
Mentoring and Protégé Narcissistic Entitlement

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The relationship between protégé narcissistic entitlement and protégé mentoring outcomes is examined among a total sample of 132 protégés employed in a variety of settings. Narcissistic entitlement (NE) refers to a dispositional variable that reflects preoccupation with the expectation of special and preferential treatment from others. Results indicate that protégés with greater NE report relationships of shorter duration, less career mentoring support, lower relationship quality, and greater negative mentoring experiences than do protégés with lesser NE. Additionally, protégé NE moderated the relationship between mentor commitment and relationship quality such that the relationship was stronger for protégés higher in NE than for protégés lower in NE. NE was not related to whether participants had experience as a protégé. Implications include the need for expanded education regarding mentoring relationships that take into account the role the individual plays in the relationship.

Keywords: *mentoring relationships; narcissistic entitlement; protégés; mentors; mentoring*

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Given recent meta-analytic research demonstrating the benefits of being mentored (Allen, Eby, Poteet, Lentz, & Lima, 2004; Underhill, 2006), understanding factors that contribute to effective mentoring relationships continues to be a topic of interest to vocational and industrial/organizational psychologists. Moreover, because of the effect of mentoring on career outcomes, career counselors advising clients also have a vested interest in understanding individual and organizational factors that relate to mentoring processes. Because personality characteristics influence individual behavior, as well as interpersonal interactions, they likely play a role in the effectiveness of mentoring relationships (Turban & Lee, 2007). However, there has been relatively little research incorporating personality into the study of mentoring. The limited research that does exist regarding protégé personality has primarily focused on characteristics thought to facilitate positive mentoring experiences such as self-monitoring, internal locus of control, and need for achievement (e.g., Aryee, Lo, & Kang, 1999; Fagenson, 1992; Turban & Dougherty, 1994). Importantly, several authors have suggested that protégé personality can also contribute to poor mentoring relationship outcomes (Feldman, 1999; Johnson & Huwe, 2002). However, research has yet to examine individual characteristics that might relate to poor mentoring experiences.

The objective of the current study is to address this gap in the literature by examining the role of protégé narcissistic entitlement (NE) in the context of mentoring relationships. Specifically, we examine how NE relates to protégé experience, relationship duration, and to both positive and negative mentoring outcomes. Finally, we examine protégé NE as a moderator of the relationships between several variables and overall mentorship quality.

Theoretical Background on Narcissism and Interpersonal Relationships

Narcissism involves the admiration of the self and the belief that one merits a special place in the world. It reflects a syndrome of relatively diverse behaviors (Raskin & Terry, 1988). Specifically, individuals high in narcissism are grandiose, believe they are unique, are hypersensitive to criticism, lack empathy for others, are exploitative, and are absorbed with fantasies of personal greatness and power (American Psychiatric Association, 1994; Campbell, 1999). Additionally, individuals high in narcissism are motivated to establish their superiority over others (Bushman & Baumeister, 1998). It is

important to note that in the present study we are investigating narcissism-associated traits rather than a clinically diagnosed personality disorder.

Of the set of diverse behaviors associated with narcissism, entitlement is particularly relevant to mentoring relationships. The entitlement element of narcissism is explicitly interpersonal with an emphasis on how the self should be treated by others (Exline, Baumeister, Bushman, Campbell, & Finkel, 2004). Specifically, individuals high in NE are preoccupied with the expectation of special and preferential treatment from others. This is important in that mentoring is first and foremost an interpersonal relationship between two individuals. As noted by Campbell (1999), narcissism can have multiple effects on interpersonal relationships. Individuals with narcissistic tendencies enter relationships in the service of their own self-enhancement. They have difficulty establishing true intimacy with others because of a fear of abandonment and the need to derive self-enhancement through their interpersonal relationships. Finally, individuals high in narcissism seek admiration from their relationship partners and associate the self with idealized others.

Social and personality psychologists view narcissism in terms of a self-regulatory process (Morf & Rhodewalt, 1993). Those with narcissistic personalities use interpersonal relationships as a means to transact self-regulation and to bolster the self. To enhance the self, individuals high in narcissism seek the admiration and respect of others, but also derogate others. Thus, not surprisingly, research has shown that narcissism negatively relates to the need for intimacy and to variables related to intimacy such as empathy, the ability to forgive, and agreeableness (Campbell, 1999; Exline et al., 2004).

Because mentoring is a relational experience that inspires mutual growth, learning, and career development, it seems likely that individuals with NE tendencies will have difficulty realizing the full potential of what a mentoring relationship has to offer. As noted by Turban and Lee (2007), personality may be relevant to who is more or less likely to enter into a mentoring relationship as well as to outcomes associated with the relationship. Moreover, personality may also act as a moderator. Hypotheses associated with each of these three processes as pertaining to protégé NE are developed in the following sections.

Mentorship Initiation

During the initiation stage of a mentoring relationship, typically the potential protégé or the potential mentor begins contact with the other party in an

effort to establish a mentoring relationship (Kram, 1985; Turban & Lee, 2007). Prior research has shown that characteristics such as extroversion and career self-efficacy are associated with experience as a protégé (Aryee, et al. 1999; Day & Allen, 2004). It is not clear how NE might relate to participation in mentoring relationships as a protégé. On one hand, because NE is associated with ambition (Raskin & Terry, 1988), it could be that high NE individuals will seek out mentoring relationships as a way to advance their careers. On the other hand, because such individuals are motivated to demonstrate their superiority, they may find it difficult to be in the subordinate power role of protégé. Thus, we pose the following research question.

Research Question 1. Is NE related to having been a protégé?

Once in a mentoring relationship, we do expect that mentoring relationships involving protégés higher in NE will be of shorter duration than mentoring relationships involving protégés lower in NE. Paulhus (1998) found that individuals with greater narcissistic personalities made better initial impressions with others than did those with lesser narcissistic tendencies, but over time those with the greater narcissistic personalities were evaluated negatively. Moreover, individuals with narcissistic personalities can be ingratiating to individuals thought to be of high-status such as a mentor, however, their relationships tend to be short in duration (Baumeister & Vohs, 2001; Campbell, 1999). Additionally, mentoring relationships typically involve feedback from the mentor to the protégé. At times, the feedback may be critical in nature. Because such information could serve as a source of ego threat, high NE individuals may negatively react to feedback, which can also result in a relationship of shortened duration (e.g., Baumeister, Smart, & Boden, 1996).

Hypothesis 1: Protégé NE is negatively associated with mentorship length.

Mentorship Outcomes

Similar to all interpersonal relationships, mentoring relationships can include both positive and negative experiences. Positive mentoring experiences generally have been captured through protégé reports of mentor behaviors, such as career and psychosocial support (Kram, 1985). Career support consists of mentor behaviors that involve exposure/visibility, coaching, sponsorship, protection, and challenging work assignments. Psychosocial support

involves providing the protégé with role modeling, acceptance and confirmation, counseling, and friendship. Both career and psychosocial mentoring have been associated with more greater career outcomes and more positive job attitudes (e.g., Allen et al., 2004; Wanberg, Welsh, & Hezlett, 2003).

There are several reasons to expect that NE will be associated with reports of fewer positive mentoring experiences, namely career and psychosocial mentoring. Protégés higher in NE are likely to have unrealistic expectations regarding the amount of career and psychosocial mentoring that their mentors should provide. Morf and Rhodewalt (2001) noted that narcissism involves a grandiose, yet vulnerable self-concept. The self-doubt of individuals high in NE renders them in need of constant self-affirmation. Because the expectations and interpersonal needs of protégés high in NE are difficult to live up to, ratings of positive mentoring behaviors are expected to negatively correlate with protégé greater NE.

Hypothesis 2: Protégé NE is negatively associated with reported career support.

Hypothesis 3: Protégé NE is negatively associated with reported psychosocial support.

Interpersonal conflicts are likely to occur within the bounds of a mentoring relationship like any other human social interaction. Negative mentoring experiences can range from the relatively minor (e.g., petty disagreement) to the malicious in nature (e.g., revenge or sabotage) (e.g., Eby & Allen, 2002; Eby, Butts, & Lockwood, 2004; Eby, McManus, Simon, & Russell, 2000; Scandura, 1998). Individuals high in NE are hypersensitive to negative evaluative information, which can create conflict within the relationship given that one role of the mentor is to provide feedback that could be of a critical nature. Because individuals higher in NE are more easily offended than are individuals lower on NE (Exline et al., 2004), we predict they will be more sensitive to perceived slights within the relationship and therefore report greater negative experiences.

Hypothesis 4: Protégé NE is positively associated with reported negative mentoring experiences.

NE as a Moderator

Finally, it is thought that protégé NE will interact with several variables in predicting overall mentorship quality. As noted previously, one salient

characteristic of narcissistic entitlements is their belief that they warrant special treatment by others (Exline et al., 2004; Raskin & Terry, 2004). Within the bounds of a mentoring relationship, the expectation of special treatment may be based on having a mentor that is highly committed to the relationship. Mentor commitment may be viewed by the NE protégé as a signal of belief in the protégé's ability. Although mentor commitment has received limited research attention (see Allen, Eby, and Lentz, 2006a for a recent exception), it is likely that it is important to the quality of any mentorship (Ragins, Cotton, & Miller, 2000). However, we believe it will be especially critical to perceptions of quality among individuals higher in NE because of their desire and expectation of special treatment.

It also seems likely that negative mentoring experiences will negatively relate to reports of overall mentorship quality. However, this relationship may be especially strong for higher NE protégés. As noted previously, individuals higher in NE are easily offended. Moreover, Exline et al. (2004) found that NE consistently predicted an unwillingness to forgive others. We expect that those with a greater NE personality will be more sensitive to and more unforgiving of negative behaviors within the mentorship than will those with less of a NE personality.

Hypothesis 5: NE moderates the relationship between mentor commitment and mentorship quality such that the relationship is stronger for those with greater narcissistic entitlement personality than for those with less of a narcissistic entitlement personality.

Hypothesis 6: NE moderates the relationship between negative mentoring experiences and mentorship quality such that the relationship is stronger for those with a greater narcissistic entitlement personality than for those with less of a narcissistic entitlement personality.

Method

Participants

The primary participants were 132 individuals who reported experience as a protégé. Of the protégés responding to the demographic questions, the sample consisted of 87 females (65.9%), average age was 40.74 ($SD = 9.98$), and the mean level of education obtained was some graduate work. Seventy-one percent ($n = 93$) of the participants were White, 13.6% ($n = 18$) were African-American/Black, 3% were Hispanic ($n = 4$), 2.3% were Asian/

Pacific Islander ($n = 3$), and the remaining ($n = 4$) were of mixed ethnic background (10 participants did not provide this data). Participants were employed in variety of job settings and held a variety of job titles.

Procedure

Data were collected via an online survey. Several procedures were used to solicit study participants. Doctoral program alumni from a single industrial and organizational psychology program were contacted and asked to participate and to forward the link to other colleagues. An email announcing the study was sent over a university employee list serve. University alumni were invited to participate in the study via an email. Several professional associations were contacted and asked to share the survey link with members. A total of 253 individuals responded to the survey and of the 253, 132 had experience as a protégé. Because of the nature of the data collection, we are unable to calculate a response rate. However, the data collected appear consistent with existing mentoring research, in that 52.2% of participants reported experience as a protégé.

Measures

Protégé experience. Participants were provided with a standard definition of mentoring (“A mentor is generally defined as a higher-ranking, influential individual in the protégé’s work environment who has advanced experience and knowledge and is committed to providing support in the protégé’s career. A mentor may or may not be in the same department or unit as the protégé, and the mentor may or may not be the protégé’s immediate supervisor”) and asked to reply no or yes if they had been mentored. No responses were coded “1” and yes responses were coded “2.”

Relationship duration. Protégés reported the length of their mentorship in months.

Narcissistic entitlement. Four items from the narcissistic entitlement dimension of the Narcissistic Personality Inventory (NPI; Raskin & Terry, 1988) were used (e.g., “I insist upon getting the respect that is due to me.”). Responses were made on a 5-point scale that ranged from “strongly disagree” to “strongly agree.” Responses to the items were averaged and higher scores indicated greater narcissistic entitlement. Internal consistency

for the current study was .79. Although Raskin and Terry did not provide internal consistency estimates for the individual dimensions that make up the NPI, they did provide construct validity support for the distinctiveness of the seven dimensions, including NE. In addition they reported that NE was significantly correlated with other expected constructs, including hostility, power orientation, ambitiousness, and dominance.

Mentoring support. Career and psychosocial mentoring were measured with Noe's (1988) 17 item Mentor Functions Scales. Seven items were used to assess career mentoring (e.g., "My mentor helped me meet new colleagues."). Internal consistency for the current study was .86. Ten items were used to assess psychosocial mentoring (e.g., "My mentor conveyed feelings of respect for me as an individual."). Internal consistency for the current study was .92. Responses were averaged and higher scores indicated greater career and psychosocial mentoring. Previous research using these scales has shown evidence for reliability and validity. Noe (1988) provided initial construct validity through factor analysis and reported an internal consistency estimate of .89 for career mentoring and .92 for psychosocial mentoring. In addition, scores were positively correlated with mentorship quality, indicating validity. Based on a sample of individuals from accounting and engineering, Allen (2003) reported a coefficient alpha of .76 for career mentoring and .84 for psychosocial mentoring. Ensher and Murphy (1997) provided factor analytic evidence supporting the two scales and reported a coefficient alpha of .80 for career mentoring and .82 for psychosocial mentoring.

Negative mentoring experience. Eby et al. (2000, 2004) developed a taxonomy of negative mentoring experiences based on five meta-themes: mismatch within the dyad, distancing behavior, manipulative behavior, lack of mentor expertise, and general dysfunctionality. Because our interest was in negative mentoring experiences in general, rather than the various dimensions of negative mentoring experiences identified in the literature, we developed a 5-item global measure in which a single item was created to represent each of the five meta-themes described by Eby et al. ("My mentor and I seemed to be very different from one another."; "My mentor tended to keep his/her distance from me."; "My mentor was manipulative."; "My mentor lacked the expertise needed to adequately mentor me."; "My mentor was pessimistic."). Responses were made on a 5-point scale that ranged from "strongly disagree" to "strongly agree." Higher scores indicated

greater negative mentoring experiences. Because the scale was newly created we conducted principal axis factor analysis to ensure that the items loaded onto a single factor. One factor with an eigenvalue greater than one emerged and all factor loadings were .56 or greater. Internal consistency for the current study was .79. Additionally, in terms of construct validity, our global measure demonstrated correlations with career and psychosocial mentoring (see Table 1) of similar magnitude to that reported by Eby et al. (2004).

Mentor commitment. Four items developed by Allen, Eby, and Lentz (2006b) were used to assess mentor commitment (e.g., “My mentor was committed to developing an effective and productive mentoring relationship.”). Responses were made on a 5-point scale that ranged from “strongly disagree” to “strongly agree.” Responses averaged with higher scores indicated greater mentor commitment. Internal consistency for the current study was .81. Based on a sample of protégés in formal mentoring programs, Allen et al. reported a coefficient alpha of .84. In addition, scores were positively correlated with mentorship quality, indicating validity.

Mentorship quality. Four items from the five-item mentorship quality scale used by Allen et al. (2006a) were used to assess mentorship quality (e.g., “I am very satisfied with the mentoring relationship my mentor and I developed.”). Responses were made on a 5-point scale that ranged from “strongly disagree” to “strongly agree.” Responses averaged with higher scores indicated greater mentorship quality. Internal consistency for the current study was .95. Allen et al. reported a coefficient alpha of .92. Allen and Eby (2003) originally developed this scale for use with mentors. They provided construct validity evidence through confirmatory factor analysis and reported an internal consistency estimate of .85. In addition, scores were positively correlated with perceived similarity, indicating validity.

Potential control variables. Several variables related to the dependent variables in previous mentoring research were considered as controls. Protégé gender and mentor gender were dummy-coded as male = 0 and female = 1. Protégé and mentor race were dummy-coded as 0 = nonminority and minority = 1. Mentorship type was coded 1 = informal and 2 = formal.

Table 1
Means, Standard Deviations, and Intercorrelations for Those With Protégé Experience

	1	2	3	4	5	6	7	8	9	10	11	12
1. Quality	-											
2. Career support	.61**	-										
3. Psychosocial support	.73**	.50**	-									
4. Negative experience	-.69**	-.38**	-.52**	-								
5. Mentor commitment	.82**	.57**	.67**	-.71**	-							
6. Relation duration	.24**	.24**	.19*	-.09	.19*	-						
7. NE	-.24**	-.26**	-.06	.20*	-.17	-.24**	-					
8. Gender	.02	.02	.17	.05	.01	.02	.02	-				
9. Mentor gender	-.07	-.12	.05	.06	-.08	-.14	.11	.36**	-			
10. Race	-.03	-.03	.08	.13	-.06	-.05	.12	.18*	.14	-		
11. Mentor race	-.07	.01	.08	.12	-.12	.04	.09	.00	.17*	.32**	-	
12. Mentorship type	-.20*	-.15	-.20*	.17	-.14	-.18*	-.05	-.03	.05	.02	-.06	-
Mean	4.25	3.27	3.84	1.68	3.93	31.94	3.18	NA	NA	NA	NA	NA
Standard deviation	.85	.99	.88	.66	.81	33.00	.65	NA	NA	NA	NA	NA
N	131	132	132	131	131	128	125	121	131	122	130	132
Range	1.0-5.0	1.0-5.0	1.1-5.0	1.0-4.4	1.0-5.0	2-192	1.0-4.5	NA	NA	NA	NA	NA

N = 118 to 132.

Note. NE = narcissistic entitlement.

***p* < .01 level (two-tailed); **p* < .05 level (two-tailed).

Results

Means, standard deviations, and correlations are shown in Table 1. Data were checked for violations of linearity and for outliers with no violations identified. A total of 132 of the 253 participants reported experience in a mentoring relationship as a protégé (52.2%). Of those with protégé experience, 33.6% were formal mentoring relationships, 64.2% were same sex relationships, and 78.5% were same race relationships.

Research Question 1. Is NE related to having been a protégé?

A *t* test indicated there were no significant mean differences between those who reported no experience as a protégé ($M = 3.13$, $SD = .62$) and those who reported experience as a protégé ($M = 3.18$, $SD = .64$; $t = -.57$; $df 244$, $p = .58$).

Hypothesis 1: Protégé NE is negatively associated with mentorship length

Hypothesis 1 was supported ($r = -.24$, $p < .01$). Mentorships involving protégés with higher NE were shorter in duration than were mentorships involving protégés lower in NE.

Hypothesis 2: Protégé NE is negatively associated with reported career support

Hypothesis 2 was supported ($r = -.26$, $p < .01$). Protégés higher in NE reported fewer career support behaviors were provided by their mentors than did protégés lower in NE.

Hypothesis 3: Protégé NE is negatively associated with reported psychosocial support

Hypothesis 3 was not supported ($r = -.06$, *ns*).

Hypothesis 4: Protégé NE is positively associated with reported negative mentoring experiences

Hypothesis 4 was supported ($r = .20$, $p < .05$). Protégés higher in NE reported more negative mentoring experiences than did protégés lower in NE.

Hypotheses 5 and 6: NE will be a moderator

Table 2
Regression of Narcissistic Entitlement by Mentor Commitment on
Mentorship Quality

	B	SE B	β
Step 1			
Mentorship type	-.28	.15	-.16
Step 1 R^2	(.03)		
Step 2			
Mentorship type	-.12	.09	-.07
Mentor commitment	.81	.06	.78**
NE	-.13	.07	-.11
Step 2 change in R^2	(.63**)		
Step 3			
Mentorship type	-.13	.09	-.08
Mentor commitment	.75	.06	.72**
NE	-.21	.07	-.17**
Mentor commitment \times NE	.30	.10	.18**
Step 3 change in R^2	(.03**)		
Total R^2	(.69)		
F	65.70**		

Note. NE = narcissistic entitlement.

** $p < .01$ level (two-tailed).

Hypotheses 5 and 6 involved moderation and were tested through moderated multiple regression. The independent and moderator variables were centered. As shown in Table 2, the only control variable related to mentorship quality was type of mentorship. Thus it was entered in the first step of the regression equation. Hypothesis 5 suggested that NE would moderate the relationship between mentor commitment and mentorship quality. As shown in Table 2, the interaction was significant. To illustrate the nature of the interaction, the results were graphed according to the procedures described by Aiken and West (1991) and are shown in Figure 1. As expected, reports of mentorship quality were higher for those who reported they had a more committed mentor than for those who reported that their mentor was less committed. Additionally, as predicted, the slope of this relationship was steeper for those higher in NE than for those lower in NE. Thus, Hypothesis 5 was supported.

Hypothesis 6 stated that NE would moderate the relationship between negative mentoring experiences and mentorship quality. Results are shown in

Figure 1
Interaction Between Narcissistic Entitlement (NE) and Mentor Commitment
on Relationship Quality

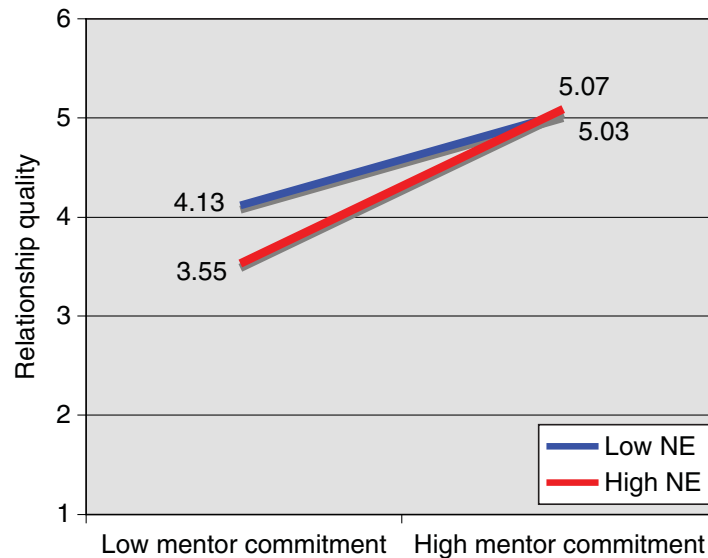


Table 3. The interaction term was not significant. Thus, Hypothesis 6 was not supported. However, a main effect was observed for negative mentoring experiences indicating that those who report greater negative mentoring experiences also report lower relationship quality.

Supplemental Analysis

We conducted one additional regression analysis in which the mentoring support variables and NE were simultaneously examined as predictors of mentorship quality. Mentorship type was again included at step 1 as a control variable. Career mentoring, psychosocial mentoring, and NE were added at step 2. As shown in Table 4, each of the independent variables was significantly associated with relationship quality. This provides further evidence that NE is a unique predictor of overall mentorship quality.

Discussion

Several mentoring scholars have suggested that the study of personality characteristics and mentoring relationships should be a priority (Turban &

Table 3
Regression of Narcissistic Entitlement by Negative Mentoring Experiences on Mentorship Quality

	B	SE B	β
Step 1			
Mentorship type	-.28	.15	-.16
Step 1 R^2	(.03)		
Step 2			
Mentorship type	-.12	.12	-.07
Negative mentoring experience	-.81	.09	.63**
NE	-.15	.09	-.12
Step 2 change in R^2	(.43**)		
Step 3			
Mentorship type	-.11	.12	-.07
Negative mentoring experience	-.80	.10	-.61**
NE	-.15	.09	-.12
Negative mentoring experience \times NE	-.07	.14	-.04
Step 3 change in R^2	.00		
Total R^2	(.46)		
F	25.04**		

Note. NE = narcissistic entitlement.

** $p < .01$ level (two-tailed).

Lee, 2007; Wanberg et al., 2003). We answered this call and extended mentoring research by examining protégé narcissistic entitlement (NE). Our findings indicate that protégé NE does not appear to make a difference in terms of whether or not an individual will attract or seek the support of a mentor. However, once in a mentoring relationship, protégé NE relates to a variety of mentoring outcomes.

Our findings indicate that mentoring relationships involving protégés higher in NE were shorter in duration than were relationships involving protégés lower in NE. This is consistent with Kram's (1985) notion that some individuals may not have the interpersonal skills needed to maintain an effective mentoring relationship. It is also consistent with theory regarding narcissism (Morf & Rhodewalt, 2001). Specifically, individuals high in narcissism attempt to garner self-enhancement through the admiration of others, but this is ultimately self-defeating because they cannot maintain the relationships that they rely on to fulfill these needs (Baumeister & Vohs, 2001).

Another contribution of the current study is that it demonstrates that protégé NE plays a role in the extent that mentoring relationships are perceived

Table 4
Regression of Mentoring Support Variables and Narcissistic Entitlement on Mentorship Quality

	B	SE B	β
Step 1			
Mentorship type	-.28	.15	-.16
Step 1 R^2	(.025)		
Step 2			
Mentorship type	-.04	.08	-.03
Career mentoring	.12	.05	.15*
Psychosocial mentoring	.27	.06	.29**
Negative mentoring	-.23	.08	-.18**
Mentor commitment	.41	.08	.39**
NE	-.10	.06	-.08
Step 2 change in R^2	(.725**)		
Total R^2	(.75),		
F	59.00**		

Note. NE = narcissistic entitlement.

** $p < .01$ level (two-tailed).

to be effective by protégés. Specifically, individuals greater in NE reported less career support behaviors from their mentors, lower overall quality relationships, and more negative mentoring experiences than did those lower in NE. These findings are consistent with existing literature that suggests individuals high in narcissism have difficulty developing high quality relationships with others (Campbell, Bush, Brunell & Shelton, 1999). However, protégé NE was not associated with reports of psychosocial support. Thus, the relationship between NE and mentoring outcomes may differ depending on the aspect of the mentoring relationship under investigation. Perhaps psychosocial mentoring does not relate to narcissism because it does not serve the same external self-enhancement function as does career mentoring.

Our findings also demonstrate that protégé NE moderates the relationship between mentor commitment and relationship quality. Specifically, mentor commitment was more highly related to perceptions of overall mentorship quality among higher NE protégés than lower NE protégés. This is consistent with theory that high NE individuals believe they warrant special attention and devotion (Campbell et al., 1999). When they believe that such attention has not been provided, they perceive their relationships to be of lesser quality.

Contrary to expectations, we did not find that protégé NE moderated the relationship between negative mentoring experiences and mentorship quality. Negative mentoring experience had the same relationship with mentorship quality regardless of degree of protégé NE. Perhaps this is due to the relatively low base rate of negative mentoring experiences or the more global assessment of negative mentoring used in the current study. However, it is important to note that negative mentoring experiences were related to relationship quality. This study adds to the growing body of literature demonstrating the potential damage of negative experiences within the mentorship (Eby & Allen, 2002).

The findings have several implications for career practice and research. Individuals are almost universally advised to seek out mentoring relationships as a form of career development and heralded with information regarding the many benefits of such relationships. However, little guidance is provided regarding the possible pitfalls associated with mentoring and the role that the individual plays in determining the course and quality of the relationship. Potential protégés (and mentors) should be reminded that some mentoring relationships may be mutually beneficial and fulfilling whereas others may be fraught with interpersonal difficulties. Counseling should be provided regarding what actions to take if one encounters a mentoring relationship that does not meet the needs of both parties. Additionally, it may be fruitful for counselors to discuss behaviors associated with narcissism so that individuals may recognize those in him or herself and take corrective action as well as recognize them in others and consequently avoid forming a mentorship with such individuals. A more nuanced approach to mentoring that includes information regarding behavioral tendencies on the part of the protégé that may lead to more or less successful relationships is needed. The findings also underscore the need to incorporate more of an individual difference perspective into mentoring theory and research. Indeed, our supplemental analysis demonstrated that protégé NE accounted for unique variance associated with relationship quality above and beyond that associated with the traditional predictors of career and psychosocial support.

There are several limitations associated with the present study. One is that all of the data are based on protégé self-reports. Accordingly, it is possible that response biases may have influenced the results. Unfortunately, objective measures of the constructs examined in the current study are rare or non-existent. Moreover, although mentor reports would certainly be valid and helpful for some of the constructs (e.g., mentor commitment) mentor and protégé reports of other variables such as career and psychosocial support

tend to be only modestly correlated (e.g., Allen et al., 2006a; Raabe & Beehr, 2003). Regardless, the fact that NE demonstrated differential relationships with the variables of interest (i.e., it was related to career mentoring, but not to psychosocial mentoring) suggests that response bias is not an adequate explanation for the observed relationships. Finally, given the nature of our sample, generalizability is a concern. Our sample was predominantly White, female, and well educated. This is important in that some research has indicated that the entitlement element of narcissism, which was the focus of the present study, is not as well-integrated into the narcissistic syndrome for females as it is for males because such behaviors violate culturally held expectations regarding appropriate female behavior (Tschanz, Morf, & Turner, 1998). Thus, males and females may exhibit different behaviors associated with NE. Future research examining race, gender, and different combinations of race and gender across mentorship pairs and the impact of NE would be an interesting avenue for future research.

There are several ambiguities regarding the results of the current research that present opportunities for future research. For example, we do not know whether mentors were truly less committed to their relationships or whether it was simply the perception of NE protégés that their mentors were less committed. Protégé narcissistic behaviors could result in a mentor lowering his or her commitment to the relationship. Alternatively, it may be that NE protégés tend to expect greater commitment and thus are more critical in their ratings of mentor commitment. Dyadic process models that include data from both mentors and protégés are needed to better understand the dynamics that protégé NE places into motion. Similarly, it is uncertain whether high NE protégés are truly the recipients of more negative mentoring behaviors and less career support from their mentors or whether they merely perceive such transgressions. Field research might be complimented by experimental studies in which objective mentoring behaviors are used as stimuli. For example, participants may be asked to view an exchange between a mentor and a protégé. If biased perceptions are a factor, then one might expect the same mentoring behaviors will be interpreted differently by high NE individuals than by low NE individuals.

Further research on commitment in mentoring relationships is also needed. Just as it is important to study mentor commitment to the relationship, it is also important to study protégé commitment. Within the context of romantic relationships, research has shown that individuals high in narcissism are less committed to their partners, in part based on the belief that they have attractive alternatives (Campbell & Foster, 2002). Thus, dyadic research

examining the commitment of both the protégé and the mentor and levels of narcissism of both would be informative.

Another important area for future research is examining how protégé narcissism relates to mentoring outcomes for the mentor. For example, a poor experience with an entitled protégé may result in a mentor being less willing to mentor others in the future. Moreover, a protégé who derogates his or her mentor could potentially damage the mentor's career. The effects of derogation may also make it difficult for the mentor to attract other potential future protégés.

In the present study we focused on the entitlement element of narcissism. In future research other dimensions of narcissism should be examined. For example, with regard to mentors, the exploitive dimension may be an especially important focus. Because mentors are typically in positions of power within their organizations they often have ample opportunity to engage in protégé exploitation. Moreover, mentor narcissistic exploitation may predict some of the more damaging negative mentoring behaviors described by Eby et al. (2000, 2004) such as sabotage and manipulation.

From the mentor side of the relationship it would also be interesting to examine how mentor narcissism relates to motives to mentor others. One of the motives described by Allen (2003) for mentoring others is self-enhancement. One of the hallmarks of narcissistic behavior is the desire to enhance the self, often at the expense of others (e.g., Campbell et al., 1999; Morf & Rhodewalt, 1993). Thus, it could be expected that mentor narcissism plays a role in predicting the motives individuals possess to mentor others and the type of mentoring provided. Mentor narcissism may also relate to the type of protégé that is selected (Allen, 2004). Specifically, in their efforts to enhance their own reputations, mentors with narcissistic tendencies may carefully select protégés who are high in ability and possess other attributes that can boost the mentor's own image.

In conclusion, the findings of the present study support the suggestions of mentoring scholars who have underscored the need to incorporate personality variables into mentoring theory and research (Turban & Lee, 2007; Wanberg et al., 2003). Moreover, the results demonstrate the use of investigating dysfunctional aspects of personality to better understand the factors that contribute to the success of mentoring relationships. As this is the first study examining narcissism and mentoring, our results need to be replicated. However, our findings suggest that narcissism may play a considerable role in determining the course and outcomes associated with mentoring. Given the results of the current study, pursuit of this fruitful line of research seems warranted.

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