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A STUDY OF MENTORING PROCESS IN THE DEVELOPMENT OF PERSONNEL IN THE FIELD OF HIGHER EDUCATION

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Abstract: Strategic Human Resource Management (HRM) decisions have unique influence on the organizational performances. The management employee relationship has gone under major change in recent times more than ever. Mentoring is a relationship aimed at fostering the development of the less experienced professional. The general idea of mentoring is now a well established in teacher training programmes. Mentoring at Work is about relationships in organizations that enhance individuals' development in the early, middle, and later career years. The work culture has recently recognized the importance of this relationship in the advancement of careers in the profession. It is not only the mentor's action but the mentees reaction that decides the success of the process.

The present study is of mentor relationships between junior and senior professors in an institutional setting evolved into a program of research designed to clarify the nature of a variety of relationships between junior and senior colleagues, or between peers, who provide mentoring functions. The primary purpose is to present an intricate and realistic view of mentoring, to describe its potential benefits and limitations, and to illustrate the various forms of developmental relationships that can exist in work settings in Higher Education. The findings are useful to Higher Education because issues surrounding the educator's shortage are addressed. Further implications and future directions for research regarding mentoring are discussed. Finally, we present recommendations for specific human resource practices in Higher Education that follow from our analysis.

Key words: Mentoring, Human Resource, Leadership, Higher Education.

INTRODUCTION :

The higher education system in India has grown in a remarkable way, to become one of the largest systems of its kind in the world. To use of higher education as a powerful tool and to build a knowledge-based information society, good Faculty is a must for any higher education institution. It is high time that an Indian Higher Educational Service has the advantage of quality control of the teaching faculty for higher education. A new Human Resource Development Policy shall be evolved to facilitate this. This could assure that there is continuous infusion of young blood in to the teaching cadre; Mechanisms are working silently in A Mentor is an experienced person who befriends and guides a less experienced person. A mentor can offer support, advice and opportunity to the young adult. Mentorship refers to a personal developmental relationship in which a more experienced or more knowledgeable person helps a less experienced or less knowledgeable person. The person in receipt of mentorship may be referred to as a protégé (male), a protégée (female), and an apprentice or, in recent years, a mentee. Mentoring is a powerful personal development and empowerment tool. It is an effective way of helping people to progress in their careers and is becoming increasingly popular as its potential is realised. It is a partnership between two people (mentor and mentee) normally working in a similar

field or sharing similar experiences. It is a helpful relationship based upon mutual trust and respect. A mentor is a guide who can help the mentee to find the right direction and who can help them to develop solutions to career issues. Mentors rely upon having had similar experiences to gain an empathy with the mentee and an understanding of their issues. Mentoring provides the mentee with an opportunity to think about career options and progress. Wilson & Elman (1990) found that when an older, more experienced member of an organization takes a junior colleague under his or her wing, aiding in the organizational socialization of the less experienced person and passing along knowledge gained through years of living within the organization, a mentoring relationship is said to exist. Both principals in this type of relationship benefited accordingly, many companies have instituted formal mentoring programs. The authors examine the benefits which flow, not strictly to the individuals involved, but to the organization that fosters mentoring relationships. Principal benefits are the transmission of corporate culture and the provision of a deep sensing apparatus for top management.

Huselid (1995) evaluated the links between systems of High Performance Work Practices and firm performance. Results indicate that these practices have an

economically and statistically significant impact on both intermediate employee outcomes (turnover and productivity) and short- and long-term measures of corporate financial performance. According to the Educational Resource Information Center (ERIC) database, Professional Development refers to activities that enhance professional career growth. Such activities include individual development, continuing education, and peer coaching and mentoring. Fagan & Walter (1982) found that most beginning teachers benefit from the guidance of at least one mentor, usually a senior colleague. The frequency of mentoring among teachers was not significantly different from that among police officers and nurses. There was a significant relationship between having a mentor and job satisfaction. Having a mentor was also significantly related to being a mentor.

Lado & Wilson (1994) Drawing on the theoretical insights from the resource-based view of strategic management, explored the potential of human resource systems to facilitate or inhibit the development and utilization of organizational competencies. These competencies enhance the understanding of strategic human resource management. Kram & Hall (1989) examined Mentoring as a potentially useful resource in an organization's adaptation to global competition and the need for improved learning capabilities. It was found that mentoring relationships were perceived as more desirable under conditions of corporate stress, low job challenge, and low job involvement. It was further found that individuals in early and later career stages were likely than, their midcareer colleagues to embrace the mentoring role. Thus, it appeared that mentoring may be more readily available as an antidote to stress than previously considered, and that it may be an important form of coping with the stressful, nonrewarding conditions that typically characterize corporate downsizing. Not only is mentoring an important form of promoting development (for self and for others), but it also may represent a valuable vehicle for social support and learning during times of major corporate change.

Carnevale (1988) conducted research to determine the skills employers consider necessary for the workplace. The following skills were recognized as being extremely important: learning skills; basic skills (reading, writing, computation); listening and oral communication; adaptability (creative thinking, problem solving); personal management (self-esteem, goal setting/motivation, personal/career development); group effectiveness (interpersonal skills, negotiation, teamwork); and influence (organizational effectiveness and leadership). An applied approach to developing a program to deliver workplace basics must include the following steps: identify and assess problems; build support; propose a plan; perform a task analysis; develop and design a curriculum; and implement, evaluate, and monitor the program. A 1995 study of mentoring techniques most commonly used in business found that the five most commonly used techniques among mentors were:

1. Accompanying: making a commitment in a caring way, which involves taking part in the learning process side-by-side with the learner.

2. Sowing: mentors are often confronted with the difficulty of preparing the learner before he or she is ready to change. Sowing is necessary when you know that what you say may not be understood or even acceptable to learners at first but will make sense and have value to the mentee when the situation requires it.

3. Catalyzing: when change reaches a critical level of pressure, learning can jump. Here the mentor chooses to plunge the learner right into change, provoking a different way of thinking, a change in identity or a re-ordering of values.

4. Showing: this is making something understandable, or using your own example to demonstrate a skill or activity. You show what you are talking about, you show by your own behavior.

5. Harvesting: here the mentor focuses on "picking the ripe fruit": it is usually used to create awareness of what was learned by experience and to draw conclusions. The key questions here are: "What have you learned?", "How useful is it?".

METHODOLOGY

Descriptive survey method was used by the investigator to collect relevant information. Data was collected from 50 teachers, 10 seniors and 40 juniors respectively. Researcher used Descriptive analysis for the interpretation of the Rubrics and Statistical analysis for the interpretation of Leadership and Professional Development.

OBJECTIVE:

- 1) To study and analyze the process in the predecided rubric.
- 2) To explore the Leadership Qualities of the Mentors in the Process.
- 3) To explore the Professional Development of Mentees in the Process.
- 4) To observe the day to day Working Relationship of the Mentors and Mentees.

HYPOTHESIS:

- 1) There will be No Significant Difference between Level of Mentees Leadership Qualities in the pre test and post test scenario.
- 2) There will be No Significant Difference between Level of Mentees Professional Development in the pre test and post test scenario.

Participants:

The present study is conducted on 50 professors working in same organization. Participants work job tenure ranged from 10 – 15 years for seniors and 2-5 years for juniors.

Tools:

For the purpose of this research the following tools were used:

- 1) REHMA Leadership Qualities Questionnaire
- 2) TALIS Teacher Questionnaire
- 3) Researcher developed Rubric

Procedure:

Data was collected keeping steps and precautions as instructed in the questionnaire from the mentors and the mentees. The data was collected over a period of one year. Mentors and Mentees were observed closely and the same tools were used for the pretest and post test purpose.

Data Analysis

Table 1.
Percentage analysis of practices in mentoring process for the roles and responsibilities of the Mentors

Sr.	Reflection point	Greater extent	Some Extent	Very little Extent	Not at all
1	Demonstrate a willingness to commit to the mentoring process	78	20	2	0
2	Assisting mentee in setting developmental goals and plans to achieve them.	78	17	4	0
3	Provide inroads and opportunities for developmental experiences for the mentee.	78	21	1	0
4	Meet (or connect) with the mentee at least once a week and plan to spend an average of four hours a month working with the mentee.	73	19	7	0
5	Discuss work-related concerns impeding performance or career growth.	75	14	10	0
6	Share organizational knowledge gained from personal experience.	69	27	3	0
7	Providing objective and honest feedback	59	39	2	0
8	Provide feedback on the effectiveness of the mentoring partnership	60	33	6	0
		Yes		No	

Table 2:
Percentage analysis of practices in mentoring process for the roles and responsibilities of

Sr.	Reflection point	Greater Extent	Some Extent	Very little Extent	Not at all
1	Take initiative and be proactive in his/her own career development	88	10	2	0
2	Develop a mentoring contract/agreement that clarifies the expectations of the mentoring partnership.	58	40	2	0
3	Keep continuous efforts for progress and ensure that it does not conflict with assignments and priorities.	79	20	1	0
4	Attend formal mentoring training, progress reviews, and meetings.	80	19	1	0
5	Meet with the mentor approximately four hours a month, at least touching base weekly.	78	17	4	0
6	Participate in open and honest discussions with the mentor and share knowledge gained from personal experience.	75	1	9	0
7	Providing objective and honest feedback	60	33	6	0
8	Provide feedback on the effectiveness of the mentoring partnership	76	13	10	0
		Yes		No	

Table. No. 3:
Significant Level of Mentees Leadership Qualities in the pre test and post test scenario.

S.No	Variable	Number	S.D.	df	't' Value	Level of Significance.
1.	Leadership Qualities (Pre Test)	10	4.599	8	0.117	Not Significant
2.	Leadership Qualities (Post Test)		4.373			

*Level of Significance at 0.01 level – 1.86
Level of Significance at 0.05 level – 2.31

Table. No. 4:
Significant Level of Mentees Professional Development in the pre test and post test scenario.

S.No	Variable	Number	S.D.	df	't' Value	Level of Significance.
1.	Professional Development (Pre Test)	40	10.159	38	2.821	Significant
2.	Professional Development (Pre Test)		8.945			

*Level of Significance at 0.01 level – 1.68
Level of Significance at 0.05 level – 2.20

RESULTS AND DISCUSSION

1. There is No Significant Difference between Level of Mentors Leadership Qualities in the pre test and post test scenario.
 2. There is Significant Difference between Level of Mentees Professional Development in the pre test and post test scenario.
 3. Mentees showed Enthusiasm for participation in the process and were glad at the opportunity to learn from the Senior Colleagues.
 4. The mentees were exposed to various working situations that would lead to critical decision and independent working that was aimed to develop Leadership Qualities.
 5. Mentees were given chance to develop their professional skills by constant guidance and advice provided to them by the Mentors. They were also given opportunity to participate in workshops and seminars for the same.
 6. Mentees also reported the increase in their confidence level which enhanced their teaching performance and day to day interactions.
- Mentees have an opportunity to gain wisdom from someone who has traveled the path before them. Mentors have an opportunity to invest themselves in someone who seeks what they can offer. The organization has the opportunity to share and spread its acquired learning and know-how. In addition to those who are directly involved in its practice, mentoring also helps the community at large because it fosters an environment in which people work together and assist one

another in their drive to become better skilled, more intelligent individuals.

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