CHAPTER 1

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1.1 General Introduction

The word ‘mentor’ has come into English from the Greeks. In his epic Iliad, Homer writes, among many others, of Odysseus, king of Ithaca. Odysseus, restless for adventure, leaves his family and kingdom behind to fight in the Trojan war. He leaves behind his young son, Telemachus, under the tutelage and care of his childhood friend mentor.

Mentor brings up the young prince, teaching him the art of statecraft. He teaches Telemachus the guile to survive internecine intrigues, and develops in him the panache to enforce his will over a kingdom of unruly clansmen. Mentor’s role is essentially that of a father figure. With the prolonged absence of Odysseus, however, the rest of the royal household crumbles around his son. Pretenders and usurpers attempt to win over Penelope, the queen, and take over the kingdom. Much more was added to the legend of mentor after the little that Homer himself wrote. Mentor was said to be an incarnation of the goddess Athena.
Mentor did a pretty fine job with Telemachus. It is said that the goddess Athena herself had appeared in the form of mentor to hold the crumbling edifice of Odysseus’s household together. The slow but sure growth of Telemachus, under the wise guidance of mentor, from a young and unsure lad to a fine youth emphasizes the importance of such a guide’s role in the life of any person.

In western myth, legend and history there are numerous examples of mentor – mentee relationship: Socrates and Plato; Plato and Aristotle; Haydn and Beethoven; Freud and Jung. The list can be extended to the modern day and into the corporate world: Freddie Laker and Richard Branson; Peter Dundee and Joan Collins; Warren Bennis and Howard Shultz.

The idea and the relationship is by no means an import from the west into India. Relationships such as this have existed in Indian myths and legends as well. These are as, if not older than, Homer’s Iliad.

The parampara (tradition) of Guru and Shishya (teacher and pupil) is as old as Indian civilization. The kings and chieftains of earlier days in fact followed the practice of having their heirs grow to maturity and wisdom under the tutelage of
learned sages. The scriptures of ancient India document several such relationships and practices.

Arjuna’s relationship with Krishna stands among the best examples of mentoring relationships. The crucial message of wisdom – putting things in perspective when thinking is incapacitated by intolerable dilemmas – is what makes all the difference. The message itself has been immortalized in the Bhagavad Gita, but it is not just the message that is important here. What is important is the clarity it provided Arjuna in resolving the impasse he found his thinking sinking into that situation.

At that critical point in the war against Kauravas, Arjuna had to struggle with the decision to fight, weighing his sacred duty as a warrior against the sanctity of filial relationships. Krishna’s intervention, even at that late stage, offered the much needed direction in this ethical and moral impasse which helped Arjuna so much in making his decision. This changed the entire course of the war, and also influenced the moral and the ethical codes in latter day Bharat.

Krishna had the interests of Arjuna at heart. Accomplished and matchless at everything as he himself was, he chose to champion Arjuna in the war. The self –
effacing humility of Krishna is the stuff that great mentoring is made of. Going beyond the role of teacher, friend, well-wisher, guide (and whatever other roles we would like to ascribe to him), Krishna touched the very soul of Arjuna in his understanding and clarity of direction.

In reciprocation, the reverence, respect, affection and gratitude that Arjuna had for Krishna does make for an ideal mentee-mentor relationship. The victory and success that Arjuna achieved in battle and life are celebrated as his, but whenever Arjuna is spoken of, Krishna is too.

We should also know that while Krishna and Arjuna have an enormously large share of attention, the Mahabharata also talks of Parshurama and Karna, and Shakuni and Duryodhana in this context. These are also great mentor-mentee relationships. They are, however less widely discussed and eulogized, perhaps because these personages ended up on the losing side. They are, nevertheless good examples of mentors raising the mentees above the level of meritocracy.

Indian myths and legends are replete with such mentoring relationships. Sages have been mentors to kings, and according to some beliefs, Gods as well. The sages unselfishly shared their wisdom with their ‘mentees’.
In ancient Indian history too there are excellent examples of such great relationships. The singular achievement of the ascetic Brahmin Kautalya is an admirable example.

Engineering the essential of Chandragupt Maurya, a Vaishya to the Nanda, during a time when the prerequisite for royalty was Chatriya-hood, was in itself a deed of greatness. Kautalya was a great mentor to Chandragupt Maurya. The excellent exposition of the guiles of statecraft by Kautalya in his Arthashastra (a book of practical advice for Kings) has made his alternate name ‘Chanakya’ a synonym for guile and cleverness in modern Indian popular parlance. Through the Arthashastra, Kautalya has been guiding spirit behind many a successful ruler and statesmen over the ages.

Bairam Khan’s role in the growth and upbringing of the greatest of the Mughal emperors, Akbar, is significant. The initial tutelage and mentoring of young Akbar by Bairam Khan played a vital role in the way Akbar re-established the Mughal Empire in all its glory, and in the greatness he achieved in later years.

In modern India too, there have been great examples of successful mentoring relationships. Bal Gangadhar Tilak was a great inspirational mentor to a
significant number of later freedom fighters. Mohandas Karamchand Gandhi in later years filled his place in guiding an entire generation of Indian leaders. Much has been written about the close bond between Mahatma Gandhi and the young Jawaharlal Nehru. Jawaharlal’s growth and commitment to the cause of India’s freedom blossomed under the tutelage of Gandhi. There is also the underplayed relationship that Vallabh Bhai Patel had with Gandhi. Patel’s respect and adoration of his mentor was so great that he made many a sacrifice and decisions he may not have otherwise liked to make.

Through the years, there have been numerous mentor-mentee relationships in Indian history. One can trace the process back to before the legend of Mentor in Greek mythology. In India, some people many argue against the use of word ‘mentor’ with reference to such relationships. Perhaps ‘Guru’ would be more satisfactory from a nationalist viewpoint. Call it what you will, what is important is to understand the role, relationship and process – and to accord it the respect and reverence it should command.

In the following section, we look at the distinction between coaching and mentoring, definitions of the term mentoring, types of mentoring and the benefits of mentoring.
1.2 Definitions of the Term Mentoring

Mentoring can be defined as a significant, long-term, beneficial effect on a person’s life or style, generally as a result of personal, one-to-one contact. A mentor is one who offers knowledge, insight, perspective, or wisdom that is especially useful to the other person. Mentoring is a process whereby mentor and mentee work together to discover and develop the mentee’s latent abilities and to encourage the mentee to acquire knowledge and skills as opportunities and needs arise. (Gordon F. Shea 2004)

Another definition of Planned mentoring is, “a one-to-one, non-judgemental relationship in which an individual mentor voluntarily gives time to support and encourage another. This relationship is typically developed at a time of transition in the mentee’s life, and lasts for a significant and sustained period of time. (Carrad, L 2002)

“Mentoring is a deliberate pairing of a more skilled or experienced person with a lesser skilled or experienced one, with the agreed-upon goal of having the less experienced person grow and develop specific competencies.” (M Murray and M Owen, 2001)
“A formalized process whereby a more knowledgeable and experienced person actuates a supportive role of overseeing and encouraging reflection and learning within a less experienced and knowledgeable person, so as to facilitate that person’s career and personal development.” (Roberts 2000)

“Mentoring is a one-to-one process of helping individuals to learn and develop and takes a longer-term perspective which focuses on the person’s career and their development. It is distinguished from coaching which has a more immediate performance-based focus.” (Tabbron et al. 1997)

“It is a relationship, not just a procedure or activity, where one person professionally assists the career development of another, outside the normal manager/subordinate relationship.” (S Mind)

In other words, Mentoring is a process in which a more skilled or more experienced person serving as a role model teaches, sponsors, encourages.
counsels and befriends a less skilled or less experienced person for the purpose of promoting the latter's professional and/or personal development.
1.3 Distinction between Coaching and Mentoring

Coaching is a tool applicable to any manager or team leader who is responsible for driving significant change and does not possess all the information, solutions and techniques for implementing these changes (Robert C. Wyatt 2002).

The Professional and Personal Coaches Association (PPCA) define coaching as an ongoing relationship, which focuses on the client taking action toward the realization of their vision, goals or desires (V. S. Sudhakar 2005). While Coaching tends to have a short term focus on achieving results, mentoring aims to support improvements in manager’s performance over a longer term. (Dr. Phil Donnison 2002). The seven tips on ‘abilities’ of a workplace coach are ability to prepare, ability to set the scene, ability to use appropriate language, ability to watch learners do something right, ability to criticize objectively, ability to follow process step by step and follow up (Dr. Kader Asmal Querim 2002).
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<td>Initiative for mentoring</td>
<td>The coach directs the learning and instruction.</td>
<td>The mentored person is in charge of his/her learning.</td>
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<td>Volunteerism</td>
<td>Though the subordinate's agreement to accept coaching is essential, it is not necessarily voluntary.</td>
<td>Both mentor and mentee participate as volunteers.</td>
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<td>Focus</td>
<td>Immediate problems and learning opportunities</td>
<td>Long-term personal career development</td>
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<td>Roles</td>
<td>Heavy on telling with appropriate feedback</td>
<td>Heavy on listening, providing role model, and making suggestions and connections.</td>
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<td>Duration</td>
<td>Usually concentrates on short-term needs. Administered intermittently on an 'as-needed' basis.</td>
<td>Long-term.</td>
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<td>Relationship</td>
<td>The coach is the coachee's boss.</td>
<td>The mentor is seldom the mentee's boss. Most experts insist that the mentor not be in the other person's chain of command.</td>
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1.4 **Types of Mentoring**

The article ‘The New Mentor’ (2002), Training and Management Magazine highlights the differences between traditional mentoring and transformational mentoring. Traditional mentoring is where an experienced senior person acts as sponsor to ensure that a mentee is given guidance and opportunities to develop the same profile as the mentor. Transformational Mentoring is a relationship between equals in which one or more of those involved is enabled to increase awareness, identify alternatives and initiate action to develop themselves. Transformational mentoring expects the mentor and the pupil to behave as equals, with the role of the mentor being to act as a sounding board, challenger and supporter.

Contract mentoring emphasizes the importance of the agreement struck at the initial meeting between mentor and mentee as to the objectives of the relationship while Peer mentoring is when people of similar age and/or status take on the roles of mentor and mentee. (Andrew Miller 2004).
Ajay Batra (2004) presents his views on the latest trend of reverse mentoring in the IT companies. According to him, reverse-mentoring is being tried in two situations: fresh graduate engineers as reverse mentors of existing project managers; and new lateral hires at middle level management are reverse-mentors to existing senior managers. Ramya Narasimhan and Sanjib Dutta (2005) share insights about reverse mentoring at Godrej. It takes a bottoms-up approach. The senior management learns from the junior staff. Adi Godrej, takes lessons on information technology and sales and marketing from two young managers – Saugata Saha, an area sales manager with GPCL, and Sheetal Shirke, a marketing manager with Godrej-Sara Lee.

E-mentoring can be used to supplement face-to-face mentoring when meetings become difficult to schedule. It is particularly well suited to the stage of the relationship when the rapport is already established and progress is being made (Jane Cranwell et al, 2004).

Clawson (1996) presents mentoring as a valuable form of social development and raises questions about how mentoring might be shaped by the era of electronic communication. He views mentoring as a vital support mechanism in the information age.
1.5 **Benefits of Mentoring**

In recent years mentoring has been studied as a mechanism of employee development. On the intuitive plane, there are obvious benefits of receiving Mentoring on skill development, competence building, career advancement etc. The following are some empirical evidence on the benefits of Mentoring for people and organization -

**Job performance -**

Both mentors and mentees are benefited in the process of Mentoring. Both report more success in their career, defined in terms of promotion, salary and job performance (Dreher & Ash, 1990; Scandura, 1992).

**Job satisfaction -**

Mentoring is linked with the job satisfaction in two ways. First there is a positive relationship between mentoring and career commitment; secondly, a negative relationship exists between mentoring and job dissatisfaction manifested in absenteeism and turnover. Fagenson (1990) examines the level of job satisfaction in mentored and non-mentored individual. The result showed that mentored
individuals experience higher level of satisfaction than their non-mentored counterpart.

**Early career socialization** -

Studies show that new comers seek out established members to serve as role model sponsors and mentors. Employees having mentors are more likely to learn the workplace dynamics faster and adjust themselves more quickly to the demands of the organizations than those who do not have mentors. Mentors also help in enhancing organizational commitment among mentees and integrating them into the corporate culture. (Zey, 1984)

**Succession planning** -

Mentoring continues the tradition of apprenticeship when master craftsman taught young people the skills necessary to become master in their own right. Thus mentoring is the process through which younger persons are groomed to take up newer and challenging assignments.
Henslor (1994) reported that Mentoring is an accelerator for an effective succession because through mentoring many high and reliable performers become available to the organization.

**Preparation of future leaders** -

Mentoring relationship provides training in leadership. Mentors serve as role model and mentees identify and internalize the values of the mentor. Besides that, a host of managerial issues like role of mentoring in mainstream management development and in achieving organizational change are also handled. Mentoring can be instrumental in succession planning, communication improvement, culture change, key competency identification and inducing a cross functional approach to management (Zalenznik, 1977).

**Empowerment** -

Junior and middle level managers and employees frequently complain about their powerlessness. Mentoring is believed to have an empowering effect on these employees. As a mentee learns the ropes of the organization, he starts perceiving himself as one of its power holders. Further, since power enables individuals to operate more effectively in the organization, mentored employees’ productivity and contribution can be relatively higher (Habler & Lowe, 1985).
Antidote to stress -

Mentoring is a potentially valuable resource for learning and coping with major organizational change. Kram and Hall (1989) in their study of 161 managers found that mentoring relationships serve as an antidote to stress, providing a variety of support to both junior and senior employees. Rationale for seeking mentor alliance while under stress is congruent with the psychological perspective on the role of affiliation (Schacter, 1959) and interpersonal relationship (Rogers, 1961) in reducing anxiety and stress and in promoting self esteem and positive self image.

Breaking the Glass Ceiling -

It is generally reported that female managers and those belonging to minority experience an artificial glass ceiling, their career beyond which it is next to impossible to move. The process of mentoring has a potential for breaking that Glass ceiling.
1.6 Background of the Study

I, Gowri Joshi, teach in the areas of Human Resources and Organizational Behaviour at a Management Institute in Navi Mumbai. Human Resources have been an integral part of the mankind ever since the inception of civilization. History has proven that unless human resource is impeccable, wars are lost, lives are lost, and battles are futile. This realm of the corporate world has always excited me because of dynamics involved in handling the unpredictable situations we face. My graduation in Human Development (B.Sc Home Science) provided a robust foundation to my specialization in Human Resources at my Masters level of education.

With a few years in the corporate sector, I quickly moved into academics to quench my passion for sharing and collaborating with students. I sincerely believe “Take the attitude of a student – never too big to ask questions, never know too much to learn something new” as I am passionate about sharing and learning. The last five years into teaching have been truly fulfilling and enriching. As Dr. Wayne W Dyer in his book, ‘You must believe it to see it’ explains the concept of synchronicity – things will come your way when you are ready for it... It is these five years of my life where I realized I am considered a mentor by a few of my management students. Post this enlightenment, I re-engineered my way of life to
Mentoring is a process by which a senior member of the organization guides a junior member of the organization in his/her career development and psychosocial development. This research project is undertaken to understand the diverse ways of organizational mentoring and to understand the relationship between mentoring and motivation level of mentees.

To quote Mahatma Gandhi “There are various paths to reach the mountain, but the view from top is the same.” Similarly, once goals are fixed, the approach towards achieving those goals can be different. Depending on the situation, the strategies will need to change. This would often happen dynamically. This
research will assist organizations towards identifying the strategy to be implemented and monitored, ensuring desired results are achieved with optimal application of mentoring techniques and minimal time investment. This will lead to lower opportunity costs and higher ROI.
1.7 Need and Significance of the Study

This research study will help business organizations gain insights about the mentoring process. This study gave me an opportunity to interact with employees of various organizations and learn from their point of view, various perceptions regarding mentoring. The need and significance of the research study is as follows –

1. The findings of the research will be of immediate value to companies that have a mentoring scheme in place as the research will throw light on the usefulness of the same.

2. The research will also interest those companies that wish to initiate a mentoring process in their respective organizations.

3. The research aims to conclude whether or not the mentoring process enhances the motivation levels of employees.

4. The researcher will develop a model and can recommend a particular technique/style as more effective than others after examining in details, the various existing models of mentoring.
Organizational mentoring can be both formal and informal. There have been questions raised about formal mentoring programs, considering that they violate a key principle in mentoring i.e. self selection. The informal mentoring process has a striking advantage of the mentee exercising his freedom of choice to choose his/her mentor by a personal preference and thus owe up the process and be more open to learning. With this backdrop, the research undertaken was tilted towards informal mentoring within organizations rather than formal mentoring.

Every respondent was asked whether he/she has a mentor in the organization where he/she works, thus restricting the scope of the study of mentoring within organizations and omitting cross company mentoring. The researcher briefed the respondent, as below –

“You have to fill in the questionnaire if you think you have a "mentor" figure in the organization where you are working. A mentor is any senior member (both in age and experience) who YOU THINK is taking interest in your personal and/or professional development; someone who you think is a well-wisher; who believes in your potential and helps you bring out the best in you; some senior person with
whom you can strike any conversation and whom you respect and want to become like in the future (role model)... The mentor may have been your mentor in the past or in the present or both; the person might be with the same company even today or may not be – that is alright. Also, you can have more than one mentor or you may not have any mentor at all, both the possibilities are absolutely fine.”

This research study has a specific scope which is detailed as follows –

1. This research in organizational mentoring includes informal mentoring and not formal mentoring.

2. This study focuses on the mentoring process in the business organizations in India alone. It does not include educational institutions or not-for-profit organizations under its purview.

3. This research study has narrowed its focus on the managerial level employees and therefore workers or staff level employees within the business sector are outside its purview.
4. This research has looked at employees across public and private sector companies and has studied small, medium as well as large Indian corporate.

5. This study has covered some metros and cities viz. Mumbai, Navi Mumbai, Delhi, NOIDA and Kochi in India.
1.9 Limitations of the Study

1. This research only looks at informal mentoring within organizations. Cross company mentoring, reverse mentoring and peers mentoring are outside the purview of the study.

2. Since the subject of mentoring is relatively unexplored by researchers in India; an exploratory research study could have provided valuable insights before plunging into a descriptive study.

3. The data given by the respondents is accepted by the researcher at face value. Some respondents might have not been honest or genuine in filling in their responses and this respondent bias or incompetence could lead to inappropriate data.

4. The actual ‘motivational needs’ scores have been divided into 3 categories to convert parametric data into non parametric type, so that chi square testing of hypothesis can be used. For this classification, the highest and the lowest scores in the actual range of scores have been identified to divide the entire range into 3 equal categories. The same could have been done using a mid-point but 3 categories instead of 2 (high and low scores) are expected to yield higher precision. However the limitation in this case
is that the lowest or highest score may be ‘exceptionally low/high’ thus biasing the categories.

5. The data is analyzed using only one statistical tool i.e. chi-square test. The results could have been verified using another statistical tool preferably of higher sophistication.

6. The study does not take into consideration the role of extravenuous variables. This limitation could have been overcome by also using a ‘before and after’ model of experimental design along with the existing methodology.

7. Although this study offers further information on the relationship between organizational mentoring and motivation, caution must be exercised while interpreting the results. The present study provides statistical evidence about a correlation relationship between the two variables and not a causal relation.

8. Another limitation to the study is the use of MAO-B alone for drawing a conclusion about relationship between mentoring and motivation. For a more comprehensive examination of the relationship between mentoring and motivation, researchers should also measure motivation using some other frameworks or models.