1.1 Background of the Research

In the last two decades, Globalization has thrown lots of challenges for the sustainability of the business world. Competitive market and challenging economic conditions have given rise to scarcity of talent (Jain & Bhatt, 2014). Lots of complexities and changes in market conditions have increased the war for talent retention. Talent retention has become important in the continuous growth of an organization. It has become vital for organizations to invest in retaining and developing the talent within the organization for the same. It has been found that organizational success depends on various factors, of which a formal mentoring is one important element (Scandura & Lankau, 1996) which can be used as an effective low-cost instrument for retaining and developing the potential of the employee through internal experience of the organization (Ramalho, 2014).

Nearly 70% of Fortune 500 companies offer formal mentoring programs to their employees (Gutner, 2009) whereas other organizations offer environments where mentoring flourishes naturally (Zachary, 2005). There is a transformed interest in applying mentoring to attain organizational success as well as employee development (Silverthorne, 2002). Mentoring is a social development phenomenon which can help corporates to survive in the phase of a transition from industrial era to information (Clawson, 1996). Mentoring has been considered as a relationship-centered bond between two people with development and teaches (Dubois, Rhodes, 2006).

1.1.1 Significance of Mentoring

In today's dynamic and challenging work environment the importance of mentoring has grown noticeably (Allen & O'Brien, 2006; Baranik, Roling, & Eby, 2010; Singh, Ragins, & Tharenou, 2009; Weinberg & Lankau, 2011). Mentoring relationships exist in various areas like business, arts, politics, academia, athletics (Broadbridge, 1999), and in various industries for example banking, airlines, government, military, health, pharmaceutical, construction, fashion, travel, and entertainment (Givens-Skeaton,
Baez, & D’Abate, 2003). The landscape has evolved from an acknowledgement of “constellations of relationships” to an emphasis on “developmental networks” (Kram & Ragins 1985).

The concept of mentoring has been defined several times throughout the history. There are more than fifty definitions of the concept, and each of these definitions are different in scope, depth, and understanding (Crisp & Cruz, 2009). Traditionally, it has been defined as an interpersonal relationship where senior and more experienced members of the organization provide support to juniors with less experience (Kram, 1983; Kram & Isabella, 1985). Mentor serves as a role model, teacher, sponsor, motivator, counselor and friends to a less skilled person for the purpose of personal as well as professional development (Anderson & Shannon 1998; Wanberg, et.al, 2003).

It is also the process of supporting relatively inexperienced professionals to develop professionally by polishing their efficiency and output (Kowalski, 1999). Mentoring helps employees to develop and grow through personal relations and interactions which occurs in three forms: personal growth, career development, and psychosocial support (Jacobi, 1991). Both psychosocial and career support are important for personal and professional growth. In essence, mentoring happens when one person provides psychosocial support, direction, and career advancement.

1.1.2 Impact of Mentoring

The impacts of mentoring can be profound, remarkable and enduring. Mentoring has been used to inculcate confidence and transfer skills to unemployed people with intent to make them employed (Overell, 1996). Career and psychosocial functions are two independent dimensions of the mentoring (Noe, 1988; Ragins & McFarlin, 1990; Kram, 1985) while role modeling may be the third element of mentoring (Scandura, 1992; Scandura & Ragins, 1993). Career functions are related to career which enhances the likelihood of the protégé becoming successful in his or her career. It involves a set of behaviors which make the protégés “learn the ropes” and compose them for hierarchical advancement in the organizations. Whereas psychosocial functions are related to personal aspects that tend to enhance a protégé sense of professional competence and identities. Psychosocial functions are also linked with
protégé satisfaction with relationship (Allen et al., 2004; Wanberg et al. 2003). The effectiveness of mentoring relationship is characterized by the great display of functions (Kram, 1985). The mentor imparts, guides, and supports the protégé in chasing of personal as well as professional development (Kram, 1985; Zey, 1991). Mentoring relationships results in more job satisfaction, which may lead to better organizational commitment and lesser employee attrition in the organization (Scandura & Viator, 1994; Broadbridge, 1999). Mentoring has key impact on role stress and role ambiguity (Sawyer, 1992). Mentor provides information that clarifies mentee’s role which leads to reduction in role ambiguity (Sawyer, 1992) and higher productivity (Silverhart, 1994). To have a clear perspective of role in an organization, an individual may need a guiding spirit, a friend, philosopher and guide or precisely a mentor to make him on the right pathway. Mentoring is grounded in the notion that it is a reciprocal, developmental relationship (Kram 1985; Levinson 1978) that develops between persons, relatively more experienced (mentors) and less experienced (mentees) (Mullen, 1994). There is evidence that individuals who have social support at work may actually perceive less stress on their work environment (Carlson & Perrewe 1999). Since mentoring relationships are characterized by psychological as well social support (Fageson-Eland, Marks & Amendola 1997), it can decrease the role stress (Habesleben & Buckleg 2004). To clarify the role of an employee in the organization and further reducing role ambiguity, a mentor has a herculean task at bay (Sawyer, 1992). Mentoring is also considered as a key factor in the learning process of protégés and a significant element in their work identity, improvement and self-esteem (Levinson, Darrow, Klein, Levinson and McKee, 1978). It is a tool for the planned career development of protégés (Zey, 1984). Mentoring is also one of the source for improving managerial talent (Bernstein and Kaye, 1986; Ragins and Scandura, 1994).

1.1.3 Role Efficacy

Role Efficacy refers to a specific form of self-efficacy relating to a person’s confidence in his or her capabilities to carry out interdependent role functions (Bray, 1998; Bray & Brawley, 2000). It is the potential effectiveness of an individual occupying a particular role in an organization. It is the psychological factor
underlying role effectiveness and is formed by ten aspects and the more these aspects are strongly present, the higher the efficacy of the role is likely to be (Pareek, 2004). The concept of role is vital for the integration of the individual with an organization. The role in the organization provides a proper opportunity to utilize potentialities of an individual and become more effective (Singh, Bhardwaj & Pandey, 2010). Role can also be defined as the position one occupies in a social system as defined by the function he/she performs in response to the expectations of the important members of the social system and his/her own expectations from that position or office (Pareek, 1987). The person who is an optimizer in utilizing all resources both inside and outside the organization for its continuous long-term functioning is an effective person in his/her role (Campbell et al., 1970). One can be effective in any kind of role if he/she understands his/her job requirements, strength, weaknesses and capabilities well, and is always ready to acquire new capabilities through continuous learning on the job (Rao, 1981). A model has been developed (Pareek, 1987) to integrate the needs of the individual with the requirements of the particular role in the organization which is called as Role Efficacy (Klinefelter, 1993). Role Efficacy as a framework for understanding the interface of individuals with their roles and resultant consequences has created higher interest in the last eras (Pandey & Saxena, 2010; Sayeed & Pareek, 2000). Role-Efficacy has been linked with organizational performance. Therefore, improving the efficacy will lead to improvement in performance (Pestonjee & Pandey, 1996). Role Efficacy has significant impact on employee’s emotional intelligence, determination, enthusiasm, and interacts with individuals and environment in solving problems (Goleman, 1995). The individuals with high Role Efficacy exhibit commitment, growth orientation and positive behavior towards the organization (Sen, 1982; Deo, 1993). It has been correlated with the quality of work life (measured by influence, nature of job and supervisory behavior and amenities at the work place) and internal locus of control (Gupta & Khandelwal, 1988; Sen, 1982). Role Efficacy has been found to be one of the contributory factors in defining the level of employee engagement, motivation and attrition (Sinha, et.al 2014). The organizational climate characterized by high control and low affiliation leads to low Role Efficacy (Brahaman & Pareek, 1982; Sen, 1982; Surti, 1983) whereas innovation fostering climate increases employees’ Role Efficacy (Deo, 1993). It has been found
that supervisory behavior is the most important dimension contributing to Role Efficacy of employees (Gupta & Khandelwal, 1985).

1.1.4 **Organizational Role Stress**

Stress resulting from the occupation of an organizational where employee is not able to perform is called as Organizational Role Stress (Pareek, 1983). The amalgamation of role with expectations of others within the psychosomatic construct of their role can cause tension (Getzels & Guba, 1954, 1957). The conflict between Individual and group role lead to role ambiguity and stress that occur within the organization (Getzels & Guba, 1954, 1957). Stress is destructive when it is subjected to pressure (Falkum & Vaglum, 2005; Cart Wright & Cooper, 1997). Stress is the psychosomatic state that results when individual does not have adequate resources to deal with the difficulties and burden of the situation (Michie, 2002). Stress may cause by organizational, environmental as well as individual variables (Bateman, 2009, Correa and Ferreira 2011, Aasland & Forde, 2005). The fast advancement of technology has created more stress among employees, which leads to harmful emotional and physical responses (Bano & Jha, 2012). There is evidence that individuals who has social support at work may actually perceive less stress in their work environment (Carlson & Perrew 1999). Since mentoring relationships are characterized by psychological as well social support (Fageson-England, Marks & Amendola, 1997), it can decrease the Role Stress (Habesleben & Buckleg 2004). To clarify the role of an employee in the organization and further reducing role ambiguity, a mentor has a herculean task at bay (Sawyer, 1992). Mentoring is deal with the notion that it is a mutual, developmental relationship (Kram 1985; Levinson 1978) that developed between persons, relatively more experienced (mentors) and less experienced (mentees) person (Mullen, 1994). It is also considered as a key factor in the learning process of protégés and a significant element in their work identity, improvement and self-esteem (Levinson, Darrow, Klein, Levinson and McKee, 1978). It is a tool for the planned career development of protégés (Zey, 1984) as well as being a locomotive career source for improving managerial talent (Bernstein and Kaye, 1986; Ragins and Scandura, 1994).
1.1.5 Introduction to Indian Management Wisdom

“Indian Management’ as a distinctive branch of study has come into focus during recent years (Sharma 1999). Indian wisdom, tradition and mythology are well recognized and appreciated for its rich insights applicable to current competitive scenario. “Indian Management’ in general and the Gita in particular have found corporate applications both in the West and in the East (Sharma 1999). Lessons from ancient Indian texts have seen deep interrelationships with various modern management thoughts. Modern management gurus are now increasingly turning to text of our epics, the preaching's of which have withstood the upheavals of time. Needless to mention many paradigms of management have been developed from Indian culture (Singh 2007).

Table 1: List of Insights/Intellectual Leads by Academic Scholars Rooted in Indigenous Knowledge Base

<table>
<thead>
<tr>
<th>Concept</th>
<th>Conceived by</th>
<th>Contribution to the Knowledge Domain</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indigenous Personality Theory</td>
<td>Paranjape (1988)</td>
<td>Personality theory based on Vedanta</td>
</tr>
<tr>
<td>Management by Values</td>
<td>Chakraborty (1991)</td>
<td>Identification of 13 basic values drawn from Vedantic perspective</td>
</tr>
<tr>
<td>Mother Leadership</td>
<td>Banerjee (1998)</td>
<td>Self-realized leader with long-term perspective</td>
</tr>
<tr>
<td>Corporate Rishi Model of Leadership</td>
<td>Sharma (1998, 2002)</td>
<td>Leadership practices based on 5 Ks, viz. Karta (Action performer/decision maker), Karma (Action), Kutumb (Organization as family), Karuna (Compassion) and Kesri (Sacrifice and self-discipline)</td>
</tr>
<tr>
<td>Corporate Gita &amp; Model of Sacro-civic Society</td>
<td>Sharma (1999)</td>
<td>Utilizing ‘insights’ from Gita for management, administration and leadership</td>
</tr>
<tr>
<td>Wisdom Leadership</td>
<td>Chakraborty (1999)</td>
<td>Rajrishi model of leadership based on Satya (Truth) and Rita (Order)</td>
</tr>
<tr>
<td>Corporate VEDA</td>
<td>Sharma (2003)</td>
<td>Application of Indian Ethos in Corporate Context including Swastik model as a framework of change process</td>
</tr>
</tbody>
</table>

Source: Panda and Gupta (2007)

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<tr>
<th>Table 2: Evolutionary Journey of Management Thought</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concern</td>
</tr>
<tr>
<td>Productivity, Cost</td>
</tr>
<tr>
<td>Influencing Discipline</td>
</tr>
<tr>
<td>Major focus</td>
</tr>
<tr>
<td>Illustrative Tools</td>
</tr>
</tbody>
</table>

Source: Sharma (2013b)

The evolution of Indian management has been classified into four phases (Sharma, 2015). The first phase of evolution of Indian management starts in the year of 1960 and ends in the year of 1980. First phase is related to the acceptance of scientific management approach as developed in the western countries. In the second phase (1980–2000), Researchers originated studies on indigenous management thoughts. Numerous eminent research scholars acknowledged the need for developing indigenous management to suit the cultural context due to the high influence of culture (Sinha, 1992; Gupta 1991; Gupta 1994). The third phase of Indian evolution starts in the year of 2000, reflecting a ‘New Age of modernity’. In this
period there was huge expansion in the management education. The fourth phase starts in 2010, wherein Indian thoughts were globalized.

Mentoring as a concept is not new to the Indian context. Indian mythology is replete with examples of mentor-mentee relationship. The ancient text of Mahabharata provides great insight on positive impact of mentoring. The guru-shishya philosophy is age old part of the Indian culture. The practices and preachings of Lord Krishna, the mentor in the epic Mahabharata, offer some interesting lessons on how the cases of management control failure in case of Kauravas led to the victory of Pandavas (Merchant, 2002). The Bhagavad Gita is an ideal treatise of effective mentorship. The contemporary world is significantly in need of a real guide to light. One only see difficult and challenging problems everywhere which leads to restlessness, unhappiness and complication. The Bhagavad Gita has words of wisdom and practical teachings that gives us answers to problems of the today’s individual (Sivananda, 2000). Lord Krishna, who was Arjun’s Charioteer on the battlefield of Kurushetra was Arjun’s greatest asset, philosopher, friend and guide. Krishna’s guidance, support and wisdom helped to win ultimately in the battlefield and the Pandavas won in the war (Virdi, 2012). Krishna encouraged Arjun, without being involved directly and gave him the strength to fight in the battlefield. An ultimate mentor serves the same motive in the organizational context.

1.2 Gap in the Existing Body of Knowledge

Multiple studies have been developed on mentoring and its significance for the organizations. Various investigations on the impact of mentoring on employee retention has laid foundation for the same (Ranft & Lord, 2000; Ramaaswami & Dreher, 2007). Some studies emphasize on how the firms focus on their employees’ psychological problems that arise due to stress and other factors. Numerous studies emphasize on reducing turnover through retaining their employees in the organizations (Ragins et.al. 1990; Mitchell, 2001). All these studies use mentoring as an element to keep employees stayed in the firm. However, there are no research studies assessing the impact of mentoring on Role Efficacy and Organization Role Stress. Therefore, in this study an attempt has been made to assess the same.
A review of literature shows that many Indian scriptures have been explored for finding the solutions of the corporate problems. Specifically research have provided many insights to corporates from Bhagavad Gita as well. However, no Indian scripture has been explored for drawing insights of mentoring. Therefore, this study attempts to draw mentoring insights from Mahabharata & Bhagvad Gita. The focus of the study is identifying the role of lord Krishna as a mentor to Arjun in the Bhagvad Gita and link the impact of mentoring on the Role Efficacy and Organizational Role Stress of the employees in an organization.

1.3 Relevance of the Study

Many managers with good academic record, experience, communication skills etc. do not perform to the maximum of their potential due to lack of clarity with respect to their role and inability to handle Organizational Role Stress. Some individuals perceive plenty of resources in the organization as well as in themselves; they feel elevated in utilizing organizational and personal resources. Some individuals perceive insufficiency and face lots of problems, both in organizational and personal resources, in the same set of roles for meeting the expectations which leads to stress and low performance. Thus it results in lack of interest among employees low job satisfaction eventually impacting the organizational productivity also be less. Hence, it becomes imminent for organizations to provide a friend, philosopher and guide to their employees who can help and guide them to carve a niche for themselves in the organization. The study is important in analyzing mentoring and its impact on other factors in Indian context. The study holds an important role in finding the role of mentoring of Lord Krishna to Arjun in Bhagavad Gita. The present study attempts to analyze the considerable impact of mentoring on Organizational Role Stress and Role Efficacy while deriving mentoring lessons from the mammoth Indian epic Mahabharata with a special focus on mentor-mentee relationship of Krishna and Arjun in Bhagvad Gita.

1.4 Organization of the Thesis

This thesis is made up of the following eleven chapters

1. Chapter 1 is the introduction chapter that gives the basic research background and concepts related to the research.
Chapter 1: Introduction

ii. Chapter 2 is extensive review of existing literature. It helps in identifying the gap and shortcomings in the body of knowledge related to Mentoring and Organizational Role Stress, role of mentoring, Role Efficacy. In addition, literature review quotes on managerial practices drawn from Indian context, Indian mythology is also discussed.

iii. Chapter 3 is the research methodology that explains in detail the research strategy, design, sampling plan, data collection, and analysis and interpretation techniques used in this study.

iv. Chapter 4, which is the first phase of the study explores the concept of mentoring in Mahabharata.

v. Chapter 5, which is the first phase of the study explores the concept and traits of a Lord Krishna as a mentor in Bhagvad Gita.

vi. Chapter 6 is the data analysis and interpretation part that analyzes the collected data using several statistical tools in order to test the proposed research hypothesis.

vii. Chapter 7 is about the discussion that gives the summary of findings of data analysis followed by the conclusion.

viii. Chapter 8 is about the conclusion of the study.

ix. Chapter 9 is about the recommendations and limitation of the study.

In addition to that, the thesis has bibliography containing the sources that were used in collecting secondary data for the research and appendix that has tools like questionnaires that were used in the gathering primary data for the research.