INTERNET RECRUITING: IMPACT OF TYPE OF FORMAL MENTORING PROGRAM ON

JOB SEEKERS' PERCEPTION OF ORGANIZATIONAL ATTRACTIVENESS

by

SARAH CARR EVANS

(Under the Direction of Lillian T. Eby)

ABSTRACT

Formal mentoring programs (FMPs) are often highlighted on organizational recruitment web sites. Although these career development programs have been found to influence job seekers' perception of organizational attractiveness when presented through traditional sources (i.e. brochures), this study sought to assess their impact when presented via the Internet. Using an experimental design, the influence of *different types* of FMPs and the interaction of individual differences variables with FMP type on job seekers' perceptions of organizational attractiveness was also examined. Although the results provided limited support for the hypotheses, this study offers an important first step in assessing how different types of FMPs identified on recruitment web sites may impact job seekers. Suggestions for future research are provided.

INDEX WORDS: Internet recruiting, Workplace mentoring, Formal mentoring programs, Career development

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SARAH CARR EVANS

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SARAH CARR EVANS

Major Professor:	Lillian T. Eby
Committee:	Gary Lautenschlager
	Richard L. Marsh

Electronic Version Approved:

Maureen Grasso
Dean of the Graduate School
The University of Georgia
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DEDICATION

This document is dedicated to the many loving, supportive, and generous people who made it possible for me to successfully complete this document as well as my graduate education: my amazing husband, David, the rest of my incredible family, and my wonderful friends. I sincerely thank you all for your patience, your encouragement, and your belief in my ability to make this dream a reality.

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CHAPTER 1

INTRODUCTION

The introduction of the World Wide Web just over a decade ago provided a dramatically different platform for companies to share employment information. Many organizations have transformed this new technology into an effective recruitment tool by developing their own web sites and including career-related information on them. These organizational recruitment sites are becoming an increasingly important vehicle for disseminating employment information to job seekers (Cober, Brown, Blumental, Doverspike, & Levy, 2000). In fact, as of 2002 nearly all of the largest publicly traded companies in the U.S. had a web page on their organizational web site dedicated to corporate staffing and recruitment (Lermusiaux & Snell, 2003).

Despite the fact that the Internet is one of the fastest growing recruitment tools for organizations (Lievens & Harris, 2003), research concerning potential job applicant reactions to this technology has not matched the growth of organizational recruitment web sites (Anderson, 2003). The limited studies that exist generally report positive reactions by users, but most of this research has assessed college students' reactions to Internet-based recruitment media (Rozelle & Landis, 2002; Zusman & Landis, 2002). Thus there is a need for empirical work that extends the investigation to older job seekers as well as individuals with prior work experience (Anderson, 2003). Additionally, researchers have only begun to examine the influence of the *content* of recruitment web sites on job seekers' perceptions of the organization. Since millions of potential applicants now visit organizational web sites to acquire pre-contact information (Cober, Brown,

Levy, Cober, & Keeping, 2003), it is important to understand how recruitment messages presented on the Internet might impact job seekers perceptions of the company.

One aspect of the recruitment message that is often included on organizational web sites is career development opportunities (Cober, Brown, & Levy, 2004; Cober et al., 2001). The developmental initiatives presented typically include mentoring programs, employee training, job rotation, career counseling, and tuition reimbursement. Research using traditional recruitment material has provided preliminary evidence that employee development programs influence students' perceptions of an organization (Cable & Graham, 2000). Additionally, in an Internet study Cober and colleagues found that, taken together, developmental opportunities, compensation, and culture are positively related to students' perceptions of organizational attractiveness (Cober et al., 2003). However, the unique contribution of career development programs in predicting job seekers' perceptions of organizational attractiveness still requires further investigation. What is also unclear is what specific types of career development initiatives are particularly attractive to potential applicants and whether applicant individual differences influence the attractiveness of specific career development programs.

In order to extend Internet recruiting and careers research, the goal of this study is to investigate the impact of a specific career development initiative, formal mentoring, on job seekers' perception of organizational attractiveness. Since a growing number of organizations are instituting formal mentoring programs (FMPs) within their company (Douglas & McCauley, 1999; Eddy, Tannenbaum, Alliger, D'Abate, & Givens, 2003) and FMPs have been shown to impact perceptions of organizational attractiveness using traditional recruitment brochures (Allen & O'Brien, 2006), this particular career development program was selected as the focus of this research. Additionally, the influence of *different types* of FMPs will be examined. Using an

experimental design, FMP type (i.e. FMP for managerial talent development, FMP for skill building, FMP for diversity development, FMP for new employee socialization, or general FMP [no specific orientation]) will be manipulated and job seekers' perceptions of organizational attractiveness will be measured. Finally, based on signaling and person-organization (P-O) fit theory, it is hypothesized that individual differences variables (i.e., need for achievement, learning goal orientation, gender, race, and extraversion) will interact with specific types of FMPs to predict organizational attractiveness.

Internet Recruiting

Recruitment is a critical human resource management (HRM) activity as its primary purpose is to identify and attract potential employees to an organization (Gatewood & Feild, 2001). Since organizational recruitment impacts the number and quality of job candidates, the pool of applicants who may be considered for employment is directly influenced by recruitment strategies (Breaugh, 1992). As companies continue to compete for the best job candidates, developing and maintaining a strong applicant pool is of utmost importance to the success of the organization (Highhouse & Hoffman, 2001; Rynes & Barber, 1990). Subsequently, a great deal of attention has been placed on the investigation of organizational recruitment (Rynes & Cable, 2003; Rynes, 1991).

An area within the recruitment literature that has grown in interest is how recruitment activities and the recruitment context impact potential applicants' perceptions, intentions, and behaviors (Rynes & Cable, 2001). Specifically, researchers have been interested in the factors that influence job seekers' attraction to organizations. Since there is evidence that intentions to apply for a position within an organization are influenced by perceptions of organizational attractiveness (Gatewood et al., 1993; Rynes & Barber, 1990), there are important implications

for understanding how recruiting activities and the information provided to job seekers through the recruitment process impact attraction to an organization.

Despite the proliferation of research in the area of recruiting and organizational attractiveness, there has been a substantial change in technology in the last decade that may have substantial implications for this literature. Specifically, the development of the World Wide Web has brought about a new platform for organizations to disseminate recruitment information. This advancement in technology is so profound that Feldman and Klaas (2002, p.175) claim that it "has changed the ways both job seekers and companies think about the recruiting function." Today, nearly all *Fortune 500* companies have corporate web sites that include "careers pages" (Lermusiaux & Snell, 2003) and millions of job seekers visit these sites to gain recruitment-related information (Cober et al., 2003). The efficiency, accessibility, and comparatively low cost of using corporate web sites make it a desirable means of distributing recruitment material (Kay, 2000; Anderson, 2003; Braddy, Thompson, Wuensch, & Grossnickle, 2003). As such, this medium is only expected to grow in use by both organizations and job seekers in the years to come.

There are two fundamental differences between traditional recruiting media (e.g., company brochures, job advertisements) and web-based recruiting. First, the form or presentation of a web site is markedly different from that of traditional recruitment materials. The aesthetics of a web page such as the use of vivid colors and creative graphics (e.g., sound, video, animation) engage the user in a way that is unique to this specific kind of media. The overall experience is much richer and more sensual than what can be offered with traditional recruitment media. Second, the content of organizational recruitment web sites differs from traditional recruitment materials both because of the amount and type of information that can be

provided. Since the Internet is an electronic medium, the magnitude of recruitment information is not limited by the same spatial constraints that exist with brochures, job advertisements and the like (Cober et al., 2004). Additionally, organizations are able to provide a greater breadth of information to job seekers than is feasible with traditional sources (Braddy, Meade, & Kroustalis, 2005). For example, many organizational recruitment web sites include detailed benefits information, employee testimonials, and career-related information tailored for specific job seekers (e.g., women, minorities) in addition to general information that would typically be included on traditional recruitment media (Lermusiaux & Snell, 2003, Cober et al., 2004).

It is evident that this new electronic platform has important features that make it uniquely different from recruitment sources of the past. While some aspects of web-based recruiting should map on to traditional recruitment models, the impact of the internet on the form and content of the recruitment message may be substantial. Further, there is evidence that exposure to organizational web sites can change applicants' perceptions of a company (Scheu, Ryan, & Nona, 1999). Lastly, because of the benefits of using the Internet as a recruiting tool, many organizations are relying less on traditional recruitment media and more so on organizational recruiting sites (Braddy et al., 2003). As such, there has been a call for research that assesses the impact of recruitment information that is delivered via the Internet on job seeker perceptions and behaviors (Anderson, 2003; Cober, Brown, Keeping, & Levy, 2004; Highhouse & Hoffman, 2001).

<center>Recruitment Messages</center>

Organizations use recruitment materials as a means of transmitting messages about their company and available positions to prospective candidates. The majority of research that has been conducted on recruitment messages has focused primarily on the realism or accuracy of

expectations that are set forth by recruitment information. However, Rynes and Barber (2001) identified other potentially significant aspects of recruitment messages that should be considered. First among the important and understudied dimensions that they identified is the content of the recruitment message. The content is believed to be especially important to job seekers early in the recruitment process when they have limited information with which to make assessments about the organization (Rynes, 1991). Thus, the impact of recruitment information is important to consider because of the influence it can have on job seekers' perception of organizational attractiveness.

Aspects of recruitment information that have been found to have a particular impact on job seekers' perception of organizational attractiveness are job and organizational characteristics. In fact, Rynes (1991) suggested that these features may be dominant factors in how applicants assess the attractiveness of an organization. Organizational attractiveness studies have in fact found that organizational attributes like location, size, industry, and firm reputation independently influence job seekers' perceptions of the organization (e.g., Turban, Forret, & Henrickson, 1998; Barber & Roehling, 1993; Cable & Graham, 2000). Additionally, Gatewood, Gowan, and Lautenschlager (1993) found that corporate image and recruitment image are predictive of initial job choice decisions. Organizational reputation and recruitment activities have also been found to predict applicant attraction through their influence on perceptions of organizational attributes (Turban, 2001; Turban et al., 1998). Finally, a small number of Internet studies have detected a relationship between organizational attributes and job seekers' perceptions of organizational attractiveness. Braddy, Meade, and Kroustalis (2005) found that organizational values, policies, and goals' influence perceptions of organizational culture which, in turn, has also been found to predict job pursuit intentions (Cober et al., 2003).

Another organizational attribute that has received recent attention in the recruiting and organizational attractiveness literature is career development opportunities. These types of opportunities such as in-house training, job rotation, and tuition reimbursement are typically valued by employees as they assist them in meeting their personal and professional goals (Russell, 1991). As such, it seems reasonable to expect that *prospective* employees would also find the opportunity to take part in career development initiatives to be meaningful when assessing an organization. Research that has employed traditional recruitment media like newspaper advertisements and brochures supports this supposition. For instance, Rafaeli (2000) found that prospective employees seek out opportunities that offer professional development. Additionally in a study that employed three different methodologies, Cable and Graham (2000) found that student job seekers spend a substantial amount of time attending to developmental opportunities when reviewing brochures of recruiting organizations. They also found those students' perception of an organization's reputation or image was positively related to the availability of developmental programs within that company. In that organizational image has been found to predict initial job choice decisions (Gatewood et al., 1993), Cable and Graham's findings provide support for the value of developmental programs in attracting job candidates. Lastly, in the only Internet study that has assessed the impact of career development initiatives on attraction success, Cober et al. (2003) found that developmental opportunities were highly correlated with students' perceptions of organizational attractiveness.

Since career development initiatives are often a primary feature on organizational recruitment sites (Cober et al., 2004) and have been found to predict organizational attractiveness when presented through traditional sources, there is a specific need to investigate the impact of this information on job seekers' perception of the organization when presented on the Internet.

Finally, the role of specific types of career development initiatives has yet to be explored in traditional recruiting or using the Internet as a platform. In that organizations often market such opportunities to job seekers on their own organizational recruitment web pages, there is a need to understand the impact that specific developmental initiatives have on job seeker impressions.

<u>Formal Mentoring Programs</u>

Formal mentoring programs (FMPs) are a commonly used career development initiative in organizations today. Formal mentoring is typically conceptualized as a one-to-one relationship between a more experienced colleague or peer (i.e. mentor) and a less experienced protégé for various developmental purposes (Kram, 1985; Greenhaus et al., 2000). These types of relationships, which are managed and sanctioned by the organization, are usually developed by pairing mentors with protégés in a manner that helps to facilitate the purpose of the program.

Although mentoring relationships have always occurred in the workplace, the popularity of mentoring programs that are formally developed by an organization grew in the1980s (Douglas, 1997; Catalyst, 2002). During this time, the benefits of having a mentor were heavily touted in both the popular and academic press (e.g., Roche, 1979; Levinson, 1978; Kram, 1985). The advantages that protégés were found to have over their non-mentored peers included higher career and job satisfaction, better career mobility, more recognition within the organization, and greater promotion rates (Fagenson, 1989). It was generally stressed that having a mentor could substantially influence one's personal and professional life (Roche, 1979). While the majority of the early empirical work concerning mentoring assessed the impact of informal relationships that develop spontaneously without organizational involvement, business leaders took notice to the potential benefits that mentoring could offer and thus began the rapid rise of FMPs in

organizations (Douglas, 1997). By 1991, Zey estimated that more than one thousand FMPs were in existence in organizational settings.

Many of the FMPs that were first implemented in organizations were designed to meet economic and societal demands. For instance, FMPs were viewed an important developmental tool that could help to address the needs of an increasingly diverse workforce, integrate new employees—namely recent graduates—to the workforce, and assist with succession planning and management development during a time that was plagued with labor shortages and other competitive challenges (Douglas, 1997). As time progressed, the purpose for implementing FMPs expanded. As organizational structures have flattened and the use of work teams has expanded, organizations have found value in using these programs to meet their evolving corporate goals as well as other human resource needs (e.g., employee recruitment, staff and executive development, career advancement) (Douglas, 1997; Eddy et al., 2001).

It is evident that organizations see value in implementing FMPs for themselves as well as their employees. Subsequently, more and more organizations are highlighting their use of these programs in their recruitment literature (Catalyst, 2002; Douglas, 1997). However, little is known about the advantages that prospective candidates may envision in working for a company that utilizes this kind of career development initiative. It is believed that job seekers would view a FMP as an attractive organizational characteristic since the importance of engaging in a mentoring relationship has been widely cited in the popular and academic press (e.g., Hansen, 2006; Barton, 2001; Greenhaus, 2003). Additionally, Hung (2003) notes that several top business leaders have publicly expressed the impact that mentorships had on their careers. Consistent with these suppositions, Catalyst, a nonprofit research organization, acknowledged that mentoring programs are in fact viewed as valuable assets to recruits. According to their report, these types

of programs are an effective tool for attracting the most talented job candidates (2002). They state that programs like these help to meet the needs of new employees who have increasingly higher expectations about the opportunities that companies should provide in assisting with their careers.

Signaling theory helps to explain why job seekers might view an organization with a FMP as more attractive than one without such a program. During the recruitment process, prospective applicants must make job pursuit decisions even when they have limited information with which to make assessments of the organization. According to signaling theory, this lack of data compels job seekers to look to the information that they have gathered to determine what it would be like to work for an organization and enhance their decision-making. Specifically, job seekers look to cues about the company in recruitment messages. The content provided in these messages allows them to draw inferences about unobservable organizational characteristics (Rynes & Cable, 2003; Rynes et al., 1991). Ultimately, the signals provided through recruitment information have the potential to influence job seekers' perceptions of organizational attractiveness (Highhouse & Hoffman, 2001). As an organizational attribute, it would seem that FMPs would serve as a positive cue to prospective candidates about the broader working conditions at an organization. Since FMPs exist to support employees, the presence of such a program should be a signal that the company cares about the development and advancement of its employees. In that Judge and Bretz (1992) found that most people prefer firms that demonstrate concern for others and encourage high achievement, an organization with a FMP should be perceived as more attractive than one without a FMP.

Catalyst (2002, p. 12) reinforces the symbolic nature of FMPs by stating that mentoring "sends a strong message to potential candidates about a company's commitment to its

employees." Furthermore, in the only known empirical work that has assessed the impact of FMPs on organizational attractiveness, Allen and O'Brien (2006) provide additional support to the idea that formal mentoring serves as a positive cue to job seekers. In their study, undergraduates were presented with an organizational recruitment brochure that included a description of a FMP or they received a brochure without such a program described. Participants who viewed the brochure with the FMP rated the organization as more attractive than the one without the FMP.

Therefore, based on signaling theory and in extension of Allen and O'Brien's findings, the following is hypothesized:

Hypothesis 1: An organization with a FMP depicted on its web site will be more attractive than an organization without a FMP depicted on its web site.

In addition to examining the general attractiveness of FMPs, it is the purpose of this study to assess the impact of *different types* of FMPs on job seekers' perceptions of the organization. While some FMPs do not have explicitly stated goals, many firms tailor this developmental activity to meet certain organizational objectives. In fact, in their study of industry practices, Eddy and colleagues (2001) reviewed 127 formal programs and found that most organizations implement mentoring programs for specific reasons. Of the developmental objectives most often cited, managerial talent development was the most common (42%) followed by skill building (33%), diversity development (24%), and the socialization of new employees (21%). Since Eddy et al. examined programs across multiple industries, the different types of FMPs that are examined in the present study are those that they reported to be the most commonly utilized.

Specifically, the perceived attractiveness of an organization with one of the following types of FMP will be examined in this study. A *formal mentoring program for skill building* is

one type that will be assessed. The goal of FMP with this orientation is to develop the knowledge, skills, abilities, and other competencies (KSAOs) of the participants. Protégés who participate in this kind of FMP are typically paired with a member of the organization who has demonstrated competence in the areas that will be developed (Eddy et al., 2001). A *formal mentoring program for managerial talent development* is another type of FMP that will be examined. FMPs of this nature are designed to accelerate the development of high-potential individuals and prepare them for key management positions. For participants in this kind of program, a mentoring relationship is created between individuals who are believed to possess great potential for advancement in an organization and mentors in influential senior management positions (Douglas, 1997). A third type of FMP that will be investigated is a *formal mentoring program for new employee socialization*. The purpose of a program of this nature is to assist newcomers in the transition and assimilation to a firm. In mentoring programs like this, new employees are typically matched with established members of the organization who can provide information about the firm and assist them in understanding behaviors and attitudes that are important for success at the given company (Allen, McManus, & Russell, 1999). Mentors' responsibilities also include modeling effective behaviors and attitudes as well as supporting their protégés as they become established in their new role. The last type of FMP program that will be examined is a *formal mentoring program for diversity development*. Diversity-oriented mentoring programs like this one are designed to provide support and developmental opportunities to women and/or minorities while helping them to establish networks within the organization (Douglas, 1997).

It is expected in this study that a FMP designed specifically for skill building will be viewed as particularly attractive to job seekers. Job success is dependent upon the ability to

perform competently. Therefore, the opportunity to develop job and organization relevant KSAOs through a FMP should be important for every employee. Further, career mobility and promotions are typically influenced by one's competencies and job performance (Hunter, 1983; Heisler & Gemmill, 1978). Thus, a FMP that is designed to assist employees in the development of skills that will help them to perform well on the job should be the most desirable type of FMP. Subsequently, the following is hypothesized:

Hypothesis 2: An organization with a Formal Mentoring Program for Managerial Talent Development or a Formal Mentoring Program for Skill Building depicted on its web site will be more attractive than an organization with a Formal Mentoring Program for Diversity Development or a Formal Mentoring Program for New Employee Socialization depicted on its web site.

<div align="center">Person-Organization Fit and Individual Differences</div>

As previously noted, it is expected that job seekers will be more attracted to organizations that a) have a FMP compared to those that do not have a FMP, and b) have a FMP for managerial talent development or skill building compared to a FMP for diversity development or new employee socialization. However, based on person-organization (P-O) fit theory, there are specific individual characteristics that are expected to interact with the FMP type to predict organizational attractiveness.

According to P-O fit theory, individuals are attracted to organizations based on the perception of compatibility between their personal characteristics and organizational attributes. To the extent that an individual feels that an organization shares their interests, needs, personality, and values, there will be a high perception of P-O fit and greater organizational attraction (Kristof-Brown, Zimmerman, & Johnson, 2005; Schneider, 1987; Judge & Cable,

1997). Because individuals have unique norms and values, this theory indicates that different

people will be attracted to different types of organizations. Based on P-O fit theory, job seekers

will want to work in an organization where they feel their personal attributes will be appreciated,

supported, and valued.

In accordance with P-O fit theory, it is expected in this study that job seekers will be

differentially attracted to organizations based on the type of FMP adopted by the firm. Those

potential applicants who feel that the program characteristics are reflective of their own interests,

personality, and values will be more attracted to the organization. Consequently, individual

characteristics are expected to interact with program type to predict job seekers' perception of

organizational attractiveness.

Learning Goal Orientation

Individuals with a strong learning goal orientation have an intrinsic desire to learn and

develop. They are motivated by challenging tasks as well as opportunities to improve their

abilities and advance their skill set (Dweck, 1986). Brett and VanderWalle (1999) comment that

learning goal-oriented individuals believe that intellectual ability can be developed. It is an

attribute that, with effort and experience, they can change. Thus, people with this goal orientation

are more likely to want to engage in training and other activities that will facilitate competency

development (Brett & VanderWalle, 1999).

In that the FMP for skill building that is presented in this study is designed specifically to

help employees develop skills and abilities, it seems that learning goal-oriented job seekers

would find a firm like this to be particularly attractive because it should provide them with the

opportunity to gain and master new competencies. Further, based on signaling theory such a

mentoring program should serve as a cue to potential candidates that the organization as a whole

fosters learning and encourages professional growth and development. Although previous research has found that individuals high on learning goal orientation are attracted to organizations with a mentoring program (Allen & O'Brien, 2006), it is expect that learning-goal-oriented job seekers will be specifically interested in a firm with a FMP oriented toward skill building:

Hypothesis 3: There will be an interaction between the type of FMP and learning goal orientation on organizational attractiveness such that participants who are higher on learning goal orientation will rate the organization that offers a Formal Mentoring Program for Skill Building as more attractive than organizations offering other types of mentoring programs.

Need for Achievement

Individuals who have high need for achievement are intrinsically motivated to successfully develop and utilize their talents and skills. Such individuals desire the opportunity to engage in challenging tasks and job assignments and seek out opportunities to demonstrate their abilities (Atkinson, 1964; McClelland, 1961, 1987). Further, achievement-oriented individuals strive to excel. They want to exceed their own standards of excellence based on their own assessment as well as others' perception of their performance (McClelland, Atkinson, Clark, & Lowell, 1953). Consequently, high need for achievement individuals should be attracted to work opportunities that provide high skill and challenge (Eisenberger, Jones, Stinglhamber, Shanock, & Randall, 2005).

Mentoring relationships are believed to support individuals with a high need for achievement. Since mentors provide career-related support such as challenging assignments, exposure and visibility, and the opportunity for protégés to display competence (Kram, 1985; Ragins & Cotton, 1999), it is expected that those high on need for achievement would want to

engage in mentorships. Previous research supports this assumption. A study conducted by Fagenson-Eland and Baugh (2001) revealed such a relationship between need for achievement and participation in mentoring relationships as a protégé. Participants who were achievement-oriented sought out more mentoring relationships during their career than individuals low on need for achievement. However, in the current study it is expected that job seekers who are high on need for achievement will find a FMP designed specifically for managerial talent development to be more attractive than other types of formal mentoring opportunities. Based on the qualities of achievement-oriented individuals, it seems that prospective candidates who are high on this characteristic would be attracted to a firm that offers a program to develop their talent, rapidly advance their career, and gain exposure in an organization. Consequently, the following is hypothesized:

Hypothesis 4: There will be an interaction between the type of FMP and need for achievement on organizational attractiveness such that participants who are higher on need for achievement will rate the organization that offers a Formal Mentoring Program for Managerial Talent Development as more attractive than organizations offering other types of mentoring programs.

Extraversion

According to the 5-factor model of personality, extraversion is commonly associated with the following traits: sociability, expressiveness, gregariousness, talkativeness, and activity (Barrick & Mount, 1991). Extraverts are often viewed as outgoing and they tend to enjoy spending time with others. In their study of personality characteristics, Emmons, Diener, and Larsen (1986) found that, in their everyday environment, extraverts prefer to spend their time in social situations rather than alone. Judge and Cable (1997) provided additional evidence that

individuals who were high on extraversion prefer group interaction. In their study of job seekers'

organizational culture preferences, multi-source data confirmed extraverts' attraction towards a

team-oriented environment. Extraversion has also been linked to the initiation of mentoring

relationships by protégés (Aryee, Lo, & Kang, 1999).

In this study, it is suggested that job seekers who are high on extraversion will be find a

program for newcomer socialization to be particularly attractive. It would seem that access to an

intense relationship with an established member of an organization who may connect the protégé

to additional social networks would be especially appealing to an extravert. Thus, it is expected

that:

Hypothesis 5: There will be an interaction between the type of FMP and extraversion on

organizational attractiveness such that such that participants who are higher on extraversion will

rate the organization that offers a Formal Mentoring Program for New Employee Socialization as

more attractive than organizations offering other types of mentoring programs.

Race and Gender

The access that women and minorities have to mentoring opportunities has received

much attention in the literature (e.g., Dreher & Cox, 1996; Blake-Beard, 1999, 2001; Thomas,

1990). Since women and minorities are underrepresented in positions of power within

organizations, it has been theorized that they may not have the same opportunities to be selected

for these relationships as their white male counterparts (Wanberg, Welsh, & Hezlett, 2003)

While empirical research examining this issue has generally found that women and minorities

are as likely to report that they have a mentor as white males (McGuire, 1999; Dreher & Cox,

1996), the results of these studies have not eliminated concern that there are more barriers to

mentoring for women and minorities. Consequently, a perception continues to exist that there is not equal access to informal mentoring relationships across race and gender (e.g., Capell, 2007).

Despite lingering concern related to access, women and minorities are encouraged in both the popular and academic domains to seek out opportunities to be mentored (Catalyst, 2002; Capell, 2007; Blake-Beard, 2001; Thomas, 1990). In that mentoring initiatives for diverse participants will advance their contact with influential sponsors and provide a network for career development and advancement (Ragins, 1989), mentoring is often identified as a critical career development opportunity for women and minorities (Catalyst, 2002, Capell, 2007). Consequently, it is expected that women and minorities will view the presence of a career development initiative that formally establishes mentoring relationships between diverse employees and experienced, influential colleagues to be desirable. Additionally, a program like this will make mentoring readily accessible to women and minorities thus reducing any concern about their potential access to a mentoring relationship. Finally, a developmental program that is designed to assist in the career advancement of women and minorities may also be interpreted as a signal that the organization as a whole values diversity and has interest in bringing women and minorities into positions of power. Therefore it is predicted that:

Hypothesis 6: There will be an interaction between the type of FMP and race on organizational attractiveness such that minority participants will rate the organization that offers a Formal Mentoring Program for Diversity Development as more attractive than organizations offering other types of mentoring programs

Hypothesis 7: There will be an interaction between the type of formal mentoring program and gender on organizational attractiveness such that female participants will rate the

organization that offers a Formal Mentoring Program for Diversity Development as more attractive than organizations offering other types of mentoring programs

In summary, this study will assess the impact of FMPs presented via a fictitious organization's web site on job seekers' perceptions of organizational attractiveness. This study will build on recent mentoring research demonstrating that participants are more attracted to organizations with a FMP than to those without (Allen & O'Brien, 2006). Further, this study will extend both mentoring and Internet recruitment research by examining the influence of *different types* of FMPs presented via the web on job seekers' perceptions of organizational attractiveness. Finally, the interaction of specific individual differences variables with FMP type will be examined

CHAPTER 2

METHOD

Participants

Individuals targeted for this experimental study were current or future job seekers. A

sample of alumni (N = 15,288) from a large southeastern university who proactively sought

assistance from the university's career center in the past five years were recruited by electronic

mail. As recommended in previous research (e.g., Dillman, 2000), potential participants were

first sent a pre-solicitation email in order to raise their awareness of the impending study

recruitment message (see Appendix A). One week later the solicitation email was distributed via

email requesting that recipients who deemed themselves current or future job seekers take 20

minutes to investigate the web site of a fictitious organization and complete an Internet survey

(see Appendix B). They were told that the purpose of this study was to inform researchers about

web design and online recruiting. Additionally, they were informed that for every completed

survey $0.50 would be donated to a local charity (maximum donation = $500). Reminder email

messages were sent over the course of the following two weeks to encourage participation in the

study.

Of the participants initially targeted, 986 solicitation emails were returned as

"undeliverable." For the remaining individuals who received the solicitation message (N=14,

302), 1609 viewed the study web site yielding a response rate of 11.3%. This is considered to be

a conservative estimate of the response rate as the electronic method of delivery could have

resulted in any of the following: a) solicitation emails were spontaneously filtered out of the

recipients' email because the sender was not recognized by the Internet provider, b) the recipient failed to open the message, or c) the recipient discarded the message because the sender was unknown. In addition to browsing the web site, 787 completed the Internet survey while 382 actually viewed the career development web page. However, only the data provided by participants who correctly identified their formal mentoring program (FMP) manipulation condition and provided complete data on the study variables were used in the analyses for this study (N=296).

Most of job seekers in this sample were female (63.5%) with an average age of 28.8 years (*SD*=7.80). In terms of race, 72.3% were Caucasian, 9.5% were African American, 3.7% were American Indian or Alaska Native, and 2.4% were Asian. Participants who reported that the highest level of education received was a Bachelor's degree was 58.4% while 26.4% and 2.0% reported a Masters degree and a doctorate or equivalent respectively. The most frequently reported college majors were arts and sciences (40.6%) followed by business administration (27.2%) and journalism and mass communication (12.4%). In terms of current work status, 78.7% were employed full-time, 11.8% were working part-time, and 7.1% were not employed. The average number of years of work experience reported by the participants was 8.9 (*SD*=7.40). The majority of participants indicated that they intend to search for a job in the near future (73%) and 95.9% have used the Internet to search for a position in the past. Lastly, in terms of mentoring experience 58.1% indicated that they had served as a protégé in a work-based mentoring relationship while 41.6% has served as a mentor. A total of 31.4% of job seekers reported that they had never been a mentor or a protégé in an organizational mentorship.

Web Site Development and Study Procedure

A recruitment web site for a fictitious organization named Seleat Corporation was

developed by the researcher for this study. Within this web site, six versions of a career

development (CD) page were created to represent the five experimental conditions [formal

mentoring program (FMP) for managerial talent development, FMP for skill building, FMP for

diversity development, FMP for new employee socialization, and general FMP (no specific

orientation)] as well as the control condition (no FMP listed). Participants were asked to

complete an Internet survey after they viewed the Seleat Corporation web site. Additionally, a

pilot study was conducted with undergraduate students at a large southeastern university which

verified the functionality and ease of use of the web site. The pilot study also provided initial

evidence that the manipulation was successful as it demonstrated that participants' recognized

the presence or absence of a FMP.

Web Site Design and Content.

The Seleat Corporation web site was developed following an extensive review of

organizational recruitment web sites for companies listed as *Fortune* magazine's top grossing

U.S. companies in 2005. The information contained on the organizational career pages of these

sites informed the researcher of web site characteristics that are most common across companies

as well as industries. Since previous research finds that organizational characteristics like

industry may influence job seekers beliefs about the company and available positions (e.g.,

Barber & Roehling, 1993; Cable & Graham, 2000), the Seleat Corporation web site was

designed to possess a similar appearance and use language that is consistent with that found on

other organizational recruitment sites while remaining industry-neutral. The final Seleat

Corporate site contained many of the same characteristics that were also found by Young and

Foot (2006) to be common on corporate recruiting web sites.

In terms of the content of the recruiting information that is provided on the Seleat

Corporate site, the web pages viewed by participants were identical across conditions with an

exception of the formal mentoring experimental manipulation. However, the formal mentoring

option was provided in the same location in each condition (except in the "no FMP" control

condition). Additionally, the amount of information provided for each developmental initiative

was similar to control for length effects (Gatewood et al., 1993). Further, the hyperlinks on each

web page were presented in the same order (alphabetically) in each condition. Lastly, no

information was included on the web site that indicated Seleat Corporation's size or location

since both may influence participants' perceptions of organizational attractiveness (e.g., Barber

& Roehling, 1993; Turban, Campion, & Eyring, 1995; Turban et al., 1998).

Since the quality of an organizational web site may influence potential applicants'

perceptions of organizational attractiveness (Zusman & Landis, 2002), the final version of the

Seleat Corporation web site was developed by a professional web designer. The web designer

used professional colors and fonts and organized the site in a manner that is consistent other high

quality organizational web sites. The use of graphics was limited to generic objects or images;

pictures of people were excluded to avoid introducing perceptual cues that might be associated

with the corporate culture (e.g., pictures of diverse employees might signal a value for diversity).

Primary Study Procedure

Job seekers who selected the hyperlink from the solicitation email

(http://www.weathersdesign.com/uga/Instruction.asp) were redirected to the study web site.

Participants initially viewed an "instructions page" (see Appendix C) where they were asked to

dedicate 20 minutes without interruption to investigating the web site of a fictitious company. General instructions were also provided for navigating the web site and completing an online survey. Participants were told that, once they viewed all of the programs and resources that were of interest to them, they should select the "link to survey" option so as to be redirected to an online survey. The survey hyperlink was available on every page of the web site. A unique login identification that was generated for each participant upon entry to the study site was used to match the participant to his/her survey and mentoring program viewed.

After reading the study instructions, participants were asked to select a hyperlink that directed them to Seleat Corporation's careers web page (http://www.weathersdesign.com/uga/index.asp). On the careers page, participants could select any of five separate hyperlinks that directed them to additional web pages with details about the following career-related topics: career development, compensation and benefits, culture and values, locations, and recruiting (see Appendix D). Participants who selected the career development hyperlink (http://www.weathersdesign.com/uga/Career_Development.asp) were randomly redirected to one of six career development web pages. All of the career development web pages contained the same general information about the developmental opportunities at Seleat Corporation as well as hyperlinks to additional web pages with details of the following initiatives: career resource center, in-house training, individual career counseling, job posting, job rotation, and tuition reimbursement (see Appendix E). An additional developmental opportunity was also listed in the experimental conditions: formal mentoring program. The type of FMP presented to participants varied based on the experimental condition that was randomly assigned: FMP for managerial talent development, FMP for skill building, FMP for diversity

development, FMP for new employee socialization, or general FMP (no specific orientation) (see Appendix F). There was not a formal mentoring option in the control condition.

Once participants viewed all of the programs and resources that were of interest to them on the Seleat Corporation web site, the selected the "link to survey" option. After this link was selected, a final web page appeared reminding participants of their unique, randomly assigned login identification. They were notified that, once connected to the Internet survey, they were not permitted to return to the Seleat Corporation web site. If ready to leave the web site, participants were asked to select another "link to survey" option where they were redirected to a third-party web site and prompted to enter their login identification before beginning the survey. A manipulation check embedded within the survey was used to determine if participants recalled viewing a formal mentoring option on the Seleat Corporation web site and, if presented, the type of FMP.

<div align="center">Measures</div>

The following paragraphs outline the measures that were used in this study. The items for each measure are provided in Appendix G.

Participants' *need for achievement* was measured using Heckert et al.'s (1999) 5-item scale (sample item: "It is important to me to do the best possible job"; alpha = .87). Button, Mathieu, and Zajac's (1996) 8-item measure of *learning goal orientation* was used (alpha = .85). This survey includes items such as "I prefer to work on tasks that force me to learn new things." Job seekers responded to both scales using a 5-point Likert-type format ranging from strongly disagree to strongly agree.

Gender of the job seeker was coded as male = 0 and female = 1. In order to assess *race*, participants responded to two questions. The first requested that the participant identify

himself/herself as of Hispanic, Latino, or Spanish origin *or* not of Hispanic, Latino, or Spanish origin. Second, participants were asked to select all of the following options that were applicable: American Indian or Alaska Native, Asian, Black or African American, Native Hawaiian or Other Pacific Islander, White. Because the number of participants in racially diverse groups was small (N= 32), all non-white participants were considered to be members of the racial minority in the analyses for this study. As such, race was coded as white = 0, non-white = 1.

The personality dimension, *extraversion* was measured using Saucier's (1994) brief version of Goldberg's (1992) Big-Five Markers (alpha = .88). This scale includes six adjectives that are associated with extraversion (e.g., energetic, talkative). Using a 5-point Likert-type scale ranging from 'extremely inaccurate' to 'completely accurate', the participant indicated the extent to which the adjective accurately describes him or herself.

Three measures of *organizational attractiveness* were used in this study. The first was Highhouse, Lievens, and Sinar's (2003) 15-item self-report measure (sample item: "I would accept a job offer from this company"; alpha = .95). Additionally in response to the call for research that objectively tracks the searching behaviors of participants in web studies (Dineen, Ash, & Noe, 2002), organizational attractiveness was assessed via two behavioral measures. In that amount of time spent by participants on a web page has been shown to be related to users' interest in the content (Claypool, Le, Waseda, & Brown, 2001), the browsing behavior of participants was recorded using a program created specifically for this study. Therefore, the second indication of organizational attractiveness was the total amount of time spent on the career development web page as well as the formal mentoring manipulation page divided by the amount of time spent on the entire web site. The third measure, the time spent only on the formal mentoring page divided by the overall time spent on the web site.

CHAPTER 3

RESULTS

Means, standard deviations, and zero-order correlations among the study variables were computed and are reported in Table 1. Regression with dummy coding was used to test the hypotheses that included categorical variables. Dummy coding allowed the researcher to examine the mean differences between variables and sets of variables with nominal scales (Cohen et al., 2003; Aiken & West, 1991). For example, a code of 1 was applied to the five conditions that included a formal mentoring program (FMP) while a code of 0 was given to the "no FMP" condition in order to compare the mean rating of organizational attractiveness when a FMP was present versus absent. A statistically significant F-value for the regression model and a statistically significant regression parameter for the relevant predictor variable indicated that the mean rating was statistically significantly different. The mean level of organizational attractiveness for each FMP condition is provided in Table 2.

Hierarchical regression was used to test the hypotheses that proposed interactions. To examine the predictions that specific individual difference variables moderate the relationship between a certain type of FMP and job seekers' perception of organizational attractiveness, a FMP (dummy coded) X individual difference variable was created. The hierarchical regression analyses were then conducted by first regressing the criterion variable on the FMP dummy variable and the individual difference variable. In Step 2, the interaction term was added. A separate series of regression analyses was conducted for each of the three criterion variables measuring organizational attractiveness (i.e. self-report, behavioral measures of time spent). The

contribution of the FMP X individual difference cross-product was assessed by examining the change in R^2 attributable to the interaction term. A statistically significant ΔR^2 indicated that the individual difference variable moderated the relationship between the FMP condition and the respective DV.

The behavioral measure of organizational attractiveness was initially operationalized in two ways. In the first set of regression analyses, it was measured as the amount of time (in seconds) spent browsing both the career development (CD) web page *and* the FMP manipulation web page divided by the total amount of time (TT) spent browsing the entire web site (in seconds). In a second set of analyses, it was measured as the amount time (in seconds) spent browsing the FMP manipulation web page divided by the total amount of time spent browsing the entire web site (in seconds). However, results indicated that the two behavioral measures were highly correlated ($r = .70$, $p<.01$) and the findings across the measures were similar. Further, in that participants did not have to select the FMP web page after they viewed the CD page and a FMP option was not available in the "no FMP" condition, there were substantially fewer missing cases for the initial behavioral operationalization of organizational attractiveness [(CD + FMP)/TT]. Consequently, only the results for the first set of analyses are reported for the tests of hypotheses where it was relevant to use this measure of organizational attractiveness (H2-H7).

In this study it was essential that participants identify whether a FMP was presented on the recruitment web site that they viewed and, if so, the type of mentoring program available at the organization. Therefore, only those participants who accurately identified the FMP condition that they were randomly assigned to were included in the analyses for this study. The percentage of participants who correctly identified their FMP condition in the manipulation check is

reported in Table 3. Additionally, data must have been provided on all study variables for participants' responses to have been included in the final analyses. Ultimately, data from 296 participants were used to test the study hypotheses. Results of the analyses for the main effects and interactions are provided in Table 4.

<u>Main Effects</u>

Hypothesis 1 predicted that job seekers would find an organization with a FMP depicted on its web site to be more attractive than one without a FMP. In order to test this prediction, only the self-report measure of organizational attractiveness was used. Since participants in the "no FMP" condition were not presented with a FMP option, it was not possible to compare the amount of time spent on the CD and FMP web pages across groups. The results of the analysis with the self-report measure did not reveal support for Hypothesis 1. The presence of a FMP was not related to organizational attractiveness as operationalized by the self-report measure $[F(1, 294) = .13, \text{n.s.}]$.

Hypothesis 2 suggested that an organization with a FMP for managerial talent development or skill building would be more attractive to job seekers than a firm with a FMP for diversity development or new employee socialization. The analyses did not, however, support this hypothesis regardless of whether organizational attractiveness was assessed using the self-report $[F(1, 294) = .20, \text{n.s.}]$ or the behavioral measure $[F(1, 294) = .06, \text{n.s.}]$.

<u>Interaction Effects</u>

Hypotheses 3-7 proposed an interaction between the FMP condition and individual difference variables in predicting organizational attractiveness. Hypothesis 3 predicted that the type of FMP would interact with learning goal orientation such that job seekers who were high on learning goal orientation would rate the organization with a FMP for skill building as more

attractive than an organization offering any other type of mentoring program. This hypothesis was not supported by either the self-report [$F(3, 241) = .94$, n.s.] or behavioral measure [$F(3, 241) = .11$, n.s.] of organizational attractiveness.

Hypothesis 4 suggested that job seekers who were high on need for achievement would rate an organization with a FMP for managerial talent development as more attractive than an organization offering any other type of FMP. Neither the results of the behavioral measure of organizational attractiveness [$F(3, 241) = .99$, n.s.] nor the self-report measure [$F(3, 241) = 1.88$, n.s.] revealed such an interaction. Consequently, Hypothesis 4 was not supported.

An interaction between FMP type and extraversion was predicted in Hypothesis 5 such that participants who were more extraverted would rate an organization with a FMP for new employee socialization as more attractive than a firm offering any other type of FMP. Partial support was found for this hypothesis. When organizational attractiveness was measured via self-report, no interaction effect was detected [$F(3, 212) = .07$, n.s.]. However, analyses with the behavior measure did reveal a statistically significant interaction between FMP type and extraversion [$F(3, 212) = 4.78$, $p<.01$; $\beta = -.23$, $p<.01$]. A plot of the data, however, revealed that the nature of the interaction was not consistent with the prediction in this study: participants who were higher on extraversion and in the FMP for new employee socialization condition showed little preference for FMP type while those lower in extraversion did show a preference. Those who were lower on extraversion rated the organization with a FMP for new employee socialization as more attractive than job seekers who were higher on extraversion (see Figure 1). Thus, Hypothesis 5 was not supported.

Hypothesis 6 proposed an interaction between FMP type and race. In this hypothesis, it was predicted that non-white job seekers would rate an organization with a FMP for diversity

development as more attractive than an organization with any other type of FMP. Neither the analyses of the self-report measure [$F(3, 205)$ = .80, n.s.] nor the behavioral measure [$F(3, 205)$ =1.34, n.s.] showed a significant effect. Thus, no support was found for Hypothesis 6.

Lastly, Hypothesis 7 predicted that FMP type would interact with gender such that women would find an organization with a FMP for diversity development as more attractive than a firm with any other type of mentoring program. No interaction was supported by the behavioral measure [$F(3, 214)$ =,.83, n.s.]. While the self-report measure did indicate a significant effect [$F(3, 214)$ = 4.20, $p<.01$], the regression coefficient for the interaction term was not statistically significant (β = -.31, n.s.). A main effect for gender was, however, detected [$F(2, 215)$ = 5.68, $p<.01$; β = .22, $p<.01$] thus indicating that regardless of the web site that was viewed women provided higher ratings of organizational attractiveness than men.

Table 1

Means, Standard Deviations, and Zero-order Correlations among Study Variables

		N	Mean	SD	1	2	3	4	5	6	7	8
1.	Learning goal orientation[a]	289	4.38	.46	--							
2.	Need for achievement[a]	289	4.59	.48	.57*	--						
3.	Extraversion[a]	257	3.49	.80	.28*	.26*	--					
4.	Race[b]	246	.13	.34	.07	.10	-.07	--				
5.	Gender[b]	257	.73	.44	.02	.10	-.05	.10	--			
6.	OA: Self-report [a]	296	3.24	.65	.05	.06	.01	.07	.21*	--		
7.	OA: Time spent (CD & FMP)	296	.14	.13	.03	.03	.01	.08	.00	.02	--	
8.	OA: Time spent (FMP)	296	.05	.09	-.01	.00	-.01	.01	.00	-.05	.70*	--

Note: OA = organizational attractiveness. Self report = data from self-report measure of organizational attractiveness. Time spent (CD & FMP) = time (in seconds) spent browsing the career development web page and the FMP manipulation web page divided by the total amount of time spent browsing the entire web site (in seconds). Time spent (FMP) = time (in seconds) spent browsing the FMP manipulation web page divided by the total amount of time spent browsing the entire web site (in seconds).

[a] Based on a 5-point scale, with higher values indicating a greater degree of the construct (e.g., higher extraversion). [b] Dummy coded variables (race: 0 = white, 1 = non-white; gender: 0 = male, 1 = female).

* Correlations are significant at *p*<.01 (2-tailed).

Table 2

Means for Organizational Attractiveness by Experimental Condition

Condition	*n*	Self-report[a]	Time spent
1. No FMP	46	3.28	.08
2. General FMP	87	3.16	.13
3. FMP for Managerial Talent Development	45	3.21	.17
4. FMP for Skill Building	59	3.39	.15
5. FMP for Diversity Development	30	3.27	.11
6. FMP for New Employee Socialization	29	3.24	.09

Note. FMP = formal mentoring program. Self report = data from self-report measure of organizational attractiveness. Time spent = time (in seconds) spent browsing career development web page and the FMP manipulation web page divided by the total amount of time spent browsing the entire web site (in seconds).

[a] Based on a 5-point scale, with higher values indicating a greater degree of organizational attractiveness.

Table 3

Percentage of Correctly Identified Experimental Conditions

Condition	% correctly identified
1. No FMP	79.9
2. General FMP	79.8
3. FMP for Managerial Talent Development	75.0
4. FMP for Skill Building	84.3
5. FMP for Diversity Development	56.6
6. FMP for New Employee Socialization	70.7

Note. FMP = formal mentoring program.

Values represent the percentage of formal mentoring programs correctly identified within each

experimental condition.

Table 4

Results of Regression Analyses

Independent Variable	Standardized regression weights			
	Self-report		Time spent	
	Step 1	Step 2	Step 1	Step 2
Hypothesis 1				
No FMP v. FMP (D1)	-.02			
R^2	.00			
F	.13			
Hypothesis 2				
FMP for Managerial Talent Development or FMP for Skill Building vs. FMP for Diversity Development or FMP for New Employee Socialization (D2)	.04		.02	
R^2	.00		.00	
F	.20		.06	
Hypothesis 3				
FMP for Skill Building vs. all other FMPs (D3)	.10	.10	-.01	-.01

LGO	.03	.02	.04	.04
D3 X LGO		.01		-.01
R^2 at each step	.01	.01	.00	.00
$R^2 \Delta$	.01	.00	.00	.00
F	1.41	.94	.16	.11

Hypothesis 4

FMP for Managerial Talent Development vs. all other FMPs (D4)	-.03	-.02	.08	.08
nAch	.06	.12	.04	.07
D4 X nAch		-.15*		-.07
R^2 at each step	.01	.02	.08	.01
$R^2 \Delta$	.00	.02*	.08	.00
F	.47	1.88	.95	.99

Hypothesis 5

FMP for New Employee Socialization vs. all other FMPs (D5)	.01	.01	.14*	.14*
Extraversion	.00	-.01	.01	.01
D5 X Extraversion		.03		-.23*
R^2 at each step	.00	.00	.02	.06
$R^2 \Delta$	.00	.00	.02	.04*
F	.02	.07	2.17	4.78*

Hypothesis 6				
FMP for Diversity				
Development vs. all other				
FMPs (D6)	-.06	-.04	-.15	-.12
Race	.09	1.00	.10	.14
D6 X Race		-.03		-.10
R^2 at each step	.01	.01	.02	.02
$R^2 \Delta$	.01	.00	.02	.00
F	.1.14	.80	1.69	1.34
Hypothesis 7				
FMP for Diversity				
Development vs. all other				
FMPs (D7)	-.06	.07	-.10	-.17
Gender	.22**	.25**	.00	-.02
D7 X Gender		-.15		.11
R^2 at each step	.05	.06	.01	.01
$R^2 \Delta$	.05**	.01	.01	.00
F	5.68**	4.20**	1.03	.83

Note. LGO = learning goal orientation, nAch = need for achievement, FMP = formal mentoring program. Self report = data from self-report measure of organizational attractiveness. Weighted time spent = time (in seconds) spent browsing career development web page and the FMP manipulation web page by the total amount of time spent browsing the entire web site (in seconds).

Dummy coded variables (race: white = 0, non-white, = 1; gender: male = 0; female = 1; D1: no FMP = 0, all other FMP conditions = 1; D2: FMP for managerial talent development, FMP for skill building = 1, FMP for diversity development, FMP for new employee socialization = 0; D3: FMP for skill building = 1, all other FMP conditions = 0; D4: FMP for managerial talent development = 1, all other FMP conditions = 0; D5: FMP for new employee socialization = 1; all other FMP conditions = 0; D6 & D7: FMP for diversity development = 1, all other FMP conditions = 0).

 * Correlations are significant at $p<.05$ (2-tailed).

** Correlations are significant at $p<.01$ (2-tailed).

Figure 1. Plot of the regression of formal mentoring program for new employee socialization on extraversion.

Note. OA = organizational attractiveness. Weighted time spent = time (in seconds) spent browsing career development web page and the FMP manipulation web page by the total amount of time spent browsing the entire web site (in seconds). D5 = dummy coded variable [1 = FMP for new employee socialization, 0 = all other FMPs (General FMP, FMP for skill building, FMP for managerial talent development, FMP for diversity development)].
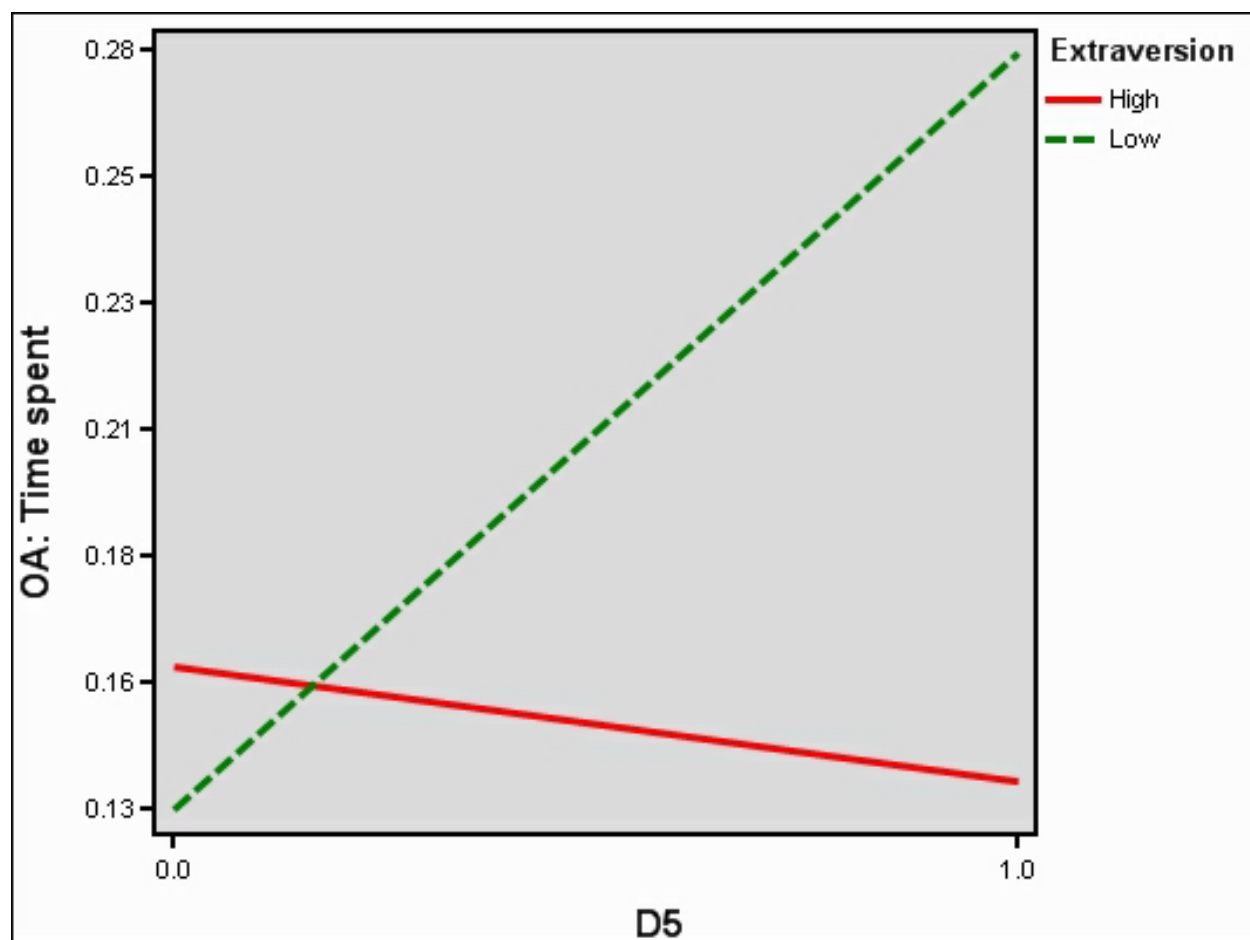
CHAPTER 4

DISCUSSION

Organizational web sites have become instrumental in providing recruitment information to job seekers. However, the impact of the content of these web sites has received little empirical attention. Since career development opportunities are often highlighted on recruitment web sites and have been found to be influential when presented via traditional sources (Allen & O'Brien, 2006), it was the purpose of this study to extend the mentoring literature into the Internet domain and examine the impact of formal mentoring programs (FMPs) on job seekers' perception of organizational attractiveness when they are presented on organizational recruitment web sites. Using an experimental design, this study also sought to assess the influence of *different types* of FMPs and the interaction of individual differences variables with FMP type on job seekers' perceptions of organizational attractiveness. Although the results provided limited support for the hypotheses, this study offers an important first step in assessing how different types of FMPs identified on recruitment web sites may impact job seekers.

In terms of the hypothesis designed to replicate Allen and O'Brien's (2006) study but in the context of Internet recruiting, this study did not find evidence that an organization with a FMP depicted on its web site would be more attractive than one without such a career development program. The results did not show that job seekers' spent significantly more time viewing the web pages related to the FMP and career development information nor did they rate organizations with a FMP as more attractive using the self-report measure. The lack of support for this hypothesis is surprising particularly in light of the previous research supporting the

impact of a FMP on job seekers' report of organizational attractiveness when presented via traditional sources (i.e. brochures). However, there are aspects of the design of this study that may have led to these results.

First, there were components of the web site that were identified by the participants to be particularly problematic. For instance, the lack of information related to the type of company that was presented on the recruitment web site as well as the types of jobs available to job seekers may have prevented participants from investing their interest in the organizational components that were described. While any reference to specific jobs and high level organizational attributes like workforce size, industry sector, sales and profits, or job responsibilities were purposely avoided when this experiment was designed so as to prevent the introduction of other variables that have been found to influence job seekers' perceptions of organizational attractiveness (e.g., Hannon, 1996), the absence of this information may have made the experimental nature of this research more salient to participants thus making it more challenging for them to buy in to the study. In fact, several research participants noted that the lack of information related to the company and the jobs available made it difficult for them to rate the attractiveness of the organization because it was obviously not a "real" company where they could pursue employment. Further, by choosing not to include these attributes of the firm and career opportunities it may have been difficult for job seekers to assess their fundamental level of fit with the organization because key aspects of the environment that would signal the eventual nature of their work experience were not described. Ultimately, the lack of descriptive information about basic components of the company and the jobs available were the most commonly reported factors that influenced participants' negative reactions to the organization as

a place to work and may have led to the failure to find support for Hypothesis 1 as well as the lack of support offered for other hypotheses in this study.

Additionally, participants may not have focused as much on the FMPs because of their preoccupation with the web site façade (i.e. aesthetics, playfulness). Although great care was taken to develop a high quality professional site for this study, several of the participants—over 90% of which have spent time accessing organizational recruitment web sites in the past--commented that it did not visually engage the user. In that web site style and quality has been found to influence potential applicants' perceptions of organizational attractiveness over and above the content (Cober et al., 2004; Cober et al., 2003; Zusman & Landis, 2002), the lack of visual connection may have resulted in a failure to process the information presented on the site. It is also possible based on the comments provided that the job seekers' made negative attributions about the culture of the organization and positions available due to their perception that the web site was of poor quality. Overall, in that the primary difference between the current study and that of Allen and O'Brien's was the use of a web site as the platform for delivering the FMP information, it seems plausible that the shortcomings of the site that were eluded to in the survey results may have also contributed to the lack of support for Hypothesis 1 and the failure to find support for other hypotheses in this study.

There are aspects of the sample that may have also contributed to the null findings. For example, the job seekers who took part in this study were relative young and early in their career. In that these participants are still in an early stage of career development, they may not realize the value of mentoring particularly in relation to other career development programs. This supposition is supported by the fact that nearly one third of the participants in this study had no experience in an organizational mentoring relationship. Those that had functioned as a mentor

and/or protégé had mostly engaged in informal mentoring. Therefore, many participants did not have first hand knowledge of the benefits that formal mentoring relationships can offer. Also, research has shown that past mentoring experience is predictive of the desire to engage in future mentoring relationships (e.g., Allen, 2003). Since many of these participants did not have previous mentoring experiences as a referent, the attractiveness of a FMP may not have been as salient.

An additional issue related to age that may have impacted the results involves the generational characteristics that have been found to represent the majority of the participants in this study. Many of the job seekers that took part in this research are part of what many researchers refer to as "Generation X" (Oblinger & Oblinger, 2005; Martin & Tulgan, 2002). Individuals who are part of this generation which is generally believed to include those born between 1965 and the early 1980s have been found to value autonomy and possess low levels of trust toward authority. As a results, individuals who are part of this generation may be more reluctant to engage in mentoring since it would involve a relationship with someone of greater power whom they must invest some level of trust and potentially require even greater accountability within the organization. The idea that mentoring could be viewed with concern by some job seekers was reinforced in some of the participants' comments about the fictitious organization as one job seeker noted "I would worry about placing my future at a company in the hands of one person." Consequently, those who are part of "Gen- X" may prefer career development initiatives that allow them to work independently and without tremendous oversight which they may believe would be part of a formal mentoring experience.

Another surprising finding in this study was that the FMP for managerial talent development and the FMP for skill building were not found to be more attractive than the FMP

for diversity development or the FMP for new employee socialization. A possible explanation for this outcome again relates to the sample. Less than one third of the job seekers in this study had a background in business. The most frequently reported college degrees were in the area of arts and science. Thus, the offerings of this fictional organization may not have been as relevant to them based on their career aspirations and developmental needs. Specifically, the need to engage in management development may not have been valuable to many of the job seekers in this study because management track positions are not available or a prerequisite for success in their area of work. Additionally, the types of skills needed to excel in different careers may not be those that the participants felt could be taught most effectively in a mentoring relationship. The idea that the job seekers in this particular study may not have seen unique value in FMPs for managerial talent development or skill building was reinforced by the survey data. Specifically, several participants indicated in the open-ended section for feedback of factors that influenced negative reactions to the organization that mentoring programs with these orientations were not necessary or meaningful in their field.

Contrary to expectations, there was not a significant interaction between learning goal orientation and the FMP for skill building. Participants who were high on learning goal orientation did not rate the organization with a FMP for skill building as more attractive than the organizations with other types of FMPs. However, a study design issue that has already been described may have led to the failure to find effects for this interaction. Since specific information related to the career opportunities at this fictional organization were not described, it would have been difficult for participants to determine whether they currently possess the requisite knowledge, skills, and abilities to excel at the jobs available at this firm. This lack of information might have been a signal to the job seekers that the types of jobs that might be

available would be at an entry level. Coupled with the fact that the mean college grade point average (GPA) for participants in this study was relatively high (3.4/4.0), the research participants may have felt that they had the intellectual ability to learn the necessary elements of any position that they might qualify for at this specific organization. If so, then they might believe it is unnecessary to engage in a mentoring relationship in order to develop the skill set required to succeed.

The proposal that there would be an interaction between the FMP for managerial talent development and need for achievement was also not supported. Job seekers who were higher on need for achievement did not rate the organization with a FMP for managerial talent development as more attractive than nor did they spend more time on the career development and FMP web pages than those who were lower on need for achievement. As aforementioned, a possible explanation for the lack of effect may be due to the low number of business majors who participated in this study. The career paths of job seekers in this particular sample may not include the need or desire to engage in management development. Further, the mean level of need for achievement amongst participants in this study was fairly high ($M = 4.59$, $SD = .48$). Although range restriction does not appear to have been an issue, few participants reported low levels of need for achievement. Therefore, there may not have been enough variance to detect an interaction effect. Finally, it is possible that individuals who are high need for achievers may be more attracted to an organization that promotes the development of *informal* mentoring relationships more so than one that provides a prescribed FMP. In that individuals who are high on need for achievement may want to seek out any number of high performing individuals that could offer exposure, development, and growth in the organization (Fagenson-Eland & Baugh, 2001), high need for achievers may perceive a formalized mentoring program as somewhat

restrictive. Also, individuals who are high on need for achievement tend to want some level of

control over their development and ability to progress through an organization (Eisenberger et

al., 2005). Thus, the matching or assignment process of a formalized program for talent

development may make such a program no more attractive than any other type of FMP.

A significant interaction was found between the FMP for new employee socialization and

the personality dimension, extraversion. However, the interaction was not in the proposed

direction. Participants who were lower on extraversion (i.e. more introverted) were more

attracted to the organization with a FMP for new employee socialization than those who were

higher on extraversion. While this result was unexpected, in retrospect it seems plausible that

less extraverted job seekers might be more attracted to a company with a formalized mentoring

opportunity that would help them to integrate into their new work environment and socialize

with their colleagues because they are not as inclined to proactively engage in this behavior as

those who are more extraverted. Alternatively, job seekers who are higher on extraversion may

feel confident about their ability to develop social networks and build relationships without the

help of a FMP. As such, they may not find it necessary to be part of a formal mentorship for the

specific purpose of socializing with their new colleagues when they are capable of integrating on

their own.

Finally, the results of this study did not support the prediction that women and minorities

would find a FMP for diversity development to be the most attractive type of FMP. However, the

results showed that women in general were more attracted to the fictitious organization then

men. In terms of the main effect for gender, it may be that taken together, all of the attributes

described on the web site were viewed as more likely to facilitate the career development of

women compared to men. In that little research has found gender differences in the preference

for these programs individually, future research is needed to assess the collective impact of various career development programs. While the failure to find effects for the tests of moderation was unexpected, there are possible explanations for these findings. Despite the strong support indicating that a FMP for diversity development should be well received by female and minority job candidates, programs designed for this purpose may be a signal to *some* diverse job seekers that the organization has trouble integrating women and minorities into the rest of the organization. Thus, while some women and minorities may interpret the presence of a FMP for diversity development as a positive sign others may view it as a message that the company *needs* a special program in order to help diverse candidates transition into their organization and get promoted. Additionally, some women and minorities may be concerned about engaging in a FMP for diversity development because it may be perceived as "special treatment" (Slaughter, Sinar, & Bachiochi, 2002). Consequently, the net impact of a FMP for diversity development across women and minorities with differing interpretations of what this type of FMP means about the organization may be neither positive nor negative. Ultimately, further research is needed to better understand whether there is a moderating effect of race and gender on the attractiveness of FMPs for diversity development. Since many organizations invest in these programs for the purpose of attracting diverse candidates, it is important to understand how those that they are hoping to gain the attention of actually perceive the presence of such a program. Further, it is important in future research on this topic to operationalize race as more than "white" and "non-white." While such an investigation was not possible in this study due to the small sample of minority job seekers, candidates with different racial backgrounds may have varying reactions to the inclusion of a FMP for diversity development in an organization.

Limitations

In addition to the experimental design issues that are aforementioned, there are additional limitations of this study that should be noted. First, an unexpected limitation may have been the use of actual job seekers. While there is a call for recruitment research that examines the perceptions and behaviors of individuals with work experience that are pursing employment and other mentoring and internet recruitment researchers have had success with alumni samples (e.g., Feldman & Klaas, 2002; Dreher & Ash, 1990), alumni from a large public university that issues degrees in such a wide variety of areas may not have been the most appropriate population with whom to test the hypotheses proposed in this study. In that the individuals who were recruited for this study had no personal investment in the study or its findings and were not necessary interested in finding a business-related job, it appears that the motivation of the participants to engage in the experiment and provide valuable feedback was limited. The minimal attention given to the study was evident by the amount of time that the alumni participants spent viewing the web site for the fictitious organization compared to undergraduates who were part of a laboratory study with the same methodology. Early results from the laboratory study indicate that these participants spent significantly more time viewing the web pages associated with the experimental manipulation than the alumni sample [$t(340) = -3.23$, p<.01]. A likely explanation for the differences between the two samples is that the uncontrolled nature of the field experiment. Participants in the field study received the study recruitment email in their personal account and were able to take part in the study based on their own availability. There was no researcher present to encourage accountability, motivation, or commitment to the study. Thus the time devoted to viewing the study web site and learning about the various offerings at the organization was less than the sample that viewed the web site from a controlled laboratory

environment. These findings provide evidence that a naturalistic environment may not be the most appropriate setting to test the hypotheses proposed in this study and reinforce that the findings should be interpreted with caution.

The lower than desired response rate is also a limitation of this study. Despite several reminder messages sent via email, fewer job seekers accessed the web site and completed the online survey than anticipated. However, there are possible explanations for the low response rate. First, the recruitment email messages that were sent for this study may not have been delivered to the primary account of the potential participant. Many of the individuals on the email list for this study provided their contact information to the career center while they were still in enrolled at the university. It was the student's responsibility to update the email address registered with the career center upon graduation should a different account become the one most often utilized by the former student. In that many of the email addresses of potential study participants were clearly university issued, it is likely that many of the solicitation messages were sent to email accounts that were not the most regularly accessed. Thus, it is possible that a substantial number of study recruitment messages were never read. Overall, the smaller than desired sample size may have restricted the power needed to detect small to moderate significant effects particularly with the tests of moderation. While the participation rate was essentially great enough for large effects to be detected, the results of this study should be interpreted with caution.

Another limitation of this study pertains to the generalizability of the results. As previously mentioned general job or organizational attributes were not provided for the fictional company that was developed for this study. Consequently, the ability to generalize these results to a specific type of organization within a given industry is limited. Further, the behavioral

measure of organizational attractiveness may also be viewed as a limitation of this study. Although early research indicates that there is a relationship between the amount of time one spends on a web page and the user's interest in the content, more research is needed to support this supposition. Finally, the use of a self-report measure to capture information on the criterion and other dispositional variables at the same point in time may introduce common method bias. However, in that the individual difference variables were only examined as moderators and a behavioral measure of organizational attractiveness was also used in this study it is unlikely that common method variance led to the significant effects (Evans, 1985).

<center>Implications for Practice</center>

Research has shown that more and more companies are shifting their platform for communicating recruitment messages from traditional sources like job advertisements and brochures to organizational recruitment web sites. Despite the confidence that companies are showing in this new medium by reallocating their resources to such web sites, many organizations are simply transferring their recruitment messages from traditional sources to the Internet without any understanding as to how this change might impact job seekers and their perceptions of the organization. Although there were limited effects found in this study to guide future practice, additional research is needed so as to understand how recruitment messages conveyed via the Internet influence job seekers. Additionally, practitioners should continue to investigate how organizational attributes like FMPs that are so frequently showcased on recruitment web sites impact potential candidates' perception of an organization and their desire to pursue employment.

<u>Implications for Research</u>

While the results of this study and the design issues that emerged were unexpected, it is important to note that this field experiment is the first identified in the organizational literature that involved web site development, variable manipulation, and the measurement of perceptions of actual job seekers. Despite the limited support that was found for the hypotheses, this study has important implications for research. First, the results bring into question the use of an alumni sample to investigate the research questions like those posed in this study. It seems evident that a more appropriate population would be one with a business-related background like MBAs or students in management development classes. Additionally, it is likely that the surprisingly sparse support for this study's predictions were a function of the research setting. Because Internet recruiting is in its early stages of research, a laboratory setting may be necessary for researchers to initially examine the impact of different career development programs on job seekers' perceptions and behaviors.

Ultimately, the outcomes of this study generate more questions than answers. There is clearly a great deal that is left to be understood about the factors that influence job seekers' perceptions of organizational attractiveness and eventual job choice particularly when the Internet is the platform of delivery for recruitment information. While the flaws in the research design that emerged in this study reinforce the challenges in investigating information presented via this new technology, the learning points identified in this experiment are invaluable and will help future researchers to design studies that will more effectively test the hypotheses that are proposed.

Conclusion

The current study provided an important extension of the mentoring literature by examining the impact of FMPs presented via organizational recruitment web sites on job seekers' perceptions of an organization. Additionally, this study contributes to research and practice by providing the first assessment of the influence of *different types* of FMPs and the interaction of individual differences variables with FMP type on job seekers' perceptions of organizational attractiveness. Although the results provided limited support for the hypotheses, future research should be conducted to understand how career development initiatives like FMPs impact job seekers' perceptions of an organization and their eventual job choice decisions particularly when the recruitment information is presented via the Internet.

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APPENDIX A

Pre-Solicitation Email

Dear University of Georgia Alumna(e),

I am writing to inform you of a study entitled "Internet Recruiting." The purpose of this UGA research project is to understand how the information provided on an organization's website influences individuals' reactions to the organization. You have been selected to participate so that we can learn more about web design and its impact on potential job seekers.

In the next week, you will receive an email that further describes the details of this important research project. We hope that, when this message arrives, you will take the time to participate. As an incentive for your participation, a contribution of $0.50 will be made to Children's Healthcare of Atlanta for every survey that is completed (up to $500).

If you have any questions or comments about this study, now or in the future, feel free to contact me, Dr. Lillian T. Eby, Department of Psychology, University of Georgia, at 706-542-2174 or LTEby@uga.edu.

Again, please look out for our follow-up message in the coming week!

Sincerely,

Lillian T. Eby, Ph.D.
Associate Professor of Psychology and Project Director
University of Georgia

APPENDIX B

Solicitation Email

Dear University of Georgia Alumna(e):

We invite you to participate in the study entitled "Internet Recruiting." The purpose of this study is to examine the impact of web site design on job seekers' impressions of an organization. Because many people investigate potential employers on-line, it is important to understand how the information provided on an organization's web site influences individuals' reactions to the organization.

We ask that you participate in this study so that we can learn more about web design and on-line recruiting, specifically from the perspective of individuals who are considering new or future employment. If you are not contemplating a job change, please disregard this request. However, if you are a current or future job seeker, we ask that you take 20 minutes to investigate the web site of a fictitious company and complete our on-line survey. We hope that you will choose to participate in this project as it will provide important information regarding the benefits and drawbacks of on-line recruiting. Visiting the web site and completing the on-line survey represents a valuable contribution to the project's success.

To begin this study, please follow the link to the web site listed below:

http://www.weathersdesign.com/uga/

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 web site will be kept in a secured site. However there is a limit to the confidentiality that can be guaranteed due to the technology itself. Should you prefer an alternative means of completing the survey, you may print a copy of the survey from the web site and mail the completed survey to the project director: Dr. Lillian Eby, Department of Psychology, University of Georgia, Athens, Georgia 30602-3013. Individuals who choose to participate in this project are expected to benefit by having the experience of a mock job search on the Internet. Participants will also learn about the various career development programs offered by organizations and gain some insight into what types of developmental experiences are most valued by them.

Participation in this study is voluntary. By completing the on-line survey you are agreeing to participate in this research. You may choose to discontinue at any time and skip any questions to which you do not feel comfortable responding. If you would like to participate in this project, please visit the web site and complete the on-line 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 discomfort or risks are foreseen in participating in this research. As an incentive for participation, a contribution of $0.50 will be made to Children's Healthcare of Atlanta for every survey that is completed (up to $500).

We realize that your time is very valuable and thank you in advance for your help with this important study. If you have any questions or comments about this study, now or in the future, feel free to contact the project director, Dr. Lillian T. Eby, Department of Psychology, University of Georgia, at 706-542-2174 or LTEby@uga.edu. For questions or problems about your rights as a research participant please call or write: Chairperson, Institutional Review Board, University of Georgia, 612 Boyd Graduate Studies Research Center, University of Georgia, Athens, GA 30602-7411. Telephone (706) 542-6514; e-mail address IRB@uga.edu.

Sincerely,

Lillian T. Eby, Ph.D.
Associate Professor of Psychology and Project Director
The University of Georgia

P.S. Thanks again for your help with this study! Without your cooperation it would not be possible.

APPENDIX C

Instructions Page for Web Site

BEFORE BROWSING THE WEBSITE,
PLEASE READ THE INSTRUCTIONS THAT ARE PROVIDED BELOW

STEP 1
Please WRITE DOWN the User ID that has been assigned to you. Your User ID is located on the top left corner of this web page. *(NOTE: Your User ID is NOT the same as the password that you created when you entered the website).* You will need to provide this User ID to complete the survey at the end of the experiment. Your User ID will **not** be traced back to you. It will simply be used a means of linking the website that you view to the survey that you complete.

STEP 2
To navigate the website, select the hyperlinks for any program or resource that is of interest to you. Once you enter the website, these hyperlinks will be located on the left side of the web page and will direct you to additional pages that provide information about the specific program or resource.

STEP 3
Once you examine all of the programs and resources that interest you, select "Link to Survey." A survey link is provided at the bottom of the program/resource list on each page.

STEP 4
Once you are routed to the survey, enter your User ID in the appropriate space. Please complete the survey in its entirety. *It is essential that you complete this survey because this is how we will learn more about your specific reactions to the website.*

Please select the link below to enter the website and begin browsing…

CONTINUE TO CAREERS PAGE
(Hyperlink)

APPENDIX D

Careers Page Hyperlinks and Web Page Text

Hyperlink Title: Career Development
Career Development
Seleat Corporation is dedicated to the continued professional growth and development of our employees. As such, we offer a variety of career development opportunities designed to help our employees reach their full potential based on their own unique personal and professional goals.

Hyperlink Title: Compensation & Benefits
Compensation & Benefits
Seleat Corporation offers competitive salaries to both our full and part-time employees. We also provide a comprehensive benefits program that offers our employees and their eligible dependents variety and flexibility to help address their needs at different stages in life.

Hyperlink Title: Culture & Values
Culture & Values
Seleat Corporation values service to our customers, respect for the individual, and excellence in all that we do. These beliefs are the cornerstone of our company's way of doing business. Without them, we wouldn't be Seleat Corporation. Whatever your personality, interests, and desires may be, we encourage you to check out the opportunities with us.

Hyperlink Title: Locations
Locations
Seleat Corporation currently operates in all 50 U.S. states and has additional operations overseas. Job opportunities with Seleat Corporation can be found in a variety of geographical locations.

Hyperlink Title: Recruiting
Recruiting
Seleat Corporation actively recruits at job fairs and career expositions as well as on the campuses of leading colleges and universities throughout the United States. We strive to hire the best-qualified people with a wide variety of backgrounds and experience.

We are constantly seeking top candidates for professional or salaried positions and hourly, part-time positions in our various divisions including distribution, operations, supplies, merchandising, sales, and corporate functions (e.g., marketing, finance, risk management, human resources).

APPENDIX E

Career Development Page Hyperlinks and Web Page Text

Hyperlink Title: Career Resource Center
Career Resource Center
Seleat Corporation offers comprehensive, state-of-the-art resources and services for our employees to assist them in meeting their career development needs. This includes a wide range of resources that employees can utilize on their own, such as career interest inventories, assessment tools for understanding values, personality, and work style preferences, career workbooks to help set and achieve career goals, and access to a library of books on managing one's career.

Hyperlink Title: In-house Training
In-house Training
Seleat Corporation offers training through classroom-based courses and seminars conducted throughout our various locations. While Seleat Corp experts teach many of these courses, we also bring in external experts to ensure that the highest caliber instruction is provided to our employees. Employees can add course attendance into their personal development plans. We also offer an array of technology-based training to leverage learning across regions.

Hyperlink Title: Individual Career Counseling
Individual Career Counseling
Seleat Corporation offers one-on-one career counseling to assist with employee career development. Available services include aptitude testing, career goal setting, exploration of career opportunities within our organization, and development of a customized career plan. These activities will help employees make informed career decisions.

Hyperlink Title: Job Posting
Job Posting
Seleat Corporation encourages our employees to take advantage of job opportunities within the organization. To facilitate this we have an internal job posting system where vacant positions are posted on our company intranet and in company newsletters. We encourage employees to apply for promotion opportunities that match their qualifications. Also, employees may apply for lateral transfer from one position to another of equal pay and title.

Hyperlink Title: Job Rotation
Job Rotation
Seleat Corporation offers job rotation to help our employees develop new skills on the job. This involves the systematic movement of employees from job to job or project to project within the

organization in an effort to facilitate career development. Our job rotation programs provide employees with a variety of job experiences within the organization.

Hyperlink Title: Tuition Reimbursement
Tuition Reimbursement
Seleat Corporation supports employee efforts to continue their education. Our tuition reimbursement plan provides eligible employees with the opportunity to obtain, maintain, or improve their professional capabilities through participation in courses of study at accredited colleges and universities, and at accredited organizations specializing in job and career-related training. Reimbursement covers tuition as well as reasonable and customary expenses, such as registration, books and lab fees.

APPENDIX F

Formal Mentoring Program Hyperlinks and Web Page Text

Hyperlink Title: Formal Mentoring Program for Managerial Talent Development
Formal Mentoring Program for Managerial Talent Development
Seleat Corporation has a formal mentoring program that emphasizes the early identification of managerial talent.

A key aspect of Seleat Corporation's employee development philosophy is our commitment to the professional growth and advancement of our employees. Therefore, the goal of our mentoring program is to provide employees with mentors who will help them learn more about the opportunities available within the organization and develop the skills needed to advance into managerial positions.

Hyperlink Title: Formal Mentoring Program for Skill Building
Formal Mentoring Program for Skill Building
Seleat Corporation has a formal mentoring program that emphasizes the improvement of employee knowledge, skills, abilities, and competence.

A key aspect of Seleat Corporation's employee development philosophy is our commitment to life-long, continuous learning. Therefore, the goal of our mentoring program is to provide employees with mentors who will help them learn, grow, and develop skills and abilities such that the employee's personal and professional needs can be met.

Hyperlink Title: Formal Mentoring Program for Diversity Development
Formal Mentoring Program for Diversity Development
Seleat Corporation has a formal mentoring program that emphasizes diversity development.

A key aspect of Seleat Corporation's employee development philosophy is our commitment to the development, integration, and retention of diverse talent. Therefore, the goal of our mentoring program is to provide employees with mentors who will offer support and developmental opportunities while helping our diverse employees establish networks within the organization.

Hyperlink Title: Formal Mentoring Program for New Employee Socialization
Formal Mentoring Program for New Employee Socialization
Seleat Corporation has a formal mentoring program that emphasizes new employee integration into the organization.

A key aspect of Seleat Corporation's employee development philosophy is our commitment to the socialization and integration of employees into our organization. Therefore, the goal of our

mentoring program is to provide new employees with mentors who will help them learn more about the history, culture, and values of the organization and build informal networks and working relationships within the company.

Hyperlink Title: Formal Mentoring Program
Formal Mentoring Program
For more information about the formal mentoring program at Seleat Corporation, please contact our Human Resources department.

APPENDIX G

Measures Used in Study

Organizational Attractiveness (Highhouse, Lievens, & Sinar, 2003)
General Attractiveness
1. For me, this company would be a good place to work.
2. I would not be interested in this company except as a last resort.*
3. This company is attractive to me as a place of employment.
4. I am interested in learning more about this company.
5. A job at this company is very appealing to me.
Intentions to pursue
6. I would accept a job offer from this company.
7. I would make this company one of my first choices as an employer.
8. If this company invited me for a job interview, I would go.
9. I would exert a great deal of effort to work for this company.
10. I would recommend this company to a friend for a job.
Prestige
11. Employees are probably proud to say they work at this company.
12. This is a reputable company to work for.
13. This company probably has a reputation as being an excellent employer.
14. I would find this company a prestigious place to work.
15. There are probably many who would like to work at this company.

Need for Achievement (Heckert et al., 1999)
1. I try to perform my best at work.
2. I am a hard worker.
3. It is important to me to do the best possible job.
4. I push myself to be "all that I can be."
5. I try very hard to improve on my past performance at work.

Learning Goal Orientation (Button, Mathieu, & Zajac, 1996)
1. The opportunity to do challenging work is important to me.
2. When I fail to complete a difficult task, I plan to try harder the next time I work on it.
3. I prefer to work on tasks that force me to learn new things.
4. The opportunity to learn new things is important to me.
5. I do my best when I'm working on a fairly difficult task.
6. I try hard to improve on my past performance.
7. The opportunity to extend the range of my abilities is important to me.
8. When I have difficulty solving a problem, I enjoy trying different approaches to see which one will work.

Extraversion: (Saucier, 1994)
1. Bashful*
2. Extraverted
3. Withdrawn*
4. Bold

5. Quiet
6. Shy*
7. Engergetic
8. Talkative

Race

How do you describe yourself:
__ Hispanic or Latino or of Spanish Origin
__ Not Hispanic or Latino

Please check all that apply to you:
__ American Indian or Alaska Native
__ Asian
__ Black or African American
__ Native Hawaiian or Other Pacific Islander
__ White

Manipulation check

To the best of your recollection, was a formal mentoring program offered at the organization presented on the website?
  ➢ If yes, what was it oriented toward?
     Response options:
     ___ Formal Mentoring Program for Talent Development
     ___ Formal Mentoring Program for Skill Building
     ___ Formal Mentoring Program for Diversity Development
     ___ Formal Mentoring Program for New Employee Socialization
     ___ General Formal Mentoring Program

_____

Note. Items with an asterisk (*) are reverse scored.