**Scientific Background**

Mentoring is an essential part of professional development for many people across different professions and organizations (e. g., Eby et al., 2008; Wright & Wright, 1987). In some professions (e.g., academia, education), intensive mentoring is an inherent part of professional training. A good mentor can have a career-building impact on the mentee (Dougherty & Dreher, 2007). What constitutes a good mentor and good mentoring relationship, however, is still not entirely clear. We aim to address this by empirically testing a theoretical model of the role that personal values may play in shaping mentoring relationships and their outcomes.

In the proposed research, we integrate mainstream mentoring literature, which discusses the different kinds of support that mentors provide to the their mentees (e.g., Kram, 1983, 1985; Eby et al., 2012), as well as an emerging body of research that focuses on mentoring styles and the behavior of mentors (e.g., Gravells, 2006; Richter et al., 2013; St-Jean & Audet, 2013). We adopt Schwartz’s theory of personal values (Schwartz, 1992, 2012) as a bridging theoretical framework to explore the relation between mentoring behavior and mentoring quality and outcomes.

Existing literature on mentoring mainly focuses on comparisons between mentees and non-mentees (Eby, Allen et al., 2013), showing the various advantages of having a mentor. However, there is a lack of research that examines different aspects of the mentoring relationship and how they influence mentoring quality and its outcomes. In a recent meta-analysis, Eby and colleagues (2013) took an important step toward looking at the mentoring relationship by focusing on demographics (e.g., gender, race) and perceived mentor-mentee similarity, as well as their influence on mentoring quality. We take this approach a step further by examining individual differences in the personal values of mentors, the effect of these values on mentor and mentee behavior, and how they moderate the relationship between mentor behavior and mentoring outcomes.

Specifically, we posit that the personal values of mentors influence their mentoring style, and that the personal values of mentees moderate the associations between mentoring style and mentoring quality and outcomes.

More knowledge on the dynamics of mentoring relationships would not only enhance our understanding of how these relationships develop and their various outcomes, but could also potentially extend our understanding of other professional relationships that share similar characteristics (e.g., managers-employees, teacher-students, supervisor-intern).

**Mentoring**

Mentoring is a one-to-one, dyadic and hierarchical relationship between an experienced person (a mentor) and a less experienced person (a mentee or a protégé). The relationship provides various developmental functions (e.g., Kram, 1985; Leidenfrost, Strassnig, Schütz, Carbon, & Schabmann, 2014; Mullen, 1998; Rhodes, 2005) through advice, skill development and support of personal growth (e.g., Byrne & Keefe, 2002). Mentoring has been linked with career success (e.g., Allen et al., 2004; Dreher & Ash, 1990; Scandura & Schriesheim, 1994), career satisfaction and higher performance (Eby et al., 2008; Kammeyer-Mueller & Judge, 2008), lower turnover (Eby et al., 2008) and turnover intentions (Richard, Ismail, Bhuian, & Taylor, 2009), and more favorable work attitudes (e.g., Allen et al., 2004; Aryee, Wyatt, & Stone, 1996; Turban & Dougherty, 1994). However, meta-analytic estimates reveal that the effects are generally small to moderate, with considerable heterogeneity (Eby et al., 2008, 2013; Allen et al., 2004; Ghosh & Reio, 2013; Kammeyer-Mueller & Judge, 2008; Underhill, 2006). Such findings suggest that there are variables that influence mentoring outcomes, which are yet to be revealed. Some evidence suggests that individual differences among mentees, such as interpersonal skills (Kelbfleisch & Davis, 1993) or achievement orientation (Hirschfeld et al., 2006), and individual differences among mentors, such as transformational leadership style (Sosik & Godshalk, 2000, 2004), may relate to mentoring outcomes. These findings point to the importance of considering other types of individual differences when studying mentoring relationships.

The overall support that mentors provide to their mentees is divided into two main functions (Kram, 1983): *psychosocial support*, including emotional support, acceptance, confirmation, role-modeling, and counseling; and *instrumental* support (or *career-related functions*), which involves the development of job-related skills and knowledge, assigning tasks, providing feedback and direction, coaching, exposure, and visibility (e.g., Eby et al., 2013; Noe, 1988). These two functions are often used as indicators of the relationship quality, in addition to satisfaction from the mentor or satisfaction from the relationship (Allen & Eby, 2003; Eby et al., 2013; Kram, 1985; Nakkula & Harris, 2005; Rhodes, 2005).

**Mentoring Styles**

There are a few difference conceptualizations of mentoring behaviors and style employed during the mentoring process (e.g., Leidenfrost et al., 2014; St-Jean & Audit, 2013). We focus on two such styles that recur in the literature in different names (Hennisen et al., 2008). The first refers to the level of authoritarianism employed by the mentor. It contrasts maieutic (Gravells, 2006), constructivist-oriented (Richter et al., 2013) or reflective (Harrison et al., 2005) mentoring, in which the mentor acts as a facilitator in guiding self-reflection of the mentee on their experiences, and encourages independent decision-making and conclusion-drawing of the mentee, with directive (Gravells, 2006), transmission-oriented (Richter et al., 2013), or instructive (Harrison et al., 2005) mentoring, in which the mentor provides clear and concrete instructions to the mentee on how they should act and what they should do (see also Clutterbuck & Lane, 2004; St-Jean & Audit, 2013). Though these two styles seem to be contrast and be mutually exclusive, they are independent of each other (e.g., Richter et al., 2013). The second refers to the mentors’ level of involvement or engagement in the mentoring relationship (Casprisin et al., 2008; St-Jean & Audit, 2013), as expressed in the availability of the mentor and her being up-to-date with the mentee’s progress.

While the literature argues that maieutic and involved mentoring is generally more effective (St-Jean & Audet, 2013; Richter et al., 2013), we suggest that different mentees react differently to these styles, depending (also) on their personal values. The relationship between mentoring style and outcome might also be influenced by mentee prior experience or proficiency (for example, mentees with little experience might benefit more from directive mentoring) and by the mentoring context (for example, academic mentoring in a specific course vs. entrepreneurial mentoring), therefore, we will control for these variables.

**Personal Values**

Values are broad goals with varying importance that serve as guiding principles in people’s lives (Rokeach, 1973; Schwartz, 1992). They transcend specific situations and times and serve as criteria for behaviors (Bardi & Schwartz, 2003; Roccas, Sagiv, Schwartz, & Knafo, 2002). They are generally socially desirable and it is the tradeoff between different values that ultimately guides behavior (Schwartz, 1992). Schwartz’s theory of personal values describes a full spectrum of ten such values that are interrelated, and are represented in a circumplex that expresses their motivational compatibilities and incompatibilities (See Figure 1).

The ten value types consist of two basic contrasts: Self-enhancement values (i.e., power, achievement) emphasize the pursuit of self-interests, and oppose self-transcendence values (i.e., benevolence, universalism) that emphasize the concern for the welfare of others; openness-to-change values (self-direction, stimulation) emphasize the desire for independence and autonomy and readiness for new experiences, and contrast conservation values (i.e., security, conformity, tradition) that emphasize the preservation of the status quo, respect for authority, adherence to social norms and expectations, and resistance to change. A tenth value, hedonism, has shared elements with both self-enhancement values and openness-to-change values and thus usually not included in the higher-order taxonomy (e.g., Sverdlik & Rechter, 2020). The theory has been validated in over 200 samples from many cultural groups (Schwartz, 2005; Schwartz et al., 2012), and their predictive power in explaining behaviors (e.g., Roccas & Sagiv, 2010, 2017) and attitudes (e.g., Boer & Fischer, 2013) is well established. We suggest that personal values of mentors affect their mentoring style and that personal values of mentees moderate their preference for different mentoring styles.

**Hypotheses development:**

**Personal values of mentors and their mentoring style:**

Since values shape behavior (e.g., Bardi & Schwartz, 2003; Rechter & Sverdlik, 2016), we suggest that they will influence mentoring style. In considering mentors’ personal values and mentoring style, we focus on the value dimension of self-enhancement-self-transcendence, since that, as they are the ones with power in the hierarchic mentoring relationship, these values are expected to influence their behaviors through the shift in focus between promoting the mentee (self-transcendence) and promoting their own self-interests (self-enhancement). As self-enhancement values emphasize the pursuit of control (power values) and recognition of others (achievement values), mentors who espouse these values are likely to perceive the mentoring relationship as a mean to exert control (over the mentee) and receive recognition through demonstrating their abilities. We thus hypothesize that self-enhancement values of mentors predict a more authoritative mentoring style (i.e., more directive/transmission and less maieutic/constructive; see arrows 1 and 2 and Figure 2). Also, as self-transcendence values are focused on self-interests, mentors who emphasize these values are likely to be less involved in the mentoring relationship (see arrow 3). On the other hand, self-transcendence values emphasize the promotion of the well-being of others, they are expected to predict a less authoritative (arrow 4) and more developmental maieutic (arrow 5) mentoring style, in which the mentor guides self-reflection of the mentees to make their own decisions independently, and higher involvement (arrow 6) of the mentor in the relationships.

*H1: Mentors’ self-enhancement values will be (H1a) positively related to their tendency to be directive, and (H1b) negatively related to their tendency to be maieutic in their mentoring style and (H1c) to their involvement in the relationship.*

*H2: Mentors’ self-transcendence values will be (H2a) negatively related to their tendency to be directive, and (H2b) positively related to their tendency to be maieutic in their mentoring style and (H2c) to their involvement in the relationship.*

**The moderating role or personal values of mentees:**

We suggest that maieutic and directive mentoring styles are distinctively appropriate to mentees with difference personal values. From the mentee’s perspective, mentoring relationships involve reception of learning, support and professional development from the mentor, while being the less powerful side in the hierarchical dyad. Hence, we argue that mentees reactions to different mentoring styles will be related to the other value dimension, that of *openness-to-change* versus *conservation* values. This is because in the context of asymmetric power in a relationship that, by definition, concern the development of the low-power partner, gaining dominance and promoting others’ wellbeing should be less relevant, while acting under some else’s guidance would be more closely related to the desire for independence (openness-to-change values) and respect for authority and external expectations (conservation values).

As openness-to-change values, and in particular self-direction values, emphasize personal autonomy and independent thoughts and actions, we hypothesize that mentees who espouse these values more will benefit more from maieutic style (arrow 7 in Figure 2), which allows more freedom and promotes the development of personal skills to make decisions independently, and benefit less from directive mentoring (arrow 8) that counters the motivations underlying these values. On the other hand, conservation values emphasize adherence to social norms and expectations and respect for authority. We hypothesize that mentees high on conservation values are motivated to understand what is expected of them and what is the right thing to do in a certain situation (Sagiv, 1999), and will thus benefit more from authoritative mentoring (arrow 9) that provides clear instructions regarding correct behaviors and choices, and less from a maieutic style (arrow 10) that drives them to find their own path.

*H3: Mentees’ openness-to-change values will moderate the mentoring style-mentoring outcomes associations, such that (H3a) directive mentoring style will be negatively associated, and (H3b) maieutic mentoring style will be positively associated with mentoring outcomes.*

*H4: Mentees’ conservation values will moderate the mentoring style-mentoring outcomes associations, such that (H4a) directive mentoring style will be positively associated, and (H4b) maieutic mentoring style will be negatively associated with mentoring outcomes.*

Regarding the personal values of mentees and the involvement of their mentor, while we do have a general prediction that mentor’s involvement will be positively related to mentoring outcomes, we do not have predictions for specific directions of moderation, as we can consider opposing arguments for both directions of associations. The emphasis of autonomy that underlies openness-to-change values might decrease the dependency of mentees that espouse these values on their mentor, thus providing some immunity to low involvement of their mentor, or lower sensitivity to her involvement. It is also possible that, on the other hand, high levels of mentor involvement might underlie the sense of autonomy. Considering conservation values, the respect for authority that underlies these values, might increase the tolerance of mentees that espouse these values to low involvement of their mentor, out of respect for their position. Therefore, while we will examine the moderating role of mentees openness-to-change and conservation values on the consequences of their mentor’s involvement, we do not predict specific direction of these effects.

**C. Detailed Description of the Proposed Research**

**C1. Working Hypotheses**

We formalized our working hypotheses in the previous section (in *italics*).

**C2. Research Design and Methods**

Studies 1-5 are lab studies, designed to examine our basic hypotheses regarding the role of personal values of mentees and their reactions to different mentoring styles (Studies 1-3) and the associations between mentors’ personal values and their mentoring style (Studies 4-5). Studies 6-8 are field studies that will allow us to test the full model in a relatively controlled academic environment where mentoring goals are straightforward (Study 6) or more loose environments where goals are more general (Studies 7 and 8).

**The moderating role of mentee’s personal values (Studies 1-4)**

Study 1 will be a correlational study in which we will assess the moderation of mentees’ personal values and the associations between mentoring style and expected outcomes (arrows 7-10 in the model). Online panel workers who are currently employed (e.g., Prolific; *N* = 320), age 25 and under who are currently employed (to increase the likelihood of them perceiving themselves as possible mentees) will report their personal values on the 46-item version of Schwartz values questionnaire (SVS, Schwartz, 1992; see Appendix). Participants will then be asked to consider a mentoring program, where they would receive mentoring from a prominent professional in their field. They would then read a list of mentor characteristics (items’ order will be randomized) that we developed from existing measures of mentoring styles (St-Jean & Audet, 2013; Richter et al., 2013; e.g., *A mentor that guides me to reach my own conclusions*, representing maieutic style, see Appendix). For each item they would rate, on a 1-7 Likert scale, to what extent they believe such a mentor can support their professional development. We regard participants’ subjective expectations of the potential help of different mentor behaviors for them as a proxy for their ultimate satisfaction from such a mentor and from the relationship with her. Following H3 and H4, we expect participants’ openness-to-change values to positively correlate with ratings of maieutic mentoring indicators and negatively correlate with ratings of directive mentoring indicators, and a reverse pattern for conservation values. Work experience, willingness to receive mentoring, prior experience with mentoring and perceived relevancy of mentoring to their current work will be controlled.

Study 2 – In study 2 (*N* = 102, which allows 80% probability to detect a medium-size effect), we will replicate and extend the findings of Study 1, using an experimental design where value preferences would be manipulated, using values accessibility manipulation (Roccas, Swartz, & Amit, 2010; see Appendix). Participants will be Prolific workers age 25 and under who are currently employed. They would be randomly assigned to either openness-to-change or conservation values condition. Following the manipulation, they will be asked to consider participating in a mentoring program and rate their perception of different mentor characteristics, as in Study 1. In accordance with H3 and H4, we expect that participants in the openness-to-change condition will assign higher ratings to maieutic mentoring and lower ratings for directive mentoring, compared with those in the conservation condition. We will use the same controls as in Study 1.

In Studies 3a and 3b, we will extend our findings from Studies 1 and 2 by assessing mentoring style effects on mentoring outcomes using a multi-item rating scale, corresponding with the different mentoring quality measures. We will do so by, rather than have participants—undergraduate students—evaluating a hypothetical mentor on various independent behaviors (representing different styles), participants undergo values accessibility or control manipulation and then watch an introductory video with a potential mentor who is a prominent former graduate of their faculty, that describes him/herself as either maieutic or directive. Following the presentation video, participants will rate their level of agreement with items corresponding to psychosocial support (e.g., *I could share personal problems with this mentor*), instrumental support (*e.g., this mentor would take a personal interest in my career*), and satisfaction from the mentorand the relationship (items adapted from Allen & Eby, 2003 and Scandura & Ragins, 1993; see Appendix). This a questionnaire will allow a broader assessment of the expected reactions of mentees to the mentoring style of their mentors (H3 and H4). We will control for participants’ age, their interest in receiving a mentor and their general assessment of the help a mentor can provide them in their professional career.

Study 3a. Experimental study in a 2\*2 between subjects design. In this study, participants (*N* = 400 undergraduate students in Israel, which allows 80% probability to detect a medium-size effect) will undergo openness-to-change values accessibility or control manipulation, and then watch a 5-minutes introductory video of a potential mentor in a graduate mentoring program, that will present him/herself as either a directive or a maieutic mentor. Following H3 and H4, we expect that the maieutic mentor will receive higher ratings, and the directive mentor will receive lower ratings, in the openness-to-change condition, relative to the control condition.

Study 3b. Study 3b will be similar to Study 3a, except that the experimental manipulation will increase the accessibility of conservation values. We expect a reversed pattern of results than that obtained in Study 3a, with directive mentor receiving higher ratings, and maieutic mentor receiving lower ratings, in the conservation condition, relative to the control condition.

Study 4. In Study 4, we will make the scenario both more realistic and more relevant for the participants, with a design similar to that of Study 3, but the participants will be novice entrepreneurs who applied for an accelerator program in which they will receive mentoring from experienced entrepreneurs (we discuss these programs in details in Study 9 below). Following a value accessibility manipulation adapted for entrepreneurs, they will watch a 15-minutes simulation video depicting an actual mentoring meeting in which the mentor acts as either maieutic or directive toward her mentee. Following the video, they would rate the mentor using the same scale as in Study 3. Participants will be 200 novice entrepreneurs that will be randomly assigned to either openness-to-change or conservation values accessibility manipulation, and watch either maieutic or directive mentoring meetings. Following H3 and H4, we expect the ratings of the maieutic mentor to be higher in the openness-to-change condition than in the conservation condition, and the ratings of the directive mentor to be higher in the conservation condition than in the openness-to-change condition. Age, education, professional and entrepreneurial experience and prior mentoring experience will be controlled.

**Mentors’ personal values and mentoring styles (Studies 5 and 6)**

In Studies 5 and 6, we will take a first step to assess the predictive power of personal values in determining mentoring style of mentors (arrows 1-6 in the model). We will do so by asking participants to report how they would behave as mentors.

Study 5. Participants will be second and third year Israeli undergraduate students (*N* = 320, which allows 90% chance to detect a medium-size correlation). They will fill out the SVS questionnaire and asked to consider participating in a mentoring program, in which they would provide mentoring for first-year students. They will then fill out the mentoring behaviors scale, indicating how they will behave as mentors for younger students. Following H1 and H2, we expect self-enhancement (self-transcendence) values to positively (negatively) correlate with directive mentoring and negatively (positively) correlate with maieutic mentoring and with involvement in the relationship. Age, willingness to be a mentor for young students and prior experience with mentoring will be controlled.

Study 6a. Participants will Prolific workers (*N* = 160), aged 30 and more, with at least 5 years of work experience, to make the possibility of them acting as mentors valid. They will undergo self-enhancement values accessibility or control manipulation, and then fill-out the mentoring behavior questionnaire, describing how they should behave as mentors. Following H1 and H2, we expect participants in the experimental condition to rate themselves as more directive, less maieutic and less involved mentors, relative to participants in the control condition. Age, work experience, willingness to be a mentor and prior experience with mentoring will be controlled.

Study 6b. Study 6b will be similar to Study 6a, except that in the experimental condition, participants will undergo self-transcendence values accessibility manipulation. Following H1 and H2, we expect participants in the experimental condition to rate themselves as less directive, more maieutic and more involved mentors, relative to participants in the control condition.

**Field Studies**

Studies 7-9 will be field studies that examine actual, ongoing mentoring relationships, that allowing us to test the full model. The first examines mentoring in a more controlled (academic) environment when goals are very specific (assistance in courses); the second will be done in a more broad career-mentoring context, which is still relatively stable (mentees keep the same position in their organization); the last will be in a dynamic environment of startup creation.

Study 7 – Academic mentoring program

Study 7 will be a longitudinal study in an academic mentoring program, where top second- and third-year undergraduates (*n* = 100) provide mentoring to first-year students (*n* = 100) to assist them in difficult (typically quantitative) courses. This context allows us to test the full model in a relatively controlled environment, where the mentoring is structured, its goals are straightforward, and, consequently, directive mentoring is possibly preferable (Gravells, 2006), above personal preferences. We can also expect that in such a context, there would be smaller variability and variance in the different aspects of support (psychosocial and instrumental). At the beginning of the year (time 1), participants will complete the SVS questionnaire. Halfway through the semester (time 2), mentors will report their mentoring style, and mentees will also report their mentor’s mentoring style and the level and type of support they receive from their mentor (psychosocial and instrumental) and their satisfaction from the mentor and the mentoring relationship (see Appendix). At the end of the semester (time 3), mentees will report their overall satisfaction from the mentoring relationship, their self-efficacy and expected success in the course in which they were mentored and in their studies in general (see Appendix). Following the course they would be asked to report their grades, as an additional (objective) outcome.

Study 8 – Professional mentoring for students

Study 8 will examine mentoring relationships between top graduate business graduates and current students. In such programs, successful former graduates who hold management positions and successful careers, volunteer to provide career mentoring to students or young graduates from their institutions. This is an interesting population from several aspects. First, in these programs, each mentor is assigned to several mentees. This allows to assess mentoring style through the mentees, and not rely on the self-report of the mentor. Second, as mentoring is done in groups, we can also assess aggregated, group-level values, that might be conceptually different than individual level values (see Bliese, 2000). It is possible, for example, that when the group is characterized by high levels of openness-to-change (conservation), maieutic (directive) mentoring can benefit more also those team members with low openness-to-change (conservation) values due to the team climate that is driven by the relatively high openness-to-change (conservation) values of the group. Third, since such programs are loosely managed and supervised, mentors have more control regarding the structure and intensiveness of the relationship. We can expect, then, that their personal preference (dictated by their personal values) will be expressed more strongly compared to the more structured academic mentoring programs. Before the initiation of the process, participants will fill out the SVS questionnaire. In the middle of the year, mentees will report the mentoring style of their mentor. By the end of the year, participants will indicate the quality of the mentoring relationship (satisfaction from mentor/mentee, satisfaction from mentoring, psychosocial support and career-related supported received/given), and mentees will also indicate their current organizational commitment, self-efficacy, turnover intensions and expected career success (see appendix).

Study 9 – Entrepreneurial mentoring

Study 9 will be a longitudinal study of startup founders in startup accelerator programs in Israel. Accelerators act as short-term (three to nine months) “boot camps” for novice entrepreneurs, offering a structured developmental process that includes educational components and mentoring services (Cohen et al., 2019). Accelerator is a professional environment where mentors have an especially central role (Yitshaki & Drori 2018). Accelerators are an important immerging support infrastructure in the entrepreneurial ecosystem that developed during the last decade with currently more than 3,000 accelerators worldwide and tens of thousands of graduates (Cohen & Hochberg, 2014; Hochberg, 2016). Since this is the most dynamic environment we will explore, we plan to assess mentoring styles and their impact three times during the program, so we can examine whether at different stages of the program, different styles are more effective than others. It is possible, for example, that in early stages a more directive style is more beneficial, while, with time, as progress is made and skills are developed, a maieutic style that allows more independence, is advantageous.

Participants will be 100 startup founders and their mentors, participating in accelerator programs in Israel, and their mentors. Existing findings regarding entrepreneurial mentoring suggest that high-involvement, maieutic mentoring style is more beneficial (St-Jean & Audit, 2013). Hence, showing that preferred mentoring style depends, at least partly, on mentee’s characteristics (i.e., personal values) will provide an important contribution to the literature. The design of study 9 will allow us to examine the full model and expand outcome measures to objective career measures.

Participants will fill out the 21-item Schwartz Portrait Values Questionnaire (PVQ; Schwartz, Melech et al., 2001) and their demographics at the beginning of the program. Halfway through the program, using a fully-structured interview done by trained research assistants, they will be asked about their experience and the mentoring style of the mentor. Upon conclusion of the program, participants will be interviewed again, and indicate the quality of the mentoring relationship (satisfaction from mentor/mentee, satisfaction from mentoring, psychosocial support and career-related supported given/received). Mentees will also report their entrepreneurial self-efficacy and expected career success, and mentors will evaluate their mentees’ entrepreneurial skills and likelihood to succeed as entrepreneurs. At the conclusion of the program, the program manager will rate the progress made by the entrepreneur and their startup in 19 different aspects (see Avnimelech & Rechter, in progress) during the program. Finally, we will follow the participating founders to assess their entrepreneurial success as expressed in their startup survival and fundraising. Hence, we will assess long-term outcomes of mentoring relationships, their associations with the different mentoring styles and the moderating role of personal values.

**C3. Preliminary Results**

Considering that for studies 1-3 we adjust the mentoring styles scales to hypothetical style preferences, we collected preliminary data (*N* = 62) of the mentoring preferences questionnaire to examine scales reliabilities, and the validity of the invitation to participate in a mentoring program, taking into account to possibility that participants who are not interested in the program will find it difficult to indicate how important each characteristic is for them for a mentor they might have. Cronbach alphas for maieutic style, directive style and mentor’s involvement were all above .80, and 64% of the participants indicated that they would be at least interested to some extent to participate in such a program as mentees. Only 14% indicated that they would not like to participate. Correlations with personal values, though not significant, were all in the hypothesized direction, with openness-to-change values positively correlated with a preference for maieutic mentoring and negatively correlated with a preference for directive mentoring, and conservation values showing a reverse pattern.

In another study, as a part of a large research project in accelerators, mentors (*n* = 67) and startup founders who received mentoring (*n* = 120) reported their personal values and went through a constructed interview describing (along with other measures) the mentoring relationship they experienced. Unlike our proposed research, in this study participants reported their experiences in retrospect, sometime a few years after the program ended, and not all measures where collected due to practical limitations. Mentors indicated their directive-maieutic style on a single bipolar item that showed a positive (though not significant) correlation with self-enhancement values (*r =* .18), as expected, and a smaller – albeit also positive – correlation with self-transcendence values (*r =* .09). Involvement was measured with a 2-items scale and correlated negatively with self-enhancement values (*r =* .22, marginal) and positively with self-transcendence values (*r =* .28, *p* < .05).

Mentees reported their mentor’s style using the same single-item measure, and their satisfaction with the progress they made during the program. Personal values moderated the mentoring style – program outcomes as hypothesized. For mentees with high openness-to-change values there was a significant negative association between directive-over-maieutic mentoring and satisfaction from their progress, while for mentees with low openness-to-change values the association was positive and significant. A reverse pattern was found for conservation values, with positive and significant association between directive mentoring and satisfaction from progress for mentees with high conservation and negative (marginally significant) association for mentees with low conservation.

**C4-5. Conditions and Resources Available for the Research and Expected Pitfalls**

For the lab experiment, we have a behavioral lab at our faculty and Dr. Rechter is its co-director. As in any experiment, a potential pitfall is that the manipulations will not work, which is why we are using a manipulation that was already tested by Roccas et al. (xx), and also use correlational designs.

During the last 4 years we built strong relationships with most active accelerators in Israel (evidence of this relationship are the 762 interviews with founders, 432 with mentors and 60 with accelerator managers we have already conducted). In addition, we have an ongoing evaluation project with the Israeli government accelerators network (maof-tech). These relationships will enable us to access, recruit and accomplish studies 4 and 9. For Study 4, we have an advanced simulation center in our college, where we can prepare the materials and conduct the study.

One potential pitfall in study 9 is that the time span of the study might be too short to uncover all long-term outcomes of mentors' support. Another pitfall is that there might be moderating variables between mentee's startup output and mentorship style, some of which might be overlooked. However, our experience in evaluating accelerator programs should help us minimize this concern.

For Studies 7 and 8, we are collaborating with the directors of the programs we propose to study, and we have their permission to gain access to the participants of the programs to conduct the studies (see attached cooperation letters).

Figure 1 – Schwartz values circumplex

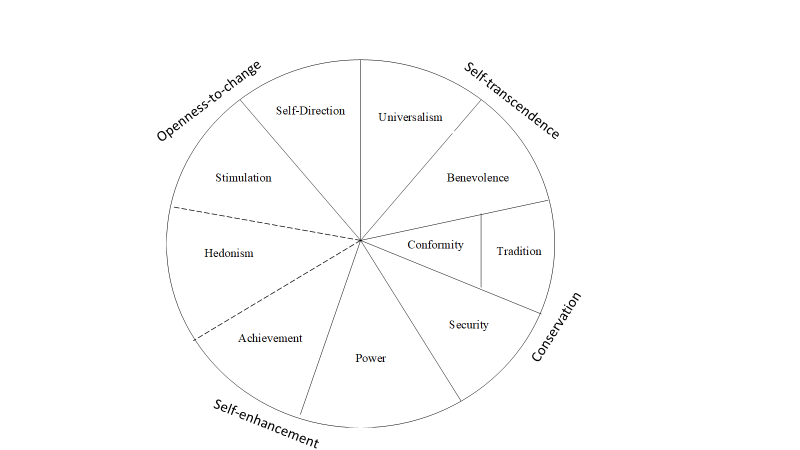
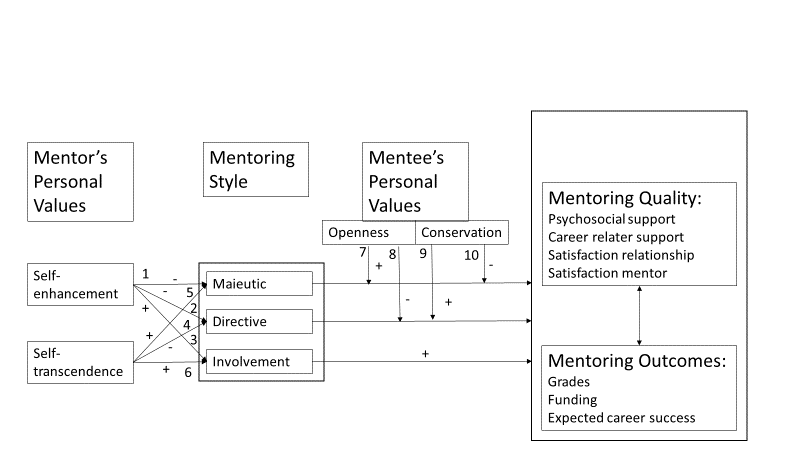


Figure 2 – Personal Values and Mentoring Relationship



Appendix 1 – sample of measure items and study manipulations

**Schwarz’s Values Scale (SVS; Schwartz, 1992):**

The scale lists 46 value items, each followed by a short definition in parentheses. The

following scale is used to rate the importance of each (sample items are provided).

AS A GUIDING PRINCIPLE IN MY LIFE, this value is:

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Opposed  to my principles | Not  important |  |  | Important |  |  | Very  important | Of  supreme  importance |
| -1 | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

1. \_\_\_ EQUALITY (equal opportunity for all)

2. \_\_\_ SOCIAL POWER (control over others, dominance)

3. \_\_\_ PLEASURE (gratification of desires)

4. \_\_\_ FREEDOM (freedom of action and thought)

**Mentoring Styles (sample items)**

My mentor helps me improve independently [*constructivist*, Richter et. al., 2013]

My mentor helps me find answers on my own [*maieutic*, St-Jean & Audet, 2013]

My mentor tells me what I need to improve [*transmission*, Richter et. al., 2013]

My mentor is available when I need him/her [*involvement*, St-Jean & Audet, 2013]

References