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The Impact of Workplace Mentoring on Meaningful Work for People With Workplace Anxiety in the Insurance Industry

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THE IMPACT OF WORKPLACE MENTORING ON MEANINGFUL WORK FOR PEOPLE
WITH WORKPLACE ANXIETY IN THE INSURANCE INDUSTRY

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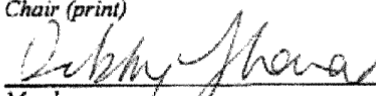
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DEDICATION

I dedicate this dissertation to all mothers who feverishly strive to show their children the accomplishments one can make through persistence, perseverance, drive, and sheer will, who hope their children are proud of the women they are and fight to become, and who look forward to when they will see their children do the very same.

I also dedicate this study to my husband **James** and my children. This research would not have been possible without their never-ending, unwavering support, and for that, I am truly appreciative and grateful. Thank you for your understanding, your love, and especially your encouragement. I love you.

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ABSTRACT

Workplace anxiety costs U.S. businesses approximately \$45 billion in lost productivity each year, increases the likelihood of absenteeism and presenteeism in the workplace, and causes four times the number of job absences as those due to other nonfatal injuries or illnesses. Over 110 million workers in the U.S. report feeling at least one symptom of workplace anxiety. Meaningful work and increased social support can reduce the effects of anxiety in the workplace. Workplace mentoring can help make work meaningful for people with workplace anxiety because it offers them social support through increased career-related support and psychosocial support. This quantitative analysis explored the impact of workplace mentoring on meaningful work for employees in the insurance industry who experience workplace anxiety. Three variables were considered: workplace anxiety, meaningful work, and workplace mentoring. Participants for this study were employees of a Fortune 100 insurance company headquartered in the Northeastern United States, resided in the U.S., were over the age of 18, and included workplace mentoring participants and non-workplace mentoring participants. The findings indicate a significant effect of the length of workplace mentoring participation on the degree to which workplace anxiety symptoms are eased for insurance industry employees and that participation in a workplace mentoring program significantly impacts both meaningful work and the degree to which symptoms are eased. This study is significant as it identifies the benefits of workplace mentoring to employees with workplace anxiety thereby offering opportunities to find meaning in their work, promotes organizational opportunities to cultivate workplaces that are conducive to fostering meaningful work for employees, and suggests providing workplace opportunities that support to employees' overall mental health in employee-centric ways.

Keywords: workplace mentoring, workplace anxiety, meaningful work, employee

CHAPTER 1: INTRODUCTION

Workplace anxiety costs U.S. businesses approximately \$45 billion in lost productivity each year (National Alliance on Mental Illness [NAMI], 2022). On average, job absences due to workplace anxiety are four times the number of job absences due to other nonfatal injuries or illnesses (McCarthy et al., 2016). In fact, 47 percent of workers who missed work due to workplace anxiety in 2020 were absent from the job for over 30 days (Bureau of Labor Statistics, 2021a). Additionally, workplace anxiety increases the likelihood of presenteeism in which people show up to work, but their productivity is diminished or not present at all (Chisholm et al., 2016). Over 150 million people between the ages of 18 and 65 work in the United States (Trading Economics, 2022) and 71 percent of them report feeling at least one symptom of anxiety on the job (Centers for Disease Control and Prevention [CDC], 2018). Anxiety is comprised of emotional symptoms like tension, extreme worrying, and feeling down as well as physical symptoms like aches, pains, and high blood pressure (American Psychological Association [APA], n.d.).

Similarly, workplace anxiety is characterized by symptoms of sleeplessness, under- or overeating, tension and muscle aches, constant worrying, persistent feelings of sadness, as well as perfectionism and fears of making mistakes (No Panic, n.d.-b). Moreover, workplace anxiety is brought on by one or more emotional strains on the job (McCarthy et al., 2016). Emotional strains include feeling on edge, worrying about, or even dreading, specific job tasks, being interviewed for a new job or promotion (Anxiety & Depression Association of America [ADAA], n.d.-a), and preparing for or taking workplace tests (ADAA, n.d.-a; McCarthy et al., 2016). In addition to increased absenteeism and presenteeism, people with workplace anxiety

suffer from decreased work function (Plaisier et al., 2010) as well as difficulty concentrating and lack of motivation (Haslam et al., 2005) on the job.

One possible solution to the effects of workplace anxiety is meaningful work. It is commonly accepted by scholars that meaningful work includes work that is interesting (Chalofsky, 2003), extremely motivational (Bailey & Madden, 2016), positive and significant (Dik et al., 2013), fulfilling (Bailey et al., 2017), satisfying (Allan et al., 2018), valuable (Martela & Pessi, 2018), worthwhile (Lysova et al., 2019), and is work that serves a purpose (Steger et al., 2012). Chalofsky (2003) describes meaningful work as a form of motivation by pointing out that there is an intrinsic need for people to work toward a higher cause or meaningfulness in their lives. He goes on to say that meaningful work is an “inclusive state of being” (Chalofsky, 2003, p. 73). This means that meaningful work matters by itself and is an essential ongoing part of someone’s life (Steger et al., 2012), helping to give it purpose. Moreover, meaningful work is a predictor for job satisfaction, employees’ efforts on the job, and absenteeism in the workplace (Nikolova & Cnossen, 2020). In fact, meaningful work supports workplace engagement, decreased absenteeism, and increased quality of work (Fletcher & Robinson, 2016). However, meaningful work alone is not enough to improve the mental health of people experiencing workplace anxiety. Work must also be gratifying (Allan et al., 2018). Gratifying work in this context is work that is considered pleasurable or satisfying.

Workplace mentoring can help make work more gratifying for people experiencing workplace anxiety because it leads to increased positive feelings toward work, increased satisfaction in one’s work, increased job performance and promotions, and decreased absenteeism and turnover (Eby & Robertson, 2020). This is because workplace mentoring offers mentees both career-related support and psychosocial support (Gill et al., 2018). Psychosocial

support includes emotional and personal guidance, counseling, or friendship (Gill et al., 2018) as well as positive role modeling and self-confidence building (Short, 2014a). Career-advancement support includes increased job satisfaction (Ragins & Kram, 2007) and increased motivation (Eby et al., 2008).

Problem Statement

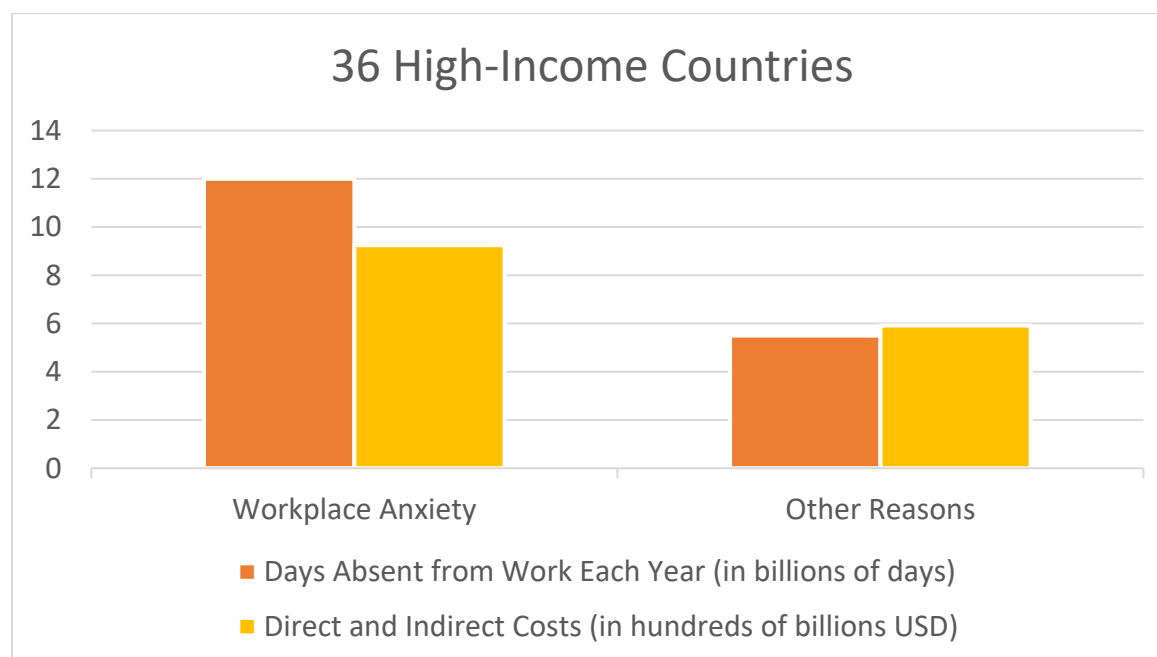
There is a growing focus on the workplace's effects on people's development of long-term anxiety and its subsequent symptoms' effects on their work (Cheng & McCarthy, 2018; Chisholm et al., 2016; Linden & Muschalla, 2007). Common emotional symptoms of workplace anxiety include loss of work interest, concentration challenges, perfectionism, emotional exhaustion (Cheng & McCarthy, 2018), worries of inadequacy, feelings of sadness or irritability, social anxiety, various phobias, and fears of illnesses being brought on by coworkers, supervisors, workplace conditions, or the job itself (ADAA, n.d.-b; Linden & Muschalla, 2007; No Panic, n.d.-b). No Panic is a registered charity in the United Kingdom that supports people living with anxiety and anxiety disorders including obsessive compulsive disorder (OCD), various phobias, and panic attacks (No Panic, n.d.-a). They identify common physical symptoms of workplace anxiety as headaches, muscle aches and pain, irritability, and excessive sweating. Other physical symptoms include fatigue, over- and undereating, nausea, and feelings of general sickness (ADAA, n.d.-b; Linden & Muschalla, 2007).

People experiencing emotional or physical symptoms of workplace anxiety may not pursue or even refuse job promotions or they may decline job openings that involve presentations, speaking in front of others, and travel (ADAA, n.d.-a). Moreover, workplace anxiety causes distress managing work including solving problems, dealing with conflict, setting or meeting deadlines, participating in office functions like parties, or managing staff or projects

(ADAA, n.d.-a). As previously stated, workplace anxiety, its symptoms, and the distress they cause lead to increased absenteeism from the workplace. Among the 36 high-income countries worldwide, including the U.S., workers are absent for at least 12 billion days each year due to mental health issues, including anxiety, costing global organizations \$925 billion (Chisholm et al., 2016) between direct costs such as increased disability claims (Bloom et al., 2011) and indirect costs like lost productivity (Bloom et al., 2011). In comparison, workers worldwide who do not experience mental health issues, including anxiety, miss an average of 5.5 billion days each year costing global organizations \$592 billion in direct and indirect costs (Chisholm et al., 2016).

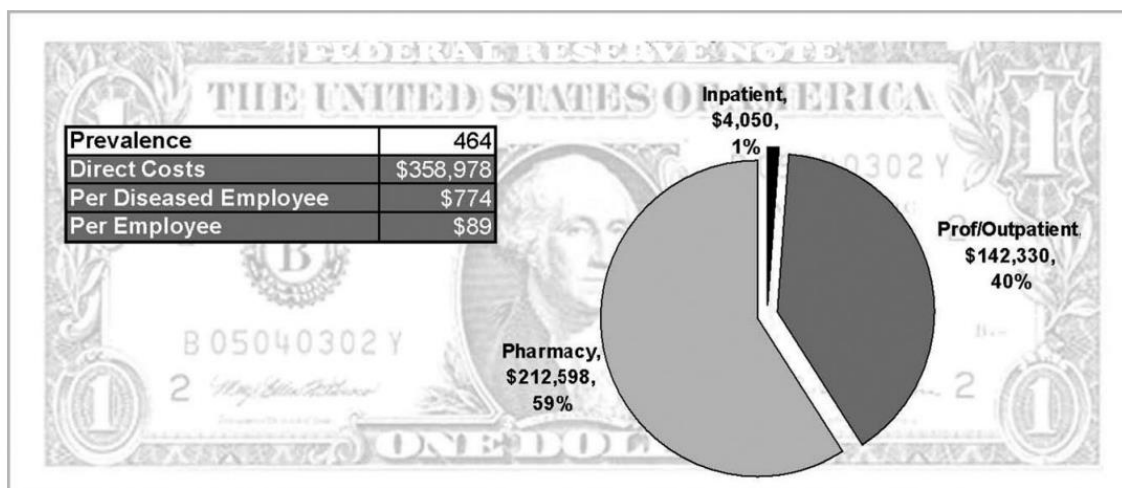
Figure 1

Global Costs Due to Absenteeism



This means that employee absences due to anxiety in the workplace are approximately twice as costly to organizations as absences due to other reasons.

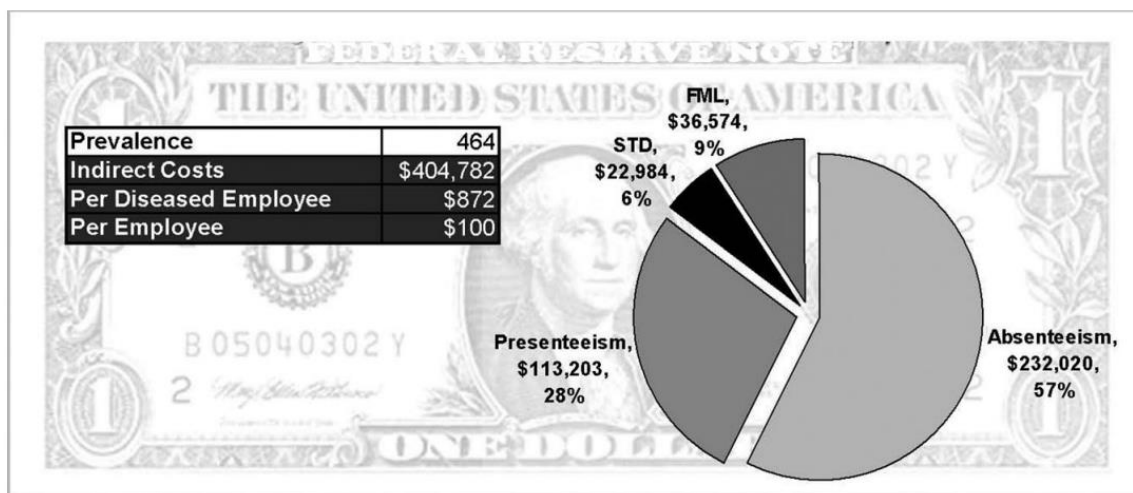
Additionally, workplace anxiety increases the likelihood of presenteeism (Chisholm et al., 2016) costing US organizations \$84 billion each year (Meunier et al., 2019) in direct and indirect costs. With over 150 million workers in the U.S. (Trading Economics, 2022), this equates to a per worker cost of \$860 in lost productivity due to presenteeism each year. Moreover, increased absenteeism and presenteeism due to workplace anxiety results in a yearly total global loss in productivity of \$1 trillion (NAMI, 2022), costing U.S. businesses approximately \$45 billion in lost productivity each year (NAMI, 2022). Johnston et al. (2009) found that for one insurance company in the Southeastern United States, the lost revenue for calendar year 2004 due to lost productivity caused by anxiety and depression in the workplace was \$7.5 million. In fact, “it was estimated that \$1823 in potential revenue per FTE was lost” by this insurance company (Johnston et al., 2009, p. 573). Johnston et al. (2009) use Figure I to show the insurance company’s direct costs attributed to medical expenses due to anxiety and depression. Direct costs due to anxiety and depression for calendar year 2004 totaled \$358,978.

Figure 2*Direct Costs Due to Anxiety and Depression*

Johnston et al. (2009) use Figure II to show the insurance company's indirect costs attributed to absenteeism and presenteeism as well as short-term disability and FML. Indirect costs due to anxiety and depression for calendar year 2004 totaled \$404,782.

Figure 3

Indirect Costs Due to Presenteeism and Absenteeism



There is growing evidence that meaningful work can decrease the symptoms and the negative effects of workplace anxiety. Fairlie (2013) found that “meaningful work plays a substantive role in employee well-being” including reduced anxiety (p. 192). Allan et al. (2018) found that meaningful work lowers instances of anxiety when job satisfaction is high. Allan et al. (2019) found that “people with meaningful work feel better and work better” (p. 515).

There is also evidence that increased social support in the workplace can reduce the effects of workplace anxiety. Mahan et al. (2010) found that increased social support from coworkers resulted in less workplace anxiety for secondary school teachers. McCarthy et al. (2016) found that “employees who were able to draw on supervisors and coworkers for support” (p. 286) experienced reduced workplace anxiety symptoms. Muschalla et al. (2010) found that workplace anxiety is related to “low social support at work” (p. 13). Increased social support decreases workplace anxiety’s negative effects like diminished job performance and increased absenteeism.

Bailey et al. (2017) found support that organizational processes to encourage meaningful work and social support must be positive and genuine. In fact, the authors found that authentic efforts on behalf of organizations are viewed positively by employees and the environments created can help to promote meaningfulness in the workplace. Yet, they also found that inauthentic efforts are viewed as manipulative by employees and the subsequent negative environments created can lead to reduced productivity as well as false or negative behavior from workers. Similarly, for social support to lead to reduced workplace anxiety, the perceived social support must also be positive and genuine, not negative and inauthentic (Mahan et al., 2010; McCarthy et al., 2016; Muschalla et al., 2010).

There is growing evidence that workplace mentoring offers social support to mentees (Eby & Robertson, 2020; Ghosh et al., 2018; Gill et al., 2018). Gill et al. (2018) found that mentoring offered mentees “a source of counselling content” (p. 208) in which they can safely discuss their opinions about their work or thoughts for managing their anxiety at work. Ghosh et al. (2018) found that mentoring increases “confidence, optimism, perseverance, and resilience” (p. 38) in mentees. Eby and Robertson (2020) found that being a mentee is associated with “more positive interpersonal relationships” (p. 77). Gill et al. (2018) also found that workplace mentoring offers mentees psychosocial support like emotional and personal guidance, counseling, or friendship. Short (2014b) found that mentoring offers mentees positive role modeling and self-confidence building. However, so far research has shown that the social support benefits of workplace mentoring show up later in the mentoring relationship or may not show up at all (Eby & Robertson, 2020).

There is a body of academic research supporting the benefits of peer-to-peer mentoring for college students as well as practitioner support for mentoring’s positive effects on anxiety.

However, there is limited academic research on the effects of workplace mentoring on anxiety in the workplace. Gill et al. (2018) studied the effects of mentoring on English police officers and found that “mentoring provided a source of counseling content, where officers could share ideas or techniques to manage the pressures on their mental health” (p. 208). However, they did not find “strong evidence of an effect of mentoring programmes on anxiety” (p. 211). Yet, they noted this could be due to the tendency for police officers to avoid reporting or discussing their anxiety issues.

There is growing evidence that mentoring contributes to meaningful work, in general. For example, Kennett and Lomas (2015) found that “facilitating mentoring relationships may be a particularly effective way” to improve jobs by including meaningful characteristics (p. 40). Weinberg and Locander (2014) suggest that workplace mentoring contributes to meaning at work in that it encourages mentees to self-reflect and focus on meaningful work “related to what he or she thinks is important in life” (p. 401). Moreover, Lin et al. (2021) found that employees participating in mentoring programs “find higher psychological meaningfulness in their work” (p. 195). However, there is very little research on the effects of workplace mentoring on meaningful work for people experiencing workplace anxiety.

Study

This research uses quantitative analysis to explore the impact of workplace mentoring on meaningful work for employees who experience workplace anxiety. Three variables are considered: workplace anxiety, meaningful work, and workplace mentoring. Workplace anxiety will be measured using the Workplace Phobia Scale (WPS), a thirteen-item scale derived from the Job Anxiety Scale (JAS) focusing on workplace anxiety factors of avoidance and panic (Muschalla & Linden, 2017). Meaningful work will be measured using the Work and Meaning

Inventory, or WAMI (Steger et al., 2012). The WAMI incorporates three factors of meaningful work: 1) psychological meaning in which there is “personal significance” in the work being done; 2) meaning making through work in which workers’ “meaning in life” is advanced through the work being done; and 3) greater good motivations, in which the work being done has a “broader impact on others” (Steger et al., 2012, pp. 324-325). Workplace mentoring will be measured using the Mentoring Functions Questionnaire-9 (MFQ-9) (Scandura, 2017). The MFQ-9 incorporates three workplace mentoring dimensions of career support, psychosocial support, and role modeling (Castro et al., 2005). Chen et al. (2016) found the MFQ-9 is “established and confirmed” (p. 25) and is used heavily in the business context.

The participants for this study are employees of a Fortune 100 insurance company headquartered in the Northeastern United States. This insurance company launched its first workplace mentoring program in 2003. Although they are employees of a firm headquartered in the Northeastern United States, participants may reside anywhere in the United States and are over the age of 18. Participants will be asked to complete a questionnaire via web-based survey with instructions sent via email and the chat feature of Microsoft Teams. Questions are answered on a five-point scale and include topics on workplace anxiety, meaningful work, and workplace mentoring. There are seven research questions in this study, so participants are grouped in a variety of ways in order to answer those questions:

- Those who are currently participating in their firm’s workplace mentoring program or have in the past, and those who are not currently participating in their firm’s workplace mentoring program or have not in the past
- Those who experience one or more symptoms of workplace anxiety and those who do not experience workplace anxiety

- Participants of workplace mentoring programs who have frequent interactions with their mentors or mentees and those who have infrequent interactions with their mentors or mentees
- Participants of workplace mentoring programs who have positive interactions with their mentors or mentees and those who do not

A correlation is performed to test for a significant relationship with meaningful work and participation in a workplace mentoring program. An independent *t*-test is performed to test for a difference in meaningful work for people with workplace anxiety who participate in a workplace mentoring program and those who do not participate in workplace mentoring programs. A linear regression is performed to test if people with workplace anxiety who participate in a workplace mentoring program will experience eased workplace anxiety symptoms. An ANOVA is performed to test if people with workplace anxiety who participate in a workplace mentoring program for at least 6 months and have at least monthly interactions with their mentor or mentee will experience more meaning in their work than those who do not. An ANOVA is performed to test if people with workplace anxiety who participate in a workplace mentoring program for at least 6 months and have positive interactions with their mentor or mentee will experience more meaning in their work than those who do not. A linear regression is selected to test if people who experience the onset of workplace anxiety during or after participating in a workplace mentoring program have negative experiences with their mentor or mentee. A MANOVA is performed to test if participation in a workplace mentoring program significantly impact both workplace anxiety and meaningful work.

Literature

This study draws from the literature on similar research areas to help identify connections between workplace mentoring and meaningful work for people experiencing workplace anxiety. The principal topics of interest include an understanding of the emotional, physical, and economic costs of workplace anxiety, the benefits of meaningful work to people with workplace anxiety, and workplace mentoring as a path to meaningful work for people with workplace anxiety. The literature review section in Chapter 2 extends each idea with several subtopics that interconnect with the concepts, and each contribute to workplace mentoring promoting meaningful work for people with workplace anxiety.

Per the literature, there are costs due to workplace anxiety both at the organizational and societal level. A study for the World Health Organization by Chisholm et al. (2016) found the primary cost at the organizational level is productivity in the form of absenteeism, in which workplace anxiety causes employees to miss significant time off work, and presenteeism, in which people experiencing workplace anxiety show up to work but their productivity is low to none. The same study found that average global productivity costs of \$2.5 trillion as of 2010 (Bloom et al., 2011) is expected to double by 2030 if measures to support mental health in the workplace, including workplace anxiety, are not taken or improved (Chisholm et al., 2016). Chisholm et al. (2016) also found societal costs to be directly related to worker productivity in the form of lost U.S. GDP.

According to the literature, the concepts of job development, design, and measurement as contributors to meaningful work, the meaning of meaningful work, and the cultivation of meaningful work are valid since most people “want their work to mean something” (Steger et al., 2012, p. 322). Moreover, meaningful work is “more important to employees than any other

aspect of work” (Bailey & Madden, 2016, p. 53). In their 2016 study, Bailey and Madden found that meaningful work can be gleaned from both positive and negative experiences at work, that organizations or managers are very rarely the cause for meaningful work but are usually the cause for meaningless work, and that meaningful work is not a constant construct; it comes and goes in spurts (Bailey & Madden, 2016). They also found that there are seven specific ways organizations can cause meaninglessness in the workplace including assigning workers “pointless” tasks, taking workers for granted, and putting them at risk for any type of harm (Bailey & Madden, 2016).

Additionally, according to the literature, the meaning of mentoring in general and in the workplace, the benefits of workplace mentoring to the mentee, and the benefits of workplace mentoring to the organization are valid since “organizational mentoring has gained the attention of...practitioners” (Scandura & Pellegrini, 2007, p. 71) because workplace mentoring is “a means to facilitate career development” (Eby et al., 2008, p. 254). In his 2014 study, Short found that organizations are beginning to view mentoring as a way to transfer knowledge between generations of workers yet can also be a form of individualized learning for younger generations. Short (2014a) also describes mentoring as a way for workers to manage organizational change and identifies the nine characteristics of workplace mentoring that organizations can use to develop their workforce. These characteristics are: 1) mentoring is effective because the learning is immediate; 2) mentors can pass on knowledge and experience to mentees via narratives; 3) mentoring can be accomplished via electronic means; 4) mentoring can meet the needs of generationally and culturally diverse workforces; 5) mentoring is effective for learning that happens in spurts or is self-directed; 6) mentoring helps mentees cope with workplace pressures; 7) mentoring adapts to innovation; 8) mentoring is effective across several “disciplines and

theories;” and 9) mentoring allows for “mindful and spiritual experiences” for overall employee health and welfare (pp. 4-5). While there is no specific licensure or training component for mentors offered broadly across mentoring programs, for this study, the mentors will have completed applications of interest to be mentors in the organization’s workplace mentoring programs, have been vetted by the organization, and participate in monthly mentor-focused training and informational meetings.

However, there is growing evidence that not all workplace mentoring experiences are always positive or lead to positive outcomes. Scandura and Pellegrini (2007) highlight that marginal relationships between a mentor and mentee are those that “do not involve serious dysfunction, but reduce relationship effectiveness” (p. 76). Marginal workplace mentoring can result in negative and positive experiences throughout the mentoring relationship. Scandura and Pellegrini (2007) also point out that dysfunctional workplace mentoring experiences can be “destructive” (p. 77) for both the mentee and mentor in which the mentoring experience is not effective or positive for either. Eby and Robertson (2020) found that mentees benefit from workplace mentoring when relationships are “higher quality” (p. 78). However, Ivey and Dupré (2020) stipulate that high-quality relationships “require time to develop and nurture” (p. 6). Moreover, the quality of the mentor also affects whether a mentoring experience or the outcomes will be positive or negative. Jung and Bozeman (2020) studied whether the “quality of the mentoring experience influences job satisfaction” (p. 1). They found that good mentors result in greater job satisfaction, on average, than bad mentors. Yet they also found some support that “that having a mentor – even a bad one – benefits the protégé’s salary on average” (Jung & Bozeman, 2020, p. 19).

However, the literature supports that the negative effects of ineffective workplace mentoring relationships may be prevented. Negative workplace mentoring relationships or outcomes can be caused by mismatching between mentors and mentees (Eby & Robertson, 2020; Washington & Cox, 2016). Matching occurs when the organization selects the mentor for the mentee and can lead to a less successful workplace mentoring relationship when there is a mismatch than one in which the mentee and mentor relationship occurs spontaneously (Eby et al., 2013) or organically (Washington & Cox, 2016). Hu et al. (2022) suggests that organizations with formal workplace mentoring programs “should provide both mentors and protégés with opportunities to gain insights about each other and encourage them to choose each other based on mutual attraction” (p. 50).

Finally, according to the literature, workplace mentoring relationships go through a series of stages, or phases (Scandura & Pellegrini, 2007; Washington & Cox, 2016). Scandura and Pellegrini (2007) found there are four phases. The initiation phase lasts between 6 months and 1 year and marks the beginning of the relationship in which the mentor and mentee are getting to know each other’s “personal style and work habits” (Scandura & Pellegrini, 2007, p. 74). The cultivation phase lasts between 2 and 5 years and marks the period of time the mentee “learns from the mentor and advances in his or her career” (Scandura & Pellegrini, 2007, p. 74) and is the stage in which the mentee gets the most benefit. The separation phase lasts between 6 months and 2 years and marks the the end of the mentoring relationship or the “disconnection between the mentor and the protégé” (Scandura & Pellegrini, 2007, p. 74). During the redefinition phase, the mentoring relationship is either terminated or redefined into “peer-like friendship characterized by mutual support and informal contact” (Scandura & Pellegrini, 2007, p. 75).

Washington and Cox (2016) developed the Developmental Relationship Mentoring Model (DRM) in which there are five phases to workplace mentoring relationships. These phases are not necessarily dependent on time like in the 2007 model offered by Scandura and Pellegrini. Washington and Cox (2016) argue that phase one is comprised of contracting and building the relationship between the mentor and mentee. In this phase, communication, ground rules, and understanding are developed through just one or only a few discussions (Washington & Cox, 2016). Phase two is the time in which the mentee's goals are established and validation of those goals takes place. More than one discussion is needed in this phase. Phases three through five take time, each lasting several discussion sessions (Washington & Cox, 2016). Phase three is the time in which the mentor acknowledges the mentee's accomplishments yet challenges the mentee through offering "insight and awareness" (Washington & Cox, 2016, p. 324). These challenges are addressed further in phase four in which new opportunities for the mentee are determined and goals to meet them are set through an action plan. Finally, during phase five, the mentee implements the action plan then results are reviewed with the mentor. It is in this phase that the mentor and mentee determine whether to continue their relationship and, if so, in what form (Washington & Cox, 2016).

Theoretical Framework

The topic has a greater theoretical foundation, connecting with theories of job development, design, and motivation as contributors to meaningful work. In their 1975 study, Hackman and Oldham developed the Job Diagnostic Survey (JDS) to help solve two organizational problems of the time: employee alienation and organizational productivity. The JDS was intended to be used as a diagnostic tool by organizations to use before redesigning or enhancing jobs as well as by scholars to aid in their research and assessment of the outcomes of

job design (Hackman & Oldham, 1975). They found the JDS has positive psychometric characteristics and can be used successfully as an organizational diagnostic tool for job design and enrichment (Hackman & Oldham, 1975).

Hackman and Oldham then used the JDS in their 1976 research that studied employee motivation as an outcome of job design. They developed the Job Characteristics Model, or JCM, to determine the necessary job and individual characteristics for the greatest employee motivation (Hackman & Oldham, 1976). They found that there is a positive influence on employee motivation when “experienced meaningfulness of work,” “experienced responsibility for the outcomes of work,” and “knowledge of the results of the work activities” are all present in the job’s design or work tasks (Hackman & Oldham, 1976, p. 255).

Steger et al. (2012) referenced both the JDS and JCM in their study on meaningful work. They stipulate there has not been a common measurement of meaningful work prior to their research, so they develop the Work and Meaning Inventory (WAMI). The WAMI measures three “facets” of meaningful work commonly found in previous research: the “experience of work as meaningful,” work as “serving a greater good” or calling and work as having a “sense of purpose” in one’s life (Steger et al., 2012, p. 324). They found that these facets of meaningful work “correlated in predictable ways” with work aligning with one’s calling and that one’s total score on the WAMI was “significantly related” to absenteeism no matter the cause (Steger et al., 2012, p. 330).

Further theoretical implications link workplace mentoring with Social Exchange Theory (SET). Workplace mentoring offers employees both career-related support and psychosocial support (Gill et al., 2018). Psychosocial support includes emotional and personal guidance, counseling, or friendship (Gill et al., 2018) as well as positive role modeling and self-confidence

building (Short, 2014b). SET involves a relational exchange of give and take between one party and another party (Emerson, 1976). In workplace mentoring, the mentor is giving career-related and psychosocial support that the mentee is taking.

Additional theoretical implications link an employee's connection to their work to their purpose and self. In their 2010 study, Rosso et al. reference Hackman's and Oldham's JCM when developing their model of the main "pathways" (p. 110) to meaningful work. These are the origins of meaningful work and the "mechanisms" (p. 113) that guide worker perceptions that work is meaningful. The two origins are the self and others, and the two mechanisms are "agency," (p. 114) the need to be individual or separate, and "communion," (p. 114) the need for attachment and connection. They found that people decide for themselves individually what is meaningful work but are affected by their cultural and societal environments as well as other people around them.

In their 2018 study, Martela and Pessi studied the common themes from earlier research and suggest three primary dimensions to meaningful work: significance, broader purpose, and self-realization. Significance is a belief that work holds value and is worthwhile to do. Broader purpose is the belief that work is contributing to a greater good outside oneself and is also the dimension in which work contributes to one's self-transcendence in that the work's outcomes are a part of a bigger, more profound purpose. Self-realization is the part of work in which one can be authentic. Work is connected to the self and workers can express who they are through their work. Martela and Pessi (2018) stipulate that, although these are three separate dimensions, all are necessary for work to be meaningful. In fact, broader purpose and self-realization contribute to the significance of work.

In their 2013 study, Dik et al. determine if meaningful work can be nurtured individually or at work. Through their literature review, they found three untested models, or theoretical frameworks, including Rosso et al.'s developed in 2010 and another developed by Steger, Dik, and others in 2012 that serve as “starting points” to a better understanding of meaningful work (Dik et al., 2013, p. 370). From these frameworks, they formulated the three steps to making work meaningful: using one's strengths at work, connecting one's job tasks to one's greater life's purpose, and using one's work to serve the greater good (Dik et al., 2013).

A third theoretical connection lies in workplace mentoring theories. Scandura and Pellegrini (2007) broaden the career development and psychosocial functions of workplace mentoring. They describe career development functions of mentoring as ones that “focus on the protégé's career advancement” and include visibility and protection (p. 72). They describe psychosocial functions as ones that “help a protégé's personal development by relating to him or her on a more personal level” and include influencing the protégé's “sense of competence, clarity of identity, and effectiveness in the job” (p. 72). They also state that role modeling is not necessarily a psychosocial function but its own individual function.

Research Hypothesis

The purpose of this study is to answer questions related to workplace anxiety, meaningful work, and workplace mentoring. This study aims to better understand: 1) if there is a significant relationship with meaningful work and participation in a workplace mentoring program ; 2) if people with workplace anxiety who participate in a workplace mentoring program will experience meaning in their work more often than people with workplace anxiety who do not participate in workplace mentoring programs; 3) if people with workplace anxiety who participate in a workplace mentoring program will experience eased workplace anxiety

symptoms; 4) if people with workplace anxiety who participate in a workplace mentoring program for at least 6 months and have at least monthly interactions with their mentor or mentee will experience more meaning in their work than those who do not; 5) if people with workplace anxiety who participate in a workplace mentoring program for at least 6 months and have positive interactions with their mentor or mentee will experience more meaning in their work than those who do not; 6) if people who experience the onset of workplace anxiety during or after participating in a workplace mentoring program have negative experiences with their mentor or mentee. Each research question along with their null and research hypotheses follow; and 7) participation in a workplace mentoring program significantly impact both workplace anxiety and meaningful work.

Research Question 1

Is there a significant relationship with meaningful work and participation in a workplace mentoring program?

Null hypothesis H_0 : There is no significant relationship with meaningful work and participation in a workplace mentoring program.

Research hypothesis H_1 : There is a significant relationship with meaningful work and participation in a workplace mentoring program.

Research Question 2

What is the difference in meaningful work for people with workplace anxiety who participate in workplace mentoring programs and people who have workplace anxiety and do not participate in workplace mentoring programs?

Null hypothesis H_0 : People with workplace anxiety who participate in workplace mentoring programs will experience meaning in their work no

more or less often than people with workplace anxiety who do not participate in workplace mentoring programs.

Research hypothesis H₁: People with workplace anxiety who participate in workplace mentoring programs will experience meaning in their work more often than people with workplace anxiety who do not participate in workplace mentoring programs

Research Question 3

Will people with workplace anxiety who participate in a workplace mentoring program experience eased workplace anxiety symptoms?

Null hypothesis H₀: People with workplace anxiety who participate in a workplace mentoring program will not experience eased workplace anxiety symptoms.

Research hypothesis H₁: People with workplace anxiety who participate in a workplace mentoring program will experience eased workplace anxiety symptoms.

Research Question 4

Will people with workplace anxiety who participate in a workplace mentoring program for at least 6 months and have at least monthly interactions with their mentor or mentee experience more meaning in their work than those who do not?

Null hypothesis H₀: People with workplace anxiety who participate in a workplace mentoring program for at least 6 months and have at least monthly interactions with their mentor or mentee will experience no more or less meaning in their work than those who do not.

Research hypothesis H₁: People with workplace anxiety who participate in a workplace mentoring program for at least 6 months and have at least monthly interactions with their mentor or mentee will experience more meaning in their work than those who do not.

Research Question 5

Will people with workplace anxiety who participate in a workplace mentoring program for at least 6 months and have positive interactions with their mentor or mentee experience more meaning in their work than those who do not?

Null hypothesis H₀: People with workplace anxiety who participate in a workplace mentoring program for at least 6 months *and* have positive interactions with their mentor or mentee will experience no more or less meaning in their work than those who do not.

Research hypothesis H₁: People with workplace anxiety who participate in a workplace mentoring program for at least 6 months and have positive interactions with their mentor or mentee will experience more meaning in their work than those who do not.

Research Question 6

Do people who experience the onset of workplace anxiety during or after participating in a workplace mentoring program have negative experiences with their mentor or mentee?

Null hypothesis H₀: People who experience the onset of workplace anxiety during or after participating in a workplace mentoring program do not have negative experiences with their mentor or mentee

Research hypothesis H1: People who experience the onset of workplace anxiety during or after participating in a workplace mentoring program have negative experiences with their mentor or mentee.

Research Question 7

Does participation in a workplace mentoring program significantly impact both workplace anxiety and meaningful work?

Null hypothesis H₀: Participation in a workplace mentoring program does not impact both workplace anxiety and meaningful work.

Research hypothesis H1: Participation in a workplace mentoring program significantly impacts both workplace anxiety and meaningful work.

Definition of Terms

Workplace anxiety is defined as experiencing one or more of the following symptoms: sleeplessness, under- or overeating, tension and muscle aches, constant worrying, persistent feelings of sadness, perfectionism and fears of making mistakes (No Panic, n.d.-b), and panic toward work or avoidance of work and workplace situations (Muschalla & Linden, 2009).

Meaningful work is not easily defined. In fact, there is little to no agreement on its definition (Steger et al., 2012). Moreover, researchers have used “partly overlapping, partly differing conceptualizations” (Martela & Pessi, 2018, p. 1). However, it has been commonly accepted by scholars that, although defining meaningful work is challenging, it includes work that is interesting (Chalofsky, 2003), extremely motivational (Bailey & Madden, 2016), positive and significant (Dik et al., 2013), fulfilling (Bailey et al., 2017), satisfying (Allan et al., 2018), valuable (Martela & Pessi, 2018), worthwhile (Lysova et al., 2019), and is work that serves a purpose (Steger et al., 2012). Finally, although Bailey and Madden (2016) found that meaningful

work is not just found in the circumstances of one's workplace but also within the circumstances of one's personal life, this study limits meaningful to the career context. *Workplace mentoring* is defined as a relationship that has been formed "as part of an organizationally sanctioned program" that is "embedded in the career context" (Ragins & Kram, 2007, p. 2). "Currently participating in" and "having participated in" a workplace mentoring program is defined as being a mentee or mentor in the employer's workplace mentoring program for at least 6 months.

Study Limitations and Delimitations

Delimitations of this study include limiting participants to employees over the age of 18 years are eligible for this study, as that is the current age in which one is considered a legal adult in the United States. Only participants who live in one of the U.S. states will be considered for this study, thereby limiting the total respondent size.

Limitations of the study include having only survey results, which may change based on the survey participants' mood in general, feelings about their workplace or their perceived anxiousness at work at the time, or their desire to provide a right answer instead of what reflects their true feelings of workplace anxiety. As the study is based on meaningful work and anxiousness at work, survey participants may alter their answers to appear to have more or less meaning in their work or to feel more or less anxiousness at work than what their daily behaviors show. An additional limitation of the study is the narrow demographic of participants due to the participants of this study being employees of an insurance company headquartered in the Northeastern United States. Also, participants who were mentors or mentees for less than 6 months or are currently mentors or mentees for less than 6 months are not included. This further limits the study. However, participants who have not participated in a workplace mentoring

program at any time in the past will be included in order to test for a difference with participants who have.

Another limitation of the study is with defining meaningful work as there is not a clear definition of what it is. Chalofsky (2003) was one of the first researchers to point this out as his research was centered around developing a theory of meaningful work. Steger et al. (2012) state there is a “lack of consensus” on meaningful work while Bailey and Madden (2016) note there is a small amount of research on what “meaningful work actually means” (p. 55). Bailey et al. (2017) points out it “has been defined in a variety of ways” (p. 417). Martela and Pessi (2018) call meaningful work’s definition ambiguous while Lysova et al. (2019) calls its definition broad (p. 1). Another limitation regarding meaningful work is this study limits it to the career context. Bailey and Madden (2016) found that meaningful work is not just found in the circumstances of one’s workplace but also within the circumstances of one’s personal life.

Further is the complexity of managing meaningful work in the workplace. So far, scholars have found that organizations do not and cannot have direct influence on employees’ perceptions of meaningful work. Dik et al. (2013) notes that people’s work environments often conflict with their personal views while Bailey and Madden (2016) stress that meaningful work is “almost never related to one’s employer or manager” (p. 56). Bailey et al. (2017) argues that “active management of meaningful work can be used cynically” (p. 420) causing negative outcomes for both employees and organizations while Lysova et al. (2019) stipulates that “good management” is essential but insufficient for workers’ “experiences of meaningful work” (p. 380).

A final limitation of the study regarding meaningful work is culture. Not only does the interpretation of meaningful work vary from person to person, what counts as meaningful work

varies from culture to culture. In the U.S., people have been considering pay less meaningful over time (Chalofsky, 2003). However, in other cultures, pay may be the central meaning of work. This is because, as found by Lysova et al. (2019), societal-level aspects of meaningful work include culture. People are “highly influenced by...culture and upbringing” (Martela & Pessi, 2018, p. 3), so one’s “expectations of meaning” varies by culture (Lysova et al., 2019, p. 382). Dik, et al. (2013) agrees, stipulating “basic beliefs, values, and attitudes that people and cultures have about their work constitute work meaning” (p. 364). Moreover, the U.S. culture is individualistic, so Americans consider what counts as meaningful work from an individual context. However, as Dik, et al. (2013) notes, “collectivist cultures are more likely to interpret work as serving a communal purpose...thus experience more meaningfulness when their work allows them to fulfill that purpose” (p. 368).

Significance of Study

A study that focuses on the effect of workplace mentoring on meaningful work for people experiencing workplace anxiety is important for several reasons. First, it identifies the benefits of workplace mentoring that can help employees with anxiety reach their highest ability in their workplaces, thereby offering opportunities to find meaning in their work. Second, it calls attention to organizational opportunities to cultivate workplaces that are conducive to fostering meaningful work for their employees thereby promoting accepting and tolerant work environments for employees experiencing workplace anxiety. Finally, it suggests providing workplace opportunities that support to employees’ overall mental health in employee-centric ways.

The study adds to the existing literature in three key areas. First, it adds empirical findings between workplace mentoring and SET. Second, it adds to the significance of workplace

mentoring to meaningful work. This is significant to organizational managers as they seek to increase productivity and promote meaning in the workplace. Finally, it adds empirical findings between workplace mentoring and workplace anxiety. This is significant as the study brings awareness of specific and measurable ways organizations can reduce workplace anxiety to then reduce productivity losses.

Researcher's Perspective

The researcher chose the topic of the effect of workplace mentoring on meaningful work for people experiencing workplace anxiety for three reasons. First, the researcher has personally experienced anxiety in the workplace and has been affected by it. Second, one of the researcher's close relatives, a young child, has been diagnosed with Generalized Anxiety Disorder (GAD) and the researcher ponders the effects of this diagnosis as the relative grows and enters the workplace. Finally, the researcher is part of a project group within her organization that is launching a workplace mentoring program and is curious about the effects it will have on participants in the program experiencing workplace anxiety. Therefore, the researcher could have personal bias toward the possible positive effects of workplace mentoring on meaningful work for people experiencing workplace anxiety.

The researcher's choice of the research topic provides the basis for a quantitative study. Additionally, the potential for personal bias toward the possible positive effects of workplace mentoring on meaningful work for people experiencing workplace anxiety also provides a basis for a quantitative study. If a qualitative study were performed, the researcher could potentially misinterpret the study's findings. Therefore, performing a quantitative study instead of a qualitative study allows the researcher to take a more objective perspective to the study.

CHAPTER 2: LITERATURE REVIEW

This chapter will provide a literature review incorporating various research on the effects workplace mentoring has on meaningful work for employees who experience workplace anxiety. This literature review has four main sections. The first section is a review of workplace anxiety including a definition of workplace anxiety, associated organizational costs of anxiety in the workplace, and employment of people experiencing workplace anxiety. The second section is a review of meaningful work including its meaning, cultivating it, and job design as a contributor to it. The third section is a review of workplace mentoring including the meaning of workplace mentoring and its benefits to the mentee and organization and the fourth section is a review of social exchange theory. The views in each section contribute to workplace mentoring promoting meaningful work for people experiencing workplace anxiety.

Workplace Anxiety

This section examines what workplace anxiety is, the costs of workplace anxiety, and employment considerations for people experiencing workplace anxiety. According to the literature, these concepts are valid since “employment can enhance health and wellbeing” of people with workplace anxiety (Khalema & Shankar, 2014, p. 1) and “having a diverse workforce” inclusive of people with mental health issues like workplace anxiety is “essential for a successful global economy” (Lindsay et al., 2018, p. 634).

Workplace Anxiety Defined

No Panic, a registered charity in the United Kingdom, supports people living with anxiety and anxiety disorders including obsessive compulsive disorder (OCD), various phobias, and panic attacks (No Panic, n.d.-a). No Panic defines workplace anxiety as “when the anxiety starts

to become persistent or overwhelming, interfering with your ability to perform your job, manage your personal life or when it has an impact on your physical/mental health” (No Panic, n.d.-b).

Haslam et al. (2005) identifies the physical and psychological symptoms of workplace anxiety. Physical symptoms include reduced energy, headaches, nausea, shaking, and dizziness. Psychological symptoms include reduced or lack of concentration, reduced or lack of motivation, an inability to make decisions, and emotional stress like extreme worrying. Through their study, they found that workplace anxiety leads to a higher rate of accidents on the job, diminished job function, and increased absence at work (Haslam et al., 2005). Moreover, the authors stipulate that increased or “unmanageable workloads” (p. 212), lack of flexibility in the workplace, and lack of understanding of workplace anxiety contributes to increased symptoms of anxiety in the workplace (Haslam et al., 2005).

Linden and Muschalla (2007) stipulate that workplace anxiety can be symptoms of anxiety manifesting at work or the workplace itself can be a source for development of anxiety symptoms. Moreover, the authors highlight that anxiety in the workplace can be “in the form of posttraumatic disorders, phobic disorders in relation to special work situations or persons, or generalized worrying” (Linden & Muschalla, 2007, p. 473). Through their study, they found that workplace anxiety is common, people experiencing it suffer from its symptoms frequently, and its presence can impact job functioning, work productivity, and can even lead to sooner than expected retirement (Linden & Muschalla, 2007).

McCarthy et al. (2015) notes workplace anxiety is associated with symptoms of feeling overwhelmed and exhausted at work. Workplace anxiety also includes feelings of apprehension, concerns for workplace relationships (such as if one is liked by coworkers), fears of inadequacy on the job, and emotional exhaustion. Kouchaki and Desai (2015) found that workplace anxiety

includes apprehension, feeling threatened, feelings of anxiousness and nervousness, and withdrawal at work.

Cheng and McCarthy (2018) define workplace anxiety as a response to stress by feeling emotional or physical strain such as “feelings of nervousness, uneasiness, and tension about job-related performance” (p. 537). The authors state workplace anxiety is affected by one’s personality, situation, and environment. Moreover, 40 percent of workers in the United States feel anxious at work and 72 percent feel it interferes with their work and personal lives (Cheng & McCarthy, 2018).

Meunier et al. (2019) notes that anxiety affects between 2.6 percent and 11.6 percent of all workers. They found that people experiencing workplace anxiety “usually perceive their work environment as difficult to change” (p. 254). Moreover, anxiety symptoms can be exacerbated at work because the workplace has “less flexibility and freedom with respect to tasks to be performed, schedules to follow and interpersonal relationships to maintain” (Meunier et al., 2019, p. 254). Exacerbated symptoms of workplace anxiety can lead to reduced job function, increased absenteeism and presenteeism, and increased focus on managing anxiety symptoms at work (Meunier et al., 2019).

Costs of Workplace Anxiety

In their 1999 study, Greenberg et al. found that the annual cost of anxiety in the workplace in 1990 was \$42.3 billion. This cost is comprised of medical treatment, prescriptions, and mortality costs. Yet, 10 percent or \$4.1 billion was attributed to organizational costs including lost productivity in the workplace due to absenteeism and presenteeism associated with anxiety. In fact, 88 percent, or \$3.6 billion, was attributed to lost productivity due to

presenteeism while 12 percent, or \$500 million, was attributed to lost productivity due to absenteeism (Greenberg et al., 1999).

In their 2005 study, Haslam et al. study the effect of anxiety on one's work. Their research involved interviewing twelve focus groups, nine groups of employees who had taken medication for anxiety or depression, and three groups of organizational human resources and health and safety staff. They found that anxiety symptoms did affect employee function at work. They also found that most employees are hesitant to disclose symptoms associated with anxiety for fear of stigma associated with it (Haslam et al., 2005).

In their 2009 study, Johnston et al. found that for one insurance company in the Southeastern United States, the lost revenue for one calendar year due to lost productivity caused by anxiety and depression in the workplace was \$7.5 million. Moreover, based on their study, the authors recommend organizations "consider whether there might be environmental and organizational factors that exacerbate or interact with employee depression, anxiety, and emotional disorders that can be addressed" (Johnston et al., 2009, p. 575). This implies employers should consider their role in developing solutions to support employees with workplace anxiety.

In their 2010 study, Plaisier et al. stipulate that, as a whole, anxiety disorders have the highest costs in terms of productivity associated with any chronic illness (Plaisier et al., 2010). They note that in 2010, people with anxiety and depression between the ages of 18 and 65 accounted for 80 percent of economic costs (Plaisier et al., 2010). Moreover, people with anxiety suffer from increased absenteeism and decreased function on the job. Their study is aimed at understanding the effects anxiety has on "work functioning" as well as investigate how anxiety's "severity, comorbidity, type and duration" affects one's work (Plaisier et al., 2010). They found

that anxiety has “significant negative impacts on work functioning” and the severity, comorbidity, type, and duration do contribute to a higher risk of negative work functioning (Plaisier et al., 2010).

McCarthy et al. (2015) notes that 41 percent of workers feel increased anxiety at work and that workplace anxiety itself is increasing. In fact, workplace anxiety leads to decreased job satisfaction, decreased organizational effectiveness, decreased performance on the job, and increased unethical behaviors from anxious employees while at work. Kouchaki and Desai (2015) found that “people experiencing anxiety are likely to behave selfishly and possibly even engage in self-interested unethical acts” at work (p. 360). Unethical acts include cheating, lying to colleagues, supervisors, and clients, fabricating documents, and misrepresenting time off from work or tardiness to work (Kouchaki & Desai, 2015).

Organizational costs of workplace anxiety are increasing. Chisholm, et al. (2016) found that among the 36 high-income countries worldwide, including the U.S., workers absent due to mental health issues, including anxiety, cost global organizations \$925 billion. In comparison, the authors found global workers absent from the workplace for reasons unrelated to mental health issues, including anxiety, cost global organizations \$592 billion (Chisholm et al., 2016). This means absenteeism due to mental health issues such as workplace anxiety cost global organizations \$333 billion more in lost productivity than absenteeism due to other reasons. Additionally, Chisholm, et al. (2016) found that workplace anxiety increases the likelihood of presenteeism in which people show up to work, but their productivity is diminished or not present at all.

According to Meunier, et al. (2019), presenteeism costs US organizations \$84 billion each year in direct and indirect costs. The authors found that with depression, anxiety represents

“one of the most common and costly causes of absenteeism and disability” (p. 7). Moreover, anxiety affects people while at work leading to reduced functioning on the job as well as increased absenteeism and presenteeism (Meunier et al., 2019). Based on their study, the authors state, “it is essential to identify ways to facilitate the work functioning of those living with” workplace anxiety. This also implies that employers should consider their role in developing solutions to support employees with workplace anxiety.

Employment of People with Anxiety

In their 2007 study, Linden and Muschalla research the association of anxiety symptoms displayed outside of work with anxiety symptoms displayed at work. Through their participant survey of 132 German inpatients suffering from various forms of anxiety, they found that 71 percent of women and 54 percent of men had anxiety related to work while 20.5 percent of all participants suffered from panic related to work, 58 percent suffered from a phobia related to work, 39.4 percent suffered from Generalized Anxiety Disorder (GAD) related to work, and 1.5 percent suffered from PTSD related to work. They also found that there is a relationship between primary anxiety and workplace anxiety and that 14 percent of participants suffered only from workplace anxiety. They concluded that when anxiety is work related, people suffering from it experience its symptoms in and out of work (Linden & Muschalla, 2007).

In their 2014 study, Shankar et al. stipulates that workplace anxiety is “related to factors arising from the working environment” (p. 9) including stress due to being overloaded with work, “perceived lack of control over work, poor work environment,” (p. 9) challenges with coworkers and managers, issues with balancing work expectations with expectations in one’s personal life, stagnant career progression or development, and the “impact of oppressive organizational culture and norms” (p. 9). Through their study, they found support for employees

with workplace anxiety is limited by management's understanding of anxiety at work, access to organizational tools and resources, internal organizational supports in place, and previous experiences with workers experiencing anxiety (Shankar et al., 2014). Moreover, the authors found that organizational support of employees experiencing workplace anxiety "has the potential to remove a major barrier" for these employees by improving their experiences at work (Shankar et al., 2014, p. 11). This further implies that employers should consider their role in developing solutions to support employees with workplace anxiety.

In their 2014 study, Khalema and Shankar study the relationship between employers, workforce integration, and people with mental health issues such as workplace anxiety. The authors review the current stigma regarding hiring people with mental health concerns like anxiety among many employers in Organization for Economic Co-operation and Development (OECD) countries including the U.S., Canada, Australia, and Austria. Through their study, the authors stipulate, "there is a dire need to educate employers on the value of employing and retaining people" (p. 5) with mental health issues like workplace anxiety. Moreover, Khalema and Shankar argue that there is a need for employers to develop and foster workplace support for employees with mental health concerns. This also implies that employers should consider their role in developing solutions to support employees with mental health issues inclusive of workplace anxiety.

In their 2018 study, Lindsay et al. found that hiring and supporting people experiencing anxiousness in and out of work is a form of increased diversity in the workplace. This is because mental health issues such as anxiety can be considered a form of disability. Additionally, supporting anxious workers offers several benefits to the employees and the organization. Employer benefits include increased profitability, competitive advantage, inclusive work culture,

and ability awareness (Lindsay et al., 2018). Employee benefits include improved quality of life and income, enhanced self-confidence, expanded social network, and a sense of community (Lindsay et al., 2018). They argue that firms' hiring of people with mental health issues like workplace anxiety can result in "improvements to their corporate image" (Lindsay et al., 2018, p. 653).

Meaningful Work

This section examines the meaning of meaningful work, the cultivation of meaningful work, and job development, design, and measurement as contributors to meaningful work. According to the literature, these concepts are valid since most people "want their work to mean something" (Steger et al., 2012, p. 322) and meaningful work is "more important to employees than any other aspect of work" (Bailey & Madden, 2016, p. 53).

The Meaning of Meaningful Work

Meaningful work can be traced back to the life and work of Viktor Frankl (Bailey & Madden, 2016; von Devivere, 2018). Frankl wrote about the search for meaning in life and finding it despite living through and surviving the Holocaust of World War II (Frankl, 1959). Through his experiences in concentration camps and decades running a hospital's neurological department, Frankl identified "three main avenues on which one arrives at the meaning in life" (Frankl, 1959, p. 145). The first main avenue is "by creating a work or by doing a deed," the second is by "experiencing something or encountering someone" such as through love and other relationships, and the third avenue is by turning "a personal tragedy into a triumph" (Frankl, 1959, pp. 145-146). According to Frankl (1959), human experiencing and achieving, as well as turning experiences of suffering or personal "predicaments" (p. 146) into achievements lead to

meaning in life. Based on Frankl's work von Devivere (2018) describes meaningful work as follows:

Meaningful work is used as a synonym for decent work, non-alienated work, socially and ecologically responsible work, work that people can identify themselves with, or work that is useful for the organization or for the society, work design, the social perception of the work, and subjective approaches to meaningful work (p. 79).

Chalofsky (2003) seeks to develop a construct of meaningful work. He found three common themes of meaningful work in the literature: sense of self, the work itself, and a sense of balance (Chalofsky, 2003). These three themes make up "integrated wholeness" (p. 80) in that meaningful work is not just about being paid for the work one does but it is about how life is lived that includes work (Chalofsky, 2003). In fact, according to Chalofsky, "it is the alignment of purpose, values and the relationships and activities we pursue in life. It is about living our lives and performing our work with integrity" (p. 80).

In their 2010 study, Rosso et al. reference Hackman's and Oldham's JCM when developing their model of the main *pathways* to meaningful work. These are the origins of meaningful work and the *mechanisms* that guide worker perceptions that work is meaningful. The two origins are the self and others, and the two mechanisms are *agency*, the need to be individual or separate, and *communion*, the need for attachment and connection (p. 114). They found that people decide for themselves individually what is meaningful work but are affected by their cultural and societal environments as well as other people around them.

Fletcher and Robinson (2016) highlight the differences in meaningfulness in work and meaningfulness at work. They state meaningfulness in work is achieved when one feels the gains from their work match or exceed their investments in their work so that they feel their

contributions are valued, useful, and significant. In short, employees find meaningfulness in work when they feel their workplace contributions are meaningful to their employer and to themselves. Fletcher and Robinson (2016) state meaningfulness at work is achieved when one feels a sense of belonging and connection to their employer and the workplace community within the firm. They note that every worker has a “fundamental desire to belong to a social group” and that “meaningfulness at work acts to fulfil this need by strengthening, and providing value from, one’s identity as a member of the organisation” (Fletcher & Robinson, 2016, p. 3). In short, employees find meaningfulness at work when they feel they are a part of the firm they work for.

Drawing on the work of Viktor Frankl, Bailey and Madden (2016) describe meaningful work as a Meaningfulness Ecosystem. This ecosystem is comprised of organizational, job, task, and interactional meaningfulness. Organizational meaningfulness occurs when employees thrive at work because they fully understand and embrace their workplace’s organizational purpose. Job meaningfulness occurs when workers feel a sense of significance in their work and its contribution to the firm’s purpose. Task meaningfulness occurs when workers understand how tedious or menial tasks contribute to their own broader work and to the firm’s broader purpose. Interactional meaningfulness occurs when workers see the benefit of their work to others and when they feel a connection to others at work or through their work. Bailey and Madden (2016) state:

Individuals can derive meaning from their job, from particular tasks in their work, from interactions with others, or from the purpose of the organization. Although it is possible for someone to describe meaningfulness at work in terms of just one of the four elements, meaningfulness is enriched when more than one is present in a job, and these four elements can combine to enable a state of holistic meaningfulness (p. 59).

Grama and Todericiu (2017) define meaningful work as “the perception that the job role and responsibilities are noteworthy, valuable and serve some purpose; it is basically the evaluation of the individual about the work, its purposefulness and importance” (p. 42). They note that meaningful work is comprised of “purpose, sense, value, and logic” (p. 43) and is often viewed as part of one’s sense of self and purpose making oneself whole (Grama & Todericiu, 2017). The authors describe meaningful work as follows:

Balance, harmony and synergy of purposes, values, relationships and activities that we perform daily, as well as the things that we perform with responsibility and involvement matter the most and are the only ones that can develop and define what is called meaningful work. Thus, meaningful work refers to the degree in which a person sees their own work as being significant, important for themselves and the society; meaningful work is a fundamental human need. Moreover, it represents the clear knowledge and understanding of the purpose, intention, value, direction and logic behind the work of the individual (p. 51).

In their 2018 study, Martela and Pessi study the common themes from earlier research and suggest three primary dimensions to meaningful work: significance, broader purpose, and self-realization. Significance is a belief that work holds value and is worthwhile to do. Broader purpose is the belief that work is contributing to a greater good outside oneself. Broader purpose is also the dimension in which work contributes to one’s self-transcendence in that the work’s outcomes are a part of a bigger, more profound purpose. Self-realization is the part of work in which one can be authentic. Work is connected to the self and workers can express who they are through their work. Martela and Pessi (2018) stipulate that, although these are three separate

dimensions, all are necessary for work to be meaningful. In fact, broader purpose and self-realization contribute to the significance of work.

Nikolova and Cnossen (2020) define meaningful work as workplace “activities that individuals view as purposeful and worthwhile” (Introduction section). They state that meaningful work can be a predictor of absenteeism and early retirement as well as employees’ willingly participating in on-the-job training (Nikolova & Cnossen, 2020).

Cultivation of Meaningful Work

In their 2013 study, Dik et al. determine if meaningful work can be nurtured individually or at work. Through their literature review, they found three untested models, or theoretical frameworks, including Rosso et al.’s developed in 2010 and another developed by Steger, Dik, and others in 2012 that serve as “starting points” to a better understanding of meaningful work (Dik et al., 2013, p. 370). From these frameworks, they formulated the three steps to making work meaningful reviewed earlier: using one’s strengths at work, connecting one’s job tasks to one’s greater life’s purpose, and using one’s work to serve the greater good (Dik et al., 2013).

In their 2016 study, Bailey and Madden study the causes of meaningful and meaningless work. Through their interviews of over 100 people in various occupations, they found that meaningful work can be gleaned from both positive and negative experiences at work, that organizations or managers are very rarely the cause for meaningful work but are usually the cause for meaningless work, and that meaningful work is not a constant construct; it comes and goes in spurts (Bailey & Madden, 2016). They also found that meaningful work is not just found in the circumstances of one’s workplace but also within the circumstances of one’s personal life (Bailey & Madden, 2016). Finally, they found that there are seven specific ways organizations can cause meaninglessness in the workplace including assigning workers “pointless” tasks,

taking workers for granted, and putting them at risk for any type of harm (Bailey & Madden, 2016).

In their 2017 study, Bailey et al. determine how organizations can foster meaningful work in both authentic and manipulative ways. Through their literature review, they found that authentic efforts on behalf of organizations are viewed positively by employees and the environments created can help to promote meaningfulness in the workplace (Bailey et al., 2017). They also found that inauthentic efforts are viewed as manipulative by employees and the subsequent negative environments created can lead to reduced productivity as well as “existential labor” or false behavior from workers (Bailey et al., 2017). Finally, they found that there are two forms of false behavior: surface acting and deep acting. Surface acting is when employees suppress their own thoughts and opinions but display perceived organizational thoughts and opinions. This is usually in an attempt by the employee to act as if the organization’s view of what should be meaningful is what is meaningful to the employee even though it is not (Bailey et al., 2017). Deep acting is when employees purposefully try to change their perspective on what is meaningful to align with the organization’s view of what should be meaningful (Bailey et al., 2017). The employee is not pretending as in surface acting but is overtly working to change his or her own feeling of meaningful work to match the organization.

In their 2019 study, Lysova et al. researched how organizations can nurture meaningful work in the workplace. Through their research, they develop a framework of the four aspects that foster meaningful work (p. 384). These aspects are job-level, individual-level, societal-level, and organizational-level (p. 384). Job-level aspects include the quality, amount, and type of work (p. 384). Individual-level aspects include personal stories, personal goals or motives, and personal traits (p. 384). Societal-level aspects include cultural norms and opportunities for suitable work

(p. 384). Organizational-level aspects include the organization's leadership style, culture, policies and practices, and social context (p. 384). They found that job-level aspects are related to meaningfulness in work while organizational-level aspects are related to meaningfulness at work (p. 385).

In their 2020 study, Nikolova and Cnossen found that employee perceptions of meaningful work decrease frequency of absenteeism and increase worker retirement age. They state, "a ten-point increase in meaningfulness corresponds to a 2.5-year increase in the desired retirement age [and] a decrease in the number of sick days by 4%" (Section 6.3).

Contributors to Meaningful Work

Hackman and Oldham (1975) developed the JDS to help solve two organizational problems of the time: employee alienation and organizational productivity. The JDS was intended to be used as a diagnostic tool by organizations to use before redesigning or "enriching jobs" as well as by scholars to aid in their research and assessment of the outcomes of job design (Hackman & Oldham, 1975). They found the JDS has "positive psychometric characteristics" and can be used successfully as an organizational diagnostic tool for job design and enrichment (Hackman & Oldham, 1975).

Hackman and Oldham (1976) then used the JDS in their 1976 research studied employee motivation as an outcome of job design. They developed the Job Characteristics Model, or JCM, to determine the necessary job and individual characteristics for the greatest employee motivation (Hackman & Oldham, 1976). They found that there is a positive influence on employee motivation when "experienced meaningfulness of work," "experienced responsibility for the outcomes of work," and "knowledge of the results of the work activities" are all present in the job's design or work tasks (Hackman & Oldham, 1976).

Steger et al. (2012) referenced both the JDS and JCM in their study. They stipulate there has not been a common measurement of meaningful work prior to their research, so the WAMI was intended to measure three “facets” of meaningful work commonly found in previous research: the “experience of work as meaningful,” work as “serving a greater good” or calling and work as having a “sense of purpose” in one’s life (Steger et al., 2012). They found that these facets of meaningful work “correlated in predictable ways” with work aligning with one’s calling and that one’s total score on the WAMI was “significantly related” to absenteeism no matter the cause (Steger et al., 2012).

In their 2018 study Allan et al. study meaningful work’s connection to depression, anxiety, and stress and if job satisfaction influences that connection. They hypothesize that meaningful work will lower instances of those mental health issues but only if workers have high job satisfaction. They found that meaningful work does lower instances of depression without job satisfaction but will lower instances of stress and anxiety when job satisfaction is also high (Allan et al., 2018).

Workplace Mentoring

The first review of workplace mentoring was in 1983 and the literature was largely comprised of unsubstantiated claims of mentee benefits (Underhill, 2006). Literature through the early 2000s consisted largely of studies of self-reported outcomes yet lacked studies in which the outcomes of mentored and non-mentored participants were compared (Kammeyer-Mueller & Judge, 2008; Underhill, 2006). Underhill (2006) notes lack of comparative studies was a large gap in the literature considering the benefits to mentees through career outcomes were largely implied across multiple disciplines at the time. Kammeyer-Mueller and Judge (2008) found similar results noting that correlations between mentoring styles and outcomes were largely

absent from the literature in their review. Later literature notes that studies comparing career outcomes of mentored and non-mentored individuals have increased and there is support for the positive effects of mentoring on mentee career outcomes (Ivey & Dupré, 2020). However, studies have shown that mentoring can come with costs and risks largely determined by the type of mentoring program offered in the workplace, the mentor's style, and the relationship between the mentor and mentee (Ivey & Dupré, 2020).

Workplace mentoring literature points to two different forms of mentoring in the workplace: formal and informal (Holland, 2009; Ivey & Dupré, 2020; Kammeyer-Mueller & Judge, 2008; Underhill, 2006). Formal mentoring programs sponsor, support, or sanction the mentoring relationship and will work to match mentors with mentees (Holland, 2009; Ivey & Dupré, 2020; Kammeyer-Mueller & Judge, 2008; Underhill, 2006). Informal mentoring occurs naturally, spontaneously, or organically between the mentor and mentee usually without program support or even organizational knowledge (Holland, 2009; Ivey & Dupré, 2020; Kammeyer-Mueller & Judge, 2008; Underhill, 2006). It has been found in the literature that mentors and mentees tend to prefer informal mentoring programs because they can choose who their partner is in the mentoring relationship (Holland, 2009; Ivey & Dupré, 2020; Kammeyer-Mueller & Judge, 2008; Underhill, 2006). However, formal mentoring programs have been shown to be successful in the workplace when mentors are carefully vetted and if either the mentor or mentee can choose to end their relationship if it is not working (Holland, 2009; Ivey & Dupré, 2020; Kammeyer-Mueller & Judge, 2008; Underhill, 2006). This allows the mentor and mentee a similar outcome of an informal mentor program in which they have some control over the mentoring relationship (Holland, 2009; Ivey & Dupré, 2020; Kammeyer-Mueller & Judge, 2008; Underhill, 2006).

This section further examines the meaning of mentoring in the workplace, the benefits of workplace mentoring to the mentee, and the benefits of workplace mentoring to the organization. According to the literature, these concepts are valid since “organizational mentoring has gained the attention of...practitioners” (Scandura & Pellegrini, 2007, p. 71) because workplace mentoring is “a means to facilitate career development” (Eby et al., 2008, p. 254). Moreover, workplace mentoring’s benefits “have received considerable attention in both the scholarly (e.g., Ragins & Kram 2007) and practitioner (e.g., Tyler 2018) literature” (Eby & Robertson, 2020).

The Meaning of Mentoring in the Workplace

Ragins and Kram (2007) describe the “roots and meaning” of mentoring and define workplace mentoring as the relationship formed between a “a more experienced mentor” and a “less experienced protégé for the purpose of helping and developing the protégé’s career” (p. 2). They stipulate the main difference between workplace mentoring and other relationships is that workplace mentoring is developmental and is “embedded in the career context” (Ragins & Kram, 2007, p. 2). They also note that mentors provide two key benefits to their protégés: career behavior functions like coaching, organizational exposure, task challenges, and sponsorship as well as psychosocial functions like role modeling, friendship, trust, and counseling. Ragins and Kram (2007) also point out that workplace mentoring relationships are unique yet go through similar phases. These are the initiation phase in which the relationship is beginning, the cultivation phase in which the relationship is reciprocal, the separation phase in which the relationship is terminated for various reasons, and the redefinition phase in which the relationship is redefined.

Scandura and Pellegrini (2007) broaden the career development and psychosocial functions defined by Ragins and Kram (2007). They describe career development functions of

mentoring as ones that “focus on the protégé’s career advancement” and include visibility and protection (p. 72). They describe psychosocial functions as ones that “help a protégé’s personal development by relating to him or her on a more personal level” and include influencing the protégé’s “sense of competence, clarity of identity, and effectiveness in the job” (p. 72). They also state that role modeling is not necessarily a psychosocial function but its own individual function (p. 72).

Eby et al. (2013) defines workplace mentoring as “a developmentally oriented relationship between a younger or less experienced individual (the protégé’) and an older or more experienced individual” (p. 441). The authors go on to describe workplace mentoring as a “unique, idiosyncratic relationship marked by an emotional bond between mentor and protégé, where the mentor offers guidance and new learning opportunities to the protégé” (p. 411). Similarly, Eby and Robertson (2020) stipulate that workplace mentoring “includes relationships that are arranged as part of an organizationally sanctioned program and those that develop spontaneously based on mutual attraction, admiration by a potential protégé, and perceived ‘coachability’ by a potential mentor” (p. 76).

Ivey and Dupré (2020) stipulate that mentoring is a “a developmentally oriented relationship between a mentor and a protégée” (p. 2), can be informal or formal, and typically goes through four phases. They define formal mentoring as a “structured relationship between an experienced mentor and a less experienced protégée developed at the behest of the organization to achieve one or more organizational objectives” lasting less than two years (Ivey & Dupré, 2020, p. 2). Informal mentoring relationships progress naturally between two people without organizational involvement or guidance and last between five and seven years (Ivey & Dupré, 2020). The authors note that mentoring phases typically consist of initiation in which the mentor

and mentee are identified, cultivation in which the benefits of the relationship are realized, separation in which the mentoring relationship comes to an end, and redefinition in which the terms of the relationship are grow into peer-to-peer versus mentor-to-mentee (Ivey & Dupré, 2020).

The Benefits of Workplace Mentoring to the Mentee

Eby et al. (2008) hypothesizes that 1) mentoring is associated with increasing wanted behavior while decreasing unwanted behavior; 2) mentoring is associated with positive protégé attitudes; 3) mentoring is associated with positive physical and mental health-related outcomes; 4) mentoring is associated with positive interpersonal relational outcomes; 5) “mentoring is associated with positive motivational outcomes;” and 6) “mentoring is associated with positive career outcomes” (p. 256). Through their meta-analysis of 112 studies spanning 1985 to 2006, they found support for all six hypotheses. However, they caution organizations to not relate “unrealistic expectations” with workplace mentoring (p. 264).

Gill et al. (2018) note that the cost of care for mental illness in England is £14 billion each year and that England’s GDP is reduced by £52 billion each year due to mental illness (p. 201). They study whether police officers will experience less anxiety if they participate in a mentorship program as either mentors or mentees than those who do not. They found that both the mentors and mentees experienced several benefits while participating in the mentorship program. The mentors believed their jobs to be more meaningful while the mentees, although they felt more incompetent, they did feel more self-determination, autonomy, and independence. Three themes emerged from their study: 1) “mentoring provided a unique context or space for the discussion of personal anxieties or concerns;” 2) “mentoring provided a source of counseling content, where officers could share ideas or techniques to manage the pressures on their mental

health;" 3) "mentoring, in and of itself, could make the mentors' work more meaningful" (p. 208).

Ivey and Dupré (2020) highlight more frequent and quicker advances in one's career, higher salaries, more favorable performance reviews, greater job satisfaction and organizational commitment, decreased turnover and absenteeism, and lower levels of workplace conflict as benefits of workplace mentoring to mentees. Additionally, the authors found that mentees experience greater overall well-being through reduced stresses and burnout at work (Ivey & Dupré, 2020).

Eby and Robertson (2020) highlight several benefits for mentees in workplace mentoring programs. These include greater positive attitudes toward work, greater workplace performance and success in one's career, reduced turnover, strain, and stress, and "more positive interpersonal relationships outside the mentorship" (Eby et al., 2008, p. 77).

The Benefits of Workplace Mentoring to the Organization

Short (2014a and b) published two parts to his study. Part 1 describes how organizations are beginning to view mentoring as a way to transfer knowledge between generations of workers yet can also be a form of individualized learning for younger generations (pp. 9-10). Part 2 describes mentoring as a way for workers to manage organizational change and identifies the nine characteristics of workplace mentoring that organizations can use to develop their workforce. These characteristics are: 1) mentoring is effective because the learning is immediate; 2) mentors can pass on knowledge and experience to mentees via narratives; 3) mentoring can be accomplished via electronic means; 4) mentoring can meet the needs of generationally and culturally diverse workforces; 5) mentoring is effective for learning that happens in spurts or is self-directed; 6) mentoring helps mentees cope with workplace pressures; 7) mentoring adapts to

innovation; 8) mentoring is effective across several “disciplines and theories;” and 9) mentoring allows for “mindful and spiritual experiences” for overall employee health and welfare (pp. 4-5).

Holland (2009) found that workplace mentoring’s benefits to firms include easier transition of new employees into their organizational culture, deeper and increased employee development, improved employee retention, and the development of a “high performance culture that offers a real competitive advantage (p. 21).

In their 2015 study, Kennett and Lomas seek to understand workplace mentoring’s affect, if any, on meaning at work. They found that mentoring increased employee well-being which in turn “enhances organisational performance ” (p. 39). Moreover, workplace mentoring can lead to greater employee engagement. Increased engagement leads to increased job commitment, greater productivity, decreased employee turnover, and reduced stress at work. Kennett and Lomas (2015) argue that workplace mentoring has the potential to increase the likelihood that employees will find meaning in their work which, in turn, will lead to greater organizational competitive advantage.

Ghosh et al. (2018) studies whether formal workplace mentoring programs can “directly affect an organization’s bottom line” (p. 38) through increased employee engagement and psychological capital. The authors define employee engagement as “a positive, active, work-related psychological state operationalized by the maintenance, intensity, and direction of cognitive, emotional, and behavioral energy” (p. 38). Ghosh et al. (2018) defines psychological capital as a “positive psychological state characterized by confidence to put in the effort necessary to succeed at challenging tasks, optimism about likelihood of success, perseverance towards goals, and resilience toward problems and adversity” (p. 38). Through their study, the authors found that higher mentor and mentee relationship quality positively affects psychological

capital and employee engagement for both mentors and mentees. In turn, positive psychological capital and increased employee engagement positively affects the organization's performance (Ghosh et al., 2018).

In their 2020 study, Ivey and Dupré note that organizations benefit from workplace mentoring through reduced costs from recruiting, hiring, and training. This is because the benefits mentees receive from workplace mentoring, like positive attitudes toward work, higher levels of organizational commitment and lower levels of absenteeism and turnover, mean the organization does not need to replace employees as frequently (Ivey & Dupré, 2020). Moreover, they found that mentoring results in the transfer of institutional knowledge from the mentor to the mentee resulting in fewer instances of lost knowledge due to employee retirement and turnover (Ivey & Dupré, 2020). Finally, mentoring can benefit organizations from a global perspective. This is because mentees can become future mentors to new employees as well as be mentors to new international employees (Ivey & Dupré, 2020).

Social Exchange Theory

This section reviews Social Exchange Theory (SET) and examines the relationship of SET to workplace anxiety and workplace mentoring. According to the literature, these concepts are valid because people look to belong and connect with others through social exchanges via workplace relationships (Lam & Lau, 2012). The absence of these exchanges can lead to feelings of loneliness at work (Lam & Lau, 2012), lack of trust in the workplace (Meng et al., 2019), and negative mental health outcomes in the workplace (McCarthy et al., 2015). Moreover, workplace mentoring has the potential to provide high quality workplace relationships via social exchanges at work (Curtis & Taylor, 2018; Rutti et al., 2013; Young & Perrewé, 2000).

Social Exchange Theory Defined

Social Exchange Theory (SET) can be traced back to the work of George Homans (Emerson, 1976). Homans (1958) argued that “persons that give much to others try to get much from them, and persons that get much from others are under pressure to give much to them” (p. 606). Homans stipulated that social behavior is an exchange of material and nonmaterial goods such as the approval of others, status, and respect (Homans, 1958). Within SET are five propositions of the exchange of nonmaterial goods for human behaviors (Emerson, 1976). The Success Proposition suggests a person will continue to perform certain behaviors for which their achievements are rewarded and not ignored (Emerson, 1976). The Stimulus Proposition suggest a person will perform certain behaviors if the specific stimuli that are present are the same or similar to previous stimuli present when their previous behaviors were rewarded (Emerson, 1976). The Deprivation-Satiation Proposition suggests that the more often a person is rewarded for certain behaviors, the less valuable the reward becomes (Emerson, 1976). The Value Proposition suggests that a person will continue to perform certain behaviors if the result of those behaviors is increasingly valuable to them (Emerson, 1976). The Rationality Proposition suggests a person will choose to perform certain behaviors that have a higher probability of offering the most valuable result (Emerson, 1976).

Also within SET is the idea that one person can know what another person finds rewarding so then can predict the other person’s behavior (Emerson, 1976). Moreover, there is a “reciprocal flow of valued behavior” (p. 347) between two or more people (Emerson, 1976). This reciprocal movement of social behaviors valued between people is the exchange component of SET.

SET and Workplace Anxiety

In their 2012 study, Lam and Lau use SET as the basis for their research in understanding the consequences of negative workplace relationships. They stipulate that loneliness at work can lead to various mental health problems including anxiety (Lam & Lau, 2012). Lam and Lau (2012) argue that people look to social relationships for connectedness and, because they spend so much time at work, will seek those relationships in the workplace. The authors stipulate that when people are unable to find belonging or connections at work, they experience loneliness and poor job performance (Lam & Lau, 2012). They state, “loneliness in the workplace has a negative impact on employee performance due to insufficient levels of social exchange” (Lam & Lau, 2012, p. 4266). Through their study, the authors found that employees who are lonely at work experience anxiety and other “emotional distress due to unsatisfactory social relationships” (Lam & Lau, 2012, p. 4277). They also found that anxiety at work caused by loneliness due to negative social exchanges has an “adverse impact on workers’ performance” (Lam & Lau, 2012, p. 4277).

McCarthy et al. (2015) draws from SET in their study in which they examine the link between emotional exhaustion, workplace anxiety, and job performance. They use SET in their research because of the underlying “perceived obligations that exist in the exchange relationship between two parties” in the theory (McCarthy et al., 2015, p. 282). In the workplace, there is an obligation between the organization and the employee in which the organization supports the employee who, in turn, feels motivated to increase their job performance (McCarthy et al., 2015). Through their study, the authors found that social exchanges in the workplace are crucial for employees since they draw support from coworkers and managers through those exchanges (McCarthy et al., 2015). Moreover, when employees are able to draw support from others in the

workplace they are “less likely to experience the harmful effects of workplace anxiety and emotional exhaustion” (McCarthy et al., 2015, p. 286). Finally, McCarthy et al. (2015) stipulates it is essential for organizations to look for solutions to encourage coworker and supervisor support in the workplace.

Meng et al. (2019) refers to SET in their study examining the effects of social exchange on employee mental health outcomes including anxiety, stress, burnout, and resilience for Chinese workers. They draw from SET in their research because “the social exchange relationship represents a more invested interpersonal relationship gradually developed through reciprocal behaviors by exchange partners” (Meng et al., 2019, p. 2232). Through their research, they found that social exchanges, specifically exchanges between supervisors and employees, resulted in higher levels of organizational commitment and lower levels of negative mental health outcomes like anxiety and burnout (Meng et al., 2019).

Saleem et al. (2021) studies the effects of Covid-19 on worker mental health outcomes including anxiety, stress, depression, and confusion (Saleem et al., 2021). The authors draw from SET in their research because “social exchanges taking place in the organization fosters trust in employees” (Saleem et al., 2021, p. 2). Moreover, trust can lead to an organizational culture comprised of safety in which firms and their employees encounter a “win-win situation” (p. 2) in the workplace (Saleem et al., 2021). Through their study, the authors found that high quality social exchanges in the workplace can lead to an organizational culture of trust and safety in which employees more feel secure at work (Saleem et al., 2021). Feelings of trust, safety, and security in the workplace can result in reduced negative mental health outcomes of anxiety, stress, depression, and confusion (Saleem et al., 2021). The authors stipulate employee feelings

of safety and stress along with reduced negative mental health outcomes are crucial for work performance during the Covid-19 pandemic (Saleem et al., 2021).

SET and Workplace Mentoring

In their 2000 study, Young and Perrewé seek to understand how the mentor and mentee perceive the workplace mentoring exchange and how their perceptions affect their views of their mentoring relationship. Using Social Exchange Theory as an underpinning of their study, they stipulate that “both parties, the mentor and protégé, seek to gain something from the mentoring relationship and give time and effort to the relationship” (p. 615). Young and Perrewé (2000) also point out that the mentor’s and mentee’s perceptions involve assessments of their efforts and rewards of being in the workplace mentoring relationship. This point is further underpinned by SET in that, people “maintain relationships in which benefits outweigh costs” (p. 615). They found that social exchange behaviors are significant in establishing workplace mentoring “quality outcomes” (p. 626) including effectiveness and trust. This means that when mentors and mentees exchange high levels of supportive social behaviors, they perceive their mentoring exchange and their workplace mentoring relationship as high quality (Young & Perrewé, 2000).

In his 2013 study, Majiros examines SET in federal workplace mentoring relationships. Majiros (2013) asserts there is social exchange through institutional knowledge transfer from the mentor to the mentee. Majiros (2013) found that organizations should create workplace environments in which employee mentoring relationships are promoted, reinforced, and supported. Majiros (2013) argues workplace mentoring allows mentors and mentees to “gain technical knowledge [and] equally receive opportunities to develop or enhance interpersonal skills” (p. 538). This exchange of knowledge and skills that benefit mentors and mentees is rooted in Social Exchange Theory.

Rutti et al. (2013) uses SET as the foundation of their study in which they seek to understand the various exchanges that take place in mentoring relationships. The authors state, “social exchange assumes a barter of costs for benefits between rationally self-interested individuals” (p. 453) and that SET includes behavioral rules and norms that people agree to during their behavior exchange (Rutti et al., 2013). They found that the four social exchanges proposed by Fiske (1991): communal sharing, authority ranking, equality matching, and market pricing, are all relevant to workplace mentoring relationships (Rutti et al., 2013). Based on their study, they stipulate that the presence of these four exchanges “creates a unique experience, while still maintaining the guidelines and functions of mentoring itself” (Rutti et al., 2013, p. 460).

In their 2018 study, Curtis and Taylor examine the use of workplace mentoring for knowledge sharing by public accounting firms. The authors use SET to underpin their study and find relationship exchanges exist between the mentor and mentee and the mentee and the organization (Curtis & Taylor, 2018). They found that SET corroborates emotional components of a workplace mentoring relationship are necessary for the mentor’s and mentee’s perceived benefits and costs to knowledge sharing in accounting firms (Curtis & Taylor, 2018).

Gaps in the Literature

There is growing focus on the workplace’s impact on employees’ development of long-term anxiety and its effects on their work (Cheng & McCarthy, 2018; Chisholm et al., 2016; Linden & Muschalla, 2007). The fiscal impact of workplace anxiety to organizations worldwide is increasing. The global loss of productivity in 2010 due to workplace anxiety was \$2.5 trillion USD (Bloom et al., 2011). This is expected to double by 2030 (Chisholm et al., 2016). However, there is growing research that meaningful work can decrease the symptoms of and the negative

effects of workplace anxiety (Allan et al., 2018; Allan et al., 2019; Fairlie, 2013). There is also evidence that increased social support through connection and relationships via social exchanges in the workplace can reduce the effects of workplace anxiety (Curtis & Taylor, 2018; Lam & Lau, 2012; McCarthy et al., 2016; Rutti et al., 2013; Young & Perrewé, 2000). Moreover, there is growing support that workplace mentoring offers such social support to employees (Eby & Robertson, 2020; Ghosh et al., 2018; Gill et al., 2018) and that workplace mentoring can contribute to employee perceptions that their work is meaningful through increased positive attitudes toward work (Eby & Robertson, 2020; Eby et al., 2008; Ivey & Dupré, 2020). Yet, there is little literature on the effect workplace mentoring has on meaningful work for employees experiencing workplace anxiety.

This study aims to increase the information available on workplace anxiety to indicate the possible relationship between workplace mentoring and meaningful work for employees experiencing its symptoms and effects at work. As the number of employees experiencing anxiety in the workplace increases, the associated costs to organizations in the U.S. and worldwide also grow. The use of workplace mentoring programs is necessary to provide crucial social support for people with workplace anxiety and thereby promote work that is meaningful to them.

CHAPTER 3: METHODOLOGY

The purpose of this chapter is to provide an overview of the methodology, research design, and process to be used in this study. The researcher explored the hypothesized connection between workplace mentoring and meaningful work on people experiencing anxiety in the workplace. This research used quantitative analysis to discover the impact of workplace mentoring on meaningful work for employees who experience workplace anxiety. The research hypotheses tested were as follows:

H₁: There is a significant relationship with meaningful work and participation in a workplace mentoring program.

H₂: People with workplace anxiety who participate in a workplace mentoring program will experience meaning in their work more often than people with workplace anxiety who do not participate in workplace mentoring programs.

H₃: People with workplace anxiety who participate in a workplace mentoring program will experience eased workplace anxiety symptoms.

H₄: People with workplace anxiety who participate in a workplace mentoring program for at least 6 months and have at least monthly interactions with their mentor or mentee will experience more meaning in their work than those who do not.

H₅: People with workplace anxiety who participate in a workplace mentoring program for at least 6 months and have positive interactions with their mentor or mentee will experience more meaning in their work than those who do not.

H₆: People who experience the onset of workplace anxiety during or after participating in a workplace mentoring program have negative experiences with their mentor or mentee.

H7: Participation in a workplace mentoring program significantly impacts both workplace anxiety and meaningful work.

While the tested hypotheses only include variables of workplace mentoring and meaningful work for people experiencing workplace anxiety, demographic information is also reported.

Chapter 3 will provide a summary of the methodology and research design and process for this study. This chapter will review the population, sample size, setting, and requirements. This chapter will also describe the research instrument. This chapter will conclude with a synopsis of the data analysis procedures. The Research Addendum at the end of this chapter addresses the potential for a different type of study.

Research Design and Rationale

This study uses a survey-based methodology to collect data and conduct an analysis of quantitative results. The concept of the study is to explore the impact of workplace mentoring on meaningful work for employees who experience workplace anxiety. This research will answer if there is a significant relationship with meaningful work and participation in a workplace mentoring program. This research will also answer if people with workplace anxiety who participate in a workplace mentoring program will experience meaning in their work more often than people with workplace anxiety who do not participate in workplace mentoring programs. Additionally, this research will answer if people with workplace anxiety who participate in a workplace mentoring program will experience eased workplace anxiety symptoms. Also, this research will answer if people with workplace anxiety who participate in a workplace mentoring program for at least 6 months and have at least monthly interactions with their mentor or mentee will experience more meaning in their work than those who do not. Further, this research will answer if people with workplace anxiety who participate in a workplace mentoring program for

at least 6 months and have positive interactions with their mentor or mentee will experience more meaning in their work than those who do not. Finally, this research will answer if people who experience the onset of workplace anxiety during or after participating in a workplace mentoring program have negative experiences with their mentor or mentee.

This study uses three primary instruments: the Work Phobia Scale, (WPS), the Work and Meaning Inventory (WAMI), and the Mentoring Functions Questionnaire-9 (MFQ-9). Workplace anxiety will be measured using the WPS. Derived from the 70-item Job Anxiety Scale (JAS), the WPS is a 13-item scale used to measure workplace anxiety factors of panic and avoidance (Muschalla & Linden, 2009). These factors will be useful for better understanding presenteeism and absenteeism in the workplace. The factor of panic can help determine a phobic reaction in the workplace leading to low productivity, a form of presenteeism, while the factor of avoidance can help determine an avoidance reaction toward the workplace such as increased sick leave, a form of absenteeism (Muschalla, 2017; Muschalla & Linden, 2009; Muschalla & Linden, 2014).

Using psychosomatic and orthopedic rehabilitation patients, Muschalla and Linden (2009) developed the JAS and the subsequent WPS because “there was no instrument to measure work-related anxieties specifically” (Muschalla & Linden, 2017, p. 4). The 70-item JAS includes five workplace anxiety dimensions of stimulus-related anxiety and avoidance behavior, social anxiety, health-related anxieties, cognitions of insufficiency, and job-related worries (Muschalla & Linden, 2017). The shorter 13-item WPS derived from the JAS includes the dimension of stimulus-related anxiety and avoidance with subscales of global feelings of anxiety toward the workplace, anticipatory anxieties with feelings of strain when being at the workplace or in anticipation of situations or events at the workplace, and phobic avoidance of work situations (Muschalla & Linden, 2017). Muschalla and Linden (2017) used the descriptive method to

examine the characteristics of the population by transforming the collected survey results into statistical analyses, such as the mean, standard deviation, and correlation. Using a sample size of $n = 190$ and a confidence level of 95 percent, each of the five dimensions of the JAS were identified as reliable, measuring over 0.85 alpha. The dimension of stimulus-related anxiety and avoidance in the WPS used in this study measured over 0.95 alpha. Since its development, the WPS has shown to be a valid and reliable tool for measuring anxiety in the workplace (Muschalla & Linden, 2009; Muschalla et al., 2010; Muschalla et al., 2013). The WPS can be found in Appendix A.

Meaningful work will be measured using the WAMI. Using employees of an institution of higher education in the Western United States, Steger et al. (2012) developed the WAMI as a tool to measure meaningful work. Steger et al.'s (2012) study also uses descriptive statistics, defined as being used to “organize and describe the characteristics of a collection of data” (Salkind, 2017, p. 41). Steger et al. (2012) used the descriptive method to examine the characteristics of the population by transforming the collected survey results into statistical analyses, such as the mean and standard deviation.

Steger et al. (2012) describes three dimensions of meaningful work: 1) psychological meaning in which there is “personal significance” in the work being done; 2) meaning making through work in which workers’ “meaning in life” is advanced through the work being done; and 3) greater good motivations, in which the work being done has a “broader impact on others” (Steger et al., 2012, pp. 324-325). Each dimension is considered a subscale of meaningful work and their scores can be viewed independently of the others or they can be viewed together as one collective score, the WAMI (Steger et al., 2012). Steger et al. (2012) sent their questionnaire to 3,400 employees and received 370 total responses. Using a sample size of $n = 370$ and a

confidence level of 95 percent, each of the three operational dimensions were identified as reliable, measuring over 0.8 alpha.

Since its development, the WAMI has shown to be a valid and reliable tool for measuring meaningful work in the United States (Steger et al., 2012) as well as Turkey (Akin et al., 2013), France (Arnoux-Nicolas et al., 2016), Poland, (Puchalska-Kamińska et al., 2019), Brazil (Leonardo et al., 2019), Spain (Duarte-Lores et al., 2021), Italy (Magnano et al., 2021), and Hungary (Csordás et al., 2022). Steger et al. (2012) allows use of the WAMI for research purposes without restrictions. The permissions and WAMI are found in Appendix B.

Workplace mentoring will be measured using the MFQ-9. Derived from the earlier 15-item Mentoring Functions Questionnaire, the MFQ-9 is a 9-item scale used to measure workplace mentoring scales of psychosocial support, career support, and role modeling (Castro et al., 2005). Each scale includes three items. The psychosocial support scale includes items of sharing personal problems in the mentoring relationship, exchanging confidences in the mentoring relationship, and considering the other member of the mentoring relationship as a friend (Castro et al., 2005). The career support scale includes items of taking a personal interest in one's career, coordinating one's professional goals, and devoting special time and consideration to one's career (Castro et al., 2005). The role modeling scale includes items of modelling behavior, admiring ability to motivate others, and respecting ability to teach others (Castro et al., 2005).

Castro et al. (2005) obtained “disappointing outcomes” (p. 7) when testing the 15-item MFQ. Subsequently, they reduced the 15-item MFQ to a 9-item MFQ then tested the reliability of the MFQ-9 using employed MBA students (Castro et al., 2005). Castro et al. (2005) used the descriptive method to examine the characteristics of the population by transforming the collected

survey results into statistical analyses, such as the mean, standard deviation, and correlation. With an initial population of $N = 474$, Castro et al. (2005) had a final sample size of $n = 160$, mostly due to missing data in survey responses. Using this sample size of $n = 160$ and a confidence level of 95 percent, each of the three scales of the MFQ-9 as well as the total MFQ-9 were identified as reliable, measuring over 0.80 alpha. The scale of psychosocial support measured 0.85 alpha, the scale of career support measured 0.82 alpha, the scale of role modeling measured 0.83 alpha, and the MFQ-9 measured 0.91 alpha (Castro et al., 2005). Since its development, the MFQ-9 has shown to be a valid and reliable tool for measuring workplace mentoring in the U.S. (Hu et al., 2011), Taiwan (Chen et al., 2016), and Japan (Sakakibara et al., 2013). The MFQ-9 can be found in Appendix C.

Participants and Site

The participants for this study will be employees of a Fortune 100 insurance company headquartered in the Northeastern United States. This insurance company launched its first workplace mentoring program in 2003. Participants may or may not be currently participating in a workplace mentoring program or may or may not have participated in a workplace mentoring program in the past. Participants who are currently participating in a workplace mentoring program or have in the past may have participated as a mentor, mentee, or both. While there is no specific licensure or training component for mentors offered broadly across mentoring programs, for this study, participants who are or were a mentor have completed applications of interest to be mentors in the organization's workplace mentoring programs, have been vetted by the organization, and participate in monthly mentor-focused training and informational meetings. Participants may reside anywhere in the United States although they are employees of a firm headquartered in the Northeastern U.S. Participants will have been employed with this insurance

company for at least one year. Participants will be asked to complete a questionnaire via web-based survey. Because the participants are employees known to respond positively via multiple digital channels, survey instructions will be sent via email and via chat through MS Teams. Questions will be answered on a five-point scale and will include topics on workplace anxiety, workplace mentoring, and meaningful work. There are seven research questions in this study, so participants will be grouped in a variety of ways in order to answer these questions:

- Those who are currently participating in their firm's workplace mentoring program or have in the past, and those who are not currently participating in their firm's workplace mentoring program or have not in the past
- Those who experience one or more symptoms of workplace anxiety and those who do not experience workplace anxiety
- Participants of workplace mentoring programs who have frequent interactions with their mentors or mentees and those who have infrequent interactions with their mentors or mentees
- Participants of workplace mentoring programs who have positive interactions with their mentors or mentees and those who do not

Approximately 700 employees will be invited to complete the survey. Based on a confidence level of 95 percent and a probability level (p) of < 0.05 , a minimum response rate of 36 percent is necessary (Israel, 2009).

Data Collection

The principal focus of the survey is to collect data from employees who experience workplace anxiety and use quantitative analysis to explore the impact of workplace mentoring on meaningful work for these employees. This quantitative study uses a secure survey tool, Survey

Analytics, which will be deployed via email and chat messaging, using a convenient sampling method. The participants targeted for the study are employees over the age of 18. Selected participants are required to indicate that they have been employed for at least one year.

Participants will receive the anonymous survey link through Microsoft Teams chat messaging and through email.

Survey Instruments

The research instrument from Muschalla and Linden (2009) will be utilized to gather data on workplace anxiety. Muschalla and Linden's (2009) Work Phobia Scale (WPS) instrument is structured of thirteen statements related to "situations, thoughts, and feelings" (Muschalla & Linden, 2017, p. 7) one experiences at work. Each statement represents one of two dimensions of workplace anxiety: panic or avoidance (Muschalla & Linden, 2009). The WPS was derived from the 70-item Job Anxiety Scale, and the dimensions of panic and avoidance are two of five dimensions from the JAS (Muschalla & Linden, 2009). Muschalla and Linden (2009) developed the JAS then the WPS in response to a lack of measurements specific to workplace anxiety (Muschalla & Linden, 2017).

Although there are numerous instruments that measure anxiety in general or measure stress in the workplace, scholars have identified very few instruments that measure anxiety in the workplace. Muschalla and Linden (2009) developed the JAS and the subsequent WPS due to the gap in workplace anxiety measures (Muschalla & Linden, 2017). McCarthy and Goffin (2004) developed a job performance anxiety scale, yet job performance anxiety is only one possible component of workplace anxiety (McCarthy et al., 2016). McCarthy et al. (2016) developed a Workplace Anxiety Scale by modifying McCarthy and Goffin's (2004) job performance anxiety scale. Cheng and McCarthy (2018) stipulate the Workplace Anxiety Scale can be used to

measure dispositional workplace anxiety, the type affected by one's personality, without modifications. However, studies have modified the Work Anxiety Scale to suit situational anxiety, the type affected by one's environment or circumstances. For example, Zhang et al. (2022) modified it to test the effects of interview anxiety and workplace anxiety on overall job performance. This is in line with Cheng and McCarthy's (2018) recommendation that the Workplace Anxiety Scale be modified to measure situational workplace anxiety.

Because the WPS can be used to measure workplace anxiety in the situational context without modifications, it will be used in this study. Additionally, since its development, the WPS has been used to measure workplace anxiety in the organizational context in Italy (Vignoli et al., 2017), Pakistan (Saleem et al., 2021), and Germany (Muschalla, 2022). Participants answer the thirteen statements regarding the thoughts, feelings, and situations of one's work on a five-point Likert scale. The points on the scale are Do not Agree at All, Somewhat Disagree, Neither Agree nor Disagree, Somewhat Agree, and Totally Agree. The WPS instrument can be found in Appendix A.

The research instrument from Steger et al. (2012) will be utilized to gather data on the impact of workplace mentoring on meaningful work for people experiencing anxiety in the workplace. Steger et al.'s (2012) Work and Meaning Inventory (WAMI) instrument is structured of ten statements related to the role of work in one's life. Each statement represents a facet, or aspect, of meaningful work. These facets are positive meaning in work, meaning making through work, and greater good motivations (Steger et al., 2012). Steger et al. (2012) conceptualized these aspects from previous studies on job satisfaction and meaningful work done by Hackman and Oldham (1975), Hackman and Oldham (1976), Wrzesniewski et al. (1997), Michaelson (2005), Steger et al. (2006), Grant (2007), Steger and Dik (2009a), Steger and Dik (2009b),

Rosso et al. (2010), and Dik et al. (2012). Steger et al. (2012) developed the WAMI in response to a lack of meaningful work measures other than a handful of tools based on Hackman and Oldham's (1975) Job Diagnostics Survey (JDS) and Hackman and Oldham's (1976) Job Characteristics Model (JCM) (Steger et al., 2012).

Scholars have identified four measures of meaningful work: the Work and Meaning Inventory (WAMI) (Steger et al., 2012), the Comprehensive Meaningful Work Scale (CMWS) (Lips-Wiersma & Wright, 2012), the Meaningful Work Scale (MWS) (Bendassolli et al., 2015), and the Meaning in Work Scale (MIWS) (Lee, 2015). However, Both-Nwabuwe et al. (2017) found that only the WAMI and the CMWS are the most appropriate measures for future research in meaningful work. Moreover, they found that the CMWS is best suited for studies involving employee traits, job tasks, and workplace procedures that create meaningful work and the WAMI is best suited for studies examining the experience of meaningful work or relationships between meaningful work and outcomes or antecedents (Both-Nwabuwe et al., 2017). Additionally, Lips-Wiersma et al. (2020) suggests a shorter seven-dimensional scale of the CMWS would be more useful. In fact, although the authors stipulate the CMWS is confirmed as a measure of meaningful work, they suggest further testing is necessary (Lips-Wiersma et al., 2020).

Because the WAMI has been found to be one of two measures best suited for meaningful work research and is the best suited measure for studies involving the experience of meaningful work and relationships between meaningful work and antecedents, it will be adopted for the purpose of this study. Moreover, the WAMI has shown to be a valid and reliable tool for measuring meaningful work in the United States (Steger et al., 2012) as well as Turkey (Akin et al., 2013), France (Arnoux-Nicolas et al., 2016), Poland, (Puchalska-Kamińska et al., 2019), Brazil (Leonardo et al., 2019), Spain (Duarte-Lores et al., 2021), Italy (Magnano et al., 2021),

and Hungary (Csordás et al., 2022). The WAMI is composed of ten statements regarding the role of work in one's life. Participants answer the statements on a five-point Likert scale. The points on the scale are Absolutely Untrue, Mostly Untrue, Neither true nor untrue, Mostly True, and Absolutely True. The WAMI instrument and its permissions can be found in Appendix B.

The research instrument from Castro et al. (2005) will be utilized to gather data on workplace mentoring. Castro et al.'s (2005) Mentoring Functions Questionnaire-9 (MFQ-9) is structured of nine statements that each represent a dimension of workplace mentoring. These dimensions are psychosocial support, career support, and role modeling (Castro et al., 2005). Castro et al. (2005) developed the MFQ-9 from the longer MFQ-15 in which limited support existed. Moreover, Castro et al. (2005) stresses that increased use of mentoring in the workplace as well as its demonstrated career benefits to mentees necessitate a valid and reliable measurement that increases "understanding of the nature of the mentoring relationship" (p. 3). However, Castro et al. (2005) also notes that scholars will often "use measures in organizational studies that lack sufficient evidence of construct validity" (p. 3). Therefore, after testing the validity and reliability of the MFQ-15 and obtaining unsatisfactory results, Castro et al. (2005) condensed it to the MFQ-9 and retested this shorter 9-item version. The results of their analysis of the MFQ-9 showed it to be both reliable and valid (Castro et al., 2005).

Scholars have identified dozens of mentoring measures, yet not all of them are useful in measuring mentoring in the workplace (Chen et al., 2016). For example, the Mentoring Effectiveness Scale (MES) lacks little support for its validity or reliability. In fact, Chen, et al. (2016) found theoretical underpinning was lacking in its development and there was not any "testing of their psychometrics ... which is not sufficient for a measurement tool" (p. 24). Moreover, the MES is primarily used in measuring mentoring programs in the nursing field, yet

this is mostly because there are not any other mentoring measurement tools widely available for nursing (Chen et al., 2016). Other mentoring instruments are used primarily to measure student mentoring effectiveness in higher education, peer-to-peer mentoring in medical fields, or are too new to have been adequately tested (Chen et al., 2016). Use of the MFQ-9 is popular in the business context (Chen et al., 2016). This can be attributed it being continually tested for reliability and validity in several organizational contexts as well as its short length (Chen et al., 2016). The MFQ-9 has been shown to be easy to use and to be a reliable and valuable tool for measuring workplace mentoring (Chen et al., 2016; Hu et al., 2011; Sakakibara et al., 2013).

Because the MFQ-9 has been found to be easy to use as well as reliable and valid in measuring workplace mentoring, it will be adopted for the purpose of this study. Moreover, the MFQ-9 has shown to be a valid and reliable tool for measuring meaningful work in the United States (Hu et al., 2011) as well as Japan (Sakakibara et al., 2013) and Taiwan (Chen et al., 2016). Participants answer the MFQ-9's nine statements regarding workplace mentoring on a five-point Likert scale. The points on the scale are Strongly Disagree, Disagree, Neutral, Agree, and Strongly Agree. The MFQ-9 can be found in Appendix C.

The researcher adopted the WPS, WAMI, and MFQ-9 instruments by including them as part of the survey tool used in this study. The full survey tool includes 16 survey questions, taking approximately 8 – 10 minutes to complete. Along with the WPS on workplace anxiety, the WAMI on meaningful work, the MFQ-9 on workplace mentoring, there are three additional portions of the survey tool developed by the researcher. To gain insight into the onset of workplace anxiety symptoms, the researcher added one question regarding when the participants first experience the situations, thoughts, and feelings indicated in their responses to the WPS's 13 items. Also, the researcher added one question about whether participation in a workplace

mentoring program eased their indicated situations, thoughts, and feelings. Additionally, the researcher added five questions regarding participation in a workplace mentoring program. These questions include participation length and participation type (as mentor, mentee, or both). Finally, the researcher added six demography-related questions. Demographic questions are asked to help validate the participants' fitness for the study. Participants must be at least 18 years of age, the legal adult age in the United States. Demographic questions including length of employment, gender, education level, area of residence, and income are also asked, providing possible opportunities for future research.

The survey is provided in the English language and requires the use of the Internet and a computer, smartphone, or tablet device. Surveys indicating younger than 18 will not be used in the analysis of means and significance within the study. Respondents' anonymity is guaranteed. The WPS instrument can be found in Appendix A, the WAMI instrument can be found in Appendix B, the MFQ-9 instrument can be found in Appendix C, and the full survey tool used in the study can be found in Appendix D.

Survey Tool Measurements

Muschalla's and Linden's (2009) WPS, Steger et al.'s (2012) WAMI, and Castro et al.'s (2005) MFQ-9 will be adopted to develop the full survey tool. The survey covers three areas of interest: workplace anxiety, workplace mentoring, meaningful work. The questionnaire also includes questions regarding participants' demographics including age, gender, length of employment with the firm, area of residence, and income. To validate the impact of workplace mentoring on meaningful work for people experiencing workplace anxiety, a question regarding the onset of workplace anxiety symptoms is also included in the tool.

Table 1*Survey Tool Measurement*

Questions	Category	Measure
Q1.a – m	Workplace Anxiety (WPS)	Situations, thoughts, and feelings of workplace anxiety
Q2	Workplace Mentoring	Current participant in workplace mentoring program
Q2.a	Workplace Mentoring	Previous participant in workplace mentoring program
Q3	Workplace Anxiety	Timing of onset of workplace anxiety symptoms
Q4	Workplace Anxiety and Workplace Mentoring	Degree of which anxiety symptoms eased due to workplace mentoring
Q5	Workplace Mentoring	Participant in workplace mentoring program as mentee, mentor, or both
Q6	Workplace Mentoring	Length of time as participant in workplace mentoring program
Q7	Workplace Mentoring	Frequency of interactions with mentoring program
Q8	Workplace Mentoring	Frequency of interactions with mentor (if mentee)
Q8.a	Workplace Mentoring	Frequency of interactions with mentee (if mentor)
Q9.a – a.i	Workplace Mentoring (MFQ-9 Mentee)	Experience of mentoring relationship (if mentee)
Q9.a.a – i	Workplace Mentoring (MFQ-9 Mentor)	Experience of mentoring relationship (if mentor)
Q10.a – j	Meaningful Work (WAMI)	Level of meaningful work subscales for participants and nonparticipants of workplace mentoring programs
Q11 – Q16	Demographic	Collecting demographic data

WPS Validity

Other studies adapted the WPS tool to test for validity and reliability in other countries (Saleem et al., 2021; Muschalla, 2017 Muschalla, 2022; Muschalla & Linden, 2014). Muschalla and Linden (2014) adopted the WPS to test its applicability in determining work-related factors

that contribute to workplace anxiety in German employees. Muschalla (2017) adapted the WPS to discover its applicability in understanding the affect workplace anxiety has on employees' ability to work. Saleem et al. (2021) adapted the WPS to investigate whether it applied to workplace anxiety of Pakistani doctors during the Covid-19 pandemic in Pakistan. Muschalla (2022) again adapted the WPS to test its applicability in determining the impact workplace anxiety has on employees' demographic characteristics and their work-related characteristics.

Table 2

WPS Operational Dimensions

Author(s)	Dimensions	Cronbach's Alpha
Muschalla and Linden (2014, p. 489)	Stimulus-related anxiety and avoidance (WPS tool)	0.94
Muschalla (2017, p. 109)	Stimulus-related anxiety and avoidance (WPS tool)	0.913
Saleem et al. (2021, p. 4)	Stimulus-related anxiety and avoidance (WPS tool)	0.938
Muschalla (2022, p. 3)	Stimulus-related anxiety and avoidance (WPS tool)	0.93

Table 3

Muschalla and Linden (2009, p. 17) Operational Dimensions

Dimension	Cronbach's Alpha
Stimulus-related anxiety and avoidance	0.948

Table 4

WPS Instrument Topics and Significance

Author	Research Area	Participants	Significance Found
Muschalla and Linden (2014, p. 489)	WPS applicability to determine work-related factors that	Patients aged 18-60 of primary care physicians in Germany	Validity: validated using structured diagnostic interviews as criteria

	affect workplace anxiety	n = 288	Reliability: all factors were >0.5 significance alpha
Muschalla (2017, p. 109)	WPS validity and reliability in the context of employee work ability	Patients with somatic and mental health problems n = 125	Validity: validated using structured diagnostic interviews as criteria
Saleem et al. (2021, p. 3)	WPS reliability in the Pakistani context	Pakistani doctors n = 421	Reliability: all factors >0.5 significance alpha
Muschalla (2022, p. 3)	WPS validity and reliability in the German context	German employees of various industries aged 18-67 n = 2,030	Validity: validated using structured diagnostic interviews as criteria
Muschalla and Linden (2009, p. 594)	Development of WPS instrument	Psychosomatic and orthopedic rehabilitation patients n = 190	Reliability: all factors >0.5 significance alpha

WAMI Validity

Other studies adapted the WAMI tool to test for validity and reliability in other countries (Akin et al., 2013; Arnoux-Nicolas et al., 2016; Csordás et al., 2022; Duarte-Lores et al., 2021; Leonardo et al., 2019; Magnano et al., 2021; Puchalska-Kamińska et al., 2019). Akin et al. (2013) adapted the WAMI to a Turkish version to investigate its applicability in organizational behavior, management, and leadership contexts in Turkey. Duarte-Lores et al. (2021) adapted the WAMI to investigate whether it applied to Spanish workers in the healthcare industry and if it could be used to study meaningful work's relationship to job satisfaction and life satisfaction in Spain. Magnano et al. (2021) tested the WAMI's validity and reliability in the Italian context relating to job and life satisfaction, organizational citizenship behaviors, work engagement, and work flourishing in Italy.

Table 5*WAMI Operational Dimensions*

Author(s)	Dimensions	Cronbach's Alpha
Akin et al. (2013, p. 12)	Positive Meaning.	0.89
	Meaning Making through Work	0.82
	Greater Good Motivations	0.83
	WAMI Scale	0.93
Duarte-Lores et al. (2021, Results section)	Positive Meaning.	0.85
	Meaning Making through Work	0.81
	Greater Good Motivations	0.68
	WAMI Scale	0.91
Magnano et al. (2021, Reliability, Item Analysis and Gender Differences section)	Positive Meaning	0.86
	Meaning Making through Work	0.81
	Greater Good Motivations	0.64
	WAMI Scale	0.91

Table 6*Steger et al. (2012, p. 329) Operational Dimensions*

Dimensions	Cronbach's Alpha
Positive Meaning	0.89
Meaning Making through Work	0.82
Greater Good Motivations	0.83
Total Meaningful Scale	0.93

Table 7*WAMI Instrument Topics and Significance*

Author	Research Area	Participants	Significance Found
Akin et al. (2013, p. 14)	WAMI's validity and reliability in the Turkish context	Teachers in Istanbul and Sakarya, Turkey n = 352	Construct validity: CFI = 0.98 Reliability: all factors were >0.5 significance alpha
Duarte-Lores et al. (2021, Results section)	WAMI's validity and reliability in the Spanish context	Spanish workers in healthcare and other industries	Construct validity: CFI = 0.967

		n = 350	Reliability: all factors >0.5 significance alpha
Magnano et al. (2021, Factor Structure section)	WAMI's validity and reliability in the Italian context	Italian workers in various occupations n = 807	Construct validity: 0.98 Reliability: all factors >0.5 significance alpha
Steger et al. (2012, p. 329)	Development of WAMI Instrument	Higher education teachers n = 370	Construct validity: 0.96 Reliability: all factors >0.5 significance alpha

MFQ-9 Validity

Other studies adapted the MFQ-9 tool to test for validity and reliability in other countries (Hu et al., 2011; Sakakibara et al., 2013). Hu et al. (2011) adapted the MFQ-9 to discover its applicability in understanding the impact workplace mentoring has on workers in Taiwan. In the same study, Hu et al. (2011) study workplace mentoring's impact on employees in the U.S. Sakakibara, et al. (2013) adapted the MFQ-9 to investigate its applicability to private company employees in Japan.

Table 8*MFQ-9 Operational Dimensions*

Author(s)	Dimensions	Cronbach's Alpha
Hu et al. (2011, p. 276) <i>Note: Taiwanese study</i>	Career Support	0.91
	Psychosocial Support	0.87
	Role Modeling	0.84
	Total MFQ-9 Scale	0.84
Hu et al. (2011, p. 276) <i>Note: U.S. study</i>	Career Support	0.89
	Psychosocial Support	0.83
	Role Modeling	0.83
	Total MFQ-9 Scale	0.81
Sakakibara et al. (2013, p. 134)	Career Support	>0.70
	Psychosocial Support	>0.70
	Role Modeling	>0.70
	Total MFQ-9 Scale	>0.70

Table 9*Castro et al. (2005, p. 16) Operational Dimensions*

Dimensions	Cronbach's Alpha
Career Support	0.82
Psychosocial Support	0.85
Role Modeling	0.83
Total MFQ-9 Scale	0.91

Table 10*MFQ-9 Instrument Topics and Significance*

Author	Research Area	Participants	Significance Found
Hu et al. (2011, p. 277)	MFQ-9 validity and reliability in the Taiwanese context	Full-time employers in ongoing mentorship program in Taiwan n = 309	Construct validity: CFI = 0.98 Reliability: all factors were >0.5 significance alpha
Hu et al. (2011, p. 277)	MFQ-9 validity and reliability in the U.S. context	Full-time employers in ongoing mentorship program in the U.S. n = 195	Construct validity: CFI = 0.95 Reliability: all factors were >0.5 significance alpha
Sakakibara et al. (2013, p. 134)	MFQ-9 validity and reliability in the Japanese context	Private company Internet Survey Monitors in Japan n = 357	Construct validity: CFI = 0.97 Reliability: all factors were >0.5 significance alpha
Castro et al. (2005, p. 329)	Development of MFQ-9 instrument	Employed MBA students n = 160	Construct validity: CFI = 0.95 Reliability: all factors >0.5 significance alpha

Data Analysis

Creswell and Creswell (2018) describe quantitative research as:

An approach for testing objective theories by examining the relationship among variables.

These variables, in turn, can be measured, typically on instruments, so that numbered data can be analyzed using statistical procedures. The final written report has a set structure consisting of introduction, literature and theory, methods, results, and discussion...those who engage in this form of inquiry have assumptions about testing theories deductively,

building in protections against bias, controlling for alternative or counterfactual explanations, and being able to generalize and replicate findings (p. 4).

The quantitative methodology in this study includes the use of survey data, drawing on questions linked with workplace anxiety, meaningful work, and workplace mentoring. Quantitative data analysis aims to answer questions by collecting and analyzing data with statistical procedures (Creswell & Creswell, 2018). The statistical procedures are used with the intention to reduce bias. Therefore, the study is quantitative in design as it aims to discover if there is a significant relationship with meaningful work and participation in a workplace mentoring program. This study also aims to discover if people with workplace anxiety who participate in a workplace mentoring program will experience meaning in their work more often than people with workplace anxiety who do not participate in workplace mentoring programs. Additionally, this study aims to discover if people with workplace anxiety who participate in a workplace mentoring program will experience eased workplace anxiety symptoms. Also, this study aims to discover if people with workplace anxiety who participate in a workplace mentoring program for at least 6 months and have at least monthly interactions with their mentor or mentee will experience more meaning in their work than those who do not. Further, this study aims to discover if people with workplace anxiety who participate in a workplace mentoring program for at least 6 months and have positive interactions with their mentor or mentee will experience more meaning in their work than those who do not. Finally, this study aims to discover if people who experience the onset of workplace anxiety during or after participating in a workplace mentoring program have negative experiences with their mentor or mentee.

Results of the survey will be analyzed using IBM's SPSS, v28.0, statistical software package. The results will be investigated for understanding the difference in meaningful work for

people with workplace anxiety who participate in workplace mentoring programs and those who do not. The results will also be investigated for understanding the association between workplace mentoring and meaningful work. Finally, the results will be investigated for understanding the interrelationships of workplace mentoring and meaningful work. The hypotheses, tests, and variables in the study are as follows:

Table 11*Hypotheses, Tests, and Variables*

Hypothesis	Test	Variables	Notes
H ₁ : There is a significant relationship with meaningful work and participation in a workplace mentoring program.	Pearson correlation	Workplace mentoring Meaningful work	Participants may or may not have symptoms of workplace anxiety
H ₂ : People with workplace anxiety who participate in a workplace mentoring program will experience meaning in their work <i>more often than</i> people with workplace anxiety who do not participate in workplace mentoring programs.	Independent <i>t</i> -test for a difference	Workplace mentoring Meaningful work Workplace anxiety	All participants studied will have one or more symptoms of workplace anxiety
H ₃ : People with workplace anxiety who participate in a workplace mentoring program will experience eased workplace anxiety symptoms.	Linear regression	Independent variable: workplace mentoring participation Dependent variable: workplace anxiety symptoms	All participants studied will have one or more symptoms of workplace anxiety
H ₄ : People with workplace anxiety who participate in a workplace mentoring program for at least 6 months <i>and</i> have at least monthly interactions with their mentor or mentee will experience more meaning in their work than those who do not.	ANOVA	Workplace mentoring Meaningful work Workplace anxiety	All participants studied will have one or more symptoms of workplace anxiety

(continued)

Table 11 (continued)*Hypotheses, Tests, and Variables*

Hypothesis	Test	Variables	Notes
H5: People with workplace anxiety who participate in a workplace mentoring program for at least 6 months <i>and</i> have positive interactions with their mentor or mentee will experience more meaning in their work than those who do not.	ANOVA	Workplace mentoring Meaningful work Workplace anxiety	All participants studied will be in a workplace mentoring program and have one or more symptoms of workplace anxiety
H6: People who experience the onset of workplace anxiety during or after participating in a workplace mentoring program have negative experiences with their mentor or mentee.	Linear regression	Independent variable: workplace mentoring participation Dependent variable: workplace anxiety symptoms	All participants studied will be in a workplace mentoring program and have one or more symptoms of workplace anxiety
H7: Participation in a workplace mentoring program significantly impacts both workplace anxiety and meaningful work.	MANOVA	Independent variable: workplace mentoring Independent variables: workplace anxiety and meaningful work	Participants may or may not have symptoms of workplace anxiety and may or may not have participated in a workplace mentoring program.

A Pearson correlation will be used to test if there is a significant relationship between workplace mentoring and meaningful work. An independent *t*-test will be performed to test for a difference in meaningful work for people who participate in workplace mentoring programs and those who do not. An independent *t*-test will be performed to test for this difference because the purpose is to test for a difference between two groups only, not more than two groups. ANOVA will be used to test if people with workplace anxiety who participate in a workplace mentoring program for at least 6 months and have at least monthly interactions with their mentor or mentee

will experience more meaning in their work than those who do not. ANOVA will also be used to test if people with workplace anxiety who participate in a workplace mentoring program for at least 6 months and have positive interactions with their mentor or mentee will experience more meaning in their work than those who do not. ANOVAs are used for these two tests because the purpose is to test for a difference between more than two groups. Linear regression will be used to test if people with workplace anxiety who participate in a workplace mentoring program will experience eased workplace anxiety symptoms. Linear regression will also be used to test if people who experience the onset of workplace anxiety during or after participating in a workplace mentoring program have negative experiences with their mentor or mentee. Linear regression is used for these two tests because the purpose is to test for cause and effect. MANOVA will be used to test if participation in a workplace mentoring program significantly impacts both workplace anxiety and meaningful work. MANOVA is used for this test because the purpose is to test for differences in groups with more than one response variable. The means samples will be determined, and the findings will be documented. To test the hypotheses and determine statistical significance, a probability level (p) of < 0.05 will be used.

Potential for Additional Findings

In addition to the findings from the seven research questions in this study, additional discoveries may be made. Although these findings will not directly relate to the proposed hypotheses, they may provide insight for future research. For example, the demographic questions ask about age, gender, highest level of education, income, region of residence, and length of employment with current employer. There could potentially be outcomes with those demographic factors involving workplace mentoring, meaningful work, or workplace anxiety. The researcher will look for and test any potential additional discoveries.

This chapter provides an overview of the methodology, research design, and process to be used in this study. The current study explores the hypothesized connection between workplace mentoring and meaningful work for people experiencing anxiety in the workplace. This chapter describes a quantitative analysis method to determine the significant existence of a relationship, differences, and cause and effect, among workplace mentoring, meaningful work, and workplace anxiety. The methodology chapter also describes the use of a survey instrument for data collection and the data analysis techniques.

CHAPTER 4: FINDINGS

Chapter 4 presents the data analysis of the survey instrument results regarding the impact of workplace mentoring on meaningful work for employees who experience workplace anxiety in the insurance industry. The research study tested seven hypotheses which are as follows:

- H₁: There is a significant relationship with meaningful work and participation in a workplace mentoring program.
- H₂: People with workplace anxiety who participate in workplace mentoring programs will experience meaning in their work more often than people with workplace anxiety who do not participate in workplace mentoring programs.
- H₃: People with workplace anxiety who participate in a workplace mentoring program will experience eased workplace anxiety symptoms.
- H₄: People with workplace anxiety who participate in a workplace mentoring program for at least 6 months and have at least monthly interactions with their mentor or mentee will experience more meaning in their work than those who do not.
- H₅: People with workplace anxiety who participate in a workplace mentoring program for at least 6 months and have positive interactions with their mentor or mentee will experience more meaning in their work than those who do not.
- H₆: People who experience the onset of workplace anxiety during or after participating in a workplace mentoring program have negative experiences with their mentor or mentee.
- H₇: Participation in a workplace mentoring program significantly impacts both workplace anxiety and meaningful work.

The participants' descriptive and demographic information is presented, along with the frequency statistics of all instrument questions. Following the report of the descriptive statistics, the statistical findings will be presented to accept or reject the hypotheses. Additional findings will be included to provide further insight into the results of the study and offer potential topics for future research.

Sample and Response

The survey instrument was created using an online survey tool called Survey Analytics and was sent via email and via the chat feature of Microsoft Teams to 600 employees of a Fortune 100 insurance company headquartered in the Northeastern United States. These employees represent a small sample of the company's total employees and were a mix of those who are currently participating in a workplace mentoring program or have in the past and those who are not currently participating in a workplace mentoring program or have not in the past. No identifying information was collected to ensure the anonymity of the participants. The survey was additionally sent to 3 contacts, all of whom are also employees of the insurance company yet were not associated with the 600 employees' email and chat lists, who were asked to share the link with their insurance industry contacts via their professional network on LinkedIn. A total of 229 individuals clicked the link and viewed the survey, 143 individuals started the survey after reading the consent form, and 35 individuals dropped out of the survey after starting it leaving partially completed surveys. A total of 109 completed responses were returned resulting in an 18.17 percent response rate. This response rate is lower than an expected 30 - 40 percent average for employees or other internal organizational groups, as reported by Stoltz (2019). The lower rate may be attributed to many variables, including general lack of interest in the topic, a lack of incentive or charitable gift for completing the survey, survey reaching people who do not have

interest in workplace mentoring or meaningful work, or many others. Future research would be beneficial to gain a higher response rate.

After analysis of the survey responses, 2 responses were omitted from the results as they were deemed invalid due to restricting factors. Both of these respondents indicated they live in a U.S. Territory other than one of the U.S. states. The remaining 107 completed responses were deemed valid as all 107 respondents were over the age of 18 and indicated they reside in one of the U.S. states. The 107 total survey responses were recorded using a numerical-only answer code to replace non-numerical answer forms. The data was then entered into IBM's SPSS, v28.0, statistical software package. The 107 responses were sufficient to test H₁, H₂, H₃, H₅, and H₇. However, H₄ was unable to be tested due to a lack of a representative sample of workplace mentoring participants who have less frequent than monthly interactions and H₆ was unable to be tested due to a lack of a representative sample of workplace mentoring participants whose onset of workplace anxiety symptoms was during or after participation in the program.

Demographic Descriptive Statistics

The survey respondents were asked to indicate their gender. Male was coded as 1, female coded as 2, nonbinary coded as 3, and "Prefer not to answer" as 4. This study's sample consisted of 67.3 percent females, 29.9 percent males, 0.9 percent identified as nonbinary, and 1.9 percent preferring not to answer the question at all.

Table 12*Gender Frequency Table*

	Gender	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Female	72	67.3	67.3	67.3
	Male	32	29.9	29.9	97.2
	Nonbinary	1	.9	.9	98.1
	Prefer not to answer	2	1.9	1.9	100.0
	Total	107	100.0	100.0	

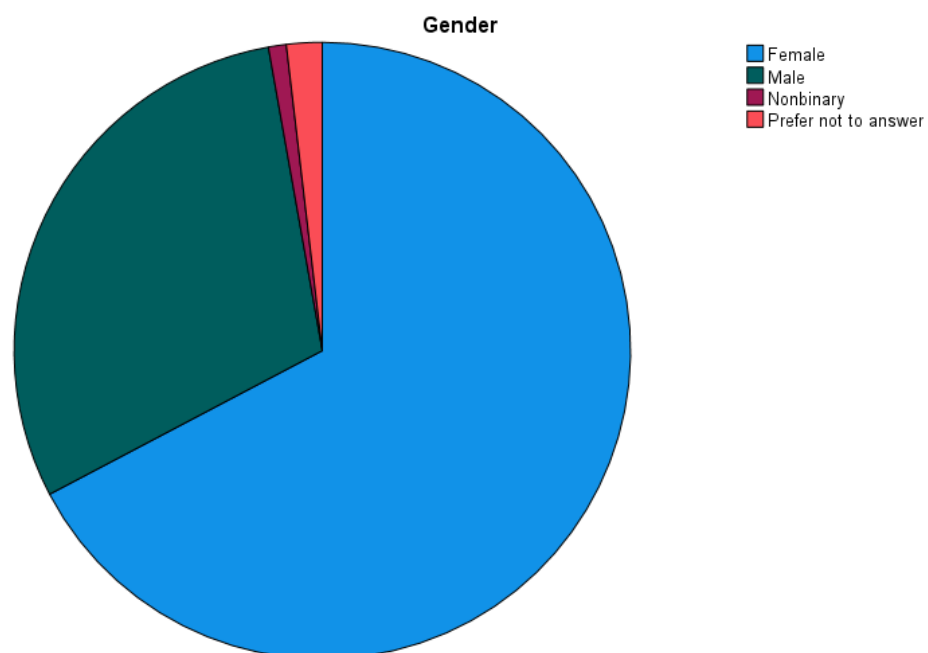
Figure 4*Gender Percent Chart*

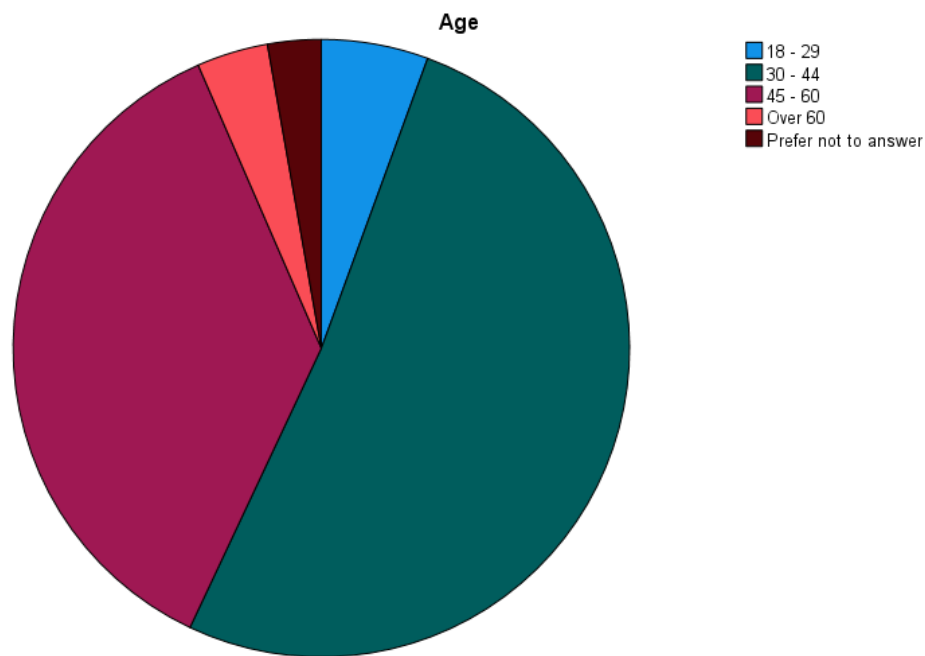
Table 13*Gender Descriptive Statistics*

<i>Statistics</i>		
Gender		
N	Valid	107
	Missing	0
Mode		2

The survey respondents were asked to indicate their age. Options were “Less than 18,” 18 – 29, 30 – 44 coded as 3, 45 – 60, over 60, and “Prefer not to answer”. This study’s participants consisted of 51.4 percent ages 30 – 44, 36.4 percent 45 – 60, 5.6 percent 18 – 29, 3.7 percent over 60, and 2.8 percent preferring not to answer the question at all.

Table 14*Age Frequency Table*

	Age	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	18 - 29	6	5.6	5.6	5.6
	30 - 44	55	51.4	51.4	57.0
	45 - 60	39	36.4	36.4	93.5
	Over 60	4	3.7	3.7	97.2
	Prefer not to answer	3	2.8	2.8	100.0
	Total	107	100.0	100.0	

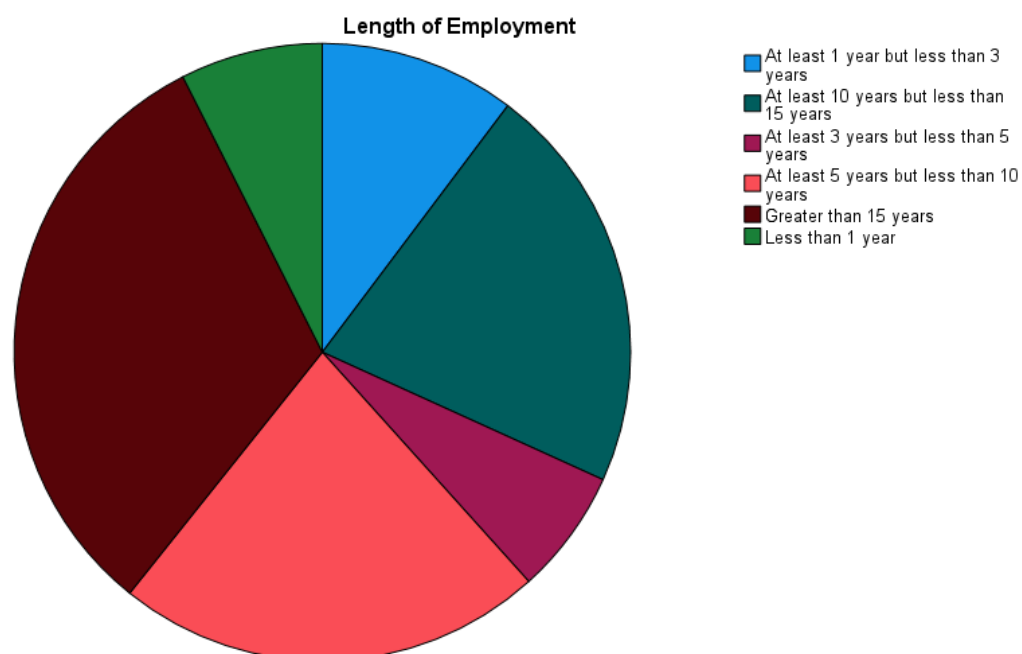
Figure 5*Age Percent Chart*

These results are similar to the insurance industry, in general. As of 2021, ages of employees in the finance and insurance sector are comprised of 6.1% ages 16 – 24, 48.1% ages 25 – 44, 40.4% ages 45 – 64, and 5.4% ages 65 and over (Bureau of Labor Statistics, 2022).

The participants were asked to identify their length of employment with their current employer. Length of time ranges were less than 1 year, at least 1 year but less than 3 years, at least 3 years but less than 5 years, at least 5 years but less than 10 years, at least 10 years but less than 15 years, and greater than 15 years. The survey respondents consisted of 31.8 percent having been with their employer for greater than 15 years, 22.4 percent for at least 5 years but less than 10 years, 21.5 percent for at least 10 years but less than 15 years, 10.3 percent for at least 1 year but less than 3 years, 7.5 percent for less than 1 year, and 6.5 percent for at least 3 years but less than 5 years.

Table 15*Length of Employment Frequency Table*

	Length of Employment	Frequency	Percent	Valid Percent	Cumulative Percent
	Less than 1 year	8	7.5	7.5	7.5
	At least 1 year but less than 3 years	11	10.3	10.3	17.8
	At least 3 years but less than 5 years	7	6.5	6.5	24.3
Valid	At least 5 years but less than 10 years	24	22.4	22.4	46.7
	At least 10 years but less than 15 years	23	21.5	21.5	68.2
	Greater than 15 years	34	31.8	31.8	100.0
	Total	107	100.0	100.0	

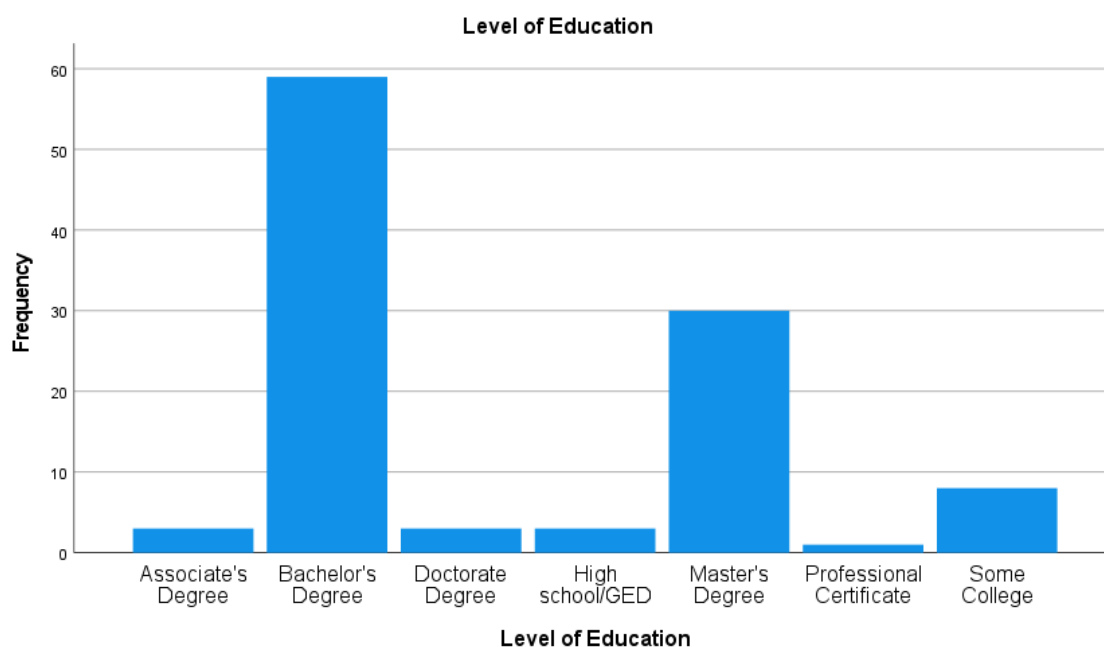
Figure 6*Length of Employment Percent Chart*

The participants were asked to identify their level of education, ranging from High School/GED to Doctorate Degree coded. This study also included Professional Certificates to help broaden the inclusion of different programs. Only 0.9 percent of the total respondents have a Professional Certificate and 2.8 percent of respondents have a High School or GED level of education. Similarly, only 2.8 percent of respondents have a Doctorate Degree, and another 2.8 percent had an Associate's Degree. A total of 7.5 percent indicated they have Some College education while 28 percent have a Master's Degree, and the majority of respondents, 55.1 percent have a Bachelor's Degree.

Table 16

Level of Education Frequency Table

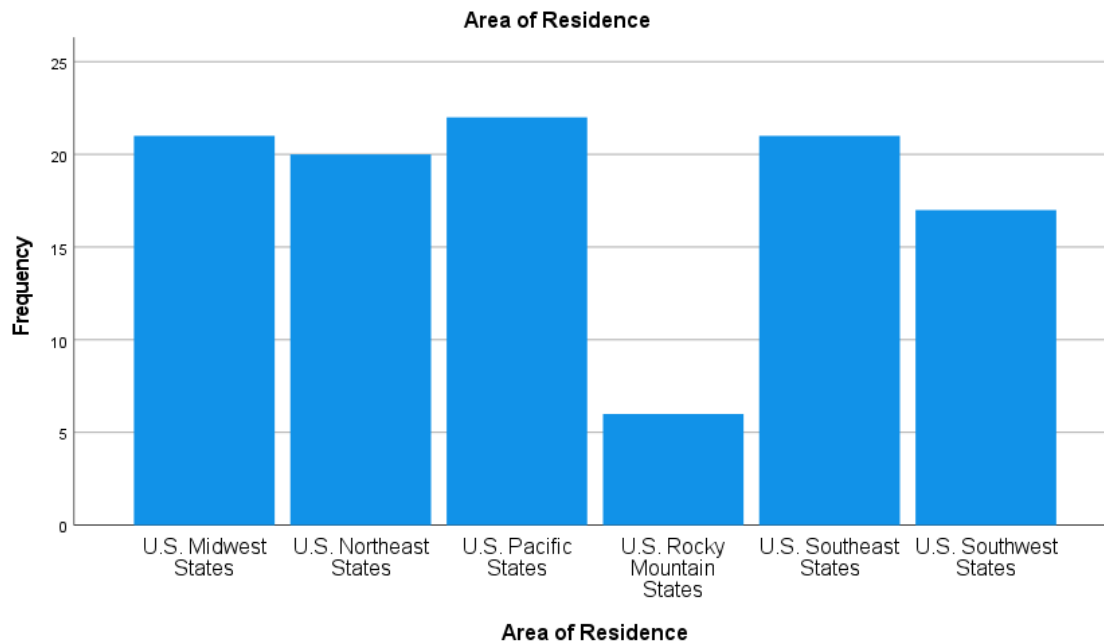
	Level of Education	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Some College	8	7.5	7.5	7.5
	High school/GED	3	2.8	2.8	10.3
	Associate's Degree	3	2.8	2.8	13.1
	Bachelor's Degree	59	55.1	55.1	68.2
	Master's Degree	30	28.0	28.0	96.2
	Doctorate Degree	3	2.8	2.8	99.1
	Professional Certificate	1	.9	.9	100.0
	Total	107	100.0	100.0	

Figure 7*Level of Education Frequency Chart*

The survey asked participants to indicate their current area of residence. Other than for the U.S. Rocky Mountain States, the respondents were about equally dispersed across the United States. A total of 20.6 percent reside U.S. Pacific States, 19.6 percent reside in U.S. Midwest States, 19.6 percent reside in U.S. Southeast States, 18.7 percent reside in U.S. Northeast States, and 15.9 percent reside in Southwest States. Just 5.6 percent reside in U.S. Rocky Mountain States.

Table 17*Area of Residence Frequency Table*

	<i>Area of Residence</i>	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	U.S. Midwest States	21	19.6	19.6	19.6
	U.S. Northeast States	20	18.7	18.7	38.3
	U.S. Pacific States	22	20.6	20.6	58.9
	U.S. Rocky Mountain States	6	5.6	5.6	64.5
	U.S. Southeast States	21	19.6	19.6	84.1
	U.S. Southwest States	17	15.9	15.9	100.0
	Total	107	100.0	100.0	

Figure 8*Area of Residence Frequency Chart*

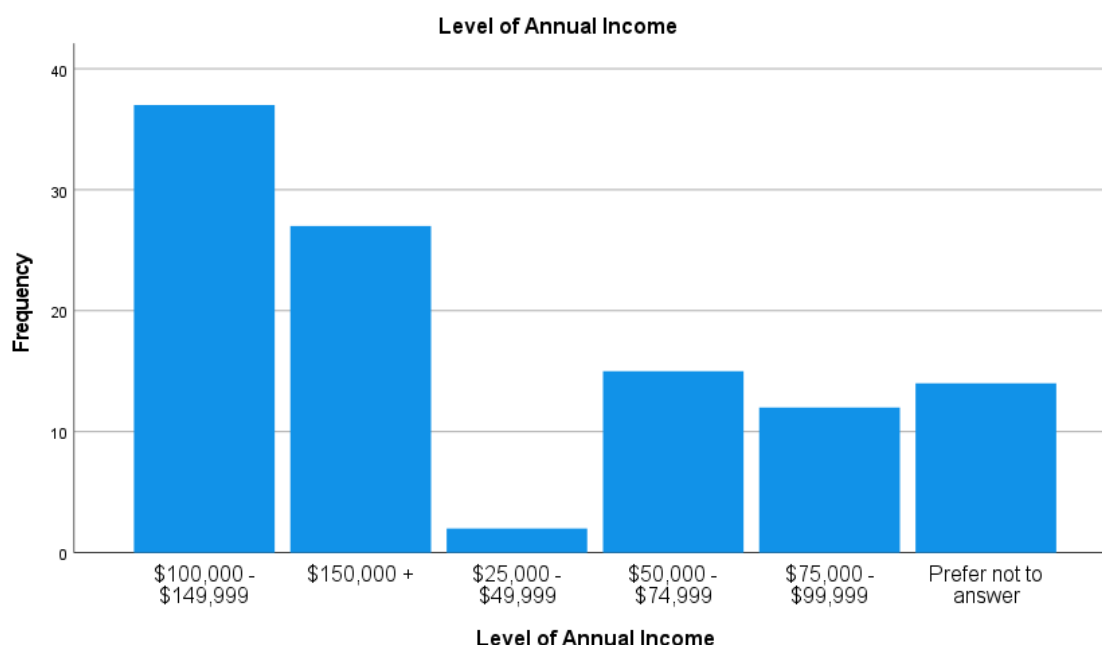
Participants also responded to their closest level of annual income, with the majority, or 34.6 percent, of the sample size falling within the \$100,000-\$149,999 range. A total of 25.2

percent fell within the above \$150,000 range and a total of 14 percent fell within the \$50,000-\$74,999 range. A total of 11.2 percent fell within the \$75,000-\$99,999 range and just 1.9 percent fell within the \$25,000-\$49,999 range. Also, 13.1 percent chose not to answer this question at all.

Table 18

Level of Annual Income Frequency Table

	Level of Annual Income	Frequency	Percent	Valid Percent	Cumulative Percent
	\$25,000 - \$49,999	2	1.9	1.9	1.9
	\$50,000 - \$74,999	15	14.0	14.0	15.9
	\$75,000 - \$99,999	12	11.2	11.2	27.1
Valid	\$100,000 - \$149,999	37	34.6	34.6	61.7
	\$150,000 +	27	25.2	25.2	86.9
	Prefer not to answer	14	13.1	13.1	100.0
	Total	107	100.0	100.0	

Figure 9*Level of Annual Income Frequency Chart*

Participants were asked to identify if they are currently participating in their employer's workplace mentoring program. A total of 56 participants, or 52.3 percent, indicated they are currently participating in their employer's workplace mentoring program and 51 participants, or 47.7 percent, indicated they are not currently participating.

Table 19

Are you currently participating in a workplace mentoring program offered by your employer?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	51	47.7	47.7	47.7
	Yes	56	52.3	52.3	100.0
	Total	107	100.0	100.0	

The 51 participants who answered “No” were asked if they participated in their employer’s workplace mentoring program in the past. Of these 51 participants, 22, or 43.1 percent, indicated they have participated in their employer’s workplace mentoring program in the past and 29, or 56.9 percent indicated they have not.

Table 20

Have you participated in a workplace mentoring program offered by your employer in the past?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	29	56.9	56.9	58.0
	Yes	22	43.1	43.1	100.0
	Total	51	100.0	100.0	

Therefore, out of the 107 survey respondents, a total of 78 (56 current participants and 22 past participants), or 72.9 percent, are currently participating in their employer’s workplace mentoring program or have in the past and a total of 29, or 27.1 percent, are not currently participating in their employer’s workplace mentoring program or have not in the past.

The 78 participants who indicated they are currently participating in their employer’s workplace mentoring program or have in the past were asked if they are participating or have participated as a mentor, mentee, or both. A total of 39 percent indicated they have participated as both a mentor and mentee, 40.2 percent indicated they have participated as a mentee, and 20.8 percent indicated they have participated as a mentor.

Table 21

Have you participated in your employer's workplace mentoring program as a mentor or mentee?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Both	30	38.5	38.5	38.5
	Mentee	31	39.7	39.7	78.2
	Mentor	17	21.8	21.8	100.0
	Total	78	100.0	100.0	100.0

Participants who indicated they have participated as both a mentor and mentee were asked to select their preference to complete the survey from the perspective of a mentor or mentee. A total of 19, or 63.3 percent, selected to complete the survey as a mentor and 11, or 36.7 percent selected to complete the survey as a mentee.

Table 22

Please select if you prefer to answer the rest of the survey's questions from the perspective of a mentor or mentee:

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Mentee	11	36.7	36.7	36.7
	Mentor	19	63.3	63.3	100.0
	Total	30	100.0	100.0	100.0

Therefore, of the total 78 respondents who indicated they are currently participating in their workplace mentoring program or have in the past, a total of 42 (31 current participant mentees, 11 past participant mentees), or 53.85 percent, were counted as mentees and a total of 36 (19 current participant mentors, 17 past participant mentors), or 46.15 percent were counted as mentors for this study.

The 42 participants who indicated they are participating or have participated in the past as mentees were asked how long they have participated in their employer's workplace mentoring program. A total of 28, or 66.7 percent, indicated they have participated for 6 months to 1 year, 21.4 percent indicated they have participated for 1 year to 2 years, and 11.9 percent indicated they have participated for 2 years to 5 years. No participants indicated they have participated for less than 6 months or greater than 5 years.

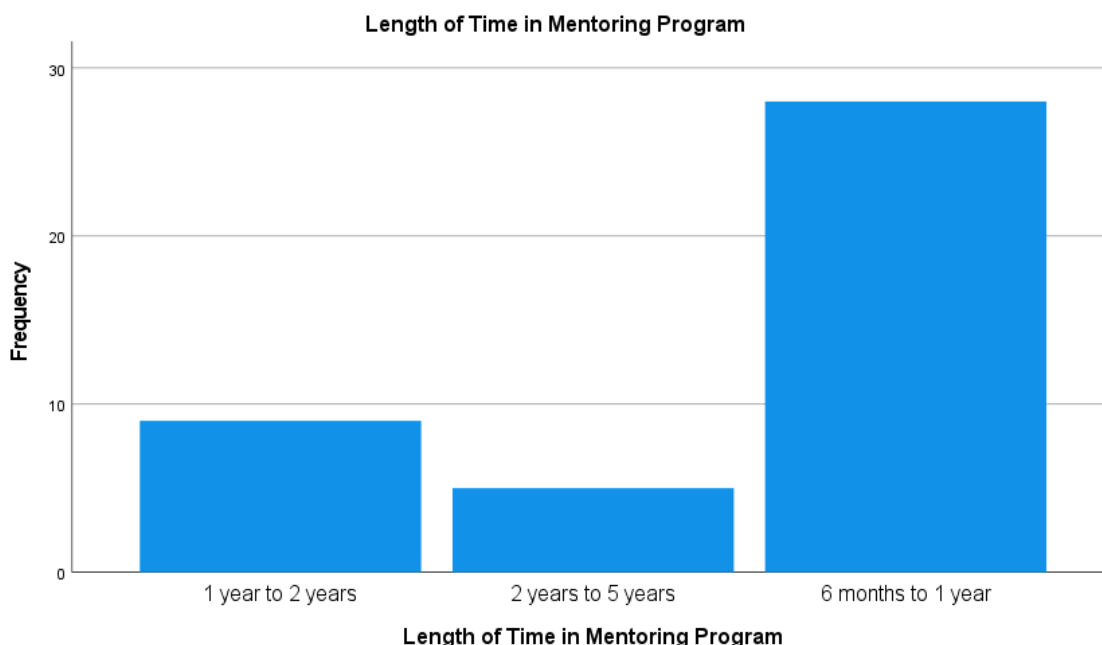
Table 23

Length of Time in Mentoring Program

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	6 months to 1 year	28	66.7	66.7	66.7
	1 year to 2 years	9	21.4	21.4	88.1
	2 years to 5 years	5	11.9	11.9	100.0
	Total	42	100.0	100.0	

Figure 10

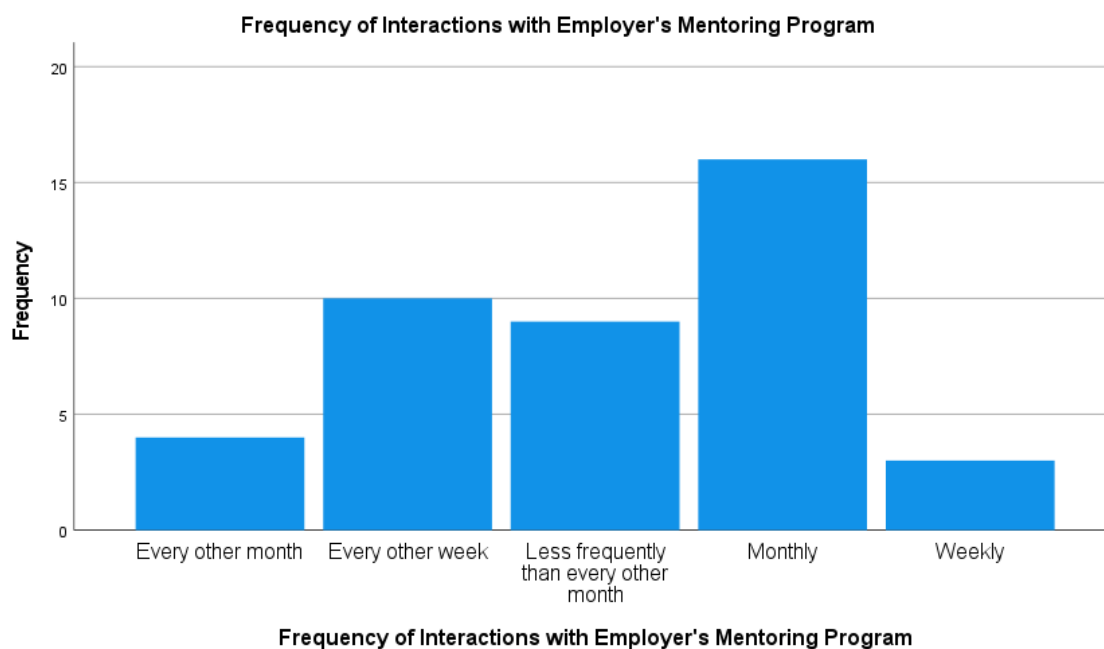
Length of Time in Mentoring Program Frequency Chart - Mentee



Mentee participants were also asked how often they interact with their workplace mentoring program such as regular meetings with a group of mentees or program facilitators, coordinators, or liaisons, or with program materials. A total of 16 mentees, or 38.1 percent, indicated they interact with their workplace mentoring program monthly, 10 mentees, or 23.8 percent indicated they interact with their workplace mentoring program every other week, and 9 mentees or 21.4 percent indicated they interact with their workplace mentoring program less frequently than every other month. A total of 4 mentees, or 9.5 percent, indicated they interact with their workplace mentoring program every other month, and 3 mentees, or 7.1 percent indicated they interact with their workplace mentoring program weekly.

Table 24*Frequency of Interactions with Employer's Mentoring Program*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Weekly	3	7.1	7.1	7.1
	Monthly	16	38.1	38.1	45.2
	Every other week	10	23.8	23.8	69.1
	Every other month	4	9.5	9.5	78.6
	Less frequently than every other month	9	21.4	21.4	100.0
	Total	42	100.0	100.0	

Figure 11*Frequency of Interactions with Employer's Mentoring Program Frequency Chart - Mentee*

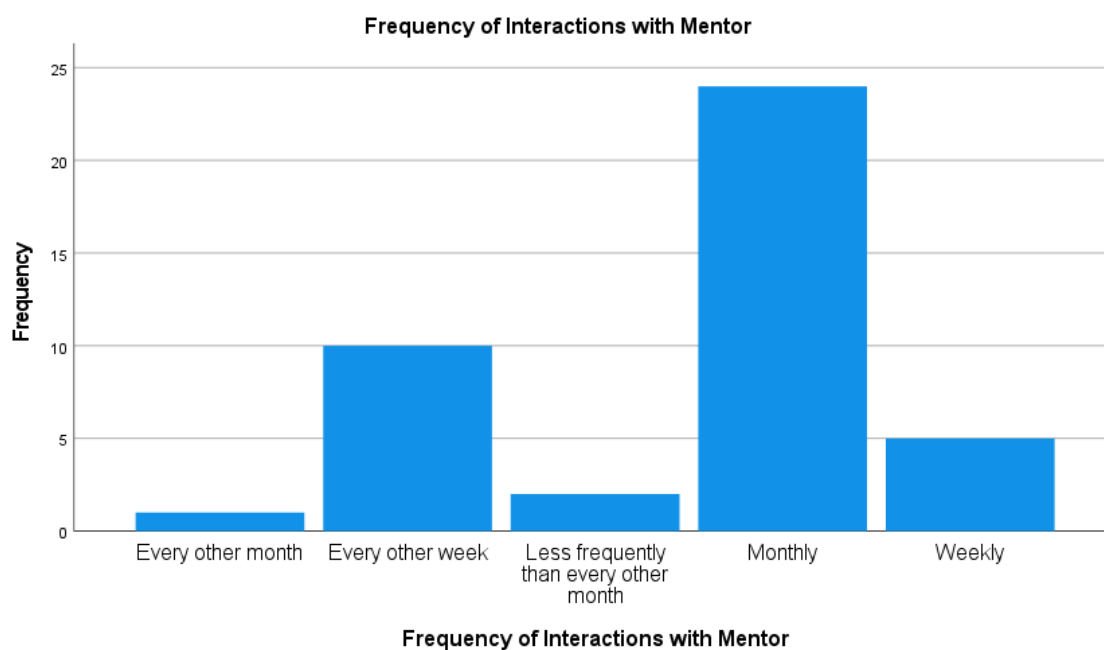
Mentee participants were also asked how frequently they interact with their mentors. A total of 24 mentees, or 57.1 percent indicated they interact with their mentors monthly, 10

mentees, or 23.8 percent, indicated they interact with their mentors every other week, and 5 mentees, or 11.9 percent, indicated they interact with their mentors weekly. Just 2 mentees, or 4.8 percent indicate they interact with their mentors less frequently than every other month and just 1 mentee, or 2.4 percent, indicated they interact with their mentor every other month.

Table 25

Frequency of Interactions with Mentor

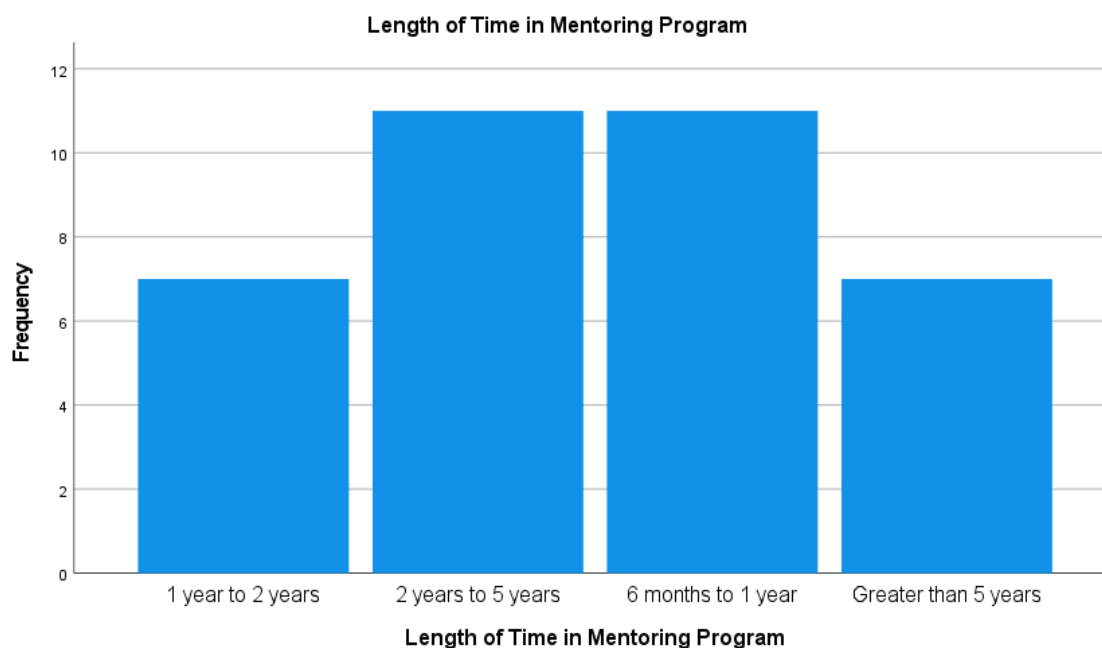
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Weekly	5	11.9	11.9	11.9
	Every other week	10	23.8	23.8	35.7
	Monthly	24	57.1	57.1	92.8
	Every other month	1	2.4	2.4	95.2
	Less frequently than every other month	2	4.8	4.8	100.0
	Total	42	100.0	100.0	

Figure 12*Frequency of Interactions with Mentor Chart*

The 36 participants who indicated they are participating or have participated in the past as mentors were asked how long they have participated in their employer's workplace mentoring program. A total of 11 mentors, or 30.6 percent indicated that they have participated 2 years to five years and another 11 mentors, or 30.6 percent indicated that they have participated 6 months to 1 year. A total of 7 mentors, or 19.4 percent, indicated that they participated 1 year to 2 years and another 7 mentors, or 19.5 percent, indicated that they participated greater than 5 years.

Table 26*Length of Time in Mentoring Program*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	6 months to 1 year	11	30.6	30.6	30.6
	1 year to 2 years	7	19.4	19.4	50.0
	2 years to 5 years	11	30.6	30.6	80.6
	Greater than 5 years	7	19.4	19.4	100.0
	Total	36	100.0	100.0	

Figure 13*Length of Time in Mentoring Program Frequency Chart - Mentor*

Mentor participants were also asked how often they interact with their workplace mentoring program such as regular meetings with a group of mentees or program facilitators, coordinators, or liaisons, or with program materials. A total of 50 percent indicated that they

interact with their workplace mentoring program monthly, another 25 percent indicated that they interact with their workplace mentoring program less frequently than every other month, and 11.1 percent indicated that that they interact with their workplace mentoring program every other week. Just 8.3 percent indicated that they interact with their workplace mentoring program every other month, 2.8 percent indicated that they interact with their workplace mentoring program weekly, and 2.8 percent indicated that they interact with their workplace mentoring program daily.

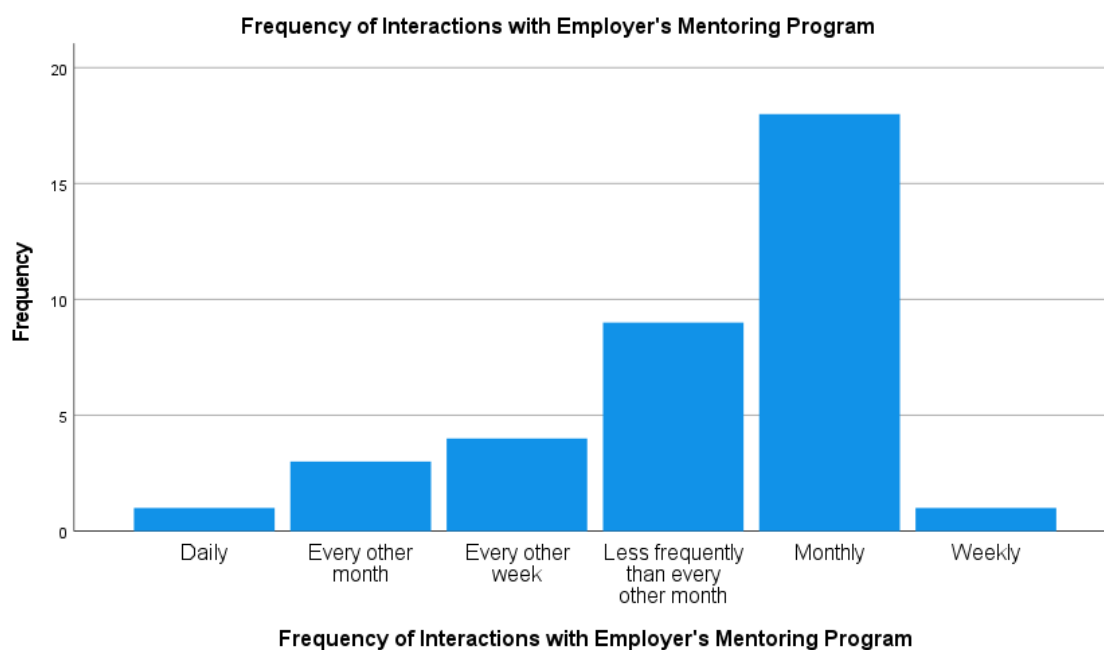
Table 27

Frequency of Interactions with Employer's Mentoring Program

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Daily	1	2.8	2.8	2.8
	Weekly	1	2.8	2.8	5.6
	Every other week	4	11.1	11.1	16.7
	Monthly	18	50.0	50.0	66.7
	Every other month	3	8.3	8.3	75.0
	Less frequently than every other month	9	25.0	25.0	100.0
	Total	36	100.0	100.0	

Figure 14

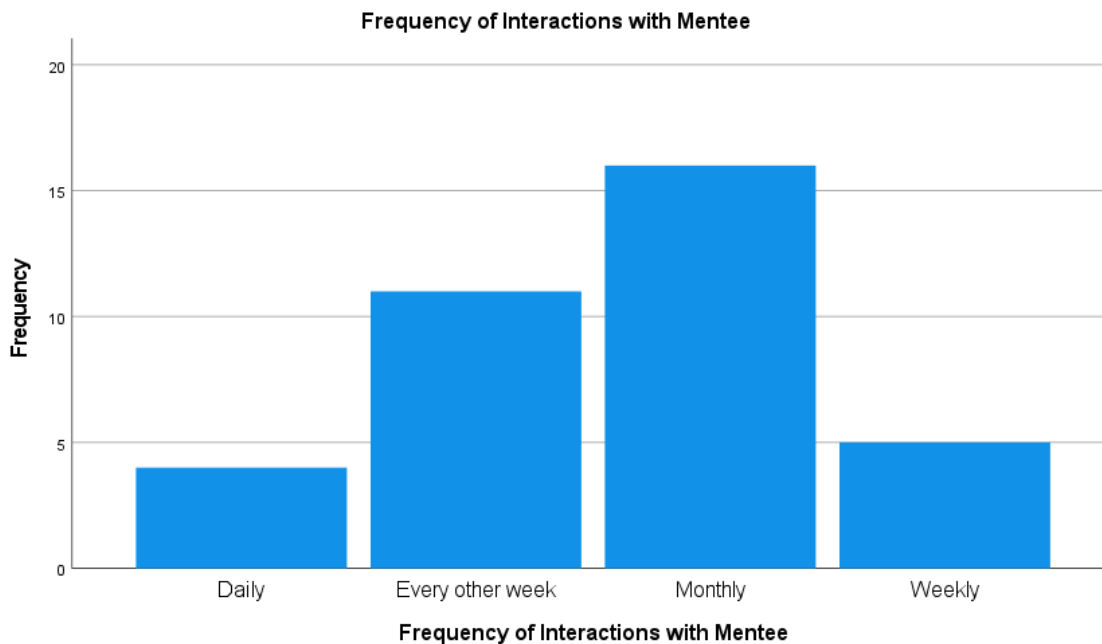
Frequency of Interactions with Mentoring Program Chart - Mentor



Mentor participants were also asked how frequently they interact with their mentees. A total of 16 mentors, or 44.4 percent, indicated that they interact with their mentees monthly and 11 mentors, or 30.6 percent, indicated that they interact with their mentees every other week. A total of 5 mentors, or 13.9 percent, indicated that they interact with their mentees weekly and 4 mentors, or 11.1 percent, indicated that they interact with their mentees daily.

Table 28*Frequency of Interactions with Mentee*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Daily	4	11.1	11.1	11.1
	Weekly	5	13.9	13.9	25.0
	Every other week	11	30.6	30.6	55.6
	Monthly	16	44.4	44.4	100.0
	Total	36	100.0	100.0	

Figure 15*Frequency of Interactions with Mentee Chart - Mentor***Work Phobia Scale (WPS) Descriptive Statistics**

All participants were asked to rate their level of workplace anxiety using the 13-item Work Phobia Scale (WPS) (Muschalla & Linden, 2009). Participants answered the thirteen

statements regarding the thoughts, feelings, and situations of one's work on a five-point Likert scale. The points on the scale are Do not Agree at All, Somewhat Disagree, Neither Agree nor Disagree, Somewhat Agree, and Totally Agree. Do Not Agree at All was coded as (1), Somewhat Disagree coded as (2), Neither Agree nor Disagree coded as (3), Somewhat Agree coded as (4) and Totally Agree was coded as (5). Muschalla and Linden (2009) stipulate the item means in the WPS identify the degree of workplace anxiety in each area of the items, not the presence of workplace anxiety. In fact, the higher the mean, the greater the degree of workplace anxiety in the area of each item (Muschalla & Linden, 2009).

The researcher analyzed the means of each of the thirteen items for the entire participant group of this study. The items' means results are as follows:

Table 29*Individual Item Descriptive Statistics*

	N	Minimum	Maximum	Mean	Std. Deviation
When thinking about my workplace, everything in my body is tense	107	1	5	1.99	1.299
When imagining having to pass a complete working day at this workplace, I get feelings of panic	107	1	5	1.71	1.124
In special situations at the workplace, I am afraid of getting symptoms like trembling, blushing, sweating, heart beating	107	1	5	1.95	1.327
I'd rather take a roundabout way instead of passing the street where my workplace is situated	107	1	5	1.19	.601
My sleep is worse before working days in contrast to non-working days	107	1	5	2.21	1.374
I feel tense when entering public places (like the supermarket of my town) where I could meet colleagues or superiors	107	1	5	1.38	.918
Whenever possible, I avoid coming near to the site of my workplace	107	1	5	1.26	.781

(continued)

Table 29 (continued)*Individual Item Descriptive Statistics*

I had to go on sick leave once or for several times because I could not stand any longer the problems at my workplace	107	1	5	1.46	1.093
On my way to my workplace I would rather turn and walk back [sic]	107	1	5	1.37	.874
After work I hurry up more than others just to get away from that place	107	1	5	1.53	.984
While working, I am always paying attention to what could happen next	107	1	5	2.31	1.443
I feel severely uncomfortable and tense when I am at my workplace	107	1	5	1.47	.955
I feel severely uncomfortable and tense when I think of my workplace	107	1	5	1.43	.963
Valid N (listwise)	107				

As indicated by the means results of each item, the 107 participants in this study experience workplace anxiety with varying degrees. There were six items in this study's WPS results with means over 1.5, representing the areas with the greatest degrees of workplace anxiety among this participant group. They were:

- Item 11: while working, I am always paying attention to what could happen next, $\bar{x} = 2.31$

- Item 5: my sleep is worse before working days in contrast to non-working days, $\bar{x} = 2.21$
- Item 1: when thinking about my workplace, everything in my body is tense, $\bar{x} = 1.99$
- Item 3: in special situations at the workplace, I am afraid of getting symptoms like trembling, blushing, sweating, heart beating, $\bar{x} = 1.97$
- Item 2: when imagining having to pass a complete working day at this workplace, I get feelings of panic, $\bar{x} = 1.71$
- Item 10: after work I hurry up more than others just to get away from that place, $\bar{x} = 1.53$

Muschalla and Linden (2009) also state that the WPS subscales' means identify the degree of the workplace anxiety symptoms of panic, avoidance, or panic and avoidance, not the presence of each (Muschalla & Linden, 2009). In fact, the higher the mean, the greater the degree of these symptoms (Muschalla & Linden, 2009). The panic subscale, specifically "feelings of strain when being at the workplace or in anticipation of situations or events at the workplace" (Muschalla & Linden, 2009, p. 6), is measured by items 1 – 3, 5, and 11 collectively. The avoidance subscale, specifically of situations at work, is measured by items 4 and 6 – 10 collectively. The panic and avoidance together subscale, specifically "global feelings of anxiety toward the workplace" (Muschalla & Linden, 2009, p. 6), is measured by items 12 and 13 together.

The researcher analyzed each of the three subscales' means. This study's participants experience varying levels of panic and avoidance. The panic subscale's mean is the highest at 2.036, the avoidance subscale's mean is 1.366, and the panic and avoidance subscale's mean is

1.449, indicating the workplace mentoring participants experience greater degrees of panic than they do avoidance or panic and avoidance together (Muschalla & Linden, 2009):

Table 30

Panic Subscale Summary Item Statistics

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	2.036	1.710	2.308	.598	1.350	.055	5
Item Variances	1.737	1.264	2.083	.819	1.648	.092	5

Table 31

Avoidance Subscale Summary Item Statistics

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	1.366	1.187	1.533	.346	1.291	.016	6
Item Variances	.790	.361	1.194	.833	3.308	.083	6

Table 32

Panic and Avoidance Subscale Summary Item Statistics

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	1.449	1.430	1.467	.037	1.026	.001	2
Item Variances	.919	.912	.927	.015	1.016	.000	2

Lastly, Muschalla and Linden (2009) note that the mean of the entire WPS scale identifies the degree of anxiety in the workplace overall, not just the presence of workplace anxiety. In

fact, the higher the mean, the greater the degree of workplace anxiety (Muschalla & Linden, 2009). The researcher analyzed the mean of the full WPS scale, and the results are as follows:

Table 33

WPS Summary Item Statistics

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	1.636	1.187	2.308	1.121	1.945	.134	13
Item Variances	1.174	.361	2.083	1.722	5.771	.282	13

In their 2009 study, Muschalla and Linden note the WPS scale's mean of their participants was 1.1, indicating a moderate degree of workplace anxiety. This study's WPS full scale mean is 1.636, indicating a moderately higher degree of workplace anxiety in this participant group.

The researcher also analyzed the reliability of the three subscales and the full WPS scale of this study. Each was found to be over 0.77 alpha. The panic subscale measured over 0.79 alpha, the avoidance subscale measured as 0.78 alpha, the panic and avoidance subscale measured over 0.93 alpha, and the full WPS scale measured over 0.89 alpha. Existing research has supported scale reliability (Muschalla & Linden, 2009; Nunnally & Bernstein, 1994).

Table 34

Panic Subscale Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.799	.805	5

Table 35*Avoidance Subscale Reliability Statistics*

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.780	.791	6

Table 36*Panic and Avoidance Subscale Reliability Statistics*

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.935	.935	2

Table 37*WPS Reliability Statistics*

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.898	.907	13

The researcher then analyzed the WPS for the 78 workplace mentoring participants in this study. The results of the means analysis of the full WPS scale, each of the panic, avoidance, and panic and avoidance subscales, and reliability of the full scale and three subscales follow.

Table 38*Mentoring Participants WPS Item Statistics*

	Mean	Std. Deviation	N
When thinking about my workplace, everything in my body is tense	1.91	1.281	78
When imagining having to pass a complete working day at this workplace, I get feelings of panic	1.73	1.124	78
In special situations at the workplace, I am afraid of getting symptoms like trembling, blushing, sweating, heart beating	2.08	1.365	78
I'd rather take a roundabout way instead of passing the street where my workplace is situated	1.19	.646	78
My sleep is worse before working days in contrast to non-working days	2.18	1.356	78
I feel tense when entering public places (like the supermarket of my town) where I could meet colleagues or superiors	1.35	.880	78
Whenever possible, I avoid coming near to the site of my workplace	1.28	.836	78
I had to go on sick leave once or for several times because I could not stand any longer the problems at my workplace	1.46	1.170	78
On my way to my workplace I would rather turn and walk back [sic]	1.40	.931	78
After work I hurry up more than others just to get away from that place	1.54	1.041	78
While working, I am always paying attention to what could happen next	2.21	1.445	78
I feel severely uncomfortable and tense when I am at my workplace	1.46	.949	78
I feel severely uncomfortable and tense when I think of my workplace	1.44	1.001	78

As indicated by the means results of each item, the 78 workplace mentoring participants in this study experience workplace anxiety with varying degrees. There were six items in this

group's WPS results with means over 1.5, representing the areas with the greatest degrees of workplace anxiety among this workplace mentoring participant group. They were:

- Item 11: while working, I am always paying attention to what could happen next, $\bar{x} = 2.21$
- Item 5: my sleep is worse before working days in contrast to non-working days, $\bar{x} = 2.18$
- Item 3: in special situations at the workplace, I am afraid of getting symptoms like trembling, blushing, sweating, heart beating, $\bar{x} = 2.08$
- Item 1: when thinking about my workplace, everything in my body is tense, $\bar{x} = 1.91$
- Item 2: when imagining having to pass a complete working day at this workplace, I get feelings of panic, $\bar{x} = 1.73$
- Item 10: after work I hurry up more than others just to get away from that place, $\bar{x} = 1.54$

The researcher analyzed each of the three subscales' means for the workplace mentoring group. This study's workplace mentoring participants experience varying levels of panic and avoidance. The panic subscale's mean is the highest at 2.021, the avoidance subscale's mean is 1.370, and the panic and avoidance subscale's mean is 1.449, indicating the workplace mentoring participants experience greater degrees of panic than they do avoidance or panic and avoidance together (Muschalla & Linden, 2009):

Table 39*Panic Subscale Statistics*

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	2.021	1.731	2.205	.474	1.274	.040	5

Table 40*Avoidance Subscale Statistics*

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	1.370	1.192	1.538	.346	1.290	.015	6

Table 41*Panic and Avoidance Statistics*

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	1.449	1.436	1.462	.026	1.018	.000	2

The researcher also analyzed the full WPS scale mean for the workplace mentoring participant group in this study and the results are as follows:

Table 42*Mentoring Participants WPS Full Scale Statistics*

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	1.632	1.192	2.205	1.013	1.849	.123	13

This study's workplace mentoring participant group's WPS full scale mean is 1.632, indicating a moderately high degree of workplace anxiety in this participant group.

The researcher also analyzed the reliability of the three subscales and the full WPS scale of the workplace mentoring participants in this study. Each was found to be over 0.78 alpha. The panic subscale measured over 0.78 alpha, the avoidance subscale measured over 0.78 alpha, the panic and avoidance subscale measured over 0.93 alpha, and the full WPS scale measured over 0.89 alpha. Existing research has supported scale reliability (Muschalla & Linden, 2009; Nunnally & Bernstein, 1994).

Table 43*Panic Subscale Reliability Statistics*

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.782	.791	5

Table 44*Avoidance Subscale Reliability Statistics*

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.786	.797	6

Table 45*Panic and Avoidance Subscale Reliability Statistics*

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.935	.935	2

Table 46*Mentoring Participants Full WPS Scale Reliability Statistics*

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.895	.904	13

The researcher then analyzed the WPS for the 29 participants in the study who indicated they are not participating in their employer's workplace mentoring program or have not in the past. The results of the means analysis of the full WPS scale, each of the panic, avoidance, and panic and avoidance subscales, and reliability analyses of the full scale and three subscales follow.

Table 47*Non-Mentoring Participants WPS Full Scale Statistics*

	Mean	Std. Deviation	N
When thinking about my workplace, everything in my body is tense	2.21	1.346	29
When imagining having to pass a complete working day at this workplace, I get feelings of panic	1.66	1.143	29
In special situations at the workplace, I am afraid of getting symptoms like trembling, blushing, sweating, heart beating	1.62	1.178	29
I'd rather take a roundabout way instead of passing the street where my workplace is situated	1.17	.468	29
My sleep is worse before working days in contrast to non-working days	2.31	1.442	29
I feel tense when entering public places (like the supermarket of my town) where I could meet colleagues or superiors	1.48	1.022	29
Whenever possible, I avoid coming near to the site of my workplace	1.21	.620	29
I had to go on sick leave once or for several times because I could not stand any longer the problems at my workplace	1.45	.870	29
On my way to my workplace I would rather turn and walk back [sic]	1.31	.712	29
After work I hurry up more than others just to get away from that place	1.52	.829	29
While working, I am always paying attention to what could happen next	2.59	1.427	29
I feel severely uncomfortable and tense when I am at my workplace	1.48	.986	29
I feel severely uncomfortable and tense when I think of my workplace	1.41	.867	29

As indicated by the means results of each item, the 29 non mentoring participants in this study experience workplace anxiety with varying degrees. There were six items in this group's WPS results with means over 1.5, representing the areas with the greatest degrees of workplace anxiety among this workplace mentoring participant group. They were:

- Item 11: while working, I am always paying attention to what could happen next, $\bar{x} = 2.59$
- Item 5: my sleep is worse before working days in contrast to non-working days, $\bar{x} = 2.31$
- Item 1: when thinking about my workplace, everything in my body is tense, $\bar{x} = 2.21$
- Item 2: when imagining having to pass a complete working day at this workplace, I get feelings of panic, $\bar{x} = 1.66$
- Item 3: in special situations at the workplace, I am afraid of getting symptoms like trembling, blushing, sweating, heart beating, $\bar{x} = 1.62$
- Item 10: after work I hurry up more than others just to get away from that place, $\bar{x} = 1.52$

The researcher analyzed each of the three subscales' means for the non-mentoring group. This study's non mentoring participants experience varying levels of panic and avoidance. The panic subscale's mean is the highest at 2.076, the avoidance subscale's mean is 1.356, and the panic and avoidance subscale's mean is 1.448, indicating the non-mentoring participants experience greater degrees of panic than they do avoidance or panic and avoidance together (Muschalla & Linden, 2009):

Table 48*Panic Subscale Statistics*

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	2.076	1.621	2.586	.966	1.596	.179	5

Table 49*Avoidance Subscale Statistics*

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	1.356	1.172	1.517	.345	1.294	.022	6

Table 50*Panic and Avoidance Statistics*

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	1.448	1.414	1.483	.069	1.049	.002	2

The researcher also analyzed the full WPS scale mean for the workplace mentoring participant group in this study and the results are as follows:

Table 51*Non-Mentoring Participants Full WPS Scale Statistics*

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	1.647	1.172	2.586	1.414	2.206	.194	13

This study's non-mentoring participant group's WPS full scale mean is 1.647, indicating a moderately high degree of workplace anxiety in this participant group.

The researcher also analyzed the reliability of the three subscales and the full WPS scale of the non-mentoring participants in this study. Each was found to be over 0.75 alpha. The panic subscale measured over 0.85 alpha, the avoidance subscale measured over 0.75 alpha, the panic and avoidance subscale measured over 0.93 alpha, and the full WPS scale measured over 0.91 alpha. Existing research has supported scale reliability (Muschalla & Linden, 2009; Nunnally & Bernstein, 1994).

Table 52

Panic Subscale Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.853	.859	5

Table 53

Avoidance Subscale Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.755	.782	6

Table 54

Panic and Avoidance Subscale Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.935	.940	2

Table 55*Non-Mentoring Full WPS Scale Reliability Statistics*

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.912	.920	13

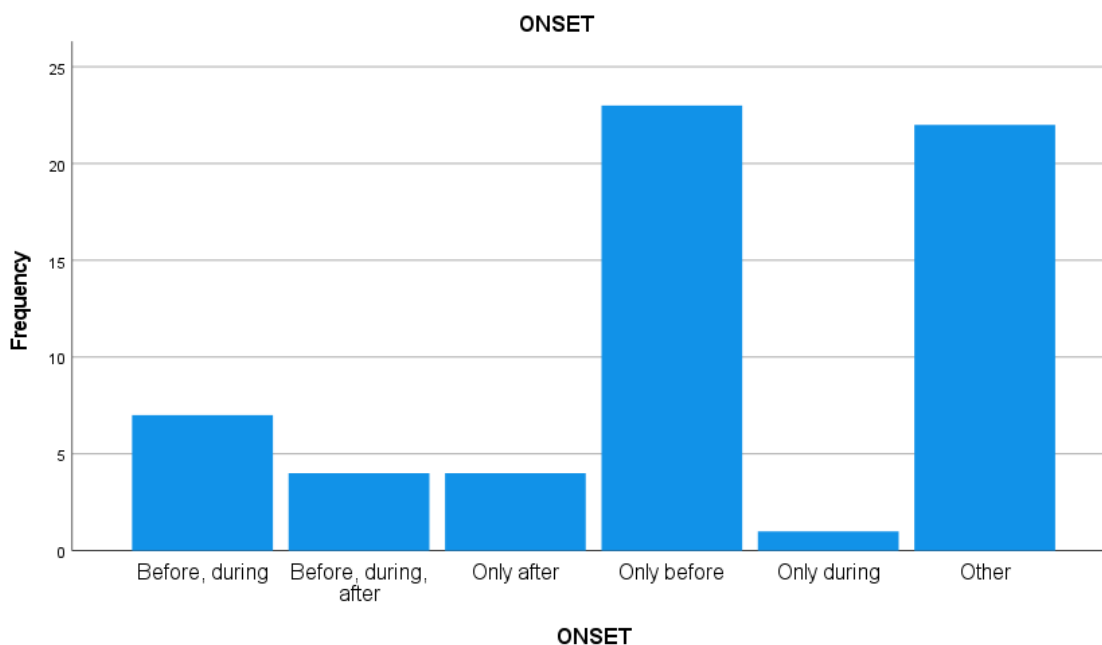
The 78 participants who indicated they are currently participating in their employer's workplace mentoring program or have in the past, were asked to indicate the onset of the 13 items in the WPS they indicated they experience. Of the 78 workplace mentoring participants in this study, a total of 17 participants selected "Do Not Agree at All" for all 13 items so, because they indicated they did not experience any of the 13 workplace anxiety thoughts, feelings, or situations on the survey, they were excluded from answering this question. The remaining 61 workplace mentoring participants indicated they experience one or more of the 13 items of the WPS so were asked to respond to this question. The options were before, during, or after participating in the workplace mentoring program and "other". Participants were able to select more than one option. Just 1.6 percent indicated the onset of the 13 thoughts, feelings, or situations they indicated they experience occurred only during their participation in the workplace mentoring program. A total of 8.2 percent indicated the onset occurred only after their participation in the mentoring program. Just 6.6 percent indicated the onset of their indicated WPS items occurred before, during, and after their participation in the workplace mentoring program and 11.5 percent indicated the onset occurred before and during their participation. A total of 37.7 percent, the majority, indicated the onset of the 13 workplace anxiety thoughts, feelings, or situations they indicated they experience in the WPS occurred only before their participation in the workplace mentoring program and 36.1 percent indicated the onset occurred at some other time. Participant selection of "other" as the onset occurrence may be due to many

variables, including attributing their indicated WPS items to something other than their current workplace, to something other than their workplace mentoring experience, or many others. For example, the participants who indicated “other” as their onset may have had the anxiety symptoms of panic and avoidance occur before working with their current workplace, during their childhood, or some other time so attributed the WPS items they indicated they experience to those occurrences.

Table 56

Onset of indicated thoughts, feelings, or situations of WPS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Only after	4	6.6	6.6	6.6
	Only before	23	37.7	37.7	44.3
	Only during	1	1.6	1.6	45.9
	Before, during	7	11.5	11.5	57.3
	Before, during, after	4	6.6	6.6	63.9
	Other	22	36.1	36.1	100.0
	Total	61	100.0	100.0	

Figure 16*Onset of Workplace Anxiety Symptoms Frequency Chart*

The 61 participants who were asked the onset question were also asked to indicate if participation in their employer's workplace mentoring program helped ease their indicated thoughts, feelings, or situations of the WPS. Available responses were Strongly Disagree, Disagree, Neutral, Agree, and Strongly Agree. Strongly Disagree was coded as (1), Disagree coded as (2), Neutral coded as (3), Agree coded as (4) and Strongly Agree was coded as (5). A total of 34.4 percent agree that participation in a workplace mentoring program helped to ease the situations, thoughts, and feelings they indicated on the WPS, another 23 percent totally agree, 26.2 percent indicated they are neutral, 8.2 percent disagree, and another 8.2 percent totally disagree that participating in a workplace mentoring program helped to ease the situations, thoughts, and feelings they indicated on the WPS. So, 57.4 percent of workplace mentoring

participants with workplace anxiety situations, thoughts, and feelings agree or totally agree that participating in the workplace mentoring program eased their symptoms.

Table 57

Participation in my employer's workplace mentoring program helped to ease these situations, thoughts, and feelings regarding the workplace

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Totally Agree	14	23.0	23.0	23.0
	Agree	21	34.4	34.4	57.4
	Neutral	16	26.2	26.2	83.6
	Disagree	5	8.2	8.2	91.8
	Totally Disagree	5	8.2	8.2	100.0
	Total	61	100.0	100.0	

Figure 17

Participation in Workplace Mentoring Eased Workplace Anxiety Symptoms Frequency Chart



Figure 18

Participation in my employer's workplace mentoring program helped to ease these situations, thoughts, and feelings regarding the workplace Numeric

Statistics		
N	Valid	61
	Missing	0
Mean		3.56
Median		4.00
Mode		4
Std. Deviation		1.177

Mentoring Functions Questionnaire-9 (MFQ-9) Descriptive Statistics

The 78 participants who indicated they are currently participating in their employer's workplace mentoring program or have in the past were also asked to rate their mentoring experience using the 9-item MFQ-9 (Castro et al., 2005). Participants answered the nine statements regarding workplace mentoring's dimensions of career support, psychosocial support, and role modeling (Castro et al., 2005). The points on the scale are Strongly Disagree, Disagree, Neutral, Agree, and Strongly Agree. Strongly Disagree was coded as (1), Disagree coded as (2), Neutral coded as (3), Agree coded as (4) and Strongly Agree was coded as (5). The 36 participants who indicated they have participated as mentors responded to the MFQ-9 for Mentors and the 42 participants who indicated they have participated as mentees responded to the MFQ-9 for Mentees. Items 1 – 3 measure the subscale of Career Support, items 4 – 6 measure the subscale of Psychosocial Support and items 7 – 9 measure the subscale of Role Modeling. All 9 items measure the three dimensions together. Castro et al. (2005) analyze each subscale mean to measure the level of career support, psychosocial support, and role modeling in participants' mentoring experiences and the full scale MFQ-9 mean to measure the mentoring

experience overall. The researcher analyzed the means results for each subscale and full scale of the MFQ-9 for Mentors in this study. A test for reliability of each subscale and the full scale was also completed. The results of the MFQ-9 Mentor test follow.

Table 58

MFQ-9 Mentor Career Support Subscale Item Statistics

	Mean	Std. Deviation	N
I take a personal interest in my mentee's career	4.67	.586	36
I help my mentee coordinate professional goals	4.44	.652	36
I have devoted special time and consideration to my mentee's career	4.33	.862	36

Table 59

MFQ-9 Mentor Career Support Subscale Summary Statistics

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	4.481	4.333	4.667	.333	1.077	.029	3

Table 60

MFQ-9 Mentor Career Support Subscale Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.821	.835	3

The mean of each item in the Career Support subscale is over 4.3 and the subscale's mean is 4.481, meaning most mentors indicate they are providing their mentees career support

during their workplace mentoring experience. Career support includes taking a personal interest in their mentee's career, coordinating their mentee's professional goals, and devoting special time and consideration to their mentee's career (Castro et al., 2005). Additionally, the Career Support subscale measured over 0.82 alpha for reliability. Existing research has supported scale reliability (Castro et al., 2005; Nunnally & Bernstein, 1994).

Table 61

MFQ-9 Mentor Psychosocial Support Subscale Item Statistics

	Mean	Std. Deviation	N
My mentee shares personal problems with me	3.72	1.233	36
My mentee exchanges confidences with me	4.08	1.156	36
I consider my mentee to be a friend	3.33	1.121	36

Table 62

MFQ-9 Mentor Psychosocial Support Subscale Summary Statistics

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	3.713	3.333	4.083	.750	1.225	.141	3

Table 63

MFQ-9 Mentor Psychosocial Support Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.804	.802	3

The mean of each item in the Psychosocial Support subscale is over 3.3 and the subscale's mean is 3.713, meaning many mentors indicate they are providing their mentees psychosocial support during their workplace mentoring experience. Psychosocial support includes their mentee sharing personal problems and exchanging confidences with them and considering their mentee as a friend (Castro et al., 2005). Additionally, the Psychosocial Support subscale measured over 0.80 alpha for reliability (Castro et al., 2005; Nunnally & Bernstein, 1994).

Table 64*MFQ-9 Mentor Role Modeling Subscale Item Statistics*

	Mean	Std. Deviation	N
I try to behave in ways my mentee can model	4.64	.593	36
I try to motivate my mentee	4.69	.467	36
I try to teach my mentee	4.72	.454	36

Table 65*MFQ-9 Mentor Role Modeling Subscale Summary Statistics*

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	4.685	4.639	4.722	.083	1.018	.002	3

Table 66*MFQ-9 Mentor Role Modeling Subscale Reliability Statistics*

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.683	.697	3

The mean of each item in the Role Modeling subscale is over 4.6 and the subscale's mean is 4.685, meaning most mentors indicate they are providing their mentees role modeling during their workplace mentoring experience. Role modeling includes modelling behavior, motivating, and teaching their mentee (Castro et al., 2005). Additionally, the Role Modeling subscale measured over 0.68 alpha for reliability (Castro et al., 2005; Nunnally & Bernstein, 1994).

Table 67

MFQ-9 Mentor Full Scale Statistics

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	4.293	3.333	4.722	1.389	1.417	.240	9

Table 68

MFQ-9 Mentor Full Scale Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.815	.832	9

The MFQ-9 Mentor full scale mean is 4.293, meaning most mentors indicate they are providing their mentees career support, psychosocial support, and role modeling during their workplace mentoring behavior (Castro et al., 2005). Additionally, the MFQ-9 Mentor full scale measured over 0.81 alpha for reliability (Castro et al., 2005; Nunnally & Bernstein, 1994).

The researcher analyzed the means results for each subscale and full scale of the MFQ-9 for Mentees in this study. A test for reliability of each subscale and the full scale was also completed. The results of the MFQ-9 Mentor test follow.

Table 69

MFQ-9 Mentee Career Support Subscale Item Statistics

	Mean	Std. Deviation	N
My mentor takes a personal interest in my career	4.14	1.095	42
My mentor helps me coordinate professional goals	3.98	.975	42
My mentor has devoted special time and consideration to my career	3.90	1.122	42

Table 70

MFQ-9 Mentee Career Support Subscale Summary Statistics

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	4.008	3.905	4.143	.238	1.061	.015	3

Table 71

MFQ-9 Mentee Career Support Subscale Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.913	.914	3

The mean of each item in the Career Support subscale is over 3.9 and the subscale's mean is 4.008, meaning most mentees indicate their mentors are providing them career support

during their workplace mentoring experience. Career support includes their mentor taking a personal interest in their career, coordinating their professional goals, and devoting special time and consideration to their career (Castro et al., 2005). Additionally, the Career Support subscale measured over 0.91 alpha for reliability (Castro et al., 2005; Nunnally & Bernstein, 1994).

Table 72*MFQ-9 Mentee Psychosocial Support Subscale Item Statistics*

	Mean	Std. Deviation	N
I share personal problems with my mentor	3.43	1.382	42
I exchange confidences with my mentor	3.64	1.428	42
I consider my mentor to be a friend	3.33	1.183	42

Table 73*MFQ-9 Mentee Psychosocial Support Subscale Summary Statistics*

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	3.468	3.333	3.643	.310	1.093	.025	3

Table 74*MFQ-9 Mentee Psychosocial Support Subscale Reliability Statistics*

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.860	.861	3

The mean of each item in the Psychosocial Support subscale is over 3.3 and the subscale's mean is 3.486, meaning many mentees indicate their mentors are providing them psychosocial support during their workplace mentoring experience. Psychosocial support includes sharing personal problems and exchanging confidences with their mentor and considering their mentor as a friend (Castro et al., 2005). Additionally, the Psychosocial Support subscale measured 0.86 alpha for reliability (Castro et al., 2005; Nunnally & Bernstein, 1994).

Table 75*MFQ-9 Mentee Role Modeling Subscale Item Statistics*

	Mean	Std. Deviation	N
I try to model my behavior after my mentor	3.48	1.234	42
I admire my mentor's ability to motivate others	3.98	1.137	42
I respect my mentor's ability to teach others	4.10	1.078	42

Table 76*MFQ-9 Mentee Role Modeling Subscale Summary Statistics*

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	3.849	3.476	4.095	.619	1.178	.108	3

Table 77*MFQ-9 Mentee Role Modeling Reliability Statistics*

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.926	.929	3

The mean of each item in the Role Modeling subscale is over 3.4 and the subscale's mean is 3.489, meaning many mentees indicate their mentors are providing them role modeling during their workplace mentoring experience. Role modeling includes modelling their mentor's behavior, admiring their mentor's ability to motivate, and respecting their mentor's ability to teach others (Castro et al., 2005). Additionally, the Role Modeling subscale measured over 0.92 alpha for reliability (Castro et al., 2005; Nunnally & Bernstein, 1994).

Table 78

MFQ-9 Mentee Full Scale Statistics

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	3.775	3.333	4.143	.810	1.243	.095	9

Table 79

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.946	.949	9

The MFQ-9 Mentee full scale mean is 3.775, meaning most mentees indicate their mentors are providing them career support, psychosocial support, and role modeling during their workplace mentoring behavior (Castro et al., 2005). Additionally, the MFQ-9 Mentee full scale measured over 0.94 alpha for reliability (Castro et al., 2005; Nunnally & Bernstein, 1994).

Work and Meaning Inventory (WAMI) Descriptive Statistics

All 107 participants in this study were asked to rate their level of meaningful work using the 10-item Work and Meaning Inventory (WAMI) (Steger et al., 2012). Participants answered the ten statements related to the role of work in one's life (Steger et al., 2012) on a five-point Likert scale. The points on the scale are Absolutely Untrue, Mostly Untrue, Neither True nor Untrue, Mostly True, and Absolutely True. Absolutely Untrue was coded as (1), Mostly Untrue coded as (2), Neither True nor Untrue coded as (3), Mostly True coded as (4) and Absolutely True was coded as (5). The researcher analyzed the Likert scale results of the WAMI items for all participants in this study. The results are as follows:

Table 80*Item Statistics*

	Mean	Std. Deviation	N
1. I have found a meaningful career	4.01	.976	107
2. I view my work as contributing to my personal growth	4.02	1.000	107
3. My work really makes no difference to the world	2.14	1.128	107
4. I understand how my work contributes to my life's meaning	3.67	1.026	107
5. I have a good sense of what makes my job meaningful	4.12	.821	107
6. I know my work makes a positive difference in the world	3.79	1.073	107
7. My work helps me better understand myself	3.56	1.126	107
8. I have discovered work that has a satisfying purpose	3.75	1.133	107
9. My work helps me make sense of the world around me	3.15	1.257	107
10. The work I do serves a greater purpose	3.59	1.132	107

The item “My work really makes no difference to the world” was the only item with a mean score less than 3.00 at 2.14, indicating most of this study’s participants do not agree their work makes no different to the world. The item “My work helps me make sense of the world around me” had a mean of 3.15, meaning many of the participants agree with this statement. The items with the highest means were “I have a good sense of what makes my job meaningful” with a mean of 4.12, “I view my work as contributing to my personal growth” with a mean of 4.02,

and “I have found a meaningful career” with a mean of 4.01, indicating most of this study’s participants agree with these statements. The remaining items had means over 3.5, indicating many of the participants agreed with these statements but not as much as the items’ statements with means over 4.0.

The WAMI has three subscales measuring three dimensions of meaningful work: 1) psychological meaning in which there is “personal significance” in the work being done; 2) meaning making through work in which workers’ “meaning in life” is advanced through the work being done; and 3) greater good motivations, in which the work being done has a “broader impact on others” (Steger et al., 2012, pp. 324-325). Each dimension’s scores can be viewed independently of the others, or they can be viewed together as the WAMI’s collective score (Steger et al., 2012). The WAMI’s total score measures “the depth to which people experience their work as meaningful, as something they are personally invested in, and which is a source of flourishing in their lives” (Steger et al., 2012, WAMI Scoring Instructions). To score the Psychological Meaning subscale, Steger et al. (2012) stipulates items 1, 4, 5, and 8 should be added, to score the Meaning Making through Work subscale, items 2, 7, and 9 should be added, and to score the Greater Good Motivations subscale, item 3 should be subtracted from the number six then added to items 6 and 10. Then, to score the WAMI, the three subscales’ scores should be added together (Steger et al., 2012).

The researcher analyzed the means of the subscale’s total scores and the mean of the WAMI’s total score then analyzed the item means of each subscale and the item mean for the WAMI for the 107 participants in this study. The results follow:

Table 81*Subscales and WAMI Total Scores Statistics*

		Psychological Meaning	Meaning Making Through Work	Greater Good Motivations	WAMI Collective Score
N	Valid	107	107	107	107
	Missing	0	0	0	0
Mean		15.55	10.73	11.23	37.51
Median		16.00	11.00	12.00	38.00
Mode		20	11	12	40
Std. Deviation		3.385	2.909	2.797	8.290

Table 82*Psychological Meaning Subscale Summary Item Statistics*

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	3.716	3.310	3.931	.621	1.188	.081	4

Table 83*Meaning Making through Work Subscale Summary Item Statistics*

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	3.576	3.150	4.019	.869	1.276	.189	3

Table 84*Great Good Motivations Subscale Summary Item Statistics*

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	3.171	2.140	3.785	1.645	1.769	.807	3

Table 85*WAMI Summary Item Statistics*

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	3.579	2.140	4.121	1.981	1.926	.334	10

The Positive Meaning subscale had the highest mean of 3.716 and the highest total score mean of 15.55. This was followed by the Meaning Making through Work subscale with an item mean of 3.576. The Greater Good Motivations subscale item mean of 3.171 was the lowest of the subscales item means, yet its total score mean of 11.23 was higher than the Meaning Making through Work subscale's total score mean of 10.73. However, this is in line with Steger et al.'s (2012) WAMI and subscale results. The WAMI total score mean was 37.51 with an item mean of 3.579. These results indicate most participants in this study experience their work as meaningful overall and the degree to which they feel their work has personal significance is highest.

Lastly, the researcher analyzed the reliability of the WAMI scale for the entire 107 participants in this study. The WAMI scale was found to be reliable measuring over 0.86 alpha (Nunnally & Bernstein, 1994; Steger et al., 2012).

Table 86*WAMI Reliability Statistics*

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.869	.876	10

The researcher then analyzed the WAMI results for the 78 workplace mentoring participants in this study starting with the means results of the ten WAMI items. The results are as follows:

Table 87*Item Statistics*

	Mean	Std. Deviation	N
1. I have found a meaningful career	4.04	1.025	78
2. I view my work as contributing to my personal growth	4.08	1.042	78
3. My work really makes no difference to the world	2.12	1.128	78
4. I understand how my work contributes to my life's meaning	3.81	1.033	78
5. I have a good sense of what makes my job meaningful	4.21	.827	78
6. I know my work makes a positive difference in the world	3.88	1.006	78
7. My work helps me better understand myself	3.68	1.111	78
8. I have discovered work that has a satisfying purpose	3.76	1.186	78
9. My work helps me make sense of the world around me	3.28	1.288	78
10. The work I do serves a greater purpose	3.62	1.154	78

The item “My work really makes no difference to the world” was the only item with a mean score less than 3.00 at 2.12, indicating most of this study’s workplace mentoring participants do not agree their work makes no different to the world. The item “My work helps me make sense of the world around me” had a mean of 3.28, meaning many of the participants agree with this statement. The items with the highest means were “I have a good sense of what makes my job meaningful” with a mean of 4.21, “I view my work as contributing to my personal growth” with a mean of 4.08, and “I have found a meaningful career” with a mean of 4.04, indicating most of this study’s participants agree with these statements. The remaining items had

means over 3.60, indicating most of the participants agreed with these statements. Other than item 3, the WAMI items' means results for the workplace mentoring participants was higher than the means results for the entire 107 participants in this study, yet only slightly. This indicates the workplace mentoring participants agree with these statements slightly more than the entire sample of 107 participants. Item 3's mean for the workplace mentoring participants was 2.12, less than this item's mean for the entire sample in the study of 2.14, yet only slightly so. This indicates the workplace mentoring participants disagree with this statement slightly more than the 107 participants in the study's full sample.

The researcher then analyzed the means of the subscale's total scores and the mean of the WAMI's total score as well as analyzed the item means of each subscale and the item mean for the WAMI for the 78 workplace mentoring participants in this study. The results follow:

Table 88

Statistics

		Psychological Meaning	Meaning Making Through Work	Greater Good Motivations	WAMI Collective Score
N	Valid	78	78	78	78
	Missing	0	0	0	0
Mean		15.81	11.04	11.38	38.23
Median		16.00	11.00	12.00	39.50
Mode		20	11	12	50
Std. Deviation		3.479	2.982	2.750	8.539

Table 89*Positive Meaning Subscale Summary Item Statistics*

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	3.952	3.756	4.205	.449	1.119	.044	4

Table 90*Meaning Making through Work Subscale Item Statistics*

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	3.679	3.282	4.077	.795	1.242	.158	3

Table 91*Greater Good Motivations Subscale Summary Item Statistics*

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	3.205	2.115	3.885	1.769	1.836	.909	3

Table 92*WAMI Summary Item Statistics*

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	3.646	2.115	4.205	2.090	1.988	.358	10

The Positive Meaning subscale had the highest mean of 3.952 and the highest total score mean of 15.81. This was followed by the Meaning Making through Work subscale with an item

mean of 3.679. The Greater Good Motivations subscale item mean of 3.205 was the lowest of the subscales item means, yet its total score mean of 11.38 was higher than the Meaning Making through Work subscale's total score mean of 11.04. However, this is also in line with Steger et al.'s (2012) WAMI and subscale results. The WAMI total score mean was 38.23 with an item mean of 3.646. These results indicate the most participants in this study experience their work as meaningful overall and the degree to which they feel their work has personal significance is highest. The workplace mentoring group's WAMI total score mean was 38.23 compared to the full sample's WAMI total score mean of 37.51. This indicates the workplace mentoring participant group experiences greater presence of meaning in work and are more likely to be present and productive in the workplace (Steger et al., 2012).

Lastly, the researcher analyzed the reliability of the WAMI scale for the 78 workplace mentoring participants in this study. The WAMI scale was found to be reliable measuring at 0.88 alpha (Nunnally & Bernstein, 1994; Steger et al., 2012).

Table 93

Reliability Statistics

Cronbach's Alpha Based on		
Cronbach's Alpha	Standardized Items	N of Items
.880	.886	10

The researcher then analyzed the WAMI results for the 29 non-workplace mentoring participants in this study starting with the means results of the ten WAMI items. The results are as follows:

Table 94*Item Statistics*

	Mean	Std. Deviation	N
1. I have found a meaningful career	3.93	.842	29
2. I view my work as contributing to my personal growth	3.86	.875	29
3. My work really makes no difference to the world	2.21	1.146	29
4. I understand how my work contributes to my life's meaning	3.31	.930	29
5. I have a good sense of what makes my job meaningful	3.90	.772	29
6. I know my work makes a positive difference in the world	3.52	1.214	29
7. My work helps me better understand myself	3.24	1.123	29
8. I have discovered work that has a satisfying purpose	3.72	.996	29
9. My work helps me make sense of the world around me	2.79	1.114	29
10. The work I do serves a greater purpose	3.52	1.090	29

The items “My work really makes no difference to the world” and “My work helps me make sense of the world around me” were the only two item with a mean score less than 3.00 at 2.21 and 2.79, respectively. This indicates most of this study’s non-mentoring participants do not agree their work makes no difference to the world. This is similar to the full sample participants’ results and the results of the workplace mentoring participants. However, the non-mentoring participants also do not agree their work helps make sense of the world around them. This is

different than both the full sample participants and the workplace mentoring participants in that most participants in both groups agreed with this statement.

Additionally, none of the ten items in the results of the non-mentoring group's WAMI results had a mean greater than 4.0, yet the both the full sample and the 78 workplace participants group had three items with means results over 4.0. However, in the non-mentoring participants' results, the items "I have found a meaningful career," "I have a good sense of what makes my job meaningful," and "I view my work as contributing to my personal growth" had the highest means of just under 4.0 at 3.93, 3.90, and 3.86 respectively. This indicates most of the non-mentoring participants agree with these statements. The item "The work I do serves a greater purpose" and the item "I know my work makes a positive difference in the world" each had means of 3.52, meaning many of the participants agree with these statements. The remaining items had means over 3.3, indicating several of the participants agreed with these statements.

The researcher analyzed the means of the subscale's total scores and the mean of the WAMI's total score then analyzed the item means of each subscale and the item mean for the WAMI for the 29 non-mentoring participants in this study. The results follow:

Table 95*Statistics*

		Psychological Meaning	Meaning Making Through Work	Greater Good Motivations	WAMI Collective Score
N	Valid	29	29	29	29
	Missing	0	0	0	0
Mean		14.86	9.90	10.83	35.59
Median		15.00	10.00	11.00	37.00
Mode		15	10 ^a	11	40
Std. Deviation		3.067	2.568	2.929	7.375

a. Multiple modes exist. The smallest value is shown

Table 96*Positive Meaning Summary Item Statistics*

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	3.716	3.310	3.931	.621	1.188	.081	4

Table 97*Meaning Making through Work Summary Item Statistics*

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	3.299	2.793	3.862	1.069	1.383	.288	3

Table 98*Greater Good Motivations Summary Item Statistics*

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	3.080	2.207	3.517	1.310	1.594	.572	3

Table 99*WAMI Summary Item Statistics*

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	3.400	2.207	3.931	1.724	1.781	.300	10

The Positive Meaning subscale had the highest mean of 3.716 and the highest total score mean of 14.86. This was followed by the Meaning Making through Work subscale with an item mean of 3.299. The Greater Good Motivations subscale item mean of 3.080 was the lowest of the subscales item means, yet its total score mean of 10.83 was higher than the Meaning Making through Work subscale's total score mean of 9.90. However, this trend is in line with Steger et al.'s (2012) WAMI and subscale results. The WAMI total score mean was 35.59 with an item mean of 3.400. These results indicate most non-mentoring participants in this study experience their work as meaningful overall and the degree to which they feel their work has personal significance is highest. However, these results are lower than the entire participant group's results and even lower than the workplace mentoring participants' results, indicating the non-mentoring participant group has greater absence of meaning in work and are more likely to experience absenteeism in the workplace (Steger et al., 2012).

Lastly, the researcher analyzed the reliability of the WAMI scale for the 29 non-workplace mentoring participants in this study. The WAMI scale was found to be reliable measuring over 0.81 alpha (Nunnally & Bernstein, 1994; Steger et al., 2012).

Table 100

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.816	.841	10

Hypotheses Results

H₁ studied the correlation between meaningful work and participation in a workplace mentoring program. A Pearson's Correlation was conducted between this study's indicated participation in a workplace mentoring program, where "yes" was equivalent to 1 and "no" was equivalent to 0, and the ten items in the WAMI, where 1 was equivalent to "absolutely untrue" and 5 was equivalent to "absolutely true." The analysis demonstrates a direct correlation between the two variables ($r=.151$, $r^2=.022801$). However, the r-value is .151, meaning there is a weak positive linear relationship between the two tested factors. A weak positive relationship falls between 0.0 and 0.2 (Salkind, 2017). Additionally, the level of significance of this correlation analysis (p) is 0.120, meaning the results of this analysis are not significant at the .05 level. Therefore, we will reject H₁ and fail to reject the null hypothesis to conclude that there is not a significant relationship with meaningful work and participation in a workplace mentoring program.

Table 101*Correlations*

		Present or Past Workplace Mentoring Participant	WAMI Mean
Present or Past Workplace Mentoring Participant	Pearson Correlation	1	.151
	Sig. (2-tailed)		.120
	N	107	107
WAMI Mean	Pearson Correlation	.151	1
	Sig. (2-tailed)	.120	
	N	107	107

Table 102*Descriptive Statistics*

	Mean	Std. Deviation	N
Present or Past Workplace Mentoring Participant Numeric	.73	.447	107
WAMI Mean	3.579	.7267	107

H₂ studied the difference in meaningful work for people with workplace anxiety who participate in a workplace mentoring program and people with workplace anxiety who do not participate in a workplace mentoring program. Of the 107 participants in this study, a total of 21 participants selected “Do Not Agree at All” for all 13 WPS items, indicating they do not experience any of the 13 workplace anxiety thoughts, feelings, or situations on the survey. Therefore, only the results of the 86 survey respondents who indicated they experience one or more of the WPS 13 items were analyzed to test H₂. The sample used for workplace mentoring participants was 61 and non-workplace mentoring participants was 25.

An independent *t*-test was performed between the factor of whether or not the respondent has ever participated in a workplace mentoring program and the participant's WAMI's mean score. The *t*-test indicated the means to be statistically insignificant and not different, as $p = .331$, demonstrating people with workplace anxiety who participate in workplace mentoring programs will not experience meaningful work more often than people with workplace anxiety who do not participate in workplace mentoring programs. Therefore, we will reject H₂ and fail to reject the null hypothesis to conclude that people with workplace anxiety who participate in workplace mentoring programs will experience meaning in their work no more or less often than people with workplace anxiety who do not participate in workplace mentoring programs.

Table 103

Group Statistics

	Present or Past Workplace Mentoring Participant	N	Mean	Std. Deviation	Std. Error Mean
WAMI	1	61	3.538	.7561	.0968
Mean	2	25	3.464	.5619	.1124

Table 104*Independent Samples Test*

		Leven e's Test for Equali ty of Varian ces		t-test for Equali ty of Means								95% Confidence Interval of the Differ ence	
		F	Sig.	t	df	Signifi cance	Mean Differ ence	Std. Error Differ ence					
						One- Sided p	Two- Sided p			Lower	Upper		
WAMI Mean	Equal varian ces assum ed	2.246	.138	.440	84	.331	.661	.0737	.1677	-.2597	.4072		
	Equal varian ces not assum ed			.497	59.690	.311	.621	.0737	.1483	-.2230	.3704		

Table 105*Independent Samples Effect Sizes*

		Standardizer a	Point Estimate	95% Confidence Interval	
				Lower	Upper
WAMI Mean	Cohen's d	.7061	.104	-.362	.570
	Hedges' correction	.7125	.103	-.358	.565
	Glass's delta	.5619	.131	-.337	.597

a. The denominator used in estimating the effect sizes.

Cohen's d uses the pooled standard deviation.

Hedges' correction uses the pooled standard deviation, plus a correction factor.

Glass's delta uses the sample standard deviation of the control group.

H₃ studied the effect participation in a workplace mentoring program has on the degree of workplace anxiety symptoms. A linear regression was used with the dependent variable as the degree to which workplace anxiety symptoms are eased and the independent variable of length of time as a participant in a workplace mentoring program. The model has an adjusted r^2 of .525, which implies a strong positive relationship (Salkind, 2017). The effect size of workplace mentoring, and workplace anxiety symptoms was .802, depicting a strong relationship with a large effect, with any value over 0.50 considered a large effect (Salkind, 2017). The length of time in a workplace mentoring program variable had a positive unstandardized beta of .842. The longer the participation in a workplace mentoring program, workplace anxiety symptoms are eased to a greater degree. Specifically, an increase in one unit of participation time in a workplace mentoring program leads to an increase in .842 units of eased workplace anxiety symptoms. Therefore, we can accept H₃ that people with workplace anxiety who participate in a workplace mentoring program will experience eased workplace anxiety symptoms.

Table 106*Model Summary*

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.730 ^a	.533	.525	.802

a. Predictors: (Constant), Length in Program Mentor or Mentee Numeric

Table 107*ANOVA^a*

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	43.224	1	43.224	67.247	<.001 ^b
Residual	37.923	59	.643		
Total	81.148	60			

a. Dependent Variable: Participation in my employer's workplace mentoring program helped to ease these situations, thoughts, and feelings regarding the workplace Numeric

b. Predictors: (Constant), Length in Program Mentor or Mentee Numeric

Table 108*Coefficients^a*

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	1.125	.312		3.606	<.001
Length in Program Mentor or Mentee Numeric	.842	.103	.730	8.200	<.001

a. Dependent Variable: Participation in my employer's workplace mentoring program helped to ease these situations, thoughts, and feelings regarding the workplace Numeric

To validate this result, the researcher checked the assumptions of this linear regression. It met the assumption of no correlation. This was confirmed via the Durbin-Watson statistic of 2.183, which leans toward negative autocorrelation, however 2.183 is very close to 2 and a DW range of 1.5 – 2.5 is generally considered acceptable (Analyttica Datalab, 2021; *How to perform a Durbin-Watson Test in Python*, 2020).

Table 109

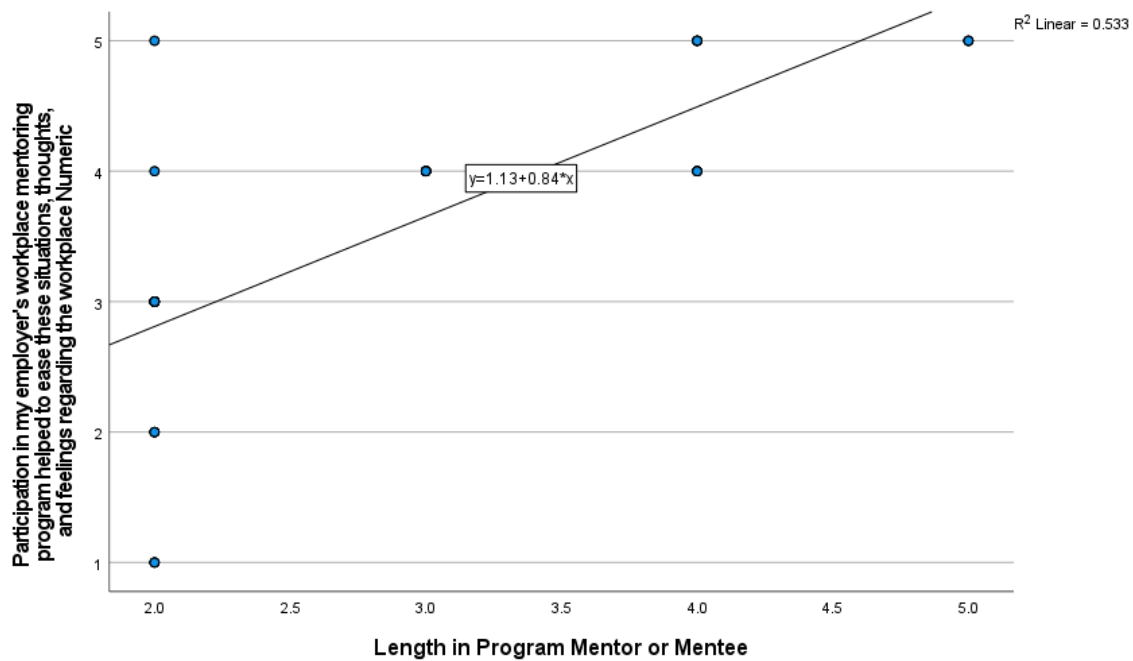
Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.730 ^a	.533	.525	.802	2.183

a. Predictors: (Constant), Length in Program Mentor or Mentee

b. Dependent Variable: Participation in my employer's workplace mentoring program helped to ease these situations, thoughts, and feelings regarding the workplace Numeric

The assumption of linearity was also met. This was confirmed via a scatterplot and the adjusted r^2 which equals 0.533

Figure 19*H3 Assumption of Linearity Scatterplot*

The assumption of normal distribution was also met. This was confirmed via histogram reflecting a normal bell curve and Q-Q plot reflecting a straight line.

Figure 20

H₃ Assumption of Normal Distribution Histogram

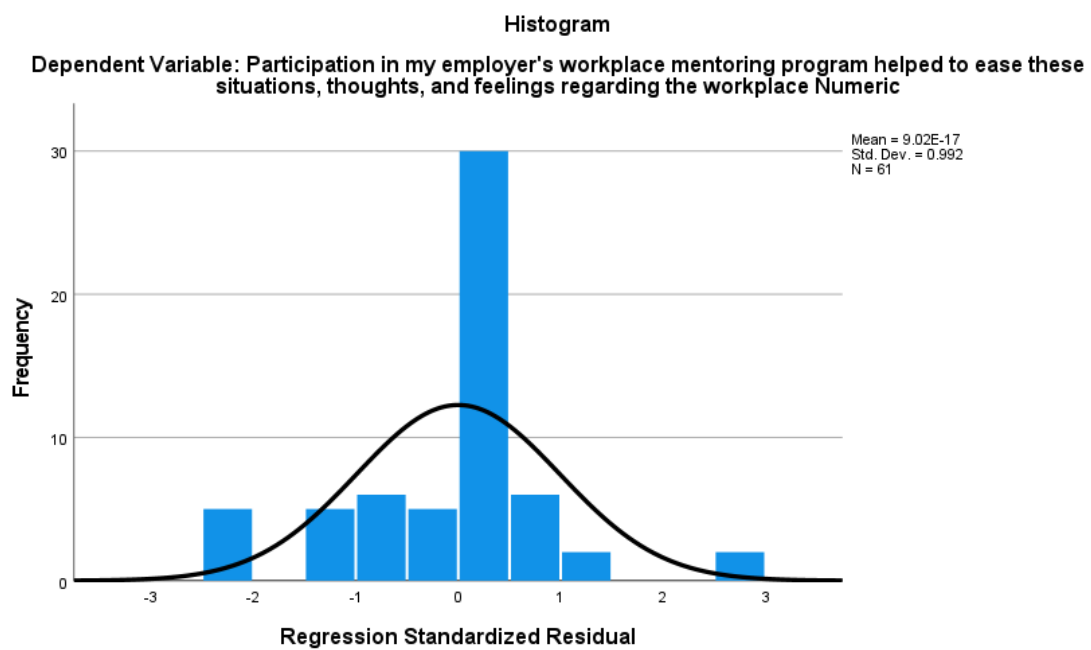


Figure 21*H₃ Assumption of Normal Distribution Q-Q Plot*

This linear regression did not meet homoscedasticity. When viewing the residual vs. fitted values plot, the researcher noticed it exhibited a funnel shape. A Breusch-Pagan test confirmed heteroscedasticity was present. To solve for heteroscedasticity, a WLS regression was performed. The model results reflect significance at the .05 level as $p > 0.001$, and the model had an r^2 of .655, which implies a strong positive relationship (Salkind, 2017). The length of time in a workplace mentoring program variable had a positive unstandardized beta of .744. The longer the participation in a workplace mentoring program, workplace anxiety symptoms are eased to a greater degree. Specifically, an increase in one unit of participation time in a workplace mentoring program leads to an increase in .744 units of eased workplace anxiety symptoms. The WLS regression analysis confirms the acceptance of H₃ that people with workplace anxiety who participate in a workplace mentoring program will experience eased workplace anxiety

symptoms. Meaning, the longer the participation in a workplace mentoring program, workplace anxiety symptoms are eased to a greater degree.

Table 110

Model Summary^{b,c}

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.809 ^a	.655	.649	1.247	2.204

a. Predictors: (Constant), Length in Program Mentor or Mentee

b. Dependent Variable: Participation in my employer's workplace mentoring program helped to ease these situations, thoughts, and feelings regarding the workplace
Numeric

c. Weighted Least Squares Regression - Weighted by WeightEasedSymptoms

Table 111

ANOVA^{a,b}

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	174.154	1	174.154	111.995	<.001 ^c
Residual	91.746	59	1.555		
Total	265.900	60			

a. Dependent Variable: Participation in my employer's workplace mentoring program helped to ease these situations, thoughts, and feelings regarding the workplace Numeric

b. Weighted Least Squares Regression - Weighted by Weight

c. Predictors: (Constant), Length in Program Mentor or Mentee

Table 112*Coefficients^{a,b}*

	Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
	(Constant)	1.421	.266		5.343	<.001
1	Length in Program Mentor or Mentee	.744	.070	.809	10.583	<.001

a. Dependent Variable: Participation in my employer's workplace mentoring program helped to ease these situations, thoughts, and feelings regarding the workplace Numeric

b. Weighted Least Squares Regression - Weighted by Weight

To further validate this result, a Pearson's Correlation was used to analyze the relationship of participating in a workplace mentoring program and the degree of workplace anxiety symptoms. The analysis demonstrates a direct correlation between the two variables ($r=.730$, $p = 0.01$, $r^2= .5329$). The r-value is .730, meaning there is a strong positive linear relationship between the two tested factors. A strong positive relationship falls between 0.6 and 0.8 (Salkind, 2017). Additionally, the level of significance of this correlation analysis (p) is significant at > 0.01 level, meaning the results of this analysis are significant at the .05 level. This further validates that we can accept H_3 that people with workplace anxiety who participate in a workplace mentoring program will experience eased workplace anxiety symptoms.

Table 113*Correlations*

		Participation in my employer's workplace mentoring program helped to ease these situations, thoughts, and feelings regarding the workplace Numeric	Length in Program Mentor or Mentee Numeric
Participation in my employer's workplace mentoring program helped to ease these situations, thoughts, and feelings regarding the workplace Numeric	Pearson Correlation	1	.730**
	Sig. (2-tailed)		<.001
	N	61	61
Length in Program Mentor or Mentee Numeric	Pearson Correlation	.730**	1
	Sig. (2-tailed)	<.001	
	N	61	61

**. Correlation is significant at the 0.01 level (2-tailed).

H4 was to study if people with workplace anxiety who participate in a workplace mentoring program for at least 6 months and have at least monthly interactions with their mentor or mentee will experience more meaning in their work than those who do not. However, although there are 61 workplace mentoring participants with workplace anxiety, 58 respondents indicated they have at least monthly interactions with their mentor or mentee and just 3 of the 61 respondents indicated they have less frequent interactions. This resulted in an inability to test H4.

Table 114*Frequency with Mentor or Mentee*

<i>Statistics</i>		
N	Valid	61
	Missing	0

Table 115*Frequency of Interactions with Mentor or Mentee*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Daily	4	6.6	6.6	6.6
	Every other month	1	1.6	1.6	8.2
	Every other week	17	27.9	27.9	36.1
	Less frequently than every other month	2	3.3	3.3	39.3
	Monthly	31	50.8	50.8	90.2
	Weekly	6	9.8	9.8	100.0
	Total	61	100.0	100.0	

H₅ studied the difference in meaningful work for people with workplace anxiety who participate in a workplace mentoring program for at least 6 months and have positive interactions with their mentor or mentee and those who do not. A three-factor ANOVA was used with the dependent variable as the WAMI collective score and the independent variables of length of time as a participant in a workplace mentoring program, the Career Support subscale of the MFQ-9, and the Psychosocial Support subscale of the MFQ-9. The Role Modeling subscale of the MFQ-9 is not included in this analysis as it is “separate and distinct from the psychosocial function” (Castro et al., 2005, p. 24) of workplace mentoring so is not indicative of positive interactions between a mentor and mentee.

There was not a statistically significant difference in meaningful work for people with workplace anxiety who participate in a workplace mentoring program for at least 6 months and have positive interactions with their mentor or mentee and those who do not, $F_{(61)} = 2.111$, $p = 0.138$, partial $\eta^2 = .522$, meaning the results of this analysis are not significant at the .05 level. Therefore, we will reject H_5 and fail to reject the null hypothesis to conclude people with workplace anxiety who participate in a workplace mentoring program for at least 6 months and have positive interactions with their mentor or mentee will experience no more or less meaning in their work than those who do not.

Table 116

Between-Subjects Factors

		N
Length in Program Mentor or Mentee	1 year to 2 years	14
	2 years to 5 years	12
	6 months to 1 year	30
	Greater than 5 years	5
Career Support	Agree	29
	Disagree	1
	Neutral	9
	Strongly Agree	20
	Strongly Disagree	2
Psychosocial Support	Agree	21
	Disagree	8
	Neutral	16
	Strongly Agree	12
	Strongly Disagree	4

Table 117*Tests of Between-Subjects Effects*

Dependent Variable: WAMI Collective Score

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	1883.157 ^a	29	64.936	1.257	.266	.540
Intercept	17818.150	1	17818.150	344.925	<.001	.918
LengthinProgramMentorMentee	197.395	3	65.798	1.274	.301	.110
CareerSupportSubscale	611.857	3	203.952	3.948	.017	.276
PsychosocialSupport Subscale	216.256	4	54.064	1.047	.399	.119
LengthinProgramMentorMentee *	371.982	5	74.396	1.440	.238	.188
CareerSupportSubscale						
LengthinProgramMentorMentee *	465.902	5	93.180	1.804	.141	.225
PsychosocialSupport Subscale						
CareerSupportSubscale *	708.683	4	177.171	3.430	.020	.307
PsychosocialSupport Subscale						
LengthinProgramMentorMentee *						
CareerSupportSubscale *	218.123	2	109.061	2.111	.138	.120
PsychosocialSupport Subscale						
Error	1601.400	31	51.658			
Total	49259.000	61				
Corrected Total	3484.557	60				

a. R Squared = .540 (Adjusted R Squared = .111)

H₆ was to study if people who experience the onset of workplace anxiety during or after participating in a workplace mentoring program have negative experiences with their mentor or mentee. However, although there are 61 workplace mentoring participants with workplace anxiety, only 5 respondents indicated onset of their workplace anxiety symptoms was “only after” (4 respondents) or “only during” (1 respondent) participation in a workplace mentoring program. Another 11 respondents indicated onset as “before, during” (7 respondents) or “before, during, after” (4 respondents) participation in a workplace mentoring program. A total of 45 respondents indicated onset of their workplace anxiety symptoms as “only before” or “other”. Participant selection of “other” as the onset occurrence may be due to many variables, including attributing their indicated WPS items to something other than their current workplace, to something other than their workplace mentoring experience, or many others. For example, the participants who indicated “other” as their onset may have had the anxiety symptoms of panic and avoidance occur before working with their current workplace, during their childhood, or some other time so attributed the WPS items they indicated they experience to those occurrences. Due to a lack of a representative sample of workplace mentoring participants whose onset of workplace anxiety symptoms was during or after participation in the program, the researcher was unable to test H₆.

Table 118

Statistics

Onset		
N	Valid	61
	Missing	0

Table 119*Onset of Workplace Anxiety Symptoms Frequency Table*

<i>Onset</i>		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Before, during	7	11.5	11.5	11.5
	Before, during, after	4	6.6	6.6	18.0
	Only after	4	6.6	6.6	24.6
	Only before	23	37.7	37.7	62.3
	Only during	1	1.6	1.6	63.9
	Other	22	36.1	36.1	100.0
	Total	61	100.0	100.0	

H₇ studied the difference in workplace anxiety and meaningful work for people who participate in workplace mentoring programs and those who do not. A one-factor MANOVA was used with the dependent variables as the degree to which workplace anxiety symptoms are eased with participation in a workplace mentoring program and the WAMI collective score, and the independent variable as whether participation in a workplace mentoring program occurred or not. All 107 survey participants' responses were used in the MANOVA analysis. Past or present participation in a workplace mentoring program was indicated as "Yes" (78 participants) or "No" (29 participants). Available responses for the degree to which workplace anxiety symptoms are eased with participation in a workplace mentoring program were Strongly Disagree, Disagree, Neutral, Agree, and Strongly Agree. Strongly Disagree was coded as (1), Disagree coded as (2), Neutral coded as (3), Agree coded as (4) and Strongly Agree was coded as (5). The 29 survey respondents who indicated they did not participate in a workplace mentoring program could not indicate if participation eased their workplace anxiety symptoms, so they were coded as No Response (0). The 17 workplace mentoring participants who answered "Do Not Agree at All" for

all 13 items on the WPS were treated as indicating they do not have workplace anxiety symptoms, so could not indicate if their workplace mentoring participation eased workplace anxiety symptoms, so they were coded as No Response (0).

The analysis demonstrates a difference in the degree to which workplace anxiety symptoms are eased and meaningful work for people who participate in workplace mentoring programs. Participation in a workplace mentoring program is shown to have a significant effect on the WAMI collective score as the p value is $> .001$ with an effect size, or partial η^2 , of .144, a large effect size. Participation in a workplace mentoring program is also shown to have a significant effect on the degree to which workplace anxiety symptoms are eased as the p value is $> .001$ with an effect size, or partial η^2 , of .395, a very large effect size. Moreover, the results of the analysis of workplace mentoring participation on the WAMI collective score *and* the degree to which workplace anxiety symptoms are eased is significant at the .05 level as $p > .001$. Additionally, the effect size, or partial η^2 , for the three variables is 0.522, a very large effect, and Wilk's $\Lambda = 0.478$, which is close to 0. Estimated means of the degree to which workplace anxiety symptoms are eased for people who participate in workplace mentoring programs are significant at the .05 level and estimated means of the WAMI collective score for people who participate in workplace mentoring programs are significant at the .05 level. Therefore, there was a statistically significant difference in the degree to which anxiety symptoms are eased and meaningful work based on participation in a workplace mentoring program, $F_{(107)} = 56.846$, $p < .001$; Wilk's $\Lambda = 0.478$, partial $\eta^2 = .522$. The researcher accepted H_7 to conclude participation in a workplace mentoring program significantly impacts both workplace anxiety and meaningful work.

Table 120*Between-Subjects Factors*

		N
Present or Past Workplace Mentoring Participant	No	29
	Yes	78

Table 121*Descriptive Statistics*

	Present or Past Workplace Mentoring Participant	Mean	Std. Deviation	N
Participation in my employer's workplace mentoring program helped to ease these situations, thoughts, and feelings regarding the workplace Numeric	No	.00	.000	29
	Yes	2.77	1.794	78
	Total	2.02	1.967	107
WAMI Collective Score	No	19.97	3.469	29
	Yes	23.68	4.253	78
	Total	22.67	4.367	107

Table 122*Multivariate Tests^a*

Effect		Value	F	Hypothesis df	Error df	Sig.	Partial Eta Squared
Intercept	Pillai's Trace	.966	1472.454 ^b	2.000	104.000	<.001	.966
	Wilks' Lambda	.034	1472.454 ^b	2.000	104.000	<.001	.966
	Hotelling's Trace	28.316	1472.454 ^b	2.000	104.000	<.001	.966
	Roy's Largest Root	28.316	1472.454 ^b	2.000	104.000	<.001	.966
PresentorPastWorkplaceMentoringParticipant	Pillai's Trace	.522	56.846 _b	2.000	104.000	<.001	.522
	Wilks' Lambda	.478	56.846 _b	2.000	104.000	<.001	.522
	Hotelling's Trace	1.093	56.846 _b	2.000	104.000	<.001	.522
	Roy's Largest Root	1.093	56.846 _b	2.000	104.000	<.001	.522

a. Design: Intercept + PresentorPastWorkplaceMentoringParticipant

b. Exact statistic

Table 123*Tests of Between-Subjects Effects*

Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	Participation in my employer's workplace mentoring program helped to ease these situations, thoughts, and feelings regarding the workplace Numeric	162.116 ^a	1	162.116	68.681	<.001	.395
	WAMI Collective Score	291.599 ^b	1	291.599	17.699	<.001	.144
Intercept	Participation in my employer's workplace mentoring program helped to ease these situations, thoughts, and feelings regarding the workplace Numeric	162.116	1	162.116	68.681	<.001	.395
	WAMI Collective Score	40269.655	1	40269.655	2444.179	<.001	.959
PresentorPast Workplace Mentoring Participant	Participation in my employer's workplace mentoring program helped to ease these situations, thoughts, and feelings regarding the workplace Numeric	162.116	1	162.116	68.681	<.001	.395
	WAMI Collective Score	291.599	1	291.599	17.699	<.001	.144

(continued)

Table 123 (continued)*Tests of Between-Subjects Effects*

Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Error	Participation in my employer's workplace mentoring program helped to ease these situations, thoughts, and feelings regarding the workplace Numeric	247.846	105	2.360			
	WAMI Collective Score	1729.953	105	16.476			
Total	Participation in my employer's workplace mentoring program helped to ease these situations, thoughts, and feelings regarding the workplace Numeric	846.000	107				
	WAMI Collective Score	57026.000	107				
Corrected Total	Participation in my employer's workplace mentoring program helped to ease these situations, thoughts, and feelings regarding the workplace Numeric	409.963	106				
	WAMI Collective Score	2021.551	106				

a. R Squared = .395 (Adjusted R Squared = .390)

b. R Squared = .144 (Adjusted R Squared = .136)

Table 124*Estimates*

Dependent Variable	Present or Past Workplace Mentoring Participant	Mean	Std. Error	95% Confidence Interval	
				Lower Bound	Upper Bound
Participation in my employer's workplace mentoring program helped to ease these situations, thoughts, and feelings regarding the workplace	No	.000	.285	-.566	.566
	Yes	2.769	.174	2.424	3.114
Numeric					
WAMI Collective Score	No	19.966	.754	18.471	21.460
	Yes	23.679	.460	22.768	24.591

Table 125*Pairwise Comparisons**Pairwise Comparisons*

Dependent Variable	(I) Present or Past Workplace Mentoring Participant	(J) Present or Past Workplace Mentoring Participant	Mean Difference (I-J)	Std. Error	Sig. ^b	95% Confidence Interval for Difference ^b	
						Lower Bound	Upper Bound
Participation in my employer's workplace mentoring program helped to ease these situations, thoughts, and feelings regarding the workplace	No	Yes	-2.769*	.334	<.001	-3.432	-2.107
	Yes	No	2.769*	.334	<.001	2.107	3.432
WAMI Collective Score	No	Yes	-3.714*	.883	<.001	-5.464	-1.964
	Yes	No	3.714*	.883	<.001	1.964	5.464

Based on estimated marginal means

*. The mean difference is significant at the .05 level.

b. Adjustment for multiple comparisons: Least Significant Difference (equivalent to no adjustments).

Table 126*Multivariate Tests*

	Value	F	Hypothesis df	Error df	Sig.	Partial Eta Squared
Pillai's trace	.522	56.846 ^a	2.000	104.000	<.001	.522
Wilks' lambda	.478	56.846 ^a	2.000	104.000	<.001	.522
Hotelling's trace	1.093	56.846 ^a	2.000	104.000	<.001	.522
Roy's largest root	1.093	56.846 ^a	2.000	104.000	<.001	.522

Each F tests the multivariate effect of Present or Past Workplace Mentoring Participant. These tests are based on the linearly independent pairwise comparisons among the estimated marginal means.

a. Exact statistic

Table 127*Univariate Tests*

Dependent Variable		Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Participation in my employer's workplace mentoring program helped to ease these situations, thoughts, and feelings regarding the workplace Numeric	Contrast	162.116	1	162.116	68.681	<.001	.395
	Error	247.846	105	2.360			
WAMI Collective Score	Contrast	291.599	1	291.599	17.699	<.001	.144
	Error	1729.953	105	16.476			

The F tests the effect of Present or Past Workplace Mentoring Participant. This test is based on the linearly independent pairwise comparisons among the estimated marginal means.

Two of the seven hypotheses in this study were found to be statistically significant and were accepted:

- H₃: People with workplace anxiety who participate in a workplace mentoring program will experience eased workplace anxiety symptoms.
- H₇: Participation in a workplace mentoring program significantly impacts both workplace anxiety and meaningful work.

Three of the seven hypotheses were found not to be statistically significant and were rejected:

- H₁: There is a significant relationship with meaningful work and participation in a workplace mentoring program.
- H₂: People with workplace anxiety who participate in workplace mentoring programs will experience meaning in their work more often than people with workplace anxiety who do not participate in workplace mentoring programs.
- H₅: People with workplace anxiety who participate in a workplace mentoring program for at least 6 months and have positive interactions with their mentor or mentee will experience more meaning in their work than those who do not.

Two of the seven hypotheses were not able to be tested due to insufficient representative samples:

- H₄: People with workplace anxiety who participate in a workplace mentoring program for at least 6 months and have at least monthly interactions with their mentor or mentee will experience more meaning in their work than those who do not.
- H₆: People who experience the onset of workplace anxiety during or after participating in a workplace mentoring program have negative experiences with their mentor or mentee.

Additional Findings

Following the analyses of the seven hypotheses in this study, six additional analytical discoveries were made. While these findings do not directly relate to the proposed hypotheses, they may provide insight for future research. An independent *t*-test was performed between the factor of gender and the participant's Work Phobia Scale's (WPS) mean scores for all 107 survey participants. The higher the WPS mean, the greater degree of workplace anxiety symptoms (Muschalla & Linden, 2009). The sample size for this analysis included the 104 participants who indicated either male or female as their gender. The participants who indicated "prefer not to answer" (2 respondents) or "nonbinary" (1 respondent) were removed from this analysis. Males were coded as 1 and females were coded as 2. The *t*-test indicated the means to be statistically different, as $p = .05$, demonstrating that there is a difference in the degree of workplace anxiety symptoms based on gender. Moreover, the effect size standard deviation for males was .5406 and the effect size standard deviation for females was .7779. Being female looks to have a strong effect on the degree of workplace anxiety symptoms. This indicates women are more likely to have a greater degree of workplace anxiety symptoms than men.

Table 128

Group Statistics

	Gender	N	Mean	Std. Deviation	Std. Error Mean
WPS Mean-_a	1	32	1.444	.5406	.0956
	2	72	1.696	.7779	.0917

Table 129*Independent Sample Test**Independent Samples Test*

		Levene's Test for Equality of Variances		t-test for Equality of Means						95% Confidence Interval of the Difference	
		F	Sig.	t	df	Significance		Mean Difference	Std. Error Difference	Lower	Upper
WPS Mean-_a	Equal variances assumed	4.039	.047	-1.661	102	One-Sided p	Two-Sided p	-.2521	.1517	-.5531	.0489
	Equal variances not assumed			-1.904	83.459	.030	.060	-.2521	.1324	-.5155	.0113

Table 130*Independent Samples Effect Sizes*

		Standardizer ^a	Point Estimate	95% Confidence Interval	
				Lower	Upper
WPS Mean-_a	Cohen's d	.7142	-.353	-.771	.067
	Hedges' correction	.7195	-.350	-.766	.067
	Glass's delta	.7779	-.324	-.743	.097

a. The denominator used in estimating the effect sizes.

Cohen's d uses the pooled standard deviation.

Hedges' correction uses the pooled standard deviation, plus a correction factor.

Glass's delta uses the sample standard deviation of the control group.

A one-way ANOVA was used to test if there is a significant difference in meaningful work based on the degree of workplace anxiety symptoms for all 107 participants in this study. The WPS mean scores was the independent variable and the higher the WPS mean, the greater degree of workplace anxiety symptoms (Muschalla & Linden, 2009). The collective WAMI score was the dependent variable. The analysis demonstrates a significant difference in meaningful work depending on the degree of workplace anxiety symptoms. The level of significance of this analysis (p) is 0.025, meaning the results of this analysis are significant at the .05 level. The effect size or partial η^2 for the two variables is 0.303, a large effect size. There was a statistically significant difference in meaningful work depending on the degree of workplace anxiety

symptoms, $F_{(20)} = 1.868$, $p = 0.025$, partial $\eta^2 = .303$. People are likely to experience less meaning in their work when their degree of workplace anxiety symptoms is high.

Table 131

Descriptives

WAMI Collective Score

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
1.0	21	23.95	4.717	1.029	21.81	26.10	14	31
1.1	10	23.90	2.807	.888	21.89	25.91	20	29
1.2	15	23.13	3.091	.798	21.42	24.84	17	28
1.3	8	23.88	5.693	2.013	19.12	28.63	18	35
1.4	2	23.00	1.414	1.000	10.29	35.71	22	24
1.5	11	22.55	4.108	1.239	19.79	25.31	18	30
1.6	3	26.00	3.000	1.732	18.55	33.45	23	29
1.7	5	25.80	3.899	1.744	20.96	30.64	20	31
1.8	4	22.50	2.887	1.443	17.91	27.09	19	26
1.9	1	28.00	28	28
2.0	3	18.67	1.528	.882	14.87	22.46	17	20
2.1	1	13.00	13	13
2.2	2	17.50	.707	.500	11.15	23.85	17	18
2.3	3	21.00	1.000	.577	18.52	23.48	20	22
2.4	1	21.00	21	21
2.5	4	23.00	4.761	2.380	15.42	30.58	16	26
2.7	4	18.50	3.109	1.555	13.55	23.45	14	21
2.8	3	18.67	3.786	2.186	9.26	28.07	16	23
3.2	2	16.50	6.364	4.500	-40.68	73.68	12	21
3.8	2	23.50	4.950	3.500	-20.97	67.97	20	27
4.1	2	18.50	7.778	5.500	-51.38	88.38	13	24
Total	107	22.67	4.367	.422	21.84	23.51	12	35

Table 132*ANOVA*

WAMI Collective Score

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	612.230	20	30.612	1.868	.025
Within Groups	1409.321	86	16.387		
Total	2021.551	106			

Table 133*ANOVA Effect Sizes^{a,b}*

		Point Estimate	95% Confidence Interval	
			Lower	Upper
WAMI Collective Score	Eta-squared	.303	.000	.304
	Epsilon-squared	.141	-.233	.142
	Omega-squared Fixed-effect	.140	-.230	.140
	Omega-squared Random-effect	.008	-.009	.008

a. Eta-squared and Epsilon-squared are estimated based on the fixed-effect model.

b. Negative but less biased estimates are retained, not rounded to zero.

A two-factor ANOVA was used to test if there is a significant difference in meaningful work based on gender and WPS mean scores for all 107 participants in this study. The higher the WPS mean, the greater degree of workplace anxiety symptoms (Muschalla & Linden, 2009). The dependent variable was the WAMI collective score, and the independent variables were WPS mean score and gender. The analysis demonstrates a significant difference in meaningful work depending on gender and degree of workplace anxiety symptoms ($r^2 = .613$). The level of significance of this analysis (p) is 0.007, meaning the results of this analysis are significant at the .05 level. The effect size or partial η^2 for the four variables is 0.330, a large effect size. There was

a statistically significant difference in meaningful work depending on gender and the degree of workplace anxiety symptoms, $F_{(12)} = 2.624$, $p = 0.007$, partial $\eta^2 = .330$. This indicates women are more likely than men to experience less meaning in their work when their degree of workplace anxiety symptoms is high.

Table 134

Tests of Between-Subjects Effects

Dependent Variable: WAMI Collective Score

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	1238.301 ^a	42	29.483	2.409	<.001	.613
Intercept	9505.963	1	9505.963	776.740	<.001	.924
Gender	75.124	3	25.041	2.046	.116	.088
WPSMean	837.303	27	31.011	2.534	.001	.517
Gender * WPSMean	385.363	12	32.114	2.624	.007	.330
Error	783.250	64	12.238			
Total	57026.000	107				
Corrected Total	2021.551	106				

a. R Squared = .613 (Adjusted R Squared = .358)

Table 135

Estimates

Dependent Variable: WAMI Collective Score

Gender	Mean	Std. Error	95% Confidence Interval	
			Lower Bound	Upper Bound
Female	21.644 ^a	.534	20.577	22.711
Male	22.345 ^a	.754	20.838	23.852
Nonbinary	26.000 ^a	3.498	19.011	32.989
Prefer not to answer	23.500 ^a	2.474	18.558	28.442

a. Based on modified population marginal mean.

A one-way ANOVA was used to test if there is a significant difference in meaningful work based on the WPS subscale of Panic for all 107 participants in this study. The higher the Panic Subscale mean, the greater the degree of the workplace anxiety symptom of panic. The independent variable was the Panic Subscale mean score and the dependent variable was the collective WAMI score. The analysis demonstrates a significant difference in meaningful work depending on the degree of panic. The level of significance of this analysis (p) is 0.045, meaning the results of this analysis are significant at the .05 level. The effect size or partial η^2 for the two variables is .264, a large effect size. There was a statistically significant difference in meaningful work depending on the degree of panic, $F_{(18)} = 1.751$, $p = 0.045$, partial $\eta^2 = .264$. People are likely to experience lower levels of meaningful work when their degree of panic is high.

Table 136*Descriptives*

WAMI Collective Score

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
1.0	25	23.88	4.649	.930	21.96	25.80	14	31
1.2	11	22.73	2.453	.740	21.08	24.38	20	27
1.4	3	22.00	5.000	2.887	9.58	34.42	17	27
1.6	11	23.82	2.786	.840	21.95	25.69	18	28
1.8	7	24.86	5.398	2.040	19.86	29.85	19	35
2.0	5	23.60	3.847	1.720	18.82	28.38	18	28
2.2	9	21.56	5.028	1.676	17.69	25.42	13	30
2.4	5	20.60	1.517	.678	18.72	22.48	19	23
2.6	6	26.50	1.761	.719	24.65	28.35	24	29
2.8	4	23.00	6.782	3.391	12.21	33.79	16	31
3.0	2	20.50	2.121	1.500	1.44	39.56	19	22
3.2	4	19.00	1.414	.707	16.75	21.25	17	20
3.4	2	19.50	2.121	1.500	.44	38.56	18	21
3.6	5	19.60	4.722	2.112	13.74	25.46	14	26
3.8	1	17.00	17	17
4.0	4	19.25	5.123	2.562	11.10	27.40	12	24
4.2	1	23.00	23	23
4.4	1	27.00	27	27
4.6	1	13.00	13	13
Total	107	22.67	4.367	.422	21.84	23.51	12	35

Table 137*ANOVA*

WAMI Collective Score					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	533.164	18	29.620	1.751	.045
Within Groups	1488.388	88	16.913		
Total	2021.551	106			

Table 138*ANOVA Effect Sizes^{a,b}*

	Point Estimate	95% Confidence Interval	
		Lower	Upper
Eta-squared	.264	.000	.273
Epsilon-squared	.113	-.205	.124
WAMI Collective Score Omega-squared Fixed-effect	.112	-.202	.123
Omega-squared Random-effect	.007	-.009	.008

a. Eta-squared and Epsilon-squared are estimated based on the fixed-effect model.

b. Negative but less biased estimates are retained, not rounded to zero.

A one-way ANOVA was also used to test if there is a significant difference in meaningful work based on the WPS subscale of Avoidance for all 107 participants in this study. The higher the Avoidance Subscale mean, the greater degree of the workplace anxiety symptom of avoidance. The independent variable was the Avoidance Subscale mean score and the dependent variable was the collective WAMI score. The analysis demonstrates a significant difference in meaningful work depending on the degree of avoidance. The level of significance of this analysis (p) is 0.007, meaning the results of this analysis are significant at the .05 level. The effect size or partial η^2 for the two variables is .266, a large effect size. There was a statistically significant

difference in meaningful work depending on the degree of avoidance, $F_{(14)} = 2.379$, $p = 0.007$, partial $\eta^2 = .266$. People are likely to experience lower levels of meaningful work when their degree of avoidance is high.

Table 139

Descriptives

WAMI Collective Score

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
1.0	62	23.74	4.207	.534	22.67	24.81	14	35
1.2	5	24.00	4.416	1.975	18.52	29.48	18	29
1.3	9	20.67	3.162	1.054	18.24	23.10	18	28
1.5	7	24.00	2.082	.787	22.07	25.93	21	26
1.7	4	22.00	4.320	2.160	15.13	28.87	18	28
1.8	4	19.75	4.500	2.250	12.59	26.91	16	26
2.0	4	18.50	4.435	2.217	11.44	25.56	13	23
2.2	1	17.00	17	17
2.3	1	19.00	19	19
2.5	3	23.33	3.055	1.764	15.74	30.92	20	26
2.7	2	24.00	4.243	3.000	-14.12	62.12	21	27
2.8	2	14.00	2.828	2.000	-11.41	39.41	12	16
3.3	1	20.00	20	20
3.7	1	13.00	13	13
3.8	1	24.00	24	24
Total	107	22.67	4.367	.422	21.84	23.51	12	35

Table 140*ANOVA*

WAMI Collective Score

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	537.264	14	38.376	2.379	.007
Within Groups	1484.288	92	16.134		
Total	2021.551	106			

Table 141*ANOVA Effect Sizes^{a,b}*

		Point Estimate	95% Confidence Interval	
			Lower	Upper
WAMI Collective Score	Eta-squared	.266	.024	.307
	Epsilon-squared	.154	-.124	.201
	Omega-squared Fixed-effect	.153	-.123	.200
	Omega-squared Random-effect	.013	-.008	.018

a. Eta-squared and Epsilon-squared are estimated based on the fixed-effect model.

b. Negative but less biased estimates are retained, not rounded to zero.

A one-way ANOVA was then used to test if there is a significant difference in meaningful work based on the WPS subscale of Panic & Avoidance for all 107 participants in this study. The higher the Panic & Avoidance subscale mean, the greater degree of the workplace symptoms of panic and avoidance together. The independent variable was the Panic & Avoidance Subscale mean score and the dependent variable was the collective WAMI score. The analysis demonstrates a significant difference in meaningful work depending on the degree of panic and avoidance together. The level of significance of this analysis (p) is 0.007, meaning the results of

this analysis are significant at the .05 level. The effect size or partial η^2 for the two variables is 0.189, a large effect size. There was a statistically significant difference in meaningful work depending on the degree of panic and avoidance together, $F_{(20)} = 2.859$, $p = 0.007$, partial $\eta^2 = .189$. People are likely to experience lower levels of meaningful work when their degree of panic and avoidance symptoms together is high.

Table 142*Descriptives*

WAMI Collective Score

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimu m	Maximu m
					Lower Bound	Upper Bound		
1.0	77	23.58	4.131	.471	22.65	24.52	14	35
1.5	7	22.86	2.478	.937	20.56	25.15	20	26
2.0	9	18.11	3.855	1.285	15.15	21.07	12	24
2.5	3	20.33	5.132	2.963	7.59	33.08	16	26
3.0	5	21.40	3.209	1.435	17.42	25.38	17	26
3.5	1	21.00	21	21
4.0	1	13.00	13	13
4.5	1	20.00	20	20
5.0	3	21.67	6.807	3.930	4.76	38.58	14	27
Total	107	22.67	4.367	.422	21.84	23.51	12	35

Table 143*ANOVA*

WAMI Collective Score

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	382.571	8	47.821	2.859	.007
Within Groups	1638.981	98	16.724		
Total	2021.551	106			

Table 144*ANOVA Effect Sizes^{a,b}*

		Point Estimate	95% Confidence Interval	
			Lower	Upper
WAMI Collective Score	Eta-squared	.189	.018	.265
	Epsilon-squared	.123	-.062	.205
	Omega-squared Fixed- effect	.122	-.061	.203
	Omega-squared Random- effect	.017	-.007	.031

a. Eta-squared and Epsilon-squared are estimated based on the fixed-effect model.

b. Negative but less biased estimates are retained, not rounded to zero.

Upon further review of H₃, the researcher examined the mentors' length of time in a workplace mentoring program and compared it to the mentees' length of time in a workplace mentoring program. A total of 30.6 percent of mentors have participated in a workplace mentoring program for 2 to 5 years and another 19.4 percent have participated in a workplace mentoring program for greater than 5 years. A total 50 percent of mentors have participated in a workplace mentoring program for at least 2 years. A total of 66.7 percent of mentees have participated in a workplace mentoring program for 6 months to 1 year and another 21.4 percent have participated in workplace mentoring program for 1 year to 2 years. A total of 88.1 percent of mentees have participated in a workplace mentoring program for 2 years or less. This difference in workplace mentoring program participation between mentors and mentees and its potential effect on the degree to which workplace anxiety symptoms are eased, warrants additional investigation.

Moreover, the researcher compared the MFQ-9 results between the mentors and mentees, as shown Figure XIV. Mentees indicate strong support from their mentors in their mentoring

program, especially in career support and role modeling. The mentors indicate their support toward mentees is stronger than the mentees suggest. The mentees Career Support Subscale mean is 4.008 and the mentors mean is 4.481. The mentees Psychosocial Support Subscale mean is 3.468 and the mentors mean is 3.713. The mentees Role Modeling Subscale mean is 3.849 and the mentors mean is 4.685. Finally, the mentees full MFQ-9 scale mean is 3.775 and the mentors full MFQ-9 scale mean is 4.293. These means results indicate the mentees believe the mentors are providing them strong support, yet the mentors believe they are providing more support than the mentees indicate. This difference in MFQ-9 results between mentors and mentees and its potential effect on the degree to which workplace anxiety symptoms are eased, also warrants additional investigation.

Figure 22

MFQ-9 Comparison

<i>MFQ-9 Mentee Career Support Subscale Summary Statistics</i>							
	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item	4.008	3.905	4.143	.238	1.061	.015	3
Means							
<i>MFQ-9 Mentor Career Support Subscale Summary Statistics</i>							
	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item	4.481	4.333	4.667	.333	1.077	.029	3
Means							
<i>MFQ-9 Mentee Psychosocial Support Subscale Summary Statistics</i>							
	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item	3.468	3.333	3.643	.310	1.093	.025	3
Means							
<i>MFQ-9 Mentor Psychosocial Support Subscale Summary Statistics</i>							
	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item	3.713	3.333	4.083	.750	1.225	.141	3
Means							
<i>MFQ-9 Mentee Role Modeling Subscale Summary Statistics</i>							
	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item	3.849	3.476	4.095	.619	1.178	.108	3
Means							
<i>MFQ-9 Mentor Role Modeling Subscale Summary Statistics</i>							
	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item	4.685	4.639	4.722	.083	1.018	.002	3
Means							
<i>MFQ-9 Mentee Full Scale Statistics</i>							
	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item	3.775	3.333	4.143	.810	1.243	.095	9
Means							
<i>MFQ-9 Mentor Full Scale Statistics</i>							
	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item	4.293	3.333	4.722	1.389	1.417	.240	9
Means							

Chapter 4 discussed the findings of the survey data. SPSS was used to analyze the survey results, showing a significant cause and effect between participation in a workplace mentoring program and eased workplace anxiety symptoms and a significant difference in workplace anxiety and meaningful work when participating in a workplace mentoring program. The results did not show a significant relationship with meaningful work and participation in a workplace mentoring program, nor a significant difference in meaningful work between people with workplace anxiety who participate in workplace mentoring programs and people with workplace anxiety who do not participate in workplace mentoring programs. The results also did not show a significant difference between people with workplace anxiety who participate in a workplace mentoring program for at least 6 months and have positive interactions with their mentor or mentee will experience more meaning in their work than those who do not. Two of the seven hypotheses were not able to be tested due to insufficient representative samples. The results of all seven hypotheses were described and additional findings for future research were presented.

CHAPTER 5: DISCUSSION AND IMPLICATIONS

This study aims to draw attention to the employee and organizational benefits of workplace mentoring program participation on the insurance industry. This body of research is driven with the purpose of identifying the impact of workplace mentoring on meaningful work for employees in the insurance industry who experience workplace anxiety. To do so, this study's approach followed current workplace mentoring research approaches: "the first approach focuses on the comparison of individuals with experience as a protégé (or mentor) to those without such experience. The second approach examines only those with experience in a mentoring relationship and focuses on variation in the quality of mentoring relationships" (Eby & Robertson, 2020, p. 76). Following the first approach, hypotheses 1, 2, and 7 were tested by comparing the respondents in this study who are currently participating in workplace mentoring programs or have in the past to the respondents who are not or have not in the past. Following the second approach, hypotheses 3 and 5 were tested by comparing the outcomes of only the current or past workplace mentoring program participants. Hypotheses 4 and 6 were also expected to follow the second approach yet were unable to be tested which is discussed in detail in the Findings section.

The study is intended to spark areas of future research. The study aligns with existing literature and adds to the potential positive outcomes of workplace mentoring on meaningful work and workplace anxiety. The findings indicate a significant effect of the length of workplace mentoring participation on the degree to which symptoms are eased for employees in the insurance industry with workplace anxiety. Additionally, the findings indicate participation in a workplace mentoring program significantly impacts both meaningful work and the degree to

which symptoms are eased at the same time for employees in the insurance industry with workplace anxiety. Implications for academia, practitioners, and employees are presented.

Findings

This research explored the impact of workplace mentoring on meaningful work for employees who experience workplace anxiety in the insurance industry. The study was formulated with seven hypotheses, the first of which assessed the independent variable of workplace mentoring participation and its relationship with meaningful work. H₂ observed the difference in meaningful work for people with workplace anxiety who participate in a workplace mentoring program and people with workplace anxiety who do not participate in a workplace mentoring program. H₃ studied the effect participation in a workplace mentoring program has on the degree of workplace anxiety symptoms. H₄ was unable to be tested due to a lack of a representative sample of workplace mentoring participants who have less frequent than monthly interactions. H₅ investigated the difference in meaningful work for people with workplace anxiety who participate in a workplace mentoring program for at least 6 months and have positive interactions with their mentor or mentee and those who do not. H₆ was unable to be tested due to a lack of a representative sample of workplace mentoring participants whose onset of workplace anxiety symptoms was during or after participation in the program. H₇ studied the difference in workplace anxiety and meaningful work for people who participate in workplace mentoring programs and those who do not.

Table 145*Hypotheses and Findings*

Hypothesis	Finding or Result
H ₁ : There is a significant relationship with meaningful work and participation in a workplace mentoring program.	Rejected
H ₂ : People with workplace anxiety who participate in a workplace mentoring program will experience meaning in their work <i>more often than</i> people with workplace anxiety who do not participate in workplace mentoring programs.	Rejected
H ₃ : People with workplace anxiety who participate in a workplace mentoring program will experience eased workplace anxiety symptoms.	Accepted
H ₄ : People with workplace anxiety who participate in a workplace mentoring program for at least 6 months <i>and</i> have at least monthly interactions with their mentor or mentee will experience more meaning in their work than those who do not.	Unable to be tested
H ₅ : People with workplace anxiety who participate in a workplace mentoring program for at least 6 months <i>and</i> have positive interactions with their mentor or mentee will experience more meaning in their work than those who do not.	Rejected
H ₆ : People who experience the onset of workplace anxiety during or after participating in a workplace mentoring program have negative experiences with their mentor or mentee.	Unable to be tested
H ₇ : Participation in a workplace mentoring program significantly impacts both workplace anxiety and meaningful work.	Accepted

H₁ Findings

H₁ studied the correlation between meaningful work and participation in a workplace mentoring program. The initial assumption was that there would be a significant connection between workplace mentoring program participation and meaningful work. After analyzing the survey data through SPSS, the data showed a direct yet weak positive correlation between the two variables. Additionally, although the analysis demonstrated a large effect of workplace mentoring on meaningful work, the analysis showed statistical insignificance. The test showed

there is a connection between workplace mentoring participation and meaningful work, yet not a statistically significant connection. The statistically insignificant results did not align with the original hypothesis, therefore the H_1 hypothesis was rejected. Although the hypothesis was rejected, the results align with findings in current research. Existing literature has found that, although meaningful work outcomes of workplace mentoring program participation are positive, they are usually small. This is because workplace mentoring represents just one possible source of meaningful work among many possible sources.

H₂ Findings

H_2 studied the difference in meaningful work for people with workplace anxiety who participate in workplace mentoring programs and people with workplace anxiety who do not participate in workplace mentoring programs. Although there is literature supporting workplace mentoring's potential positive effect on employees' anxiety, current literature is limited on the difference in meaningful work for employees with workplace anxiety who participate in workplace mentoring programs and those who do not. After analyzing the survey data through SPSS, the data showed that the effect workplace mentoring has on meaningful work for people with workplace anxiety, although large, is not significantly different than the effect non-workplace mentoring participation has, which is also considered large. The insignificant results did not align with the researcher's original hypothesis, therefore the H_2 hypothesis was rejected.

H₃ Findings

H_3 studied the effect participation in a workplace mentoring program has on the degree to which workplace anxiety symptoms are eased. Current mentoring literature supports workplace mentoring as a form of social support and current Social Exchange Theory literature supports social support in the workplace as a positive impact on the effects of workplace anxiety.

However, current literature was not found to have relevant information in how participation in workplace mentoring itself effects workplace anxiety. After analyzing the survey data through SPSS, the data showed that an increase in the length of time of participation in a workplace mentoring program leads to a positive increase in eased workplace anxiety symptoms. Meaning, the longer employees with workplace anxiety spend participating in a workplace mentoring program, their workplace anxiety symptoms are eased to a greater degree. The statistically significant results aligned with the researcher's original hypothesis, therefore the H₃ hypothesis was accepted.

H₄ Findings

H₄ was intended to study if people with workplace anxiety who participate in a workplace mentoring program for at least 6 months and have at least monthly interactions with their mentor or mentee will experience more meaning in their work than those who do not. However, although there were 61 workplace mentoring participants with workplace anxiety in this study, 58 respondents indicated they have at least monthly interactions with their mentor or mentee and just 3 of the 61 respondents indicated they have less frequent interactions. This resulted in an inability to test H₄.

H₅ Findings

H₅ studied the difference in meaningful work for people with workplace anxiety who participate in a workplace mentoring program for at least 6 months and have positive interactions with their mentor or mentee and those who do not. The initial assumption was that there would be a significant difference in meaningful work between mentors and mentees with positive interactions and mentors and mentees with negative interactions. Existing mentoring literature highlights that negative mentoring outcomes can be due to poor relationships between the mentor

and mentee. After analyzing the survey data through SPSS, the data showed an insignificant difference in meaningful work for people with workplace anxiety who participate in a workplace mentoring program for at least 6 months and have positive interactions with their mentor or mentee and those who do not. The analysis showed a medium effect of positive interactions between mentor and mentee, yet not a statistically significant effect. The statistically insignificant results did not align with the researcher's original hypothesis, therefore the H₅ hypothesis was rejected.

H₆ Findings

H₆ was intended to study if people who experience the onset of workplace anxiety during or after participating in a workplace mentoring program have negative experiences with their mentor or mentee. However, although there were 61 workplace mentoring participants with workplace anxiety, a total of 45 respondents indicated onset of their workplace anxiety symptoms as “only before” or “other”. Another 11 respondents indicated onset as “before, during” or “before, during, after” participation in a workplace mentoring program. Only 5 respondents indicated onset of their workplace anxiety symptoms was “only after” or “only during” participation in a workplace mentoring program. Due to a lack of a representative sample of workplace mentoring participants whose onset of workplace anxiety symptoms was during or after participation in the program, the researcher was unable to test H₆.

H₇ Findings

H₇ studied the difference in workplace anxiety and meaningful work for people who participate in workplace mentoring programs and those who do not. There is an expanding body of literature that supports the positive outcomes of workplace mentoring in meaningful work and growing literature that supports its potential positive outcomes for anxiety symptoms. However,

existing literature was not found to have relevant information in how participation in workplace mentoring effects workplace anxiety and meaningful work together. The initial assumption was that there would be a significant difference between these two groups. After analyzing the survey data through SPSS, the data showed a statistically significant difference in the degree to which anxiety symptoms are eased and the level of meaningful work based on participation in a workplace mentoring program. The statistically significant results aligned with the researcher's original hypothesis, therefore the H₇ hypothesis was accepted.

Limitations

This study was limited and would benefit from future additions to the research. The study was limited in terms of time as the survey allowed for responses for six weeks, so a longer study may gather different results. The research focused only on the insurance industry, employees over the age of 18, and was distributed to a sample of approximately 615 people, limiting the sample size. The sample size of completed eligible surveys was small in comparison to the U.S. population size as well as the population size of workers in the insurance industry in the U.S., and a larger study would be helpful in the future. The study did not include residents outside the U.S. so is not a representation of global perceptions. Also, the study lacked representative samples of workplace mentoring participants with less frequently than monthly interactions with their mentors or mentees and of participants with workplace anxiety whose symptoms occurred during or after their participation in a workplace mentoring program. Future research would benefit from gaining larger samples in these two areas. The research was also quantitative in nature, and a qualitative or mixed methods study may gather additional results such as the experience of workplace mentoring program participation, the experience of having anxiety

symptoms in the workplace, or experiencing workplace situations or conditions in which work becomes meaningful.

Additional limitations of the study are with defining meaningful work, the complexity of managing meaningful work in the workplace, and culture's effect on what makes work meaningful. Actual workplace behavior was not monitored in this study, showing a gap in indicated meaningful work, workplace mentoring, and workplace anxiety experiences versus true behaviors and experiences in the workplace. The research did not include consideration of other factors that may also impact meaningful work, workplace mentoring experience, or workplace anxiety. The research included demographics; however, those were not analyzed at a deep level, such as how length of workplace mentoring participation impacts workplace anxiety symptoms or meaningful work levels across age or education and income levels.

Final limitations of this study include having only survey results, which may have been based on the survey participants' mood in general, feelings about their workplace or their perceived anxiousness at work at the time, or their desire to provide a right answer instead of what reflects their true feelings of workplace anxiety or level of meaningful work. As the study is based on meaningful work and anxiousness at work, survey participants may have altered their answers to appear to have more or less meaning in their work or to feel more or less anxiousness at work than what their daily behaviors show.

Implications

This is one of the first studies to test the impact of workplace mentoring on meaningful work for people with workplace anxiety, specifically in the insurance industry. The research provides base-level exploration that allows for future studies to be conducted at a deeper level to provide managers with additional employee-focused data.

Academic

Research on the outcomes of workplace mentoring has grown significantly in academia over the last decade due to the benefits it offers employees who participate in mentoring programs and to the organizations who sponsor and support those programs (Eby & Robertson, 2020). This study expands the existing body of research by adding the potential benefits of workplace mentoring participation to employees with workplace anxiety, symptoms of which are becoming costlier to organizations because they can lead to presenteeism and absenteeism (Meunier et al., 2019). This study also expands existing literature by adding the potential positive outcomes of workplace mentoring participation on the degree of symptoms and level of meaningful work at the same time for employees with workplace anxiety. This insurance industry-focused study drives additional insight into the impact of workplace mentoring participation on workplace anxiety and the level of meaningful work. While primarily concentrating on the impacts of workplace mentoring on meaningful work for people with workplace anxiety, the study gained valuable data on the differences in meaningful work when the levels of panic, avoidance, and panic and avoidance are high. Also, this study gained valuable data on the degree of workplace anxiety symptoms based on gender. Moreover, this study gained valuable data on the level of meaningful work depending on the degree of workplace anxiety symptoms. It further gathered information on the demographics of participants that could lead to additional academic research regarding age, location of residence, length of employment, length of participation in a workplace mentoring program, and the type of mentor-mentee interactions during participation in the workplace mentoring program.

Academic research has a wide range of studies examining the impacts of social support in the workplace and that workplace mentoring can offer such social support to employees (Eby &

Robertson, 2020; Ghosh et al., 2018; Gill et al., 2018; Mahan et al., 2010; McCarthy et al., 2016; Muschalla et al., 2010). Moreover, academic research offers a large body of literature examining meaningful work's positive effects on workplace anxiety symptoms and that workplace mentoring can contribute to meaningful work, in general (Allan et al., 2018; Allan et al., 2019; Fairlie, 2013; Kennett & Lomas, 2015; Lin et al., 2021; Weinberg & Locander, 2014). This study explores the variables of workplace mentoring participation on meaningful work and workplace anxiety, adding to the numerous variables that could affect anxiety in the workplace and employees' levels of meaningful work. The study has room for expansion in the strategic management and human resources fields to better understand the aspects of workplace mentoring that may affect anxiety in the workplace and meaningful work specifically directed toward understanding benefits to organizations and employees. Length of workplace mentoring participation was found to cause a positive increase in the degree to which symptoms are eased for employees in the insurance industry with workplace anxiety. Additionally, participation in a workplace mentoring program significantly impacts both meaningful work and the degree to which symptoms are eased at the same time for employees in the insurance industry with workplace anxiety. This study helps further academic investigation by initiating a starting point for research on the impact of workplace mentoring on employees with workplace anxiety and their levels of meaningful work.

Business

There is a growing focus on the workplace's effects on people's development of long-term anxiety and its subsequent symptoms' effects on their work (Cheng & McCarthy, 2018; Chisholm, et al., 2016; Linden & Muschalla, 2007). Studies have linked workplace anxiety with increased organizational direct and indirect costs since the early 1990s (Chisholm et al., 2016;

Greenberg et al., 1999). Indirect costs such as lost productivity due to employee absenteeism and presenteeism are on the rise as are direct costs due to increasing medical costs and growing disability claims (Bloom et al., 2011; Meunier et al., 2019; NAMI, 2022). Moreover, studies have linked meaningful work with reduced workplace anxiety symptoms (Allan et al., 2018; Allan et al., 2019; Fairlie, 2013). As employee expectations for their employers to provide opportunities for them to feel supported in terms of their mental health and to find meaning at work continue to increase, companies will be in the public eye for the consequences and outcomes of their business practices. This research shows a significant effect of the length of workplace mentoring participation on the degree to which symptoms are eased for employees in the insurance industry with workplace anxiety. Additionally, this research indicates participation in a workplace mentoring program significantly impacts both meaningful work and the degree to which symptoms are eased at the same time for employees in the insurance industry with workplace anxiety. Therefore, if organizations are interested in decreasing their costs due the negative effects of workplace anxiety symptoms, they may benefit from adopting formal workplace mentoring programs that support employees with workplace anxiety and cultivate workplaces that are conducive to fostering meaningful work. Businesses may see the benefits of increased social support through workplace mentoring programs in their core business strategies and human resources practices (Muschalla et al., 2010).

Companies may consider dedicating resources to both their business strategy and human resources groups to draw leader awareness towards adopting formal workplace mentoring programs that offer authentic support to employees. Existing literature supports that organizational processes to offer social support and encourage meaningful work must be employee-centric in that they are positive and genuine (Bailey et al., 2017). Organization-centric

efforts are considered inauthentic and manipulative resulting in toxic workplace environments that lead to reduced productivity as well as false or negative behavior from workers. Similarly, for social support to lead to reduced workplace anxiety, the perceived social support must also be positive and genuine; not negative and inauthentic (Mahan et al., 2010; McCarthy et al., 2016; Muschalla et al., 2010). Therefore, when adopting workplace mentoring programs, businesses must design programs in ways that are employee-centric in which social support and meaningful work opportunities are the direct benefits with organizational benefits, like reduced costs and increased productivity, being indirect or secondary.

This study would benefit from supplementary research surrounding tactics in designing workplace mentoring offerings that offer positive outcomes that are employee focused. Organizations can find valuable new areas to study and gather information on the voice of employees in terms of the organizational processes and programs they find to be genuine and authentic. They might find important demographic information to help target their workplace mentoring program design efforts and match the needs of employees. This study provides businesses with a view into potential positive outcomes of their employees with workplace anxiety participating in workplace mentoring programs. While this study includes only the variable of workplace mentoring participation and its impact on workplace anxiety and meaningful work, it encourages companies to look deeper into what other factors might result in offering greater social support to employees that lead to increased levels of meaningful work and lower degrees of workplace anxiety.

The results of this study may also include stakeholder implications for companies in the insurance industry, especially those involved in company decision making like strategic management and human resources management. The insurance industry is a key contributor to

the financial sector and therefore the economy in the United States, and this research can help provide data for encouraging leadership teams to make strategic modifications to their human resources processes that result in program offerings that support employees' needs for social support and overall mental health support in the workplace. Managers and leaders might also find ways to increase employee engagement, job satisfaction, and organizational commitment as well as competitive advantage that leads to financial gains in the long-term.

Employee

Employees of organizations in the insurance industry might also find the information and results of this study valuable. A handful of survey participants contacted the researcher to say that they consider mental health in the workplace to be a crucial topic yet had not considered how it can affect their levels of meaningful work or that workplace mentoring could offer support for their own or their colleagues' anxiety in the workplace. Employees might benefit from this study by gaining greater awareness of the negative effects of workplace anxiety symptoms on their own productivity, ability to find meaning in their work, or to feel supported by their organization. It might also act as an influence on their future job selection as they seek out employers that offer formal workplace mentoring programs that provide crucial social support in the workplace and opportunities for meaningful work. Employees might find value in the transparency of the research as it can lead to a better understanding of the negative outcomes they can experience due to anxiety in the workplace, which can be a direct result of situations at work and the circumstances of their workplace. Additionally, this study may provide new ideas, information, awareness, and statistics in the domains of strategic management, human resources management, or the insurance industry. It has implications for new and current insurance industry employees to make deliberate decisions when pursuing employment with organizations

and to determine how a company supports their employees' needs for social support, desire for meaningful work, and contributes to their employees' overall mental health. This research also aims to help employees contemplate their own workplace experiences and behaviors and better understand what organizational processes and strategies effect their mental health, ability to find meaning in work, and their opportunity for positive social exchange in the workplace.

This body of research attempts to be useful for academics, practitioners, and employees alike who are interested in understanding the connections of workplace mentoring, meaningful work, and anxiety in the workplace to organizational processes. It also aims to be beneficial for strategic and human resources leaders as well as employees in helping organizational managers design and offer programs employees want and need most. This research also aims to help clearly inform employees about potential insurance industry companies' organizational processes and programs that can result in positive outcomes for them.

Future Research

Workplace anxiety is a critical topic in need of continuing research and implementation of effective solutions into business practice for organizations in the insurance industry. McCarthy et al. (2016) stated the following:

Workplace anxiety comes at a high cost, as anxious individuals are more likely to experience emotional exhaustion, and in turn, have lower levels of job performance. As a result, it is crucial for these employees to have access to resources that will allow them to recover from the resource drain that workplace anxiety can induce. (p. 286)

Moreover, meaningful work and workplace mentoring are areas of growing consideration for organizational leaders and employees alike. As employees' expectations for their employers to provide opportunities for them to find meaning in their work continue to increase, business

leaders must adopt effective solutions to offer those opportunities in their business models. Future research is essential to aid in the understanding of the impacts of effective solutions, like workplace mentoring, on meaningful work for a growing number of employees with anxiety in the workplace. This study looked only at the variable of how workplace mentoring might impact meaningful work for people with workplace anxiety, yet there are additional variables that would benefit from future research. Workplace mentoring experience influencers, such as the frequency of interactions between the mentor or mentee or the positive or negative nature of those interactions, would be valuable as variables to be studied in future research. This study was intended to test both of those factors yet did not have enough representative samples in either category to appropriately analyze them. Additionally, the difference in workplace mentoring program participation between mentors and mentees and its potential effect on the degree to which workplace anxiety symptoms are eased, warrants future research. Moreover, the difference in MFQ-9 results between mentors and mentees and its potential effect on the degree to which workplace anxiety symptoms are eased, also warrants future investigation.

The subjective natures of meaningful work and workplace anxiety are other possible areas of future research. Studies indicate that meaningful work is not just found in the circumstances of one's workplace but also within the circumstances of one's personal life (Bailey & Madden, 2016; Lysova et al., 2019). Moreover, meaningful work is fluid in that it comes and goes in spurts (Bailey & Madden, 2016). This study limited meaningful work to the career context and to one point in time. Studies also indicate that workplace anxiety is affected by one's personality, situation, and environment (Cheng & McCarthy, 2018). This study limited workplace anxiety to the workplace and situations at work. Workplace mentoring might also be compared against other influencing aspects of meaningful work and workplace anxiety to better

understand the levels of impact. Future research in this area may help businesses effectively adopt, sponsor, and support workplace mentoring programs that have positive effects on employees with workplace anxiety and that cultivate workplaces that are conducive to fostering meaningful work. Future research is needed to compare different global locations, as this study was distributed in the United States. Different areas of residence or various cultural beliefs may drastically impact what makes work meaningful, degrees of workplace anxiety, and workplace mentoring outcomes. Primarily, in other countries, societal-level aspects, such as culture, upbringing, values, and beliefs affect these constructs (Dik et al., 2013; Lysova et al., 2019; Martela & Pessi, 2018).

This study was limited to employees in the insurance industry. The research could be mirrored in different organizational groups, especially in other financial sectors (accounting, banking, financial management, investments or securities, tax management, real estate, retirement planning, and estate planning, etc.) to compare sectors and employee outcomes. Additionally, the sample size was small (107 final surveys were used), and therefore, this research could be replicated at a much larger level. This study followed the survey instruments and variables of Muschalla and Linden's WPS (2009), Steger et al.'s WAMI (2012), and Castro et al.'s MFQ-9 (2005) and could be used in future research, extending beyond the insurance industry. This research focuses on the insurance industry from a holistic view; however, future research would benefit from studying the impacts of workplace mentoring on meaningful work for employees with workplace anxiety within different roles in the industry. This research may provide additional perceptions on claims adjusters, underwriters, salespeople, managers, analysts, trainers, and others. Insurance employees within each role may have different

experiences with workplace mentoring and alternate degrees of workplace anxiety or workplace anxiety symptoms, impacting their levels of meaningful work.

This study took a quantitative approach. Future studies might consider qualitative or mixed methods approaches to better understand the experiences of workplace mentoring, meaningful work, and anxiety in the workplace. Future studies may provide additional insight on the differences in meaningful work when the levels of panic, avoidance, and panic and avoidance are high. This study found significant differences in the level of meaningful work when the degrees of these workplace anxiety symptoms are high. However, this study did not analyze those differences further. Other future studies may provide insights on how workplace mentoring facets of career support, psychosocial support, and role modeling impact meaningful work. This study did not analyze the effect of those mentoring dimensions on meaningful work outcomes.

Conclusion

Workplace anxiety, meaningful work, and workplace mentoring are key elements of research, organizational practice, and employee considerations. Building these factors into core business strategy not only identifies the benefits workplace mentoring can have on employees with workplace anxiety, but it also calls attention to organizational opportunities to cultivate workplaces that are conducive to fostering meaningful work through mentoring opportunities. This study found a significant effect of workplace mentoring participation length on the degree to which symptoms are eased for employees with workplace anxiety in the insurance industry. Additionally, the study found that participation in a workplace mentoring program significantly impacts both meaningful work and the degree to which symptoms are eased for employees with workplace anxiety in the insurance industry. These findings offer a starting point for research in the insurance industry and awareness of the organizational practices of those within the insurance

industry. The research aims to increase the adoption of formally sponsored and supported workplace mentoring programs while driving organizational leadership awareness of their potential positive outcomes and to encourage research on these factors when considering the benefits to businesses and employees. This study may initiate future research on the positive outcomes of workplace mentoring on meaningful work for employees with workplace anxiety as an essential feature in business.

This study covers the gap in existing research on workplace mentoring and meaningful work by adding to the lack of this type of research regarding workplace anxiety. Anxiety in the workplace is increasing, and this study draws on the positive outcomes of workplace mentoring on meaningful work for employees with workplace anxiety in the insurance industry.

Organizations within the insurance industry are encouraged to adopt formally sponsored and supported workplace mentoring programs to positively impact employees with workplace anxiety and to cultivate workplaces that are conducive to fostering meaningful work. Finally, business leaders should continue to deliver programs that offer social support opportunities and support to their employees' overall mental health in employee-centric ways.

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Appendix A

WPS Instrument and Scoring Instructions

Questionnaire on job-related thoughts, feelings, and behavior. Work is an important domain of life. These statements describe situations, thoughts, and feelings which one can have experienced in connection with the workplace. Please indicate for each statement the degree that reflects your personal job situation. Note, if you are a telecommuter, work remotely, or work from home, please treat "the workplace" as your employer.

		Do not agree at all	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Totally agree
1	When thinking about my workplace, everything in my body is tense (A1)	1	2	3	4	5
2	When imagining having to pass a complete working day at this workplace, I get feelings of panic (A1)	1	2	3	4	5
3	In special situations at the workplace, I am afraid of getting symptoms like trembling, blushing, sweating, heart beating (A1)	1	2	3	4	5
4	I rather take a roundabout way instead of passing the street where my workplace is situated (A2)	1	2	3	4	5
5	My sleep is worse before working days in contrast to non-working days (A1)	1	2	3	4	5
6	I feel tense when entering public places (like the supermarket of my town) where I could meet colleagues or superiors (A2)	1	2	3	4	5
7	Whenever possible, I avoid coming near to the site of my workplace (A2)	1	2	3	4	5
8	I had to go on sick leave once or for several times because I could not stand any longer the problems at my workplace (A2)	1	2	3	4	5
9	On my way to my workplace, I would rather turn and walk back (A2)	1	2	3	4	5

10	After work I hurry up more than others just to get away from that place (A2)	1	2	3	4	5
11	While working, I am always paying attention to what could happen next (A1)	1	2	3	4	5
12	I feel severely uncomfortable and tense when I <i>am at</i> my workplace (A4)	1	2	3	4	5
13.	I feel severely uncomfortable and tense when I <i>think of</i> my workplace (A4)	1	2	3	4	5

WPS Subscale-Scores (scales within the dimensions A1, A2, A4): Mean score over all items belonging to the subscale

Work Phobia Score: Mean score over all 13 items

Appendix B

WAMI Instrument, Scoring Instructions, and Permissions

The Work and Meaning Inventory. Work can mean a lot of different things to different people. The following items ask about how you see the role of work in your own life. Please honestly indicate how true each statement is for you and your work.

		Absolutely Untrue	Mostly Untrue	Neither True nor Untrue	Mostly True	Absolutely True
1.	I have found a meaningful career	1	2	3	4	5
2.	I view my work as contributing to my personal growth	1	2	3	4	5
3.	My work really makes no difference to the world	1	2	3	4	5
4.	I understand how my work contributes to my life's meaning	1	2	3	4	5
5.	I have a good sense of what makes my job meaningful	1	2	3	4	5
6.	I know my work makes a positive difference in the world	1	2	3	4	5
7.	My work helps me better understand myself	1	2	3	4	5
8.	I have discovered work that has a satisfying purpose	1	2	3	4	5
9.	My work helps me make sense of the world around me	1	2	3	4	5
10.	The work I do serves a greater purpose	1	2	3	4	5

Scoring instructions

- Add the ratings for items 1, 4, 5, and 8 to get the “*Positive Meaning*” score. The *Positive Meaning* scale reflects the degree to which people find their work to hold personal meaning, significance, or purpose.
- Add the ratings for items 2, 7, and 9 to get the “*Meaning-Making through Work*” score. The *Meaning-Making through Work* score reflects the fact that work is often a source of broader meaning in life for people, helping them to make sense of their live experience.
- Subtract the rating for item 3 from 6 (e.g., if a client gave item 3 a rating of 2, then their converted rating would be 4 [6-2=4]); add this number to the ratings for items 6 and 10 to get the “*Greater Good Motivations*” score. The *Greater Good Motivations* score reflects the degree to which people see that their effort at work makes a positive contribution and benefits others or society.
- The *Positive Meaning*, *Meaning-Making through Work*, and *Greater Good Motivations* scores can all be added together to get the test-taker’s overall **Meaningful Work** score. The **Meaningful Work** score reflects the depth to which people experience their work as meaningful, as something they are personally invested in, and which is a source of flourishing in their lives.

Low scores on any of these scales reflect an absence of work meaning, and may be predictive of poor work engagement, low commitment to one’s organization and intentions to leave, low motivation, a perceived lack of support and adequate guidance from leadership or management. People who score low on these scales are also more likely to be absent from work and experience both low levels of well-being and higher levels of psychological distress.

For more information on the development of the WAMI, please consult:

Steger, M. F., Dik, B. J., Duffy, R. D. (in press). Measuring Meaningful Work: The Work and Meaning Inventory (WAMI). *Journal of Career Assessment*.

For a case vignette of how to use the WAMI with individual clients, please consult:

Steger, M. F., Dik, B. J., & Shim, Y. (in press). Assessing meaning and satisfaction at work. In S. J. Lopez (Ed.), *The Oxford handbook of positive psychology assessment* (2nd Ed.). Oxford, UK. Oxford University Press.

To contact the test developer, please contact michael_f_steger@yahoo.com.

© 2011 Michael F. Steger. *The Work and Meaning Inventory (WAMI) can be used in research and educational capacities without restriction. Permission for commercial or revenue-generating applications of the WAMI must be obtained from Michael F. Steger prior to use.*

Appendix C

MFQ-9 Instrument and Scoring Instructions

		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1.	My mentor takes a personal interest in my career	1	2	3	4	5
2.	My mentor helps me coordinate professional goals	1	2	3	4	5
3.	My mentor has devoted special time and consideration to my career	1	2	3	4	5
4.	I share personal problems with my mentor	1	2	3	4	5
5.	I exchange confidences with my mentor	1	2	3	4	5
6.	I consider my mentor to be a friend	1	2	3	4	5
7.	I try to model my behavior after my mentor	1	2	3	4	5
8.	I admire my mentor's ability to motivate others	1	2	3	4	5
9.	I respect my mentor's ability to teach others	1	2	3	4	5

MFQ Subscale-Scores. Scales within the dimensions Career Support (items 1-3), Psychosocial Support (items 4-6), and Role Modeling (items 7-9). Mean score over all items belonging to the subscale

Mentoring Functions Score: Mean score over all 9 items

Appendix D

Full Survey Tool

The Impact of Workplace Mentoring on Meaningful Work for People with Workplace Anxiety

Welcome to "The Impact of Workplace Mentoring," a web-based study that investigates the impact of workplace mentoring on meaningful work for people experiencing anxiety in the workplace. Before taking part in this study, please read the consent form below and click on the "Start" button at the bottom of the page if you understand the statements and freely consent to participate in the study.

Consent Form

This study involves a web-based investigation designed to understand the impact of workplace mentoring on meaningful work for people who experience one or more physical or emotional symptoms of anxiety in the workplace. This study is being conducted by Sue Nelson under the supervision of Paul Shelton, Ph.D. of the College of Business at George Fox University and has been approved by the George Fox University Institutional Review Board. No deception is involved, and the study involves no more than minimal risk to participants (i.e., the level of risk encountered in daily life).

Participation in the study typically takes 8 - 10 minutes and is strictly anonymous. Participants begin by answering a series of questions about anxiety in the workplace, after which they answer questions about workplace mentoring and meaningful work. Participants will also answer six (6) demographic questions.

Participation in this survey is anonymous. All responses are treated as confidential, and in no case will responses from individual participants be identified. Rather, all data will be pooled and published in aggregate form only. Participants should also be aware that the study is being run from a "secure" https server, as well, so the possibility that responses could be viewed by unauthorized third parties (e.g., computer hackers) is very low.

Participation in this survey is voluntary. Participants will receive no credit or monetary compensation for participating in the survey. Refusal to take part in the study involves no penalty and participants may withdraw from the study at any time without penalty.

If participants have further questions about this study or their rights, would like additional information to assist in reaching a decision about participation, or if they wish to lodge a complaint or concern, they may contact the principal investigator, Sue Nelson at (509) 378-2517 or Dr. Shelton at (503) 554-2814.

If you are 18 years of age or older, understand the statements above, and freely consent to participate in the study, click on the "Start" button to begin the survey.

Sincerely,

Sue Nelson
DBA Candidate
George Fox University

1. Work is an important domain of life. These statements describe situations, thoughts, and feelings which one can have experienced in connection with the workplace. Please indicate for each statement the degree that reflects your personal job situation. Responding to these statements helps to better understand anxiety in the workplace. Note, if you are a telecommuter, work remotely, or work from home, please treat "the workplace" as your employer.

		Do not agree at all	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Totally agree
a	When thinking about my workplace, everything in my body is tense	1	2	3	4	5
b	When imagining having to pass a complete working day at this workplace, I get feelings of panic	1	2	3	4	5
c	In special situations at the workplace, I am afraid of getting symptoms like trembling, blushing, sweating, heart beating	1	2	3	4	5
d	I rather take a roundabout way instead of passing the street where my workplace is situated	1	2	3	4	5
e	My sleep is worse before working days in contrast to non-working days	1	2	3	4	5
f	I feel tense when entering public places (like the supermarket of my town) where I could meet colleagues or superiors	1	2	3	4	5
g	Whenever possible, I avoid coming near to the site of my workplace	1	2	3	4	5
h	I had to go on sick leave once or for several times because I could not stand any longer the problems at my workplace	1	2	3	4	5

i	On my way to my workplace, I would rather turn and walk back	1	2	3	4	5
j	After work I hurry up more than others just to get away from that place	1	2	3	4	5
k	While working, I am always paying attention to what could happen next	1	2	3	4	5
l	I feel severely uncomfortable and tense when I <i>am at</i> my workplace	1	2	3	4	5
m	I feel severely uncomfortable and tense when I <i>think of</i> my workplace	1	2	3	4	5

2. Are you currently participating in a workplace mentoring program offered by your employer?

Yes (direct to Q3)

No (direct to Q2.a)

2.a. Have you participated in a workplace mentoring program offered by your employer in the past?

Yes (direct to Q3)

No (direct to Q10)

3. When did you experience the onset of these situations, thoughts, and feelings regarding the workplace? Please select all that apply:

BEFORE participation in the workplace mentoring program

DURING participation in the workplace mentoring program

AFTER participation in the workplace mentoring program

Other

4. Participating in my employer's mentoring program helped ease the symptoms of workplace anxiety indicated in the previous question.

Totally Disagree

Disagree

Neutral

Agree

Totally Agree

5. Have you participated in your employer's workplace mentoring program as a mentor or mentee?

Mentor(direct to Q6)

Mentee(direct to Q6)

Both (direct to Q5.a)

5.a. Since you have participated in your employer's workplace mentoring program as both a mentor and mentee, please select if you prefer to answer the rest of the survey's questions from the perspective of a mentor or mentee:

Mentor

Mentee

6. How long have you been a participant in your employer's workplace mentoring program?

6 months - 1 year (direct to Q7)

1 year - 2 years (direct to Q7)

2 years - 5 years (direct to Q7)

More than 5 years (direct to Q7)

7. Please indicate the frequency of your interactions with your employer's mentoring program:

Daily

Weekly

Every other week

Monthly

Every other month

Less frequently than every other month

N/A, I have not participated in a mentoring program

8. Please indicate the frequency of your interactions with your mentee:

Daily

Weekly

Every other week

Monthly

Every other month

Less frequently than every other month

N/A, I participated as a mentee

N/A, I have not participated in a mentoring program

8.a. Please indicate the frequency of your interactions with your mentor:

Daily

Weekly

Every other week

Monthly

Every other month

Less frequently than every other month

N/A, I participated as a mentor

N/A, I have not participated in a mentoring program

9.a ***Question directed to mentees*** - The following items ask you to rate the experience of the relationship with your mentor. Please honestly indicate how true each statement is for you and your experience as a mentee:

		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
a	My mentor takes a personal interest in my career	1	2	3	4	5
b	My mentor helps me coordinate professional goals	1	2	3	4	5
c	My mentor has devoted special time and consideration to my career	1	2	3	4	5
d	I share personal problems with my mentor	1	2	3	4	5
e	I exchange confidences with my mentor	1	2	3	4	5
f	I consider my mentor to be a friend	1	2	3	4	5
g	I try to model my behavior after my mentor	1	2	3	4	5
h	I admire my mentor's ability to motivate others	1	2	3	4	5
i	I respect my mentor's ability to teach others	1	2	3	4	5

9.b. ***Question directed to mentors*** - The following items ask you to rate the experience of the relationship with your mentor. Please honestly indicate how true each statement is for you and your experience as a mentee:

		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
a	I take a personal interest in my mentee's career	1	2	3	4	5
b	I help my mentee coordinate professional goals	1	2	3	4	5
c	I have devoted special time and consideration to my mentee's career	1	2	3	4	5
d	My mentee shares personal problems with me	1	2	3	4	5
e	My mentee exchanges confidences with me	1	2	3	4	5
f	I consider my mentee to be a friend	1	2	3	4	5
g	I try to behave in ways my mentee can model	1	2	3	4	5
h	I try to motivate my mentee	1	2	3	4	5
i	I try to teach my mentee	1	2	3	4	5

10. Work can mean a lot of different things to different people. The following items ask about how you see the role of work in your own life. Responding to these statements helps to better understand meaningful work and how it relates to workplace mentoring and anxiety in the workplace. Please honestly indicate how true each statement is for you and your work.

		Absolutely Untrue	Mostly Untrue	Neither True nor Untrue	Mostly True	Absolutely True
a	I have found a meaningful career	1	2	3	4	5
b	I view my work as contributing to my personal growth	1	2	3	4	5
c	My work really makes no difference to the world	1	2	3	4	5
d	I understand how my work contributes to my life's meaning	1	2	3	4	5
e	I have a good sense of what makes my job meaningful	1	2	3	4	5
f	I know my work makes a positive difference in the world	1	2	3	4	5
g	My work helps me better understand myself	1	2	3	4	5
h	I have discovered work that has a satisfying purpose	1	2	3	4	5
i	My work helps me make sense of the world around me	1	2	3	4	5
j	The work I do serves a greater purpose	1	2	3	4	5

The following six (6) questions ask for demographic data. Although this data does not directly relate to the study, it may provide insight for future research. These demographic questions ask about age, gender, highest level of education, income, region of residence, and length of employment with current employer. There could be outcomes with these demographic factors involving workplace mentoring, meaningful work, or workplace anxiety. The researcher will look for and investigate any additional discoveries from the demographic data.

11. Please indicate your gender:

Male

Female

Nonbinary

Prefer not to answer

12. Please indicate your age:

- Less than 18
- 18 - 29
- 30 - 44
- 45 - 60
- Over 60
- Prefer not to answer

13. Please indicate your length of employment with your current employer:

- Less than 1 year
- At least 1 year but less than 3 years
- At least 3 years but less than 5 years
- At least 5 years but less than 10 years
- At least 10 years but less than 15 years
- Greater than 15 years

14. Please indicate your level of education:

- High school/GED
- Some College
- Associate degree
- Bachelor's degree
- Master's degree
- Doctorate Degree
- Professional Certificate

15. Please indicate your area of residence:

- US Midwest States
- US Northeast States
- US Pacific States
- US Rocky Mountain States
- US Southeast States
- US Southwest States
- US Territory
- Outside the US

16. Please indicate your level of annual income:

- Under \$25,000
- \$25,000 - \$49,999
- \$50,000 - \$74,999
- \$75,000 - \$99,999
- \$100,000 - \$149,999
- \$150,000 +
- Prefer not to answer

Appendix E

IRB Approval

2213016

6

GEORGE FOX UNIVERSITY HSRC INITIAL REVIEW QUESTIONNAIRE

Title: What is the impact of workplace mentoring on meaningful work for people with workplace anxiety?

Principal Researcher(s): Sue Nelson

Date application completed: July 22, 2022

(The researcher needs to complete the information above on this page.)

COMMITTEE FINDING:

☒ (1) The proposed research makes adequate provision for safeguarding the health and dignity of the subjects and is therefore approved.

☐ (2) Due to the assessment of risk being questionable or being subject to change, the research must be periodically reviewed by the HSRC on a _____ basis throughout the course of the research or until otherwise notified. This requires resubmission of this form, with updated information, for each periodic review.

☐ (3) The proposed research evidences some unnecessary risk to participants and therefore must be revised to remedy the following specific area(s) on non-compliance:

☐ (4) The proposed research contains serious and potentially damaging risks to subjects and is therefore not approved.



Chair or designated member

7/28/22
Date