The Impact of Learning Goal Orientation Similarity on
Formal Mentoring Relationship Outcomes

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The problem and the solution. Protégé-mentor pairs were examined regarding the impact of the similarity of their learning goal orientation (LGO) on mentoring support provided and protégé outcomes. In this study, 143 protégé-mentor pairs who participated in a formal mentoring program in a large health care organization were the respondents. Results supported Ragins’s theory that pair homogeneity may influence support and outcomes for the protégé. Protégé-mentor pairs sharing high LGO were reported to have higher levels of idealized influence, managerial aspirations, and commitment to achieving goals than protégé-mentor dyads who had low or dissimilar levels of LGO. Implications for human resource development research and practice are discussed.

Key Words: mentoring • formal mentoring • learning goal orientation

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