

An assessment of mentor's organizational based self-esteem and proactive personality on employee's job satisfaction and subjective career success: An empirical investigation of mediating and moderating variable

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Abstract

According to “**self-consistency**” theory (Korman, 1970), an individual has the tendency to consistently change his attitude, thoughts to maintain his positive impact and views on the given situation. Based on this theory, we examined a theoretical model, linking the mentor's proactive personality and his organizational based self-esteem to employee's career success and their job satisfaction level. We also explored the mediating effect of mentoring relation on employee's outcomes. A cross-sectional study has been conducted among Indian business organizations (N = 202). Results showed that both personality traits of the mentor (Proactive personality and organizational based self-esteem) positively predicted employees job satisfaction and career success with these relationships mediated by mentoring relation. Conversely, when we look into the interaction effect of these personality traits, we found that the mentor with a high level of proactive personality will negatively affect the mentoring and OBSE relation and if proactiveness is low, then OBSE and mentoring relation become stronger. Our study is unique, because only few studies has been conducted to capture the mediating role of mentoring between personality and outcomes and this study also provides useful insights into the existing research about the role of a mentor's personality in mentoring relation.

Keywords: Mentoring, Personality, OBSE, Employee Job satisfaction, Subjective Career success

I. Introduction

Human resources are the most valuable and significant resources in any organisation. Their needs and wants are various and hard to understand. Due to the globalisation, organizations are expanding their business,

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which leads to an increase in complexity in business operations and human elements. For maintaining and providing more transparency into the relationship with employees, organisations are deploying mentoring programs, to motivate the employees and achieving the organisational goal. Mentoring practices with employees will provide many benefits to the organisations (Allen, Eby, Poteet, Lentz & Lima, 2004; Ismail et al., 2009; Ismail & Ridzwan, 2012; Washington, 2011). For example, previous research showed that employees indulge in mentoring process reports higher income, high rate of promotions and a higher level of work satisfaction than those employees without mentoring (Baugh and Scandura, 1999; Dreher and Ash, 1990; Ragins et al., 2000; Scandura, 1992; Whitely and Coetsier, 1993; Scandura and Schricsheim, 1994; Turban and Dougherty, 1994). Similarly, in the mentoring relationship, mentee learn his role and responsibilities at workplace, which helps in removing his job and role ambiguity (Lankau and Scandura, 2002) and further enhance his job satisfaction level (Jyoti & Sharma, 2015a; Lo, Ramayah, & Kui, 2013). In mentoring relation, mentors act as a role model and motivates his mentee to display his best ability that encourages him to accomplish his personal as well as organisational goals (Akarak & Ussahawanitchakit, 2008; Emmerik, 2008; Lo et al., 2013). Mentor's also counsel their mentees in their personal as well as professional matters, which helps them in organisational commitment (Ghosh & Reio, 2013), job satisfaction and career success (Lester, Hannah, Harms, Vogelgesang, & Avolio 2011).

The organizations strengthen these benefits by using proper mentoring culture and mentoring structure (Jyoti and Sharma, 2015a). There are certain attributes of employees like willingness to mentor (Allen, Poteet, Russell & Dobbins, 1997), career self-efficacy (Pan, Sun, & Chow, 2011) and organisational based self-esteem (Mullen, 1998) etc can boost mentoring results (Ismail & Ridzwan, 2012). In a study Wanberg, Welsh, & Hezlett, 2003 focused on individual personality, because personality determines, how an individual will behave and suggest strategies in a given situation. In previous studies, less work has been done, on the importance of personality in formal mentoring relationship (Turban and Lee, 2007).

Personality is explained as the **“relatively stable dispositions (traits) of individuals that contribute to consistency in their thoughts, behaviour and emotions”** (Funder, 2001; Leary, 1999). Researchers used **“Big Five Personality”** model extensively in their comprehensive framework for assessing the role of personality in the mentoring process (Digman, 1996; Goldberg, 1993; Mc Crae & Costa, 1996). The five personality are “neuroticism, extraversion, openness to experience, agreeableness and Conscientiousness”. Although, extensive work has been done on personality by using **“Big Five Personality”** model, research on other personality traits are scarce like self-monitoring (Snyder, 1987), Organisational based self-esteem (Mullen, 1998) etc. Garner, Byars and Greenwood (2003) suggest that the impact of individual personality on mentoring outcomes will provide useful insights and further this relation can be moderated by other personality traits. Individual personality has the potential to influence the efficiency of the mentoring process and also impacts mentees outcomes. According to Turban, Dougherty, & Lee (2002) it is important to understand the influence of personality characteristics on the mentoring program. Similarly, Wanberg et al., (2003) also suggest that there is a need for research in a mentoring program to examine the effect of the personality of mentor and mentee on mentoring relation. Whereas, Noe, Greenberger, and Wang (2002) proposed that there is less work has been done on difficulties of personalities during mentoring programs.

Previous studies have suggested exploring the effect of variables act as moderating and mediating between mentoring relation and its outcomes (Du Bois, Holloway, Valetin, & Cooper, 2002; Godshalk & Sosik,

2000; Jyoti & Sharma, 2015b). Authors have also found that mentoring process have a positive impact on the quality of mentor's and mentee's relationship (Lakind, Atkins, & Eddy, 2015; Langhout, Rhodes, & Osborne, 2004; Sander, 2015) and on personal learning of individual involves in the process (Lankau & Scandura, 2002; Pan et al., 2011). Further in a study, Schunk and Mullen (2013) mentioned that mentoring plays an important role in self-regulated learning and helps in proving desirable results like increasing the level of productivity, retention of employees etc. Murphy and Ensher (2001) have revealed that mentoring act as a moderator between vocational support and job satisfaction as well as perceived career success. In previous studies authors mentioned that the impact of mentoring relation on mentee's behaviour and attitude is not direct but other variables mediate it and there is a need to explore those mediating variables (Lankau & Scandura, 2002; Liu et al., 2011; Madlock & Lightsey, 2010). In a recent study, Arora (2020) found that psychosocial mentoring shows partial mediation between employees' personality and their occupational commitment. Researcher has mentioned that individual personal attributes such as proactive personality (Wang, Hu, Hurst, & Yang, 2014) act as a moderator between mentoring and its outcomes. Further, Zijun Cai et al. (2014) proved that proactive personality has a moderation effect between self-esteem and future work self as well as career adaptability. Ragins et al. (2000) also mentioned in their findings that there is a need for in-depth research on the quality of mentoring relationships. Therefore, in the present study, we are evaluating the mediating role of mentoring relationship between the mentor's personality and mentee's outcomes (Figure1). Further, the integrated model will investigate the impact of moderation and mediation variables between the mentor's organizational based self-esteem, employee's job satisfaction and career success, which has not been examined earlier.

II. Organizational based self-esteem

Self -esteem is a concept in which an individual evaluates himself by evaluating his attitude and his behaviour. It is a self-evaluation practice, in which individual with high self-esteem consider himself as an important and worthy person whereas an individual with low level of self -esteem often doubts his abilities and his work (Coopersmith, 1967; Gelfand, 1962; Korman, 1976, and Well & Marwell, 1976). The concept of self-esteem is similar to the concept of Organizational based self-esteem (OBSE), where the individual thinks that they can satisfy their needs and wants within an organization. The person with high in OBSE perceived himself as a meaningful, valuable and worthwhile asset at the workplace. He faces new challenges, fulfils all the difficult task and responsibilities and feels satisfied with their performance in the organization. Whereas, the person with a low level of OBSE is dissatisfied with his work and his abilities at the workplace and shows his disagreement with his responsibilities. In our study, we argue that individual with a high level of OBSE is more involved in providing mentoring, which helps in enhancing employee's job satisfaction and career success. Mullen (1998) stated that the mentor's OBSE plays a major role in providing psychosocial and vocational mentoring functions to protégé. High level of OBSE motivates a person to mentor others (Aryee, Chay and Chew, 1996). Similarly, Bear and Hwang (2015) examined the relationship between prosocial motivation and willingness to mentor, and he found that person's OBSE is positively related to prosocial motivation, which further enhances employee's willingness to mentor. Bowling (2011) have found a positive relationship between OBSE and effective leader behaviour. Further, Lussier and Rinfret (2016) also examined the role of a mentor's support in subjective and objective career success and found a significant relationship.

According to the “**Self-consistency**” theory (Korman, 1970), people are consistently motivated to enhance their level of self-esteem. An individual with a high level of self-esteem, behave in a manner to maintain positive views and image of themselves, whereas people with a low level of self -esteem behave in a manner to maintain their negative views. At the workplace, individual with high level of self-esteem develop a positive job attitude, whereas individual with a low level of self-esteem develops a negative job attitude (Pierce et. al., 1989). Kram (1985) mentioned that the mentor’s self-concept is an important determinant for mentoring outcomes. Mentor’s with a high level of OBSE maintain their positive attitude in serving mentoring functions. However, it could be possible that people are consistently adjusting their level of OBSE at the workplace to match their attitude with the job requirements, because a person’s job attitude is a big product to avail the good opportunities in the later stage at the workplace (Meyer & Allen, 1997). Therefore, the present study is focusing on evaluating the role of the mentor’s OBSE in mentoring relationships as well as in mentee’s outcomes.

Hypothesis 1: Mentor’s OBSE will be positively related to employee’s job satisfaction and career success, with these relationships mediated by mentoring relation.

III. The role of mentor’s proactive personality

Taking initiative and proactive behaviour have become a necessary part in life for achieving success in personal as well as in organizational career (Crant,2000; Grant, Parker & Collins; 2009; Seibert, Kraimer & Crant, 2001). The concept of proactive personality has been proposed to reflect a person’s tendency of being active and taking initiatives in personal as well as in professional opportunities (Bateman & Crant, 1993; Crant, 2000). Proactive behaviour defined by Crant as “**Taking initiative in improving current circumstances or creating new ones**”. Bateman and Crant, further explained that the person with a proactive personality is not limited to the situational factors and believes to influence the environment by his/her proactive behaviour. In the meta-analysis researchers showed a positive impact of proactive personality on career and job satisfaction, job performance, organizational commitment and organizational knowledge (Fuller & Marler, 2009). Fuller et al. (2010) also explained the relationship of job performance and proactive personality provided by the supervisor, with job autonomy as moderator.

In previous research, Seibert, Crant and Kraimer (1999) mentioned a positive relationship between proactive personality and objective and subjective career success of an individual and further suggested to evaluate the relationship with a mediating variable. In a study, proactive personality and job performance of an individual shows a significant relationship with the mediating effect of network building and initiative-taking behaviour (Thompson, 2005). Similarly, Fuller Jr. and Marler (2009) found a positive relationship between subjective and objective career success. In our study, we propose that mentor with high proactive personality, shows high dedication in initiating and fulfilling all assigned responsibilities at workplace, which will eventually help in increasing the level of job satisfaction and career success of employees.

Hypothesis 2: After controlling the effect of the mentor’s OBSE, mentor’s proactive personality will positively predict the satisfaction level and career success of employees, with these relationships mediated by mentoring relation.

We further argue that the individual with high proactive personality is more motivated to maintain their relationship with organization by self-control, which helps in career advancement; thus, they manage their level of OBSE as per these perceptions. A person with proactive personality has a focused view to control themselves as well as the environmental conditions (Bateman & Crant, 1993; Crant, 2000). Hence, individuals, who are more proactive are self-determined in their career and people with less proactiveness shows a negative and reactive behaviour towards the circumstances, they simply adopt the prevailing situation (Crant, 2000; Grant & Parker, 2009; Parker et al., 2017; Seibert et al., 2001). In a study, Wanberg, Mueller and Marchese (2006) mentioned that mentor's proactiveness is positively related to career mentoring. In existing research, authors Carmeli et al., (2010) and Atwater and Carmeli (2009) have found that leaders behaviour act as a predictor to predict employee's creativity at the workplace. Fuller Jr. and Marler (2009) revealed that the individual with proactive behaviour, are ready to take charge at the workplace, establish connections, shows initiative behaviour, and help in achieving subjective and objective career success (Thomas, Whitman, & Viswesvaran, 2010). Therefore, we proposed that the individual with a high level of proactive behaviour and higher OBSE, will put more efforts in providing mentoring to employees and help them in achieving their career goals. Whereas, individual with high OBSE and low in proactive personality will show less interest in providing mentoring to the employees, as these individuals are more involved in self-evaluation rather than action orientation. Reason for examining the mediation effect of mentoring relationships in this theoretical framework is that this kind of aspect has not been examined closely in previous studies.

Hypothesis 3: Proactive personality of mentor will significantly moderate the relationship between OBSE and mentoring in such a way, when a proactive personality is high, the relationship become strong.

Hypothesis 4: Proactive personality of mentor will significantly moderate the indirect effects OBSE has on job satisfaction level and career success in such a way, when a mentor is more proactive, the indirect effects become strong.

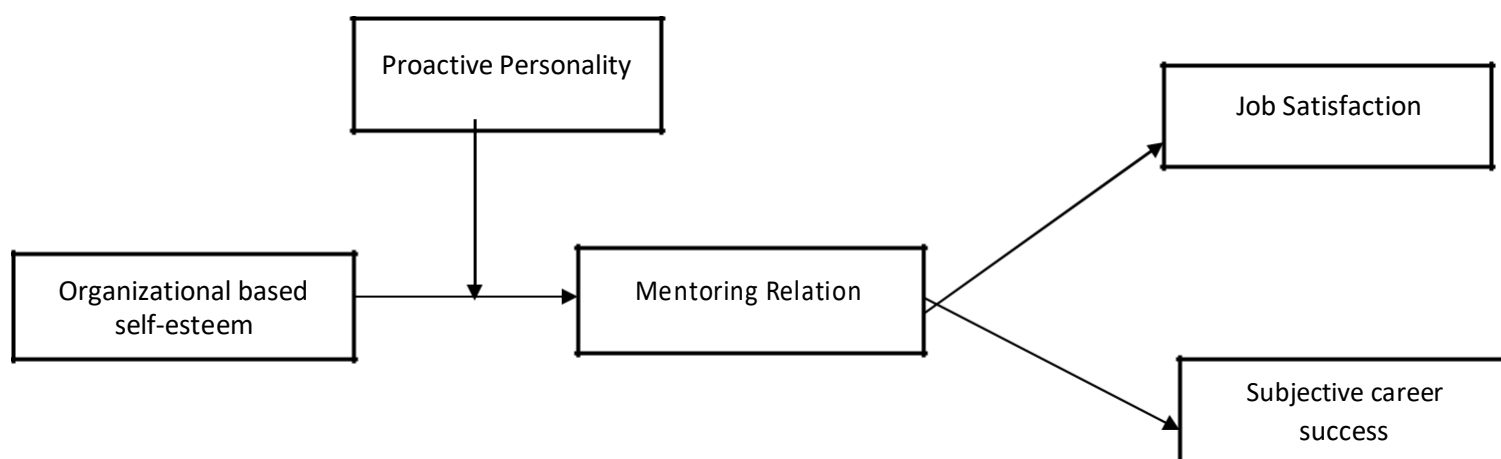


Figure 1: Hypothesized Research Model

IV. Method

4.1 Sample and Data Collection

A total of 400 self-administered questionnaires were distributed to the employees of power and health care industry in Delhi, NCR India. Against the targeted sample of 400 questionnaire, 202 correctly filled questionnaire have been collected and further analysed (N=202). Convenience random sampling was used for the collection of data. The questionnaires have been distributed through google docs and by personal contact. Respondents were contacted over the phone before sending the questionnaire and to assure the confidentiality. Clear instructions were given on the questionnaire, to brief the respondents about the study.

Table1: Descriptive statistics, reliability and correlations among variables

	Mea n	SD	1	2	3	4	5	6	7	8	9
1.Proactive Personality	3.74	0.61	1								
2.OBSE	3.83	0.56	.712**	1							
3.Mentoring relation	3.67	0.55	.621**	.656**	1						
4.Job satisfaction	3.33	0.55	.361**	.287**	.432**	1					
5.Career success	3.75	0.56	.452**	.405**	.551**	.616**	1				
6.Sex	NA	NA	.064	.130	.017	.047	.100	1			
7.Age	2.35	0.47	.205**	.236**	.174*	.240**	.138*	-.008	1		
8.Marital status	NA	NA	-.092	-.059	-.059	-.074	-.059	.067	-.145*	1	
9.Experience	NA	NA	.029	-.043	.134	.037	.073	.048	.123	-.207**	1

Note: Male = 0, Female = 1

*p < .05

**p < .01

4.2 Measures

4.2.1 Organisational Based Self- Esteem (OBSE)

Mentor's OBSE has been measured by the scale developed by Pierce et al. (1989) consist of 6 items. Respondents were asked to rate the questions on "5- point Likert scale", where 1 indicates "strongly disagree" and 5 indicates "strongly agree". A sample item was: "**He/she being taken seriously in the organisation**". The Cronbach Alpha was calculated to be 0.83 for the items.

4.2.2 Proactive Personality

Mentor's proactive personality was measured by the scale developed by Bateman and Crant, (1993), consist of 4 items. Participants were asked to rate the items from 1 "strongly disagree" to 5 "strongly agree". E.g. **"He/she always looks for better ways to do things"**. Cronbach Alpha was 0.74.

4.2.3 Mentoring Relation

Mentoring relationship between the mentor's and mentee was measured by the scale developed by Noe (1988a), consist of 13 items. Participants were asked to rate the questions on 5- point scale from 1 "strongly disagree" to 5 "strongly agree". A sample was: **"My mentor has conveyed empathy for the concerns and feelings, I have discussed with him/her"**. The Cronbach Alpha was 0.88.

4.2.4 Job Satisfaction

Job satisfaction level of the mentees has been measured on different scales (Spector, 1985; Patterson et. al.; Mueller & Mc Closkey,1990) consist of 9 items. Employees were asked to rate from 1 "strongly disagree" to 5 "strongly agree". A sample item was: **"I am happy with the amount of encouragement and positive feedback"**. The Cronbach Alpha was calculated to be 0.70.

4.2.5 Subjective Career Success

Employee's career success was measured by the scale of Gattikar and Larwood,1986, consist of 6 items. Employees rated the items on a 5-point scale from 1 "strongly disagree" to 5 "strongly agree". E.g.: **"I am in a job, which offers me the chance to learn new skills"**. The Cronbach Alpha was 0.73.

4.2.6 Control Variables

In previous studies, it was found that individual demographics plays a significant role in the mentoring relationship (Fagenson-Eland, Marks, & Amendola, 1997). Therefore, relationship among the variables has been measured more accurately by incorporating control variables in our model: Age, gender (0 = male, 1 = female), marital status (0 = Unmarried, 1 = Married).

Table 2: Moderated mediating effect for job satisfaction

Variable	β	SE	t	P	
Mediating model with mentoring relation a dependent variable					
Constant	3.64	.15	24.1	Ns	
Age	.01	.06	.17	Ns	
Gender	.07	.05	1.29	Ns	
Marital Status	.006	.06	.09	Ns	
Proactive Personality	.26	.06	3.9	< .001	
OBSE	.42	.07	5.8	< .001	
Proactive personality x OBSE	-.20	.06	-3.15	< .05	
Dependent variable model with Job satisfaction as dependent variable					
Constant	1.31	.35	3.7	< .001	
Age	.19	.07	2.61	< .05	
Gender	-.05	.07	-.75	Ns	
Marital Status	.03	.08	.45	Ns	
OBSE	-.04	.08	-.47	Ns	
Mentoring relation	.42	.08	5.07	< .001	
Conditional Indirect effect of X on Y					
Value of Proactive personality	Effect	Boot Se	Boot LLCI	Boot LLCI	Boot ULCI
-1SD	.23	.07	.09		.39
+1SD	.13	.04	.05		.22

N = 202. No. of Bootstrap sample = 5000. Results were measured after controlling Age, Gender, Marital status.

V. Result

5.1 Descriptive statistics and correlations

Table 1 shows descriptive statistics and intercorrelations among all the variables used in the study. Mentor's proactive personality correlated with OBSE ($r(202) = .71, p < .01$), mentoring relation ($r(202) = .62, p < .01$), Job satisfaction level ($r(202) = .36, p < .01$) and career success ($r(202) = .45, p < .01$); OBSE correlates with mentoring ($r(202) = .65, p < .01$), job satisfaction ($r(202) = .28, p < .01$), career success ($r(202) = .40, p < .01$), age ($r(202) = .23, p < .01$); Mentoring relation correlates with job satisfaction ($r(202) = .43, p < .01$), career success ($r(202) = .55, p < .01$), age ($r(202) = .17, p < .05$); job satisfaction level correlates with career success ($r(202) = .61, p < .01$), age ($r(202) = .24, p < .01$); career success correlates with age ($r(202) = .13, p < .05$). These inter correlations among the variables supported the result that mentor's OBSE and proactive personality have positive effect on job satisfaction and career success of employee (protégé).

Table 3: Moderated mediating effect for Career success

Variable	β	SE	t	P
Mediating model with mentoring relation a dependent variable				
Constant	3.64	.15	24.1	Ns
Age	.01	.06	.17	Ns
Gender	.07	.05	1.29	Ns
Marital Status	.006	.06	.09	Ns
Proactive Personality	.26	.06	3.9	< .001
OBSE	.42	.07	5.8	< .001
Proactive personality x OBSE	-.20	.06	-3.15	< .05
Dependent variable model with subjective career success as dependent variable				
Constant	1.79	.33	5.3	< .001
Age	.04	.07	.56	Ns
Gender	-.10	.06	-1.4	Ns
Marital Status	.03	.07	.44	Ns
OBSE	.05	.08	.62	Ns
Mentoring relation	.51	.07	6.46	< .001

Conditional Indirect effect of X on Y					
Value of Proactive personality	Effect	Boot Se	Boot LLCI	Boot LLCI	Boot ULCI
-1SD	.28	.08	.12		.46
+1SD	.16	.04	.07		.25

N = 202. No. of Bootstrap sample = 5000. Results were measured after controlling Age, Gender, Marital status.

5.2 Examining the mediating effects

Preacher and Hayes (2008) proposed three steps procedure for examining the mediation effect: The predictor (x) should significantly predict the mediator; after controlling the effect of predictor (x) mediator variable should be positively related to the dependent variable (y); the indirect effect must be positive or significant. Before analyses, predictor variables were centred as per Aiken and west (1991) advice.

To measure whether mentoring relation mediates the effect of OBSE and proactive personality on job satisfaction and subjective career success, we first examined the mediation model with OBSE as an independent variable. After controlling the effect of control variables and proactive personality, OBSE significantly predicted mentoring relation ($\beta = .42, p < .01$). After controlling the effect of OBSE, mentoring relation significantly predicted job satisfaction ($\beta = .42, p < .01$) and subjective career success ($\beta = .51, p < .01$). The indirect effects on job satisfaction ((95% CI = (.14, .41)) and career success ((95% CI = (.16, .49)) were both significant. The remaining direct effect of OBSE on job satisfaction (95%CI = (-.20, .12)) and career success (95%CI = (-.10, .21)) were insignificant. Thus, mentoring relation fully mediate the effect of OBSE on job satisfaction level and subjective career success (Hypothesis: 1 is not confirmed).

Next, we measured the resulting effect of proactive personality to this model. After controlling the effects of control variables and OBSE, proactive personality significantly predicted the mentoring relation ($\beta = .26, p < .01$). Mentoring relation was significantly related to job satisfaction ($\beta = .33, p < .01$) and career success ($\beta = .44, p < .01$). The indirect effect on job satisfaction (95%CI = (.06, .31)) and career success (95%CI = (.11, .39)) were significant (Hypothesis: 2 is confirmed). Finally, the direct effect on job satisfaction (95%CI = (-.007, .28)) were insignificant. Thus, mentoring relation fully mediated the effects of proactive personality on job satisfaction. Whereas, career success (95%CI = (.02, .30)) were significant, which shows the effect of proactive personality was partially mediated by mentoring relation.

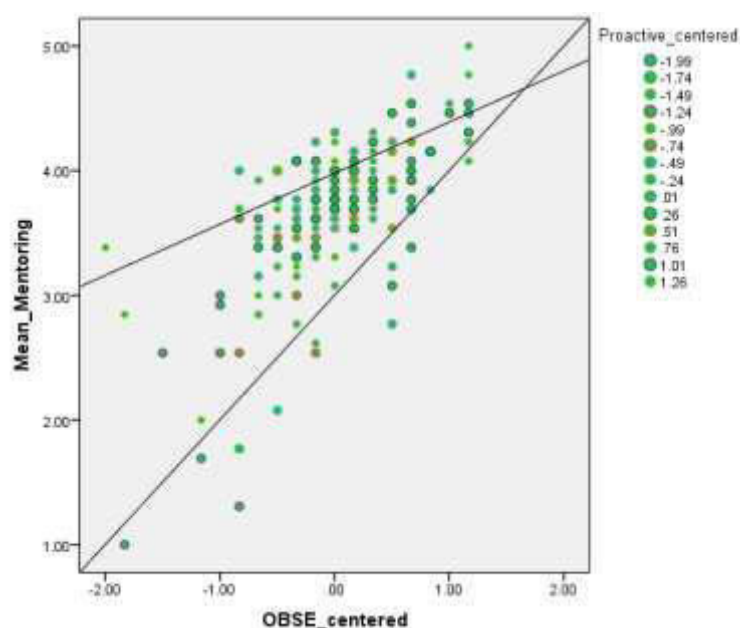
5.3 Examining the moderated mediation effects

For examining the moderated mediation model, we have adopted the two-step procedure as per the advice of Preacher, Rucker and Hayes (2007).

- First, measure the mediator variable model with the mediator (mentoring relation) a dependent variable.
- Second, measure the dependent variable model with the outcome (y) considering as the dependent variable.

First, we measured the interaction effect of OBSE and proactive personality on mentoring relation. Results showed a negative interaction effect (Proactivity * OBSE) on mentoring relation, $\beta = -.20$, $SE = .06$, $t = -3.15$, $p < .05$, (Hypothesis: 3 is not confirmed).

To illustrate this result, we draw a scatter plot, which showed that the mentoring relationship was high with high proactivity and high OBSE but the interaction effect of both the predictors shows inverse effect. Eventually it results that mentoring relation will be stronger with any one personality trait at a time.



Note: Low proactivity and low OBSE are explained as one SD below the mean;

High proactivity and high OBSE are explained as one SD above the mean.

Higher number define more mentoring.

Figure 2: Interaction effect of OBSE and Proactive personality on mentoring relation

As shown in figure 2, when proactive personality was high (1 SD above the mean), the relationship between OBSE and mentoring relation was weak and when proactive personality was low (1 SD below the mean), the relationship became stronger. We further examined the “dependent variable model” and measured the indirect effect through bootstrapping test. Results showed that when proactive personality was high, the indirect effect of OBSE on job satisfaction was weak, $\beta = .23$, $SE = .04$, 95% CI = (.05, .22) and when proactive personality was low, the indirect effect of OBSE on job satisfaction was high, $\beta = .23$, $SE = .07$, 95% CI = (.09, .39) (Hypothesis:4 is not confirmed) (table2).

Bootstrapping test also confirmed that, when proactive personality was high, the indirect effect of OBSE on career success was low, $\beta = .16$, $SE = .04$, $95\% CI = (.07, .25)$ and with low proactive personality, the indirect effect of OBSE in career success became stronger, $\beta = .28$, $SE = .08$, $95\% CI = (.12, .46)$ (table 3).

VI. Discussion

In the present study, based on “self-consistency” theory, we investigated the interactive effect of mentor’s proactive personality and his OBSE on employee’s job satisfaction level and career success. The result showed that both mentor’s personality attributes have unique contributions in predicting mentoring relation and further helps in predicting employee’s job satisfaction and their career success. Finally, we have also found that the interaction effect between proactive personality and OBSE on mentoring relation is such that, when the proactive personality is higher, the relationship between mentoring and OBSE become weaker. Similarly, the moderated mediation model also showed a negative relation of proactive personality and OBSE on job satisfaction and career success.

6.1 Theoretical implications

Our study showed mentor OBSE and proactive personality contributions in predicting employees job satisfaction and career success. Although, Zijun Cai et al. (2014) found a significant relationship between self-esteem and proactive personality of an individual. Similarly, in a recent study, proactive personality and OBSE are positively significant and predicts job performance and affective commitments (Xiao Song Lin et al., 2018). But not much work has been done on the relationship of these personality traits with mentoring. The present findings showed that mentor’s OBSE and proactive personality is significantly related to each other, but each personality traits shares a different aspect with mentoring relationship. OBSE is more inclined towards self-regard, and proactive personality shows action-oriented behaviour.

Our study revealed that Individual personality (Organizational based self-esteem and proactive personality) has a positive impact on mentoring relation. In a study, Kram (1985) mentioned that a mentor with such kind of personality traits, which shows good interpersonal skills, will be a good mentor and will help his mentee in achieving their career goals. Similarly, Turban et al., in their study mentioned about the role of mentoring as a mediating variable between proactive personality and objective and subjective career success. In future study, the researcher can examine the link between mentoring and other personality traits. Mentoring fully mediates the effects of OBSE on job satisfaction level and subjective career success of employees. Whereas, the effect of proactive personality on subjective career success was partially mediated by mentoring relation, which means other variables can be added as mediators in this framework.

Current research also showed the interaction effect of OBSE and proactive personality in predicting employee’s outcome. Though both personalities show a positive impact on the mentoring process, the interaction effect is totally inverse. When an individual shows his initiating behaviour (proactiveness), his self-regards gets decline. Similarly, when an individual think about themselves, his proactiveness towards others gets decline and shows an inverse relationship between both the traits. Although, much work has been done on the moderation and mediation effect of employee’s proactive personality and organizational based self-esteem on their outcomes (Lin,

Chen, Ashford, Lee, Qian, 2018; Hirschi et al., 2013; McCormick et al., 2019), there is a need for evaluation of these effects with mentor's personality and its impact on employee's outcomes.

6.2 Managerial Implications

The present study suggests some practical implications for managers to implement in organizations. As results showed that the mentor with high OBSE and high proactive personality is more indulgent in mentoring practices, but both traits are two different concepts. A mentor needs to focus on a single trait at a time while providing mentoring to his mentee because if we consider both personality traits at the same time, it can produce negative results. In future, researchers can find out other personality traits, which can go together while providing mentoring.

6.3 Limitations and Scope for future research

While conducting this study lots of efforts have been made to produce valid and reliable results, but still some limitations are there, which can be further rectified in future research. First, the study has been conducted in a cross-sectional manner, and further a longitudinal study can be done to present in-depth results. Second, apart from "Big five personality" model more personality traits can be taken into consideration for better understanding of this framework. Further, other variables can be taken to show the moderating and mediating effect between the mentor's personality and mentee's outcomes.

Acknowledgement

This study was funded by the "University Grant Commission" under the scheme of Junior Research Fellowship to Anjum Ara, Faculty of Management Studies, University of Delhi.

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