' true capabilities due to lack of exposure to individuals with disabilities. Alternatively these lower levels could be due to biases and stereotypes operating on a level that the mentor is unaware of. For example, the mentor in an informal relationship may believe that because they are mentoring a disabled protégé that they have moved past biases and discrimination, when in fact these stereotypes may still be operating resulting in decreased support to their protégé whether known or unbeknownst to them.

Mentor Gender

It was hypothesized that gender would predict psychosocial mentoring; however this analysis could not be conducted due to an insufficient number of male mentors reported by protégés. More than 99.5% of the sample reported being mentored by a female mentor. This number is interesting in of itself since there is some disability literature suggesting that females are often more comfortable interacting with disabled individuals than are males (Jones & Stone,

1995; Yuker, 1994; Stovall & Sedlacek, 1983). Whether a mentor sought out the protégé or agreed to mentor the protégé after being contacted by him or her, a high certain level of comfort seems necessary for the initiation of a mentoring relationship. Thus it seems likely that this untested analysis may provide some support to the literature noting gender difference in interactions with individuals who have disabilities. Given that 36% of the mentoring relationships were formally arranged it is interesting that more male mentors were not assigned via organizational assistance. It is possible that in formal mentoring women may be assigned to mentor a disabled protégé due to the stereotype that women are more appropriate mentors for disabled individuals. Another explanation is the types of organizations where the sample worked. Examination of job titles revealed a wide mix of industries and fields; however 19 out of the 50 participants who reported organizational assistance identified themselves as an educator/teacher which may be a predominantly female oriented field where a higher number of female mentors may have been available.

Tokenism

Tokenism was hypothesized to predict mentoring functions. While it was not possible to examine the proportional index of the number of disabled individuals in the workplace, these hypotheses could be tested using perceptions of tokenism. Specifically it was expected that individuals who perceived themselves as a token disabled individual within their workgroup would report receiving lower levels of career-related and psychosocial mentoring functions. These predictions were supported in the present study and are consistent with the literature which notes that token individuals often receive less mentoring and less effective mentoring than the majority (Kanter, 1977; Yoder, 1991; Zimmer, 1988). In organizations where there are multiple employees with disabilities, nondisabled others' increased contact and exposure to disabled

employees may help to reduce incorrect assumptions and stereotypes, consequently reducing the "outgroup" perception of these employees. Lower levels of mentoring functions may occur for disabled protégés with higher levels of perceived tokenism because mentors are not providing the disabled protégé quality mentorship because of biases and discrimination operating as a result of low exposure to disabled individuals. An alternative explanation is that these "token" disabled protégés feel they have been treated unfairly and may in turn decrease their level of motivation and performance resulting in decreased mentoring functions provided by their mentor (Stone & Colella, 1996).

It was also hypothesized that type of mentoring relationship would moderate the relationship between tokenism and mentoring functions. Specifically it was expected that protégés with lower levels of perceived tokenism would receive higher levels of career and psychosocial mentoring functions in both informal and formal relationships, whereas protégés with higher perceptions of tokenism would receive higher levels of mentoring in informal relationships only. The moderated regression analyses for psychosocial and career-related mentoring were nonsignificant. Individuals in informal mentoring relationships who had higher perceptions of perceived tokenism reported receiving similarly low levels of psychosocial and career-related mentoring as those with high levels of perceived tokenism in formal relationships. Similar to the mentor disability experience, protégés who find themselves paired with mentors who have low exposure to other disabled individuals (as would be the case when token status is higher) may have reduced mentoring as a result of this lack of exposure. While it was expected that the levels of mentoring would be higher for token disabled employees in informal relationships, the mentor in the relationship may also be in an environment where there are a limited number of disabled individuals. Thus the mentor may not have the experience to

empathize with their disabled protégé or provide the support necessary to their career development. In addition, in an environment where there are few disabled individuals biases and stereotypes may be more likely to operate as well as reduced interpersonal comfort, thus resulting in lower levels of mentoring.

Implications

Implications for Mentoring Theory and Future Research

Several implications for theory and research emerge from the findings of the current study. Of particular relevance is the finding that organizational support for diversity moderates the relationship between concealability of the protégé's disability and career-related mentoring. In addition characteristics of the protégé, characteristics of the mentor, and characteristics of the workgroup were all related to mentoring functions received. This provides a first step in refining diversified mentoring theory to apply to a disabled population. Given the findings, it is suggested that diversity researchers focus more on the unique experiences of disabled employees in mentoring relationships. While Stone and Colella (1996) proposed that various characteristics of the disabled individual, attributes of others, and organizational characteristics influence disabled employees' treatment at work, the current study is the only one to date to examine the organizational mentoring experiences of disabled individuals. Ragins (1997) addressed how marginalized groups such as the disabled have largely been ignored from research on mentoring relationships and that additional legislation prohibiting discrimination against the disabled will lead to more diversified mentoring relationships that include protégés and/or mentors who have disabilities. Thus, the current study introduces the disabled into the empirical diversified mentoring literature and reveals the importance of considering the perspective of protégés who have disabilities in mentoring theory and research.

The findings of the current study also make a contribution by adding to recent empirical research on self-disclosure in mentoring relationships among non-disabled individuals (Wanberg, Welsh, & Kammeyer-Mueller, 2007). Self-disclosure helps facilitate and maintain personal relationships by promoting a deeper understanding of the parties involved. This process of revelation has previously been suggested as important in mentoring relationships, and the current study suggests that it is important in mentoring relationships involving disabled protégés. The assumption was made that disclosing one's disability would lead to greater mentoring functions as a result of the mentor being more responsive to the disabled protégé (i.e., understanding, caring, acceptance) from acquiring greater understanding about the true nature of their protégé's disability. Future research on the mentoring experience of disabled protégés might extend the findings of the current study by examining whether mentor responsiveness moderates protégé self-disclosure and mentoring relationship outcomes as found in the Wanberg, Welsh, and Kammeyer-Mueller (1996) study.

Future research also needs to be conducted examining the unique experiences of employees who have disabilities at various stages of the mentoring relationship. Building upon the findings of the current study, additional outcomes associated with mentoring functions needs to be explored to see if mentoring relationships are in fact worthwhile for disabled protégés. Distal outcomes to mentoring functions such as promotion opportunities and salary should be explored for the disabled employee as well as organizational commitment and turnover intentions, self-efficacy, and job satisfaction. The relationship between mentoring and such outcomes has been demonstrated in the mentoring literature (Allen, et al, 2004) and should be examined with a disabled population as well. Additionally, the perspective of the disabled mentor needs to be explored. What were their previous mentoring experiences and how have

those experiences subsequently shaped their careers and the mentoring that they provide? Mentoring has been shown to yield positive outcomes for the mentor such as self-reported career success (Collins, 1994), job satisfaction, organizational commitment, and intentions to mentor in the future (Eby, Durley, Evans, & Ragins, 2006). Similar studies could also be conducted exploring the disabled mentor's perspective.

Finally, the various combinations of disability status of the mentor and protégé should also be explored to see if differences exist in the antecedents and outcomes of mentoring relationships for both the protégé and mentor. For instance, do differences exist in a mentoring relationship among a disabled mentor/disabled protégé compared to a nondisabled mentor/disabled protégé, disabled mentor/nondisabled protégé or nondisabled mentor/nondisabled protégé? Other research examining the various combinations of race and gender have been conducted in the diversified mentoring literature (Dreher & Cox, 1996; Dreher & Chargois, 1998; Ragins & Cotton, 1999; Wallace, 2001; Bahniuk, Hill, & Darus, 1996; Koberg et al., 1998; Thomas, 1990), thus similar studies need to be conducted exploring the relationship disability status combinations on antecedents and outcomes of mentoring relationships as well.

Implications for Practice

Several implications exist for practice, although replication of the results is necessary prior to making firm recommendations. Protégés in the current study reported higher levels of mentoring functions when they disclosed their disability. These results suggest that employees who have disabilities may wish to discuss certain aspects of their disability, such as incorrect assumptions that others have regarding how their disability influences their work, as well as ways that the mentor might help the protégé overcome barriers that exist because of their

disability, such as negative attitudes from others within the organization or lack of opportunities for career development. Awareness of potential barriers that exist due to specific aspects of one's disability may also assist the protégé. While the visibility of one's disability and the level of disruptiveness that one's disability causes in interactions with others was not directly associated with mentoring functions received, discussing these issues may be part of the disclosure process. In fact, these may be potential areas of discussion when self-disclosing one's disability to their mentor. A protégé can discuss these, and related issues in terms of how these factors may influence subsequent interactions in the relationship. However, it should be noted that no one should be encouraged to discuss anything that they do not feel comfortable doing.

The results of the study can also be used to help employees with disabilities understand work environment conditions conducive to developing mentoring relationships. Organizations that are more supportive of diversity initiatives tend to have disabled employees who report more mentoring functions. Those with both visible and less visible disabilities received greater career mentoring than those in less supportive organizations. In fact, those with even more visible disabilities received the highest level of career-related mentoring in a supportive organizational environment. Likewise working in an environment where there are other employees with disabilities or where one feels less like a "token" relates to the level of career-related and psychosocial mentoring received. Thus, individuals who have disabilities may wish to seek out organizations that have a track record of recruiting, hiring, and retaining employees who have disabilities. In addition, if protégés take a more proactive approach to their career development by seeking out mentors, they might consider mentors who have previous disability experience or mentors who also have a disability. Though we were unable to test the differences between mentor gender and mentoring received, the majority of the protégés surveyed had female

mentors. While speculative, this may tell us something about the types of individuals who are available as mentors for the disabled.

Organizations also need to be aware of the benefits of supportive environments and the possible implications of tokenism for their disabled employees. The current study demonstrates that employees who had lower levels of perceived tokenism (as would likely be the case in organizations that are proactive in employing disabled individuals) received more mentoring. Alternatively, protégés who felt more like a token within their organization reported receiving less mentoring. This finding has implications for both the protégé and the organization. In situations where the protégé feels more like a token, not only does the career development of the disabled employee potentially suffer if less mentoring is received, but the organization may also suffer by having capable employees whose potential is not realized or enhanced by mentoring. Organizations that were supportive of diversity initiatives in general had disabled protégés who received greater career-related mentoring. Not only does the disabled protégé benefit from such positive working environments, but the organization may benefit by community recognition as well as a more satisfied and productive workforce. Organizational benefits of mentoring can include increased organizational commitment, increased productivity, and lower protégé turnover intentions (Allen, Poteet, & Burroughs, 1997). These results suggest that it may be in the best interest of organizations to utilize a diverse workforce and display support for diversity initiatives. Organizations can take steps to increase diverse mentoring programs by creating and supporting mentoring circles and affinity groups or formal "same-group" networks to help facilitate career development among minorities (Thomas, 2005) and disabled employees. Additionally, organizations can take other steps to create a positive climate for mentoring by initiations such as training employees on effective mentoring, diversity training, and creating

diverse work teams that allow opportunities for diverse individuals to pair (Thomas, 2005). Organizations might also include mentoring relationships as a key component in their career development and diversity programs or reward (in performance appraisals) those who participate in mentoring relationships as a way to increase diverse mentoring systems (Ragins, 1997).

Study Limitations

Like all research, there are limitations associated with the current study. One limitation is the low reliability of some of the scales developed accessing protégé and mentor characteristics of disability. These scales were composed of only a few items and were not based upon measures used within the disability or mentoring literature since there has been little to no examination of these variables. While self-disclosure and disability disruptiveness had acceptable reliabilities ($\alpha < .70$), the concealability measure had a lower reliability score. In addition the two-item measure of mentor disability experience had a low reliability score forcing us to use one item as a marker for subsequent analyses. The application of these measures to the mentoring and disability literature is new and requires further examination and refinement. These low reliabilities likely reflect the relatively small number of items that were developed to assess the dimensions of protégé, mentor, and workgroup characteristics.

The length of the survey also presented an additional limitation of the study. The hypothesized model included several variables of interest, thus numerous multi-items scales were necessary to test the hypotheses. A large number of respondents exited the survey site early upon seeing the first page of items (31%). The first page of items on the survey site contained the Mentor Role Instrument which may have given the impression that the entire survey would be lengthy and time-consuming. Consequently, many individuals may have exited immediately as a result. However, an attempt was made to reduce the number of items on each page of the

online survey to reduce fatigue and break up the process of answering the scale items. Despite these efforts, 41% of those who met the criteria for inclusion in the study either exited early from the study or provided incomplete data sets. While it is unknown the reasons that these respondents dropped out, researchers conducting research using disabled employees should be aware of increased testing fatigue depending on the type of disability that the prospective respondents may have when taking lengthy surveys. Thus, smaller studies examining only a few variables may be necessary. Another option is using shorter scales with acceptable reliabilities to shorten the overall length of the survey. Unfortunately due to the length of the survey, it is likely that our overall response rate was reduced from the number of respondents who exited the survey early due to fatigue or frustration from the survey length.

Our inability to accurately estimate the survey response rate is also a limitation of the study. However, the sampling strategy used in the present study was necessary in order to obtain data from this hard to reach population. Another potential limitation of the study was barriers associated with reaching the population of interest. An online survey was employed for ease of use. This allowed for immediate contact of, and quick survey completion from, the target sample. While we noted that accommodations for survey format were available, the method used to contact the sample of disabled employees may not have reached some potential respondents who were unable to access email. It was assumed that a deaf and hard of hearing sample would help to reduce this sampling limitation because unlike with other disabilities, an online survey should pose few restrictions on this population. However, using a deaf and hard of hearing population may have its limitations as well due differences in personal identity among the deaf and hard of hearing community. Preliminary analyses conducted revealed a significant difference in whether one reported themselves as deaf or hard of hearing for both psychosocial

and career-related mentoring. However, we were unable to examine whether one identified themselves as part of the Deaf culture. Some deaf individuals identify themselves as part of the Deaf culture whereas some do not—this is a matter of personal identity. There is a strong culture for many Deaf individuals who find a sense of community with other Deaf individuals from an otherwise hearing culture. Acceptance into this culture depends on many factors including the use of sign language and the age at which the person became deaf. Gaining acceptance as non-deaf researcher in such a community has its challenges. There may be a fear that exploitation of the sample may occur and that the true views of a Deaf individual will not be represented accurately by a hearing individual. Subsequently many individuals initially contacted may have refused to access the survey, denied consent, or exited early as a result ultimately resulting in a lowered response rate.

In addition, the results of the study may not be easily generalizable to other populations of employees with disabilities since disabilities vary greatly (Olkin & Howson, 1994) as well as perceptions of what constitutes a disability (Popovich, Scherbaum, Scherbaum, & Polinko, 2003). A sample of protégés who have a variety of different disabilities may reveal different findings. For example, employees who are paraplegic or who have a visual impairment may receive different mentoring functions as a result of the concealability and disruptiveness characteristics of their disability. Future research should examine mentoring relationships using samples of protégés who have other disability types.

A methodological concern in the study is the use of self-report cross-sectional data being susceptible to common method variance. Certain categories of variables, such as self-reported measures or perceptions of environmental variables during the same data collection session are most susceptible to the effects of common method variance including consistency and priming

effects (Podsakoff & Organ, 1986). It is difficult to determine if covariance between two such variables is a result of a valid relationship or common method variance. While Spector (1987) notes that self-report measures intercorrelated at .30 are a concern for common method variance, most of the intercorrelations among the variables of interest in the present study were low. Nonetheless, common method variance effects may still be a concern.

Finally, a measure of perceived tokenism was used to assess the construct of tokenism. Having more objective data on the number of disabled individuals within the workplace might have led to different conclusions. Perceived measures have benefits and drawbacks associated with their scales. A measure of perceived tokenism is valuable in that it may reflect discrimination occurring within the workplace if the disabled protégé is reporting perceptions of feeling like a "token" within their workgroup despite the presence of other disabled individuals. However, there could be bias present in a subjective measure of tokenism. For example, some of the protégés may be projecting their own insecurities about their disability on how they perceive others to be treating them. In addition, the perceived tokenism scale utilized did not include the source of the tokenism feelings and was not specific to a disabled population. Steps should be taken in future research to try and control for these issues in study design by better defining the tokenism variable (i.e., number of disabled employees in workgroup—better description of workgroup) or by requesting supplementary data from the organization on the number of disabled employees.

In today's evolving workforce, working relationships are becoming more interactive, as reflected in mentoring relationships. The disability literature has suggested that disabled employees may receive lower levels of mentoring based on their specific characteristics, characteristics of others and characteristics of their environment. The current study revealed that

there are in fact differences in mentoring functions received based on these factors. Further studies need to be conducted exploring additional barriers that disabled employees face in mentoring relationships, subsequent outcomes of the mentoring relationship, and other career development opportunities.

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APPENDIX A

RECRUITMENT EMAIL

Dear [insert participant name],

I am writing to request your participation in a research study in which your personal contribution is essential. The study strives to more fully understand the mentoring experiences of employees with disabilities. Mentoring is a powerful working relationship in which a more experienced senior employee (mentor) lends counsel and advice to a junior employee (protégé). Previous diversity research attempting to understand mentoring relationships has virtually ignored employees with disabilities. Understanding the factors related to disabled protégés within organizations may help to facilitate more positive mentoring experiences for employees with disabilities in the future. Therefore, your input as a protégé with a disability is crucial to the success of this project.

To participate within the study, you must meet one of the following criteria:

(1) You have a disability or health problem that prevents you from participating fully in work or other activities,
(2) you have a physical disability, a seeing, hearing or speech impairment, an emotional or mental disability, or a learning disability, or
(3) you consider yourself to have a disability or think that other people would consider you to be a person with a disability.

In addition, you must have current or previous experience as a protégé being mentored by someone else. This person (mentor) is often a higher ranking, influential individual in your work environment that has advanced experience and knowledge and is committed to providing upward mobility and support to your career. If you decide to participate in the study, please respond to the questionnaire thinking about a relationship with ***one*** individual who fits this description of a mentor.

In addition, for every survey completed a $1 donation will be made to ***the participating organization*** on behalf of all of the participants of the study.

I understand that your schedule may be very demanding, but I would appreciate if you could devote approximately 20 minutes to an online survey about your experiences as a protégé. You do not need to currently be in a mentoring relationship in order to provide valuable insight to this study. Please be assured that your participation in this study will remain confidential. Any answers that you provide will not be traced back to you and data collected on this website will be kept in a secured site.

Participation in this study is voluntary. By completing the online survey you are agreeing to participate in this research. If you would like to participate in this project, ***please click on the link below and complete the online survey as soon as possible, but no later than two weeks from today*** in order to ensure that your response is included in this study. A follow-up e-mail message will be sent in one week as a reminder of this deadline. No risks are foreseen in participating in this research.

You may click on the link below to complete the survey.

[insert survey link]

(If the link does not work, you can copy and paste it into your browser's address bar.)

I very much appreciate any time and insight you can provide! Without your help, this study would certainly not be possible. If you have any questions or concerns, or ***need specific accommodations to complete the questionnaire and are unable to use the server that the survey is currently posted under***, please contact us directly at either of the postal addresses, e-mail addresses, or phone numbers below and we would be happy to provide alternative formats. Thank you again for your help with this study!

Gratefully,

Lillian T. Eby, Ph.D.
Department of Psychology
The University of Georgia
Athens, GA 30602-3013

Andrea B. Kimbrough, M. S.
Department of Psychology
The University of Georgia
Athens, GA 30602-3013

For questions or problems about your rights as a research participant please call or write: Chairperson, Institutional Review Board, University of Georgia, 606A Boyd Graduate Studies Research Center, University of Georgia, Athens, GA 30602-7411. Telephone (706) 542-6514; e-mail address IRB@uga.edu.

APPENDIX B

SURVEY SITE WELCOME PAGE

Welcome to the Mentoring Experiences of Deaf and Hard of Hearing Professionals Survey
To participate within the study, you must meet one of the following criteria:
(1) You have a disability or health problem that prevents you from participating fully in work or other activities,
(2) you have a physical disability, a seeing, hearing or speech impairment, an emotional or mental disability, or a learning disability, or
(3) you consider yourself to have a disability or think that other people would consider you to be a person with a disability.

In addition, you must have current or previous experience as a protégé being mentored by someone else. This person (the mentor) is often a higher ranking, influential individual who may or may not be in your work environment that has advanced experience and knowledge and is committed to providing support to your career.

APPENDIX C

CONSENT FORM

I agree to participate in the research study titled "Mentoring Experiences of Disabled Employees: Antecedents and Outcomes of Mentoring Functions Received", which is being conducted by Andrea B. Kimbrough (Department of Psychology, abrinley@ uga.edu, 317-885-8814) under the direction of Dr. Lillian T. Eby (Department of Psychology, leby@uga.edu, 706-542-0378). I understand that this participation is entirely voluntary; I can withdraw my consent at any time without penalty.

In this study, I will answer items in a questionnaire for the purpose of understanding the mentoring experiences of employees who are deaf or hard of hearing. The duration of this questionnaire is approximately 30 minutes.

No discomfort during this study is foreseen.

No risks are foreseen.

The researcher hopes to learn more about the mentoring experiences of employees who are deaf or hard of hearing.

The results of this participation will be confidential. Please note that Internet communications are insecure and there is a limit to the confidentiality that can be guaranteed due to the technology itself. However, once we receive the completed surveys, the researchers will only receive data that does not contain identifiers. All data will be presented collectively, and all information collected that could possibly be used to identify me, will be destroyed within three years of data collection.

The researcher can be reached by email at abrinley@uga.edu for any questions.

Additional questions or problems regarding your rights as a research participant should be addressed to The Chairperson, Institutional Review Board, University of Georgia, 612 Boyd Graduate Studies Research Center, Athens, Georgia 30602-7411; Telephone (706) 542-3199; E-Mail Address IRB@uga.edu

By completing the survey you are agreeing to participate in the research. Please click "I give my consent to participate", to begin the study. By clicking "No consent given", you choose not to participate in this study.

APPENDIX D

REMINDER EMAIL

Recently you were contacted about an ongoing study aiming to understand the mentoring experiences of employees who are deaf or hard of hearing. We would like to remind you about this study and hope that you will be able to contribute since your input is crucial to the success of this project. In addition, for every survey completed a $1 donation will be made to ***the participating organization*** on behalf of the participants of the study.

Participation in this study is voluntary and all information will remain confidential. If you have already completed the questionnaire, please do not resubmit your information.

You may click on the link below to complete the survey. Please complete by ***[insert date here]***. This link will anonymously connect you to the survey.

[insert survey link]

(If the link does not work, you can copy and paste it into your browser's address bar.)

I very much appreciate any time and insight you can provide! Please email us if you have any questions or concerns. Also, please feel free to email this message and survey link to anyone else who might be interested in participating in this survey. Thank you again for your help with this study!

Gratefully,

Andrea B. Kimbrough, M. S.
Department of Psychology
The University of Georgia
Athens, GA 30602-3013

APPENDIX E

PREDICTOR MEASURES

Protégé Characteristics

Self-Disclosure

Did you disclose your disability to your mentor?
(1=not at all, 2=little extent, 3=some extent, 4=great extent, 5=very great extent)

Did you discuss with your mentor the unique challenges/potential obstacles that your disability may present in performing your work?
(1=not at all, 2=little extent, 3=some extent, 4=great extent, 5=very great extent)

Did you discuss with your mentor the incorrect assumptions that others have made regarding your disability?
(1=not at all, 2=little extent, 3=some extent, 4=great extent, 5=very great extent)

Concealability

My hearing impairment is *visible* to others—others would notice my disability by looking at me.
(1=not at all, 2=little extent, 3=some extent, 4=great extent, 5=very great extent)

My hearing impairment is *readily apparent* to others—others would notice my disability by interacting with me.
(1=not at all, 2=little extent, 3=some extent, 4=great extent, 5=very great extent)

Disruptiveness

My disability interferes with my interactions with others.
(1=not at all, 2=little extent, 3=some extent, 4=great extent, 5=very great extent)

My disability interferes with my communication with others.
(1=not at all, 2=little extent, 3=some extent, 4=great extent, 5=very great extent)

My disability causes strain and uncertainty for others in social situations.
(1=not at all, 2=little extent, 3=some extent, 4=great extent, 5=very great extent)

Mentor Characteristics

Mentor Gender

What is the gender of your mentor?
_____Male
_____ Female

Mentor Disability Experience
Does your mentor have a disability?
_____Yes
_____ No
_____ Unsure (No and Unsure may be collapsed into one category)

Has your mentor disclosed that he/she has a relative, friend, or close acquaintance with a disability?
_____Yes
_____ No

Work Group Characteristics
Tokenism
What is the size of your immediate work group? Immediate work group is the number of employees within your ***unit, department, or division*** of your organization. _____

Including you, how many individuals within your work group (unit, department, or division) have a visible or invisible disability? _____

Does your mentor work within your workgroup (unit, department, or division)?
_____Yes
_____ No

Perceived Tokenism (Karrasch, 2003)
I receive a disproportionate amount of attention or scrutiny from my peers.
I receive a disproportionate amount of attention or scrutiny from my boss/supervisor.
I feel that my boss/supervisor or peers take special note of my mistakes.
I feel that I do not fit or belong with my peers.
I discuss general topics such as politics or current events with my boss/supervisor.
I discuss general topics such as politics or current events with my peers.
I feel that I lack peer acceptance.
I feel that differences between employees at my level and myself are exaggerated or made a big deal of.
The people I work with utilize my input and skills effectively.
I feel "pegged" for certain duties that do not challenge my full capabilities.
I am encouraged to behave in ways stereotypically associated with my hearing impairment.
I feel that I am assigned tasks based on stereotypical assumptions about my hearing impairment.

APPENDIX F

MODERATOR MEASURES

Organizational Support for Diversity (Kossek & Zonia, 1993)

My organization is an excellent institution that recruits and retains minority employees.
My organization is an excellent institution that recruits and retains female employees.
My organization is an excellent institution that recruits and retains disabled employees.
My organization feels that increasing gender diversity among the employees is important in promoting greater understanding and cooperation between men and women.
My organization feels that increasing minority representation among the employees is an important way to achieve multi-racial understanding and cooperation.
My organization works towards ensuring that the company is fully accessible to disabled employees.
My organization feels that increasing disability diversity among employees is important in promoting greater understanding and cooperation between disabled and nondisabled employees.

Type of Relationship (Ragins & Cotton, 1999)

In order to assist individuals in their development and advancement, some organizations have established formal mentoring programs, where protégés and mentors are linked in some way. To recap: Formal mentoring relationships are developed with *organizational assistance.* Informal mentoring relationships are developed *spontaneously*, without organizational assistance.

Would you define this relationship as Informal or Formal, based on the definitions above?
_____ Informal (spontaneous development)
_____ Formal (organizational assistance)

APPENDIX G

DEPENDENT VARIABLE MEASURES

Mentor Role Instrument (Ragins & McFarlin, 1990)

My mentor:

Career-Development

(SPONSOR)
Helps me attain desirable positions.
Uses his/her influence to support my advancement in the organization.
Uses his/her influence in the organization for my benefit.
(COACH)
Helps me learn about other parts of the organization.
Gives me advice on how to attain recognition in the organization.
Suggests specific strategies for achieving career aspirations.
(PROTECT)
Protects me from those who may be out to get me.
"Runs interference" for me in the organization.
Shields me from damaging contact with important people in the organization.
(CHALLENGE)
Gives me tasks that require me to learn new skills.
Provides me with challenging assignments.
Assigns me tasks that push me into developing new skills.
(EXPOSURE)
Helps me be more visible in the organization.
Creates opportunities for me to impress important people in the organization.
Brings my accomplishments to the attention of important people in the organization.

Psychosocial

(FRIENDSHIP)
Is someone I can confide in.
Provides support and encouragement.
Is someone I can trust.
(SOCIAL)
And I frequently get together informally after work by ourselves.
And I frequently socialize one-on-one outside the work setting.
And I frequently have one-on-one, informal social interactions.
(ROLE MODEL)
Serves as a role-model for me.
Is someone I identify with.
Represents who I want to be.

(COUNSELING)
Serves as a sounding board for me to develop and understand myself.
Guides my professional development.
Guides my personal development.

(ACCEPTANCE)
Accepts me as a competent professional.
Sees me as being competent.
Thinks highly of me.

APPENDIX H

BACKGROUND QUESTIONNAIRE

What is your ethnicity?
_____ Hispanic or Latino or of Spanish Origin
_____ Not-Hispanic or Latino

What is your race? (Mixed racial heritage should be indicated by checking more than one category)
_____ American Indian or Alaskan Native
_____ Asian
_____ Black or African American
_____ Native Hawaiian or Other Pacific Islander
_____ White

What is your gender?
_____ Male
_____ Female

How old are you?_____ years.

What is the name of your disability? _____

Do you have more than one disability?
Yes
No

If yes, please list all of your disabilities.

How long have you been with the organization that you are currently employed with?
_____months.

What is your job title? _____

Please indicate your total annual salary including all forms of compensation (e.g., salary, bonuses, commissions, stock options, and profit sharing).

Promotions are significant increases in annual salary, significant increases in scope responsibility, changes in job level or rank, or becoming eligible for bonuses, incentives or stock plans. Given the above definition, please report the number of promotions you have received since the beginning of your mentoring relationship.

Have you ever been a protégé in a mentoring relationship prior to this one?
_____ Yes
_____ No

Have you ever been a mentor to another individual?
_____Yes
_____No

How long have you been/were you a protégé in the relationship you referred to while answering this survey (in months)?

Is this relationship currently ongoing?
_____Yes, this is still my mentor.
_____No, our mentoring relationship has ended.

In your current mentoring relationship (or the relationship you have referred to while filling out this survey), did you initiate the relationship or did your mentor approach you first?
_____ Mentor initiated
_____ I initiated

In what country do you live?
_____ Australia
_____ Canada
_____ Mexico
_____ United Kingdom
_____ United States
_____ Other (please specify)