



Protégé and mentor self-disclosure: Levels and outcomes within formal mentoring dyads in a corporate context [☆]

Connie R. Wanberg ^{a,*}, Elizabeth T. Welsh ^a,
John Kammeyer-Mueller ^b

^a *Industrial Relations Center, University of Minnesota, 3-300Y Carlson School of Management, 321-19th Avenue South, Minneapolis, MN 55455, USA*

^b *Warrington College of Business Administration, University of Florida, 211 Stuzin Hall, Box 117165, Gainesville, FL 32611, USA*

Received 4 October 2006
Available online 23 January 2007

Abstract

This study examined the role of self-disclosure within protégé/mentor dyads in formal mentoring partnerships within a corporate context as a means of learning more about specific relationship processes that may enhance the positive outcomes of mentoring. While both protégés and mentors self-disclosed in their relationships, protégés disclosed at a higher level than mentors. Protégé self-disclosure, but not mentor self-disclosure, was related to protégé outcomes including mentoring received, relationship satisfaction, and positive influence of mentoring. The study contributes to a mentoring literature that has become more interested in examining mentoring relationship micro-processes from both the protégé and mentor perspective.

© 2007 Elsevier Inc. All rights reserved.

Keywords: Formal mentoring; Self-disclosure; Protégé; Mentor; Dyad

[☆] Thank you to Theresa Glomb and Sarah Hezlett who provided helpful comments on this manuscript.

* Corresponding author.

E-mail address: cwanberg@csom.umn.edu (C.R. Wanberg).

1. Introduction

The understanding of work-based mentoring relationships has substantially increased during the past two decades. For example, mentoring has been related to positive career outcomes including job satisfaction, career satisfaction, compensation, and promotions (for meta-analytic reviews see Allen, Eby, Poteet, Lentz, & Lima, 2004 & Underhill, 2006). Other studies have examined variables associated with having a mentor and how much mentoring individuals receive (for a meta-analytic review see Hezlett, 2003). Recently, there has been a growing interest in looking deeper *inside* the mentoring relationship to learn more about mentoring relationship micro-processes that best facilitate protégé growth, learning, and leadership development (Fletcher & Ragins, in press).

The purpose of this study is to explore the role of one relationship process variable, self-disclosure, in predicting mentoring outcomes for the protégé using a formal mentoring program within an organizational context. Self-disclosure refers to the extent to which individuals in a relationship relate experiences, emotions, beliefs, fears, failures, and successes to each other (Hinde, 1997). The relationship literature has portrayed self-disclosure as a central relationship process variable, critical to relationship development and maintenance, and fundamental to communication and exchange that is more than surface-level conversation (Dindia, 1993; Hinde, 1997; Reis & Shaver, 1988). Yet, despite interview-based findings suggesting that self-disclosure occurs within and is beneficial to high-quality mentoring relationships (Ensher & Murphy, 2005), at this point we know very little about the strength of the relationship between self-disclosure, mentoring levels, and mentoring outcomes.

This study contributes to the mentoring literature in two distinct ways. First, it provides an important look *inside* of the mentoring relationship, informing the potential significance of self-disclosure as a specific relational process that facilitates mentoring outcomes. Because we assess self-disclosure on the part of both the mentor and the protégé, our study responds to calls for research that looks at not only the finer relationship processes involved in mentoring contexts, but also research that assesses both mentor and protégé perspectives (Dougherty & Dreher, in press; Fletcher & Ragins, in press; Wanberg, Welsh, & Hezlett, 2003). Second, we use formal work-based mentoring relationships in our study, a context in which it seems particularly important to differentiate between more effective, versus less effective relationships (Ragins & Cotton, 1999; Ragins, Cotton, & Miller, 2000). Corporate mentoring programs are typically initiated as a means of enhancing the careers, development, and performance of management-level employees (Douglas & McCauley, 1999). Relationships within these programs face special challenges (Ragins & Cotton, 1999). For example, the two relationship partners usually do not know one another, and dyads must develop their relationships from scratch in the context of what is typically a limited-duration program (e.g., 9 months to 1 year). It is of interest to determine to what extent disclosure occurs in these relationships, and to what extent self-disclosure differentiates more versus less positive relationship outcomes.

1.1. Theoretical framework

Our study draws upon an interpersonal process model from the social psychology literature (Reis & Shaver, 1988). A fundamental assumption of the Reis and Shaver model is that self-disclosure facilitates the development and maintenance of interpersonal relation-

متن کامل مقاله

دریافت فوری ←

ISIArticles

مرجع مقالات تخصصی ایران

- ✓ امکان دانلود نسخه تمام متن مقالات انگلیسی
- ✓ امکان دانلود نسخه ترجمه شده مقالات
- ✓ پذیرش سفارش ترجمه تخصصی
- ✓ امکان جستجو در آرشیو جامعی از صدها موضوع و هزاران مقاله
- ✓ امکان دانلود رایگان ۲ صفحه اول هر مقاله
- ✓ امکان پرداخت اینترنتی با کلیه کارت های عضو شتاب
- ✓ دانلود فوری مقاله پس از پرداخت آنلاین
- ✓ پشتیبانی کامل خرید با بهره مندی از سیستم هوشمند رهگیری سفارشات