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# **MENTORING FUNCTIONS' RELATIONSHIP WITH SOCIALIZATION FACETS AND STAGES: A CONCEPTUAL FRAMEWORK**

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## **ABSTRACT**

*The present study aims to provide a conceptual framework that examines how the two mentoring functions (i.e., career-enhancing and psychosocial) are related to both the six content dimensions of organizational socialization (i.e., performance proficiency, people, politics, language, organizational goals and values, and history) and the two stages of organizational socialization process (i.e., encounter, and change and acquisition). Theoretical and practical implications of the present research are also provided.*

## **INTRODUCTION**

The effect of early learning experiences on the newcomer's subsequent adjustment to the organization occupies a central position in research on organizational socialization. Louis (1980) defined organizational socialization as "a process by which an individual comes to appreciate the values, abilities, expected behaviors, and social knowledge essential for assuming an organizational role and for participating as an organization member" (pp. 229-230). In other words, socialization focuses on how individuals learn the beliefs, values, orientations, behaviors, skills, and so forth necessary to fulfill their new roles and function effectively within an organization (Ashforth & Saks, 1996; Van Maanen, 1976). Thus, socialization facilitates the adjustment of newcomers to organizations.

Socialization content is what is being imparted to the newcomer in the organization (Louis 1980). It refers to the information required to perform effectively in any organizationally defined role. Chao, O'Leary-Kelly, Wolf, Klein, and Gardner (1994) divided the information acquired during the socialization process into six categories: (1) performance proficiency - the identification of what needs to be learned and how well; (2) people -individual characteristics of organizational members; (3) politics -formal and informal power structures within the organization; (4) language -organization and group specific jargon; (5) organizational goals and values -formal and informal goals and values espoused by organizational members; (6) history -the organization's customs, traditions, myths, and rituals.

Several theoretical discussions of socialization have emphasized the importance of not just formal organizational processes, but also informal interactions between newcomers and insiders. Peers, supervisors, and mentors, often referred to as "agents" of socialization, are seen as playing

an integral role in facilitating newcomer sense-making (Louis 1980; Reichers 1987). By interacting with experienced others, newcomers can gain a better understanding of events and practices within the organization. Further, various agents of socialization can facilitate socialization by providing newcomers with advice, job instructions, and social support (Louis, Posner, & Powell, 1983).

Mentors are considered as important agents that organizations use to socialize newcomers. A mentor, as one who helps a protégé “learn the ropes” has the potential to exert a strong influence on newcomers during their earliest experiences in the organization (Kram & Hall, 1991), experiences that may be critical to their careers. Ostroff and Kozlowski (1993) noted that mentors were very instrumental in helping newcomers learn about the organizational domain. They found that newcomers were able to learn more about an organization and its practices if they had mentors. Chatman (1991) also found that spending more time with a mentor in the first year was positively associated with person-organization fit of newcomers.

Kram (1983) identified two categories of functions served by mentors for their protégées: career-enhancing and psychosocial functions. Career-enhancing functions include providing sponsorship, exposure, visibility, coaching, protection, and challenging assignments -- activities that directly relate to the protégé’s career advancement. Psychosocial functions include providing role modeling, acceptance, confirmation, counseling, and friendship-- activities that influence the protégé’s self-image and competence. Noe (1988) provided empirical support for Kram’s (1983) two theoretical dimensions.

Only a few studies have investigated the relationship between mentoring functions and the facets of socialization (Allen, McManus, & Russell, 1999; Chao et al., 1994; Chao, 1997). Overall results indicated that mentoring was related to organizational socialization, and that the effects held up over time. In their meta-analysis Allen, Eby, Poteet, Lentz, and Lima (2004) were not able to examine effect sizes between mentoring and socialization due the limited number of studies conducted in this field. In addition, there is no specific study which tries to conceptually determine which specific aspects of mentoring (career- related and psychosocial) are more critical to the different facets of organizational socialization. Therefore, developing a conceptual framework which helps researchers to understand which specific aspects of mentoring (career- related and psychosocial) are more related to the different facets or dimensions of organizational socialization is the central idea of the first set of research propositions offered by the current study.

Organizational socialization is typically thought of as having three primary phases or stages which include: (1) anticipatory socialization: learning about an organization that occurs prior to becoming an employee, including information from recruitment efforts, the organization’s reputation, and job previews; (2) encounter: becoming employee and learning through direct experience what the organization is actually like; (3) change and acquisition: mastering important skills and roles while adjusting to the work group’s values and norms (Feldman, 1981). Each socialization stage is characterized by both different sets of activities that employees engage in and process variables that indicate progress through the socialization process. For instance, while individuals are concerned with forming expectations about their jobs and making employment decisions in the anticipatory socialization stage, they are more concerned with learning new tasks, establishing new relationships with coworkers and clarifying their roles in the organization in the

encounter stage. Thus, it is possible to think that individuals in different stages of socialization may find different mentoring functions more useful or instrumental than others. Therefore, in the current study, the second set of propositions would explore which mentoring functions (career-related and psychosocial) could be found more important or desirable by newcomers in different phases of socialization.

In this study formal mentorship, instead of informal mentorship, will be used to describe mentor and newcomer relationships because of two basic reasons. First of all, Ostroff and Kozlowski (1992) suggest that mentoring can have its most dramatic impact soon after new members join the organization. Although this time is the time of greatest potential influence, it may also be the time when (informal) mentoring relationships are least likely to occur naturally due to their new and uncertain position as newcomers, their lack of self-confidence in establishing new relationships or time constraints (Ragins & Cotton, 1991). Such factors may support the idea that formal mentorship programs are necessary in organizations, particularly for newcomers (Ostroff and Kozlowski, 1993). Second, Chao et al. (1992) reported no significant differences between those involved in formal versus informal mentorship programs on socialization, intrinsic and extrinsic satisfaction, and salary outcome variables.

The current study is primarily focusing on the two socialization stages—encounter and change and acquisition—because since the current study examines the formal mentor-protégé relationships within an organizational context, the anticipation stage of socialization does not have a relevance for the purposes of the study.

## **PROPOSITIONS**

### **Mentoring Functions and Content Dimensions of Socialization**

Feldman (1981) and Fisher (1986) propose that the content domains relevant to socialization generally include task demands, role attributes, work-group norms, and organizational climate and culture. Chao et al. (1994) identified six content dimensions of socialization –performance proficiency, politics, language, people, organizational goals/values, and history.

Performance proficiency is referred to the extent to which the individual has learned the tasks involved on the job. Fisher (1986) posited that “learning to perform the required work task is obviously a critical part of socialization” (p.107). This dimension is characterized by the identification of what needs to be learned and how well an individual masters the required knowledge, skills, and abilities to successfully perform his/her job. In their study Berlew and Hall (1966) indicated that having a challenging first job and a first superior with high expectations were associated with higher success and performance of newcomers years later in their careers. As noted earlier, one of the career-enhancing functions that mentors offer to their protégés is to provide them with challenging assignments. Mentors assign challenging work assignments to their protégés in order them to be prepared to perform well on difficult tasks so that they can move forward. The assignment of challenging work, supported with technical knowledge and ongoing performance feedback provided by the mentor, enables newcomers develop specific competencies

as well as essential technical and managerial skills (Kram, 1986). Coaching, another career-enhancing function may help newcomers improve their performance proficiency. Through coaching, mentors suggest specific strategies for accomplishing work objectives, for achieving recognition and for achieving career aspirations. These functions, in turn may help newcomers learn how to perform better in their jobs.

In addition to challenging assignments, two psychosocial functions—acceptance and confirmation and counseling—may help a newcomer develop competence in the work world. Through acceptance and confirmation function, the newcomer receives unconditional positive regards and feedback from his or her mentor. That, in turn may help newcomers or junior members feel confident about their skills and abilities related to their jobs. Counseling, on the other hand, provides a forum in which the newcomer can talk openly about anxieties, fears, and ambivalence that detract him or her from productive work (Kram, p.36). Personal concerns in the early stage of career usually fall into three major areas; competency at work, relationships with peers and supervisors, and work-family conflict. Counseling provided by the mentor helps protégés cope with these concerns more effectively and in turn helps them concentrate on mastering their jobs. Depending upon these explanations, we can formulate the following proposition:

*Proposition 1a*

*Employees whose mentors provide extensive degrees of challenging assignments, coaching, acceptance, confirmation, and counseling are more effective in the performance proficiency dimension of the socialization than employees whose mentors provide these functions to a lesser degree.*

People is the second content dimension of the socialization identified by Chao et al. (1994). People dimension is referred to the extent to which the individual has established successful and satisfying work relationships with other organizational members (Chao, Walz, & Gardner, 1992). Fisher (1986) suggested that finding the right person and persons from whom to learn about the organization, work group, and job plays a central role in socialization. Personality traits, group dynamics, and similarity of non-work interests, as well as work interactions and structurally defined organizational relationships, affect how well the individual's social skills and behaviors will be accepted by other organizational members. As far as work interactions and structurally defined organizational relationships are concerned, almost all of the career-enhancing functions in combination may play an active role in establishing successful and satisfying work relationships for the newcomers. For instance, while coaching provides guidance how to handle work relationships more effectively, challenging work assignments and exposure and visibility functions may provide opportunities to interact more often with other members of the organization. Moreover, protection function may help the newcomer avoid unnecessary risks or conflicts while interacting with others.

As far as psychosocial functions are concerned, Kram (1986) suggests that these functions affect each newcomer or junior person on a more personal level than career functions; their benefits extend beyond organizational advancement and generally carry over to other spheres of life. In other words, career functions affect the individual's relationship to organization while psychosocial functions affect the individual's relationship with self and with significant others both within and especially outside the organization. From these explanations, we may say that

psychosocial functions offered by mentors are also important to interact with other members of the organization, however it can be assumed that career-enhancing functions are relatively more important than psychosocial functions in terms of the people dimension of the socialization.

*Proposition 1b*                      *Employees whose mentors provide extensive degrees of career-enhancing functions are more effective in the people dimension of the socialization than employees whose mentors provide these functions to a lesser degree.*

Socialization in organizational politics concerns the individual's success in gaining information regarding formal and informal work relationships and power structures within the organization. Effective learning and adjustment to a new job or organization could be made more efficient by being aware of which people are more knowledgeable and powerful than others within the organization (Louis, 1980; Pfeffer, 1981). Political dimension of organizational socialization also implies that the newcomer should both learn effective behavior patterns for his or her new role (Schein, 1968) and explore solutions to intergroup conflicts to deal with political environment within the organization (Feldman, 1981). Coaching, a career function enhances the newcomer's knowledge and understanding of how to navigate effectively in the corporate world. Coaching often involves sharing mentors' understanding of the important players—who can be trusted, who has the power, and who is likely to support or attack in a particular situation (Kram, 1986). In this case, an individual with an interested mentor may be at an advantage in relating to the organization because of sufficient knowledge of the informal and political process.

Another career-enhancing function—exposure and visibility—may be also helpful for the newcomer to master in politics of the organization. The exposure and visibility function involves assigning responsibilities that allow a lower-level manager to develop relationships with key figures in the organization (Kram, 1986). By being exposed to these key people within the organizations, the newcomers may be able to learn how to deal with people and power structure of the organization. Since counseling function of mentoring provides advice also on how to relate to peers and supervisors without compromising personal values and individuality, it may help the newcomers deal with intergroup and interpersonal conflicts more effectively.

*Proposition 1c*                      *Employees whose mentors provide extensive degrees of coaching, exposure and visibility, and counseling are more effective in the politics dimension of socialization than employees whose mentors provide these functions to a lesser degree.*

Language dimension describes the individual's knowledge of the profession's technical language as well as knowledge of the acronyms, slang, and jargon that are unique to the organization. It is suggested that an organization member needs to learn a certain base knowledge of company-specific language in order to comprehend information from others as well as communicate effectively with other organization members (Manning, 1970). According to Fisher (1986), there is some cognitive component to learning the task, which includes the learning of organizational jargon. Challenging work assignments usually involve works on a project team or task force to carry out a specific task or project. By assigning challenging work assignments, mentors give an opportunity to the newcomers to learn their profession's technical language, as



well as communicate more often with other members of the organization. Friendship, a psychosocial function, is characterized by social interaction in which both mentors and protégés have informal exchange about work and outside work experiences (Kram, 1986). These formal interactions with the mentor may help the newcomer learn knowledge of the acronyms, slang, and jargon that are unique to the organization.

*Proposition 1d*

*Employees whose mentors provide extensive degrees of challenging assignments and friendship are more effective in the language dimension of socialization than employees whose mentors provide these functions to a lesser degree.*

Another important content dimension of socialization is organizational goals and values. This dimension indicates how well the individual understands specific organizational goals and values which relate to the maintenance of the integrity of the organization (Schein, 1968). The learning of organizational goals and values extends to unwritten, informal, tacit goals and values espoused by members who are in powerful or controlling positions (Fisher, 1986). Feldman (1981) clearly highlights the role of learning group norms and behaviors in the new employee's process of coming to understand unspoken rules, norms, and informal networks. In terms of role modeling, a psychosocial function, the mentor's attitudes, values, and behavior provide a model for the newcomer to emulate. Through such modeling, the newcomer learns appropriate approaches, attitudes, and behaviors held by his or her model (Kram, 1986). By setting up a desirable example, the mentor helps the newcomer learn what values or norms are considered appropriate or inappropriate within the organization. Ostroff and Kozlowski (1993) suggested that those with mentors tended to rely observation of their mentors to acquire information about their new settings.

*Proposition 1e*

*Employees whose mentors provide extensive degrees of role modeling (psychosocial function) are more effective in the organizational goals and values dimension of socialization than employees whose mentors provide these functions to a lesser degree.*

History as one of the content dimensions of socialization refers to the individual's knowledge of traditions, customs, myths, and rituals that are used to transmit cultural knowledge and thereby perpetuate a particular type of organizational member (Chao et al. 1992; Ritti & Funkhouser, 1987). Knowledge of history, as well as knowledge about the personal backgrounds of particular organizational members, can help the individual learn what types of behavior appropriate or inappropriate in specific interactions and circumstances (Stein, 1968). Ostroff and Kozlowski (1993) found that mentors were most instrumental for helping newcomers learn about the organizational domain relative to other content domains (task, role, and group). They also suggested that mentored newcomers were more quickly sensitized to the importance of organizational culture, politics, history and other system-wide features than their non-mentored colleagues. These results shows that mentors are very important for newcomers to learn about the organization, but there are not many studies explaining which specific mentoring functions are related to the organizational domain in general and history domain in specific. In their study Ostroff and Kozlowski (1992) found that newcomers acquired information mostly from role

models. In this sense, one can assume that newcomers may observe (role modeling) their mentors to gain information about traditions, customs, myths, and rituals of the organization. Also, their informal, daily base interactions with mentors through friendship, counseling, company socialization events may help newcomers get a sense of what the company is all about.

*Proposition 1f Employees whose mentors provide extensive degrees of psychosocial mentoring functions are more effective in the history domain of the socialization than employees whose mentors provide these functions to a lesser degree.*

## **Mentoring Functions and Socialization Stages**

A common approach to the study of organizational socialization has been to characterize the process as a sequence of stages through which newcomers typically pass. A number of models have been proposed (Buchanan, 1974; Feldman 1976, 1981; Porter, Lawler, & Hackman, 1975; Van Maanen, 1976; Wanous, 1980). Only two stage models (Buchanan, 1974; Feldman 1976) have been directly tested empirically. Building on his previous theoretical model (Feldman, 1976) and incorporating some of the features of other existing models of the socialization process, Feldman (1981) presented an integrated model of multiple socialization processes. In his model Feldman (1981) identified three stages of organizational socialization –anticipatory, encounter, and change and acquisition.

Each stage consists of: (a) a different sets of activities that employees engage in, and (b) certain process variables that indicate the degree to which an individual has successfully completed a given activity in the respective stage. Progress through these stages occurs at different speeds and depends on different sets of organizational contingencies (Feldman, 1989). A mentorship relationship may be an important contingency in this process. For example, since newcomers engage in different activities in each stage to become an accepted member of the organization, they may find a specific set of mentoring functions --career- enhancing or psychosocial-- relatively more useful or desirable than other functions in different stages. Supporting this notion, Kram and Hall (1991) suggest that mentoring can be beneficial at many career stages, ranging from new college hires to managers with several years of experience behind them, but different kinds of mentoring will be needed at different career stages.

The first stage of the model, anticipatory socialization, involves the learning that takes place prior to newcomers entering to the organization. Four process variables, realism about the organization, realism about the job, congruence of skills and abilities, and congruence of needs and values, are involved in this stage. Since mentoring is not usually available to newcomers at this stage, our focus in this study will be on encounter and change and acquisition stages of socialization.

The second phase is “encounter” (Porter, et al. 1975; Van Maanen, 1975), in which the new recruit experiences what the organization is truly like, and in which some initial shifting of values, skills, and attitudes may occur. Five process variables indicate progress through socialization in the encounter stage—management of outside-life conflicts, management of intergroup role conflicts, role definition, initiation to the task, and initiation to the group (Feldman, 1981). While management of outside-life conflicts refer to the newcomer’s progress in dealing

with conflicts between personal life and work life (e.g., scheduling, demands on employees' family), management of intergroup role conflicts refer to the newcomer's progress in dealing with conflicts between the role demands of one's own group and the demands of other groups in the organization. Role definition, on the other hand, is an implicit or explicit agreement with the work group on what tasks one is to perform and what the priorities and time allocation for those tasks is to be. It indicates the extent to which employees have fully clarified their roles. Initiation to task variable refers to the extent to which the newcomer feels competent and accepted as a full work partner and it indicates how successfully he or she has learned new tasks at work. Finally, initiation to the group refers to the progress in establishing new interpersonal relationships and learning group norms.

These explanations show that newcomers primarily engage in four types of activities which characterize the encounter stage of organizational socialization: learning new tasks, clarifying their roles, establishing new interpersonal relationships, and dealing with out-side and intergroup role conflicts. Experiences during the encounter period are considered as critical in shaping the individual's long-term orientation to the organization (Van Maanen, 1976). In this stage, the newcomer, faced with an ambiguous, uncertain situation and lacking the reference points for appropriate behavior, is assumed to experience a "breakpoint," or "reality shock," on entering the new situation (Van Maanen, 1977; Jones, 1983). In order to reduce uncertainty or role ambiguity, new comers try to acquire information and learn about the new setting by using various communication channels, notably social interactions with their supervisors, peers, and mentors (Saks and Ashforth, 1997). Mentors, in this case, could help new employees cope with this reality shock by providing support, advice and "inside" information through psychosocial functions such as friendship and acceptance and confirmation, and by coaching and protecting employees (career functions) (Kram, 1985).

In terms of learning new tasks and role behaviors, Ostroff and Kozlowski (1992) concluded that newly hired employees are more likely to observe others as a way of gaining relevant task and role information. Consistent with social cognitive theory, they found that newcomers acquired information from role models, and through observation and experimentation achieved a sense of mastery of their task and role. Ostroff and Kozlowski (1993) also reported that newcomers who had mentors relied on the observation of others and their mentors for information, while newcomers without mentors relied on observation and co-workers. Depending upon these results, one may assume that role modeling function, more than other mentoring functions, help newcomers learn their new tasks and role behaviors required by their new jobs.

With establishing new interpersonal relationships, it is believed that the mentor's role often does not generally include providing guidance about specific task duties or work group functions, as the mentor is mostly at a higher level than immediate work group. In their study, Ostroff and Kozlowski (1993) found that mentors provided the most information about the role and organization domains. In this case, one may assume that psychosocial functions, which enhance self-image and competence of newcomers, will help them establish better interpersonal relationships. For example, while the counseling function help them reduce or deal with potential anxiety and fears related to interpersonal conflicts, mentor's friendship and unconditional positive

regards enable them to socialize better with their colleagues. Moreover, the role modeling function may give them a clear example which shows how to communicate and deal with others effectively.

Finally, dealing with out-side and intergroup role conflicts is another important issue that newcomers should resolve effectively to become a fully accepted members of the organization. In this case, counseling and coaching functions of mentoring may be the greatest help for the newcomers. Feldman (1980) suggested that being trusted and accepted personally by one's own work group made the biggest difference in resolving outside role conflicts. Thus, being accepted and trusted by a senior, higher status mentor may help other work group members accept and trust the newcomer more easily.

As also stated by Buchanan (1974), the primary concern of newcomers at the encounter stage is safety: getting established with and accepted by the organization. They are intensely anxious to prove themselves by showing that they can learn and adjust to the demands of the new environments. In addition, Katz's study (1980) suggested that at first newcomers were most concerned about fitting in socially, and later they become more preoccupied with how well they were performing. In this sense, one may conclude that newcomers could value psychosocial functions of mentoring relatively more than they do career-enhancing function at the encounter stage. As Kram (1986) stated, psychosocial and career-enhancing functions are not entirely distinct; providing psychosocial support may also enhance an individual's career success. However, the primary focus of the study is to show which one of these functions is relatively more helpful than the other to newcomers in their different stages of socialization. Therefore, the following proposition is developed:

*Proposition 2a*

*Psychosocial mentoring functions are more related to the socialization of newcomers at the encounter stage.*

Change and acquisition is the third phase of socialization proposed by Feldman (1981) in his multiple socialization process. In this stage relatively long-lasting changes take place: new recruits master the skills required for their jobs, successfully perform their new roles, and make some satisfactory adjustment to their work groups' value and norms. There are three process variables addressed by Feldman (1981): resolution of role demands, task mastery, and adjustment to group norms and values. Buchanan (1974) identified this stage as a "performance" stage. According to him, newcomers' primary focus on safety and acceptance at the encounter stage is replaced by a concern with achievement and performance. In this case, by assigning challenging work assignments, providing coaching and opportunities for more exposure and visibility, mentors help newcomers experience high levels of achievement and performance.

In this stage newcomers also want to see that they are making real contribution and this contribution is appreciated by the organization (Schein, 1971). Having promotions at this point may be seen as an indication or proof of this recognition and appreciation. As Kram (1986) stated sponsorship is the most frequently observed career function and involves actively nominating an individual for desirable lateral moves and promotions. According to Kanter (1977), individuals gain "reflected power" from their sponsors. It is not only what sponsor says about an individual, but the knowledge that he or she is a sponsor that empowers the less experienced person and creates opportunities for movement and advancement. In sum, one may assume that sponsorship is

another career-enhancing function provided by mentors to help newcomers at the change and acquisition stage of socialization.

In terms of resolution of role demands, especially two functions—protection and coaching—may lead to lessened confusion about role demands from other parties. While protection helps newcomers avoid unnecessary risks that may jeopardize their career advancement and relationships with other members of the organization, coaching help them learn how to navigate in the organization more effectively. These overall may help us developing the next proposition:

*Proposition 2b*

*Career-enhancing mentoring functions are more related to the socialization of newcomers at the change and acquisition stage of socialization.*

## CONCLUSION

Building on the works of Chao et al. (1994), Feldman (1976, 1981) , and Kram (1985, 1986), the current study aims to develop a conceptual framework that examines two sets of relationships between the two mentoring functions—career-enhancing and psychosocial—and organizational socialization. In the first set of relationships the study focuses on developing conceptual connections between the mentoring functions and the six content dimensions of organizational socialization. The second set of relationships looks more closely at the interplay between the mentoring functions and the two stages of socialization—encounter and change and acquisition. Having a deeper understating of how and why each mentoring function is related to each socialization stage or to the development of a different socialization dimension is theoretically important as it helps researchers to more effectively build nomological networks for both mentorship and socialization constructs.

This research has practical career implications for both protégés and mentors within the organizations. With decreasing career insecurity due to downsizing and restructuring of organizations and increasing inter-organizational mobility (Colakoglu, 2011) learning the ropes of the organization (i.e., socialization) as fast and effectively as possible becomes an important skill for protégés to improve their employability in their present and future organizations. Therefore, for protégés seeking for and getting stage appropriate career-enhancing and/or psychosocial functions from their mentors to master specific aspects of the organization (e.g., history, politics, and people) effectively can positively contribute to their career prospects. In line with Allen's (2003) study knowing which specific mentoring help and support are needed at a certain stage of socialization for more effective socialization of newcomers can improve the willingness and satisfaction of mentors in a formal mentor-protégé relationship. Moreover, if such purposeful mentorship provides successful protégés for the organization this can significantly improve the reputation and consequently the power and influence of the mentor within the organization.

The successful socialization of newcomers through purposeful mentoring has important practical implications for organizations as well. As the recent global recession is placing increasing pressures on organizations to cut operational costs while improving productivity it becomes essential for them to utilize their human resources to the fullest. Improving retention

thus reducing rehiring and retraining costs through effective newcomer socialization could be a way for organizations to response to these competitive pressures in the market place. By carefully designing formal mentoring programs in which mentors tailor the help and support they provide to their protégés according to protégés' socialization stage and socialization needs companies can improve the speed and effectiveness of newcomer socialization which in turn help them remain competitive.

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