CHAPTER 4-I

DATA BASE AND METHODOLOGY

This chapter deals with the research design adopted for the purpose of the study. It includes the sample design and the tools and techniques apply to measure variables and their relationship. There are many techniques for undefined research problems. Nature of the study is both primary and secondary. Research methodology highlights the purpose of research while defining the need and problem of the study. Therefore, it covers scope, objectives and detailed research design.

4.I.1 NEED FOR THE STUDY

Sharing of knowledge, cooperation, respect and innovative ideas from young to old generation include the definition of Reverse Mentoring. It is a new and fast growing concept adopted by many private and government organizations of the developed countries. But the use of Reverse Mentoring has not given much attention in public relations.

Mentoring is always associated with effective communication and relationship in which old generation taught the young generation, but as we know with the passage of time the current or the young generation is far smarter, high Tech knowledge and updated with time, which is somewhere lacking in old generation. So because of lack in up gradation in various fields lead employee’s dissatisfaction and also increases the rate of unemployment. Therefore the concept of Reverse Mentoring can help older to up gradate them by learning from younger. Through Reverse Mentoring, younger can provide an advantage to organizations in retaining their old workers by attracting, motivating, developing new talent, and by also increasing the diversity in their work profile as it is believed that old employees are more committed, loyal and prefer less job hoping.

Present literature shows the need for Reverse Mentoring. To understand the workplace need, growth and effective stability there is the need to adopt the concept of two way learning. It is believed that very limited work has been carried out in North India on the role of Reverse Mentoring in organizations. For the actively
participation and amalgamated work force by the workers, an organization need the concept of Reverse Mentoring as Social Supportive and Bidirectional exchange tool that will expertise both the generations. Since, the area is not much catered to it provides an opportunity for the researcher to work on it and add to the existing literature. Therefore it is important to check the relationship of Reverse Mentoring with organizations.

4.I.2 GAP IN RESEARCH STUDY

This anthology focuses our attention on new and developing Reverse Mentoring rather than on traditional mentoring concept. It explains that not all public relations professional are prepared for new technological demands at work. Because of this, some people such as young generation adapt new technology and communication techniques. This results in growth of new technology. And then these young employees become faster and early learner and then they teach those who lack particular skills. And this concept is Reverse Mentoring when young generation employees teach old generation. Precisely, Reverse Mentoring concept is not that new but it has not been practiced in all organizations.

It is really very important to investigate the psychological relationship between mentees and mentors of different generation w.r.t. Reverse Mentoring.

Finally it can be concluded from our anthology that both generations need to clearly understand the concept of Reverse Mentoring, both in concept and execution. In various literature it was found that large percentage of the population under study initially do not know what Reverse Mentoring is and/or said they did not work in an organization where Reverse Mentoring is practised.

4.I.3 SOURCES OF DATA

While exploring a research problem, data acts as a valuable resource for providing vital information. This information plays a key role in the decision making process on the concerned problem. Data for research problem may have two forms: primary and secondary which may be quantitative or qualitative in nature. Based on the research question that the researcher is addressing, use of different forms of data are decided and concerned.
The present study has made use of both primary as well as secondary data to achieve the various research objectives:

- **Primary Data** – Primary Data for the research has been collected viva questionnaire from the Top Level, Middle Level and Lower Level Management, in order to fulfil the objective of the study.

- **Secondary Data** – Secondary Data represents the form of data that is already available and has to be searched for by the researcher. Secondary data for the study has been collected from various sources. Such as annual report from the government of India, several articles and online journals, websites, periodicals and books have been used as a data source.

**4.I.4 SAMPLE SIZE**

It denotes the number of elements to be included in the sample (Malhotra&Dash, 2012 p. 332). Sample selected for the research has to be representative of the target population, so that it can accurately reflects the population characteristics (Bryman& Bell. 2011 p.176). A sample of 530 selected top level, middle level and lover level management of various companies from the cities of North India to represent the target population.

After the pretesting of questionnaire nearly 700 questionnaire were distributed to various executives working cross- sectional organizations in the domain of IT, Telecommunication, Pharmaceuticals, Banking, FMCG, Banking and Insurance located in branch/ regional/head offices located in national capital region of Delhi, (Gurgaon, Faridabad, Delhi, Sonipat and Chandigarh). One of the major objectives of the study was to understand the PRM across various demographics like Gender, Age, Marital Status, Education, Experience, Designation and Income. An effort was made to collect adequate number of sample/ respondents from each sub groups for example in Experience and Designation three groups were formed (less than 5 yrs, 5-20 yrs, above 20 yrs), (Top level, Middle level and Lower level Management) respectively. Further the effort was specially concentrated on getting the due representation to all the possible sub groups’ categories or strata of the sample. In a way it turns out to be satisfying random sampling. Though not in strict terms. More than 150 questionnaire received did not provide the full information and hence they were to be dropped from
final analysis and in ultimate analysis only 530 respondents was selected the details of which is given in table below-

Table No.4.I.1 Sample Structure

<table>
<thead>
<tr>
<th></th>
<th>NUMBER OF RESPONDENTS</th>
<th>PERCENTAGE (Approximately)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>(N=530)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>GENDER</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>259</td>
<td>48.8%</td>
</tr>
<tr>
<td>Female</td>
<td>271</td>
<td>51.1%</td>
</tr>
<tr>
<td><strong>MARITAL STATUS</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Single</td>
<td>272</td>
<td>51.3%</td>
</tr>
<tr>
<td>Married</td>
<td>258</td>
<td>48.6%</td>
</tr>
<tr>
<td><strong>AGE GROUP</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Less than 30 years</td>
<td>178</td>
<td>33.5%</td>
</tr>
<tr>
<td>30-50 years</td>
<td>158</td>
<td>29.8%</td>
</tr>
<tr>
<td>Above 50 years</td>
<td>194</td>
<td>36.6%</td>
</tr>
<tr>
<td><strong>EDUCATION</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduation</td>
<td>181</td>
<td>34.1%</td>
</tr>
<tr>
<td>Post-Graduation</td>
<td>166</td>
<td>31.3%</td>
</tr>
<tr>
<td>Professional</td>
<td>183</td>
<td>34.5%</td>
</tr>
<tr>
<td><strong>Designation</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lower Management</td>
<td>176</td>
<td>33.2%</td>
</tr>
<tr>
<td>Middle Management</td>
<td>180</td>
<td>33.9%</td>
</tr>
<tr>
<td>Top Management</td>
<td>174</td>
<td>32.8%</td>
</tr>
<tr>
<td><strong>Experience</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Less than 5 year</td>
<td>186</td>
<td>35.0%</td>
</tr>
<tr>
<td>5-20 year</td>
<td>198</td>
<td>37.3%</td>
</tr>
<tr>
<td>Above 20 year</td>
<td>146</td>
<td>27.5%</td>
</tr>
<tr>
<td><strong>Income</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Less than 6 Lakh</td>
<td>195</td>
<td>36.7%</td>
</tr>
<tr>
<td>6-20 lakh</td>
<td>167</td>
<td>31.5%</td>
</tr>
<tr>
<td>More than 20 Lakh</td>
<td>168</td>
<td>31.6%</td>
</tr>
</tbody>
</table>
4.1.5 VALIDITY OF QUESTIONNAIRE

Validity of the questionnaire keeping in view the objective of the study a detailed discussion had with numerous professional in Telecom, Pharmaceutical, and IT to gather their view on various aspects of Reverse Mentoring. Similarly expert from Sociology and Psychology area detailed discussion was held with them and questions were prepared which is pertinent on both mentor and mentee. In this way the questionnaire was finalised for final collection of data. In this way the questionnaire was validated.

4.1.6 VARIABLES UNDER STUDY

The following variables have been selected based on review of literature to achieve the objective of the study.

List of variables is as under-

a) Awareness
b) Traits
c) Social Relationship
d) Social Trust
e) Career Support
f) Personal Support
g) Economic Support
h) Bidirectional Development
i) Bidirectional Gap Reduction
j) Bidirectional Learning
k) Prevalence of Reverse Mentoring
l) Organizational Factors
m) Job Conditions
n) Reward and Benefit
o) Career Development Factor
p) Gender
q) Marital Status
r) Age
s) Education
t) Experience
u) Designation
v) Income
4.1.7 CONSTRUCTION OF QUESTIONNAIRE

In order to study the objectives of the study, the questionnaire was developed with the help of various available literatures. In this section reference to various variables studied are given-

A. AWARENESS, TRAITS AND PREVALENCE OF REVERSE MENTORING

The role and responsibility of mentor and mentee are discussed by The Harvard School of Public Health and Minority Bar Committee Professional Advancement Subcommittee. The author gives some general roles and responsibilities of mentor and mentee along with say that outcomes may vary from individual to individual and situation to situation.

Harvard School of Public Health and Minority Bar Committee Professional Advancement Subcommittee study says that-

The mentor’s role is to teach, guide and help shape the professional growth and learning of the mentee and to serve as a positive role model.

Mentor responsibilities:

- Share information about skills and interests
- Aware mentee how he/she can help
- Actively Listens
- Act as a positive role model
- Mentor help mentee to set goals
- Encourages mentee for self-esteem and self confidence
- Celebrate achievements, give constructive and meaningful feedback
- Mentor is a source of career information
- Provides Workplace education.
- Clarify limitation of mentor-mentee relationship.
- Mentor supports the needs and aspirations of the mentee.
• Spend time with mentee to have good relationship.
• Provide advice by sharing life experiences.
• Mentor being punctual and available for meetings and also use the time efficiently.
• Promote and support leadership development.
• Provide practical solutions for problems.

**Mentee Responsibilities:**

• Responsible to keep in contact with mentor
• Assesses short and long-term career goals.
• Making plans with concern of mentor for achieving these goals
• Follows through on commitments and goals
• Mentee must respect the mentor’s time.
• Confidentiality should be maintained at all times
• Openly shares successes and failures.
• Mentee should accept all kinds of feedback and coaching
• Make maximum use of opportunities presented by the mentor

On the basis of above role and responsibilities of mentor and mentee, Traits and Prevalence of Reverse Mentoring scale was constructed. Further the scale for Awareness was prepared with having a detailed interview with different group of people from various demographic profiles.

**B. SOCIAL ASPECT OF REVERSE MENTORING**

The term social in this study stands for Social Capital. The concept of social capital has become a trend relatively recently, but the term has been in use for almost a century. “Social capital” was first published in 1916 in United States to discuss how neighbours could work together to oversee schools.

As per the author Lyda Hanifan he referred to social capital as “those tangible assets [that] count for most in the daily lives of people: namely goodwill, fellowship,
sympathy, and social intercourse among the individuals and families who make up a social unit”. That gives some sense of what’s meant by social capital, although today it would be hard to come up with a single definition that satisfied everyone. For the sake of simplicity, however, we can think of social capital as the links, shared values and understandings in society that enable individuals and groups to trust each other and so work together. There are a variety of definitions that attempt to capture the concept of social capital, although currently there is no universally agreed definition.

**Few definition of Social Capital**

Robert Putnam (1995) "features of social organisation such as norms, networks and trust that facilitate cooperation and coordination for mutual benefit".

World Health Organisation (1998) "Social capital represents the degree of social cohesion which exists in communities. It refers to the processes between people which establish networks, norms and social trust, and facilitate co-ordination and co-operation for mutual benefit".

Baum, Palmer, Modraet al in Winter (2000) "the building of healthy communities through collective, mutually beneficial interactions and accomplishments, particularly those demonstrated through social and civic participation".

James Coleman (1988) describes social capital as consisting of aspects of social structure, obligations and expectations, information channels, and a set of norms and effective sanctions that constrain and/or encourage certain kinds of behaviour.

OECD (2001) "networks, together with shared norms, values and understandings which facilitate cooperation within or among groups".

Social capital is recognised as a multi-dimensional concept. This is shown in the definitions given above, with various aspects such as relationships, trust, reciprocity, and action for a common purpose. Some of these aspects such as relationships can be further broken down. Three different dimensions or types of relationships are described by Woolcock (2000): bonding, bridging and linking. Woolcock describes bonding as the relationships that we have with people who are
like us, and typically refers to the relations among members of families and ethnic
groups. Bridging refers to those relationships we have with people who are not like
us. These may be people who are from a different socio-economic status, from a
different generation or a different ethnicity. Woolcock describes linking social capital
as the relationships people have with those in power. Linking social capital enables
individuals and community groups to average resources, ideas and information from
formal institutions beyond the immediate community radius.

Social capital may lead to enhanced social and economic well-being; Alternatively it is just as likely that economic and social well-being lead to enhanced social capital.

OECD (2001) suggests that Putnam's work has demonstrated that the causal effect runs in both directions. Putnam (2000) observed that social capital and economic equality go together, and that they tend to reinforce each other. Likewise lower economic equality and less social engagement were also observed to reinforce each other.

There are numerous examples that demonstrate that social capital can have an important role in contributing to positive social outcomes. Putnam's work in Italy is a good example of a study that has demonstrated the link in this case between social capital and better government.

As per the study Reverse Mentoring act as major tool for developing Social Capital. Social aspect of Reverse Mentoring are classified in two broad categories that are:

- Social Relationship and
- Social Trust

Social Relationships

People consider relationships as a source of Social Capital. Money is termed as financial capital that people use to buy food and others necessities. In other words, money is exchanged for wants and needs. Like investing money for later return, perhaps you can say you invest in your personal relationships for later assistance. Of course, the immediate benefit of a relationship is companionship and interacting with people of like minds. More personal relationships mean more access to other
networks and resources. Imagine the benefit that would be for an elderly person living alone.

Remember, friends on social networking sites such as Facebook, for example, usually are not seen as sources of social capital since those “relationships” cannot be well-developed and often there are not opportunities for building levels of trust.

Social Trust

When Zucker explains the emergence of trust, she talks about the production of trust and separates three modes of it. The first one is the process-based method of producing trust. In this case, trust relates to exchanges and acts of exchange of the past and the future. Some examples for this are fame, brand name, reputation, and presenting a gift. In this case, trust does not have an established, ruled market; there are not investments into trust. Instead, trust relates to the experiences of the individual gained through the exchanges. This is similar to interpersonal trust of Khodyakov. By the way, the theory of Zucker can be criticized at this point, because in case of brand name, producer and seller companies try hard to influence customer habits by different Personal Realtion and marketing techniques.

The second type of producing trust is the characteristic-based method. In this case, trust relates to a certain person who is determined and characterized by something, for example, his/her family background or ethnic origin. Basically, this type corresponds with the theory of Social Psychology which explains that social and demographic similarity can be an important factor between two persons for the functioning of trust in interpersonal relations. Here again, production of trust relates to a peculiarity of the person which usually means a visible and easily describable characteristic, e.g. family background, ethnicity or gender. In this case, trust does not have an established market, i.e. it is sold and bought completely freely. This is again similar to thick interpersonal trust of Khodyakov and familiarity of Luhmann.

Finally, the third type is the institutional-based method. In this case, trust relates to formal social structures which can be characterized by individual or corporation-like attributes, e.g. it relates to the university by the degree. Or it can prevail through mediator mechanisms, e.g. this type of trust relates to the bank by the
bank account. It means that the production of trust is identified only with formal social structures to which the individual is integrated either through some kind of organisational membership in a broad sense, for example, the university student relates to the university; or through contracts, for example, the relation of the clients to the bank. In this case, the source of trust is generated by written documents as signs of something else, e.g. school certificates, rules of the banks, own prescriptions of chambers, and organisational regulations. At this third case, we can talk about a dynamic market functioning actively where individuals try to buy and accumulate trust and to invest into trust, e.g. by higher education.

For studying the Social aspect and its impact on Reverse Mentoring following questions are designed on the scale of Likert-5 Scale.

As discussed earlier that social concept for the study is divided into two parts- Social Relationship and Social Trust.

For social Relationship and Social Trust questionnaire was developed by keeping mentoring study as a foundation and studies with respect to Reverse Mentoring.

**Social Relationship is categorised in six questions:**

Reverse Mentoring is give and take relationship. Reverse Mentoring help to build professional relationship. Here both the mentor and mentee help guide, support and encourage each other for better growth and stability. This mentor and mentee relationship in case of Reverse Mentoring is not limited to professional relationship; it is further extended to emotional investment. In case of mentoring the emotional bondage among mentor and mentee is very strong and formal, and these same things we need to see whether Reverse Mentoring also possess the same or not. And it was observed that mentor and mentees when have strong emotional bond they are more open to clear doubts, sharing problems and fear. In is observed that when young mentors and old mentees have good bond than they become more committed and sincere to not only to each other but also to the organization.

The next question comes is whether male mentor is comfortable to teach male or female as their mentee and vice versa. The answer to this question was based on
the demographic profile of the individuals. The more professionally qualified and experienced individuals have more learning attitude so they are it does not matter to them. Gender differences had no impact on them. But at the same time individual with different demographic profile have difference in their opinion. But some of the studies and researchers claim that men and women as well as minorities and Caucasians initiate mentoring at similar rates (e.g., Greenhaus, Parasuraman and Wormley 1990; Thomas 1990; Scandura and Ragins 1993; Turban and Dougherty 1994; Viator 2001), while other studies suggested that women and minorities receive less mentoring (Ragins and Cotton 1991; McGuire 1999). However research further indicates that age does not any impact on mentor and mentee relationship (Burke and McKeen 1997; Ragins and Cotton 1999), the study further states that as the individual gets older, they receive less Career Mentoring (Whitely, Dougherty and Dreher 1991).

Other aspects of mentoring has been examined which includes career success. Dreher and Cox (1996) study results that organizations which are dominated by males get more mentoring from males. Still this does not conclude that women member or other racial groups are unimportant. Next the research of Nemanick (2000) states that effect of formal and informal mentoring on mentors and mentees. The study results that women find it difficult to form informal mentoring relationship as compare to men. This may be because of misinterpretation of women approaches to male mentors.

Above literature show mentoring impact on relationship and now same is studied with reverse mentoring with the help of developed questionnaire.

**Further, Social Trust is categorised in five questions:**

When mentor meets mentee they begin to teach and learn from each other and in process trust is emerges. In order to have strong and unbreakable relationship mentor and mentee must have clear thought and coordinate for successful utilization of intensity (Wigington, 2008). Further the studies shows that mentors and mentee help in promoting common values, when mentor and mentee have good relationship and have good trust they easily accept their weakness. The trust among mentor and mentee can help to bring transparency in mentor and mentee relationship. (McCormack, 2010), (Gentry & Shanock, 2008) and (Denton, 2011, p. 16).
Reverse Mentoring allows transferring knowledge from young minds to old and experienced individuals. Young minds are early adopters of technology (Parekh, 2007; Pyle, 2005) it is generally the key issue. At Proctor and Gamble, twelve researchers taught top managers about ethical implication of biotechnology (Solomon, 2001). At Dell, male senior officials were mentored by female center supervisors to offer "an understanding of the difficulties that women face in the working environment" (Phillips, 2009, Abstract).

Keisler and Sproull (1992) said: "In a majority rules system, individuals trust that everybody ought to be incorporated on the square with terms in correspondence; nobody ought to be rejected from the free trade of data." The Internet is the present stage to express perspectives, concerns, and protestations. It gives the opportunity to express supposition and supports the investment of people in the public eye's political, monetary and societal procedures without dread of being scared based on religion, race, position or sexual orientation.

**Building up a Relationship of Trust**

- Develop a relationship of trust. Relationships should be worked before any successful mentoring can happen. A domain of trust and commonality must be built up. It is essential for the mentor and mentee to become familiar with each other (Kutilek & Earnest, 2001; Mincemoyer & Thomson, 1998).
- Begin every relationship with a becoming more acquainted with your session.
- The mentor ought to welcome the mentee warmly and help the mentee distinguish his or her expert needs and objectives.
- The mentor ought to find out about the mentee's instructive foundation and experience, and offer data about his or her own particular foundation and experience.
- The mentor would then be able to keep on building upon the mentees qualities, needs, and objectives all through the mentoring time frame.

Reverse Mentoring is an intense instrument for attracting in and holding the ability pool, giving occupation fulfilment, upgrading the levels of representative commitment and furthermore to advocate.
C. SUPPORTIVE ASPECT OF REVERSE MENTORING

The Supportive viewpoint is greatly perceived in Mentoring, yet for the present investigation supportive part of Reverse Mentoring is examined. With the assistance of writing given below the poll for Supportive part of Reverse Mentoring was prepared. As per Colley (2005), mentoring has become ‘in’ from last 20 years especially in public sector, supporting teaching, nursing and vocation direction callings and additionally in the private area supporting the improvement of the newcomers, graduates and the capability of business supervisors. The enduring development of mentoring in the UK has additionally been boosted by the New Labor Governments Social Exclusion Agenda and Welfare to Work arrangements, supporting the 'at risk' and 'in need' bunches in our general public, with a mentoring write approach.

Mentoring is considered as off line help for transition of knowledge, work and thinking Megginson & Clutterbuck (1995), as European Mentoring Centre ‘Mentors are those, who through their action and work, help others to achieve their potential.’ Shea (1992), A process which supports and encourages learning and development either for an individual, team or business. Parsloe & Wray (2000).

However mentoring is a process that supports and encourages learning (Parsloe & Wray 2004) and that mentoring very important for relationship development and skill development, (Wanberg et al 2003). Apart from all these studies mentoring is still considered as a meeting to support the learner to improve their personal situation or organization, (Parsloe & Wray 2000) and it also has some similarities to the other learning processes such as of coaching, guiding, counselling, tutoring, teaching etc.

Reverse Mentoring is an effective method of supporting experienced individuals develop and progress in their profession. The keys to establishing a successful Reverse Mentoring relationship include creating a relationship of trust, clearly defining roles and responsibilities, establishing short- and long-term goals, using open and supportive communication, and collaboratively solving problems.
Mentoring is a role that includes coaching, but also embraces broader counselling and support, such as career counselling (Landsberg 1996). Having said that, it is very important as a mentor, to recognise your boundaries with the counselling arena.

Some of the research studies claimed that the relationship was “both personal and professional. Peers relationships are also valuable at work (Peroune, 2007). Peer relationships give workers feedback about work performance and career options. Peer Relationships perceived as safer for information exchange (Peroune, 2007).

As per our study we are trying to study Reverse Mentoring on second aspect that is Supportive tool among mentor and mentee.

Supportive aspect of Reverse Mentoring is further categories as:

- Career Support
- Personal Support
- Economic Support

Career Support

The advantages of mentoring relationships have been advertised for quite a few years (Levinson, Darrow, Klein, Levinson, and McKee, 1978; Roche, 1979). A great part of the surviving exploration has inspected the advantages of mentoring for mentees, finding that mentoring is identified with vital career results, for example, compensation level, advancement rate, and occupation fulfillment, among different results (e.g., Chao, Walz, and Gardner, 1992; Fagenson, 1989; Scandura, 1992; Whitely, Dougherty, & Dreher, 1991).

Later work by Kram (1985) additionally sketched out the essential role of mentoring relationships in organizations or firms. In this work, Kram directed an inside and out a subjective examination of mentor-mentee dyads and, in addition to other things, illustrated the capacities served by mentors. Comprehensively, two sorts of mentor capacities were distinguished by Kram. The first is the career-related help. This kind of help upgrades mentee progression in the association and incorporates the mentor elements of sponsorship, presentation and permeability, training, insurance,
and testing assignments. This mentor work is conceivable on account of the senior individual's position, understanding, and authoritative impact and serves the career-related finishes of the lesser individual by helping him or her take in the ropes of hierarchical life, pick up the introduction, and acquire advancements. The second sort of help is psychosocial. This sort of help tends to interpersonal parts of the relationship and alludes to "those parts of a relationship that upgrade a person's feeling of capability, personality, and viability in an expert part" (Kram, 1985, p. 32). Particular psychosocial capacities incorporate part demonstrating, acknowledgment and affirmation, directing, and fellowship.

Later work by Kram (1985) describes the important role of mentoring relationships in organizational. In this work Kram has studied mentors and mentees with other things. Two types of mentors were identified. The first is Support enhancers which include mentors function as coaching, protection, meeting challenging assignments. The second type of support is psychosocial which includes interpersonal aspects of relationship. (Kram, 1985, p. 32). Specific psychosocial functions include role modelling, acceptance and confirmation, counselling, and friendship.

Questionnaire for Career Support, Personal Support and Economic Support was prepared with the help of following literature-

An ever-increasing number of organizations are making formal mentoring programs for different reasons. From expanded resolve to expanded organizational profitability and career advancement, the advantages of an organization that effectively boosts mentoring are various. Be that as it may, effective mentoring programs don't simply happen. Organizations should first influence a solid business to a case to exhibit.

The reasons why offices build up mentoring programs are as per the following:

- As part of the on boarding process- Mentoring helps new comers to settle into the organization.
- Skills Enhancement - Mentoring enables to transfer skills and experienced to who need it.
Professional Identity - Mentoring act as an important tool for young individual who join organization for understanding working environment.

Career Development - Mentoring helps employees plan, develop, and manage their careers.

Leadership and Management Development – Leadership competencies is encouraged by Mentoring.

Education Support- Mentoring helps in bridging the gap between book knowledge to practical implementation.

Organizational Development and Culture Change – Mentoring help to transfer values, vision and mission from one employee to other employee.

Customer Service- Mentoring helps is creating or building behaviours, and attitudes of employees.

Recruitment-Mentoring provide additional incentives to enhance recruitment goals.

Knowledge Management/Knowledge Transfer - Mentoring provides exchange of information/knowledge between members of different organizations.

Personal Support

Mentoring function as Personal Support includes morale, confidence, and willingness to teach and willingness to learn. Millennials and workplace are undervalued by their employer and this underscores job expectation of young employees. Young mentor can learn from old and experienced employees which will boost young generation. And on the other hand old generation feel confident when their skills are updated. Reverse Mentoring provides an opportunity to young employees to impart their knowledge and skills to the old employees of the organization. Today’s generation rich is technology and think out of the box. Hence of right platform is provided to young employees to share and transfer their skills and knowledge they can make wonders with collaboration with old employees. Kram (1985) noted that when individuals are linked with rewards and recognition for mentoring they are more likely to mentor others. In one of the study of Allen et al. (1997) when interviewed mentors reported organizational support act as a key factor for employee learning and development. Whereas Aryee, Chay, and Chew (1996)
found that there is a positive relationship between organization rewards for developing others and willingness to mentor others. In one of the study of Allen et al. (1997), explained that out of twelve items only four items intended to measure ability and desire to learn.

**Economic Support**

The Economic Support finds the chasm between employees and organization and gives a birth to new society of individuals who seek relationships of advice and trust which also provides support for their stressful and complex lives. Money can buy most of thing but not support and that to at economic prices. The Economic Support is a call to action for every citizen who cares about the future.

The practice of Reverse Mentoring where young employees are paired with old employees to mentor is a very economical way to engage different generations. We can also say it is raising of assets without any investment. So, Reverse Mentoring Activity brings relief for all (old employees and young employees and also organizations. Reverse Mentoring pairs young mentors with those old mentees who lack skills which can be learnt from young mentors. In this young and old generation remain committed to organization. This reduces the cost of organization in terms of hiring, training and developing. This can also provide job security to young and old employees. This is the easiest and economic approaches for organisation to retain its most dedicated and loyal employees. This activity is cost efficient because this concept do not cause any cost to pair young and old employees rather it support economy by controlling the turnover of employees and engaging the employees for more coming years. These days organizations are expanding with multi-diverse culture so there is need to retain , attract top talent of the organization as they have been working in in it since long and also know the vision and mission of the organisation. Aging generation, this generational cohort grew up in the times of economic prosperity, opportunity, and progress and all of the advantages associated with it (Leschinsky & Michael, 2004). Aging generation was regarded as the world’s largest group, affecting all fronts of life, including business life, society, and economy. From various literatures it was found that boomers are mostly viewed as workaholics, that means who are “living to work” and who thrive on increasing work
challenge (Callanan & Greenhaus, 2008). They believe in lifetime employment from the organization and company loyalty (McGuire, Todnem, & Hutchings, 2007). Furthermore, boomers always looking for the opportunities of their personal development or advancement (Kupperschmidt, 2000). According to the findings of Jurkewicz (2000), Boomers have high attitude of learning new things and freedom from pressures to conform on and off. And, recently Chen and Choi (2008) found in his study that Boomers value personal growth is higher than the younger generations. So in order to engage old generation and at cost efficient way Reverse Mentoring must be practiced.

D. BIDIRECTIONAL ASPECT OF REVERSE MENTORING

Bidirectional Development

Last but not the least we now discuss the third aspect of Reverse Mentoring that is Bidirectional Aspect. Bidirectional term itself means multi-directional as like Reverse Mentoring. Teaching and Learning will be not in one direction like in case of Mentoring. In case of Reverse Mentoring both mentor and mentees learn and grow together. Mentoring has been considered good in both public and private sectors. But as now every day change in technology and multi diverse workforce need to grow and learn mutually. So there is need for Bidirectional Development which can be possible from Reverse Mentoring. The advancement of technology makes it much easier to break barriers and bring people together, which is convenient with the help of Reverse Mentoring. The idea of Reverse Mentoring is most welcomed by organization, however there is limitation to practice which should be followed. For Example Goal should be clear. It is important to teach both mentor and mentee regarding their role reversal. If relationship are not handled properly this may disturb the harmony of the organization, freer flow of communication. So proper steps must be followed while practicing Reverse Mentoring.

Bidirectional Gap Reduction

Generational differences, has been published in many research articles, books and press. (Baby Boom Generation, Generation X, and the Millennial Generation). There is little consensus of views and scholarship about whether generational
differences exist and they are worth consideration in the workplace, colleges, and universities, and other contexts. The socioeconomic environment has inter-connected the world and redefines the world as global culture. Internet gives instant flow of information, easy access to remote markets and at reduced cost. The contribution of Internet in the world’s economy has reached to 70 % of global GDP, a staggering value in comparison to GDPs of even advanced economies (Manyika and Roxburgh 2011). Whereas India has 13% internet penetration this may be because of speed, affordability, lack of skills to use and many more such issues.

However, the most important fundamental and neglected reason behind inability to access internet or web is lack of acquaintance to interface language. When we hear of diversity it does not mean to manage diversity it terms of nationality, race and gender. It has a deeper meaning means managing diversity among generations. Although most of the companies prefer to have diversity at workplace. In many companies in India and abroad at least two and maximum four generations work together. Companies are developing various schemes to retain old employees and attract young employees. It was found from various surveys that young employees are flexible as compare to old employees; have much exposure to the technology, adaptive in nature, better knows trends and present happenings in several areas. At the same time, old employees are experienced, matured, loyal with the organization and familiar with organizational culture. So, organization is taking initiatives to retain fresh as well as experienced talent of the organization. One of the important tools to effectively manage this age diversity is Reverse Mentoring. In Reverse Mentoring older executives are paired with and mentored by younger employees on topics such as technology, social media and current trends. In the tech industry or other businesses that rely heavily on technology, Reverse-Mentoring is seen as a way to bring older employees up to speed in areas that are often second nature to employees, whose lives have been more deeply integrated with computers and the Web. Reverse mentoring helps senior executives learn new areas as computers, technology, culture and other highly focused technical areas. Senior employees learn new skills from young employees that boost job performance and motivate old employees to work better. This brings active participation of young and old employees for decision
making. Age diversity in the workplace provides a larger scope of knowledge, values, and preferences.

**For example:**

A classic mix can be formed by the older employees with their experience and younger employees with their academic and technical skills, thus forming a classic mix of skills and abilities. In short, large age diversity in the workplace can be beneficial to the organization. Reverse Mentoring not only reduces generation gap but the knowledge gap is also reduced. Reverse Mentoring closes this gap among generations by encouraging communication, and transfer of knowledge. Hence when there is reduced generation gap and knowledge gap there is less organization and personal conflicts.

**Bidirectional Learning**

Older workers scores less because of lower performance despite the fact that old workers are as productive as younger workers are. Older workers are almost capable of leraning despite less formal education. Older employees have high levels of energy, flexibility, and willingness to learn (Laczko & Philipson, 1991; also see Liden, Stilwell, & Ferris, 1996 for evidence that older managers are more effective). Finally, one of the study shows that, no age-related performance decrements seem to be present for legal jobs (Wilkening, 2002).

Older workers get very less opportunity for traning and development as compare to young workers. (Barth, McNaught, &Rizzi, 1993; Organization for Economic Co-operation and Development, 2005; Rix, 1996; Taylor &Urwin, 2001). Farr, Tesluk, and Klein (1998) states that organizational policies do not encourage older employees to engage in training and development activities to update or acquire knowledge. Further studies say that if organizations are not successful in convincing older workers to remain with the organization, the time is no longer far that organization may face labour shortages (Auer & Fortuny, 2000; Kinsella &Velkoff, 2001; Parker, 2006). Indeed, there many evidence that shows that older workers are more reliable, productive, prefer less job hopping and also loyal. In short the concept of Reverse Mentoring is one in which learning is promoted bi-directionally. When
young mentors and old mentees meet, a team with diverse experience forms and both reciprocate their learning. When such generations form a team to learn and teach a good emotional and trustworthy relationship is from, which results in the learning from problems caused at workplace.

E. FACTORS EFFECTING REVERSE MENTORING

Today’s workforce is marked by a phenomenon which we never witnessed earlier: five generations are working simultaneously (Mister and Willyerd, 2009). They are the Traditionalists (born prior to 1946), the Baby Boomers (born between 1946 and 1964), the Gen X (born between 1965 and 1976), the Millennials (born between 1977 and 1997), and the Gen 2020 (born after 1997).

Chaudhuri & Ghosh (2012) shows how powerful a tool reverse mentoring can be in such a scenario. The article establishes reverse mentoring as a mechanism for social exchange, which has the potential to garner the ability of the different generations, especially the Boomers and the Millennials, individually, by being discerning of their distinctive needs and esteem frameworks. The Boomers’ need for hands-on experience in new technology is fulfilled by reverse mentoring from the Millennials and the Millennials’ need for recognition is fulfilled by their supervisors in return. This social exchange through reverse mentoring helps both the generations remain engaged and committed to the organization. It therefore becomes important to understand the antecedents to reverse mentoring or the factors which promote reverse mentoring in an organization. The factors considered for this study include organizational factors, job conditions, rewards and benefits, and career development factors.

Organizational Factors

One of the organizational factors which foster reverse mentoring is having clarity about the organizational goals. The employees having clarity about the company goals and objectives will tend to co-operate with each other for the attainment of those goals and objectives. If the organization encourages such teamwork and co-operation among the employees, reverse mentoring will be more prevalent among them. Strong work ethics of the organization and trust on the
supervisors and management further the cause of reverse mentoring for the organizations. Furthermore, it can be expected of the employees to share their knowledge and expertise with each other only if they remain committed for their organization. Therefore, it is also important that the organizations retain their employees and their commitment. As these employees continue to better their skills and share them with each other, they become the historians of the successes of their organizations.

**Job Conditions Factors**

Favourable job conditions form the second factor which promotes reverse mentoring in an organization. Favourable job conditions include employee empowerment to the optimum level. Empowered employees question existing processes and procedures and make way for efficient processes to set in. Empowerment of the employees holds them accountable and responsible for the successes and failures of the organization and therefore they work in the best interests of the organization. With the known benefits of reverse mentoring, the empowered employees will be more inclined to adopt reverse mentoring in their organization. Also, employee engagement to the optimum level provides a potential for the employees to participate in important decision areas and provide them with strong platform to perform. This increased participation motivates the employees and therefore promote the prevalence of reverse mentoring among them. Role clarity and challenging and exciting work, combined with stress-free work environment, further promote reverse mentoring because the employees are clear about the performance parameters which require them to collaborate with each other. The management pressure forcing employees to adopt reverse mentoring will no longer be necessary in such job conditions.

**Rewards and Benefits Factors**

The inclination of the employee rewards and benefits with the organization goals align the employee activities towards attainment of these goals (Stewart et al., 1993). The rewards can be both intrinsic and extrinsic (Ozutku, 2012). The extrinsic rewards are factors which rely on extrinsic motivation outside of an individual’s personal motives and can be in terms of salary, promotions, performance appraisals, and job security (Mottaz, 1995). Intrinsic rewards rely on intrinsic motivation factors
like job satisfaction which reward the personal self of the individual (Mahaney & Lederer, 2006). It can, therefore, be proposed that rewards and benefits will have a positive impact on the prevalence or reverse mentoring if they are inclined as per the company goals and objectives as they influence employee motivation to work in the desired direction.

**Career Development Factor**

The fourth factor includes the career development factors. Employees stay with their company if the path of their career progression within the organization is clear to them (Chamberlain, 2017). They continue with their organization if the management supports their overall development, and, if they find the organization’s career development programs to be beneficial and motivating. If the employees are retained, the chances of prevalence of Reverse Mentoring within the organization are increased as discussed earlier. Therefore, it can be proposed that career development factors have a positive influence on the Prevalence of Reverse Mentoring.

**4.1.8 QUESTIONNIARE FRAMEWORK**

The data was collected with the help of a pre-tested and non-disguised questionnaire (Appendix-I). The seven parts of the questionnaire was on five Likert-type scales as per the following details:

**Part–A (Awareness):** Awareness scale was developed to measure the awareness of respondents for reverse mentoring. Following is the list of items of Awareness

1. Mentoring is an important for personal growth.
2. There are many other ways to teach besides mentoring.
3. Mentor mentee relationship is independent of age.
4. Mentor mentee relationship is independent of experience.
5. Generation gap is hindering growth of organizations.
6. I feel I am fully aware about the concept of Reverse Mentoring.
7. There is a need to call for Reverse Mentoring.

**Part– B (Traits):** To measure the traits of mentor and mentee, we adopted 10-item five-point Likert Scale. Following is the list of the items in the traits scale.

1. Mentor should take the responsibility of the mentee.
2. Mentor and Mentee should be patient/calm while teaching and learning.
3. Trust is a highly important factor for mentors and mentees.
4. Mentor and Mentees reciprocate each other in their relationship.
5. Positive attitudes important among mentor and mentee.
6. Mentor and mentee should be fair in their relationship.
7. Accessibly/ availability of the mentor is important in Mentor Mentee relationship.
8. Punctual mentor and mentees are more successful.
9. Professional environment is essential to mentoring.
10. Ego kills Mentoring Program.

**Part–C (Social):** We have used the dimension of social capital for measuring its benefits from Reverse Mentoring. The scale is 11 - item five point Likert Scale based upon the various literature available.

**Social Relationship**

1. Reverse Mentoring help to build professional relationship among mentor and mentee.
2. Mentor and Mentee make emotional investment by sharing problem, doubts and fear.
3. Young mentors and old mentees show their sincerity and commitment by expressing their emotions openly.
4. Reverse Mentoring is more successful when mentor and mentee are of same gender.
5. Reverse Mentoring act as an important tool for developing long lasting relationships.
6. Personal relationship is developed among mentor and mentee in Reverse Mentoring.

**Social Trust**

1. Reverse Mentoring generate trust among generations.
2. Reverse Mentoring can lead to better transparency among mentor and mentee.
3. Old mentees trust young mentors with sensitive information without compromising confidentiality.
4. Mentors and mentees are ready to admit their own mistakes.
5. Reverse Mentoring helps in promoting common values.
Part D- (Supportive): Supportive concept is adopted for study to understand support provided to mentor and mentee from Reverse Mentoring. The scale is 13 - item five point Likert Scale based upon the various literature available.

Career Support
1. Reverse Mentoring empowers emerging and established leaders for the society.
2. Reverse Mentoring provides job security to old and new employees.
3. Reverse Mentoring plays an important role in promotion of young employees.
4. Young employees are more committed when they have direct interaction with old employees.
5. Reverse Mentoring helps employees to accept job challenges.

Personal Support
1. Young generation morale is boosted while exploring experiences of old generation.
2. Old generation feel confident when they get their skills updated.
3. Young mentors are more willing to teach old mentees.
4. Old mentees are less willing to learn from young mentors.

Economic Support
1. Reverse Mentoring is cost effective activity.
2. Reverse Mentoring engage employees, so it controls unemployment.
3. Reverse Mentoring helps in sustainable development of society.
4. Reverse Mentoring help in increasing productivity.

Part E- Bidirectional: We have tried to locate the Bidirectional feature of Reverse Mentoring, based on three dimensions. The scale is 12 - item five point Likert Scale based upon the various literature available.

Bidirectional Development
1. Reverse Mentoring can develop better mentor and mentee.
2. Reverse Mentoring develops professional skills among mentor and mentee.
3. Reverse Mentoring develops clear obstacle free communication.
4. Reverse Mentoring develops attitude to learn and grow.
Bidirectional Gap Reduction

1. Reverse Mentoring helps to reduce generation gap.
2. Reverse Mentoring promotes multigenerational work force.
3. Reverse Mentoring bridge the knowledge gap among different generation.
4. Reverse Mentoring help in reducing Organization and personal conflicts.

Bidirectional Learning

1. Reverse Mentoring promotes learning from each other.
2. Reverse Mentoring promotes Team Work learning or learning from individual experience.
3. In Reverse Mentoring, learning is reciprocated among mentor and mentee.
4. In Reverse Mentoring, Mentor and Mentee learn from problem encounter at workplace at a time.

Part F- Prevalence Of Reverse Mentoring: Pervelance of Reverse Mentoring is measured using following questions which were available from various literature. The scale is 12 - item five point Likert Scale based upon the various literature available.

1. My mentor was accessible.
2. My mentor demonstrated professional integrity.
3. My mentor demonstrated content expertise in my area of need.
4. My mentor was approachable.
5. My mentor was supportive and encouraging.
6. My mentor provided constructive and useful critiques of my work.
7. My mentor motivated me to improve my work product.
8. My mentor was helpful in providing direction and guidance on professional issues. (e.g., networking).
9. My mentor answered my questions satisfactorily (e.g., timely response, clear, comprehensive).
10. My mentor acknowledged my contributions appropriately (e.g., committee contributions, awards).
11. My mentor suggested appropriate resources (e.g., experts, electronic contacts, source materials).
12. My mentor challenged me to extend my abilities (e.g., risk taking, try a new professional activity, and draft a section of an article).
Part G - Factors Affecting Reverse Mentoring

Organizational Factors/Conditions

1. My Company goals are clear to all.
2. My company has a strong work ethics.
3. I trust my management.
4. My company encourages retention.
5. My company promotes team work.

Job Conditions Factors

1. Employee’s engagement is at optimum level.
2. Working environment is stress free.
3. Employee’s empowerment is at optimum level.
4. Work I am given to do at my company is challenging and exciting.
5. Role clarity is there in my duties.
6. I am allowed to participate in decision making of my workload and performance standards.
7. I often find myself working on assignment with the clear understanding of what it is and what I am supposed to do.

Rewards and Benefits Factors

1. Salary paid is best in my organization.
2. There is general perception of job security.
3. The job satisfaction of all employees is optimum.
4. Performance appraisal of employees is scientific.
5. There is good promotion policy in my company.

Career Development Factors

1. Career development benefits are good in my company.
2. Career development plans benefits me.
3. Career development policy will further motivate me.
4. Career specific training encourages employees to stay in company.
5. Management support for overall development of employees.
### 4.1.9 LABELS OF QUESTIONS IN QUESTIONNAIRE

#### Table -4.1.2 Labels of Awareness

<table>
<thead>
<tr>
<th>LABEL</th>
<th>STATEMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>AW1</td>
<td>Mentoring is an important for personal growth.</td>
</tr>
<tr>
<td>AW2</td>
<td>There are many other ways to teach beside mentoring</td>
</tr>
<tr>
<td>AW3</td>
<td>Mentor mentee relationship is independent of age</td>
</tr>
<tr>
<td>AW4</td>
<td>Mentor mentee relationship is independent of experience</td>
</tr>
<tr>
<td>AW5</td>
<td>Generation gap is hindering growth of organizations</td>
</tr>
<tr>
<td>AW6</td>
<td>I feel I am fully aware about the concept of Reverse Mentoring</td>
</tr>
<tr>
<td>AW7</td>
<td>There is a need to call for Reverse Mentoring</td>
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</tbody>
</table>

#### Table -4.1.3 Labels of Traits

<table>
<thead>
<tr>
<th>LABEL</th>
<th>STATEMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>TR1</td>
<td>Mentor should take the responsibility of the mentee.</td>
</tr>
<tr>
<td>TR2</td>
<td>Mentor and Mentee should be patient/calm while teaching and learning.</td>
</tr>
<tr>
<td>TR3</td>
<td>Trust is a highly important factor for mentors and mentees.</td>
</tr>
<tr>
<td>TR4</td>
<td>Mentor and Mentees reciprocate each other in their relationship.</td>
</tr>
<tr>
<td>TR5</td>
<td>Positive attitudes important among mentor and mentee.</td>
</tr>
<tr>
<td>TR6</td>
<td>Mentor and mentee should be fair in their relationship.</td>
</tr>
<tr>
<td>TR7</td>
<td>Accessibly of the mentor is important in Mentor Mentee relationship.</td>
</tr>
<tr>
<td>TR8</td>
<td>Punctual mentor and mentees are more successful.</td>
</tr>
<tr>
<td>TR9</td>
<td>Professional environment is essential to mentoring.</td>
</tr>
<tr>
<td>TR10</td>
<td>Ego kills Reverse Mentoring Program.</td>
</tr>
</tbody>
</table>
### Table –4.1.4 Labels of Social

<table>
<thead>
<tr>
<th>LABEL</th>
<th>STATEMENT</th>
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</thead>
<tbody>
<tr>
<td><strong>Social Relationship</strong></td>
<td></td>
</tr>
<tr>
<td>SR1.</td>
<td>Reverse Mentoring help to build professional relationship among mentor and mentee.</td>
</tr>
<tr>
<td>SR2.</td>
<td>Mentor and Mentee make emotional investment by sharing problem, doubts and fear</td>
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<td>Young mentors and old mentees show their sincerity and commitment by expressing their emotions openly.</td>
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<td>Reverse Mentoring is more successful when mentor and mentee are of same gender.</td>
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<td>Reverse Mentoring act as an important tool for developing long lasting relationships.</td>
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<td>Personal relationship is developed among mentor and mentee in Reverse Mentoring.</td>
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<td><strong>Social Trust</strong></td>
<td></td>
</tr>
<tr>
<td>ST1.</td>
<td>Reverse Mentoring generate trust among generations.</td>
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<td>ST2.</td>
<td>Reverse Mentoring can lead to better transparency among mentor and mentee.</td>
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<td>ST3.</td>
<td>Old mentees trust young mentors with sensitive information without compromising confidentiality</td>
</tr>
<tr>
<td>ST4.</td>
<td>Mentors and mentees are ready to admit their own mistakes.</td>
</tr>
<tr>
<td>ST5.</td>
<td>Reverse Mentoring helps in promoting common values.</td>
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<tr>
<td>LABEL</td>
<td>STATEMENT</td>
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<tr>
<td><strong>Career Support</strong></td>
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<tr>
<td>SCS1.</td>
<td>Reverse Mentoring empowers emerging and established leaders for the society.</td>
</tr>
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<td>SCS2.</td>
<td>Reverse Mentoring provides job security to old and new employees.</td>
</tr>
<tr>
<td>SCS3.</td>
<td>Reverse Mentoring plays an important role in promotion of young employees.</td>
</tr>
<tr>
<td>SCS4.</td>
<td>Young employees are more committed when they have direct interaction with old employees.</td>
</tr>
<tr>
<td>SCS5</td>
<td>Reverse Mentoring helps employees to accept job challenges.</td>
</tr>
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<td><strong>Personal Support</strong></td>
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</tr>
<tr>
<td>SPS1.</td>
<td>Young generation morale is boosted while exploring experiences of old generation.</td>
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<td>Old generation feel confident when they get their skills updated.</td>
</tr>
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<td>SPS3.</td>
<td>Young mentors are more willing to teach old mentees.</td>
</tr>
<tr>
<td>SPS4.</td>
<td>Old mentees are less willing to learn from young mentors</td>
</tr>
<tr>
<td><strong>Economic Support</strong></td>
<td></td>
</tr>
<tr>
<td>SES1.</td>
<td>Reverse Mentoring is cost effective activity.</td>
</tr>
<tr>
<td>SES2.</td>
<td>Reverse Mentoring engage employees, so it controls unemployment.</td>
</tr>
<tr>
<td>SES3.</td>
<td>Reverse Mentoring helps in sustainable development of society.</td>
</tr>
<tr>
<td>SES4.</td>
<td>Reverse Mentoring help in increasing productivity.</td>
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</table>
### Table 4.1.6 Labels of Bidirectional Learning

<table>
<thead>
<tr>
<th>LABEL</th>
<th>STATEMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bidirectional Learning</td>
<td></td>
</tr>
<tr>
<td>BBB1.</td>
<td>Reverse Mentoring can develop better mentor and mentee.</td>
</tr>
<tr>
<td>BBB2.</td>
<td>Reverse Mentoring develops professional skills among mentor and mentee</td>
</tr>
<tr>
<td>BBB3.</td>
<td>Reverse Mentoring develops clear obstacle free communication.</td>
</tr>
<tr>
<td>BBB4.</td>
<td>Reverse Mentoring develops attitude to learn and grow.</td>
</tr>
<tr>
<td>Bidirectional Gap Reduction</td>
<td></td>
</tr>
<tr>
<td>BGR1.</td>
<td>Reverse Mentoring helps to reduce generation gap</td>
</tr>
<tr>
<td>BGR2</td>
<td>Reverse Mentoring promotes multigenerational work force</td>
</tr>
<tr>
<td>BGR3</td>
<td>Reverse Mentoring bridge the knowledge gap among different generation</td>
</tr>
<tr>
<td>BGR4.</td>
<td>Reverse Mentoring help in reducing Organization and personal conflicts</td>
</tr>
<tr>
<td>Bidirectional Learning</td>
<td></td>
</tr>
<tr>
<td>BBL1.</td>
<td>Reverse Mentoring promotes learning from each other.</td>
</tr>
<tr>
<td>BBL2.</td>
<td>Reverse Mentoring promotes Team Work learning or learning from individual experience.</td>
</tr>
<tr>
<td>BBL3.</td>
<td>In Reverse Mentoring, learning is reciprocated among mentor and mentee.</td>
</tr>
<tr>
<td>BBL4.</td>
<td>In Reverse Mentoring, Mentor and Mentee learn from problem encounter at workplace at a time.</td>
</tr>
<tr>
<td>LABEL</td>
<td>STATEMENT</td>
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<td>-------</td>
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</tr>
<tr>
<td>PRM1</td>
<td>My mentor was accessible.</td>
</tr>
<tr>
<td>PRM2</td>
<td>My mentor demonstrated professional integrity.</td>
</tr>
<tr>
<td>PRM3</td>
<td>My mentor demonstrated content expertise in my area of need.</td>
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<td>My mentor was approachable.</td>
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<td>PRM5</td>
<td>My mentor was supportive and encouraging.</td>
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<tr>
<td>PRM6</td>
<td>My mentor provided constructive and useful critiques of my work</td>
</tr>
<tr>
<td>PRM7</td>
<td>My mentor motivated me to improve my work product.</td>
</tr>
<tr>
<td>PRM8</td>
<td>My mentor was helpful in providing direction and guidance on professional issues. (e.g., networking).</td>
</tr>
<tr>
<td>PRM9</td>
<td>My mentor answered my questions satisfactorily (e.g., timely response, clear, comprehensive).</td>
</tr>
<tr>
<td>PRM10</td>
<td>My mentor acknowledged my contributions appropriately (e.g., committee contributions, awards).</td>
</tr>
<tr>
<td>PRM11</td>
<td>My mentor suggested appropriate resources (e.g., experts, electronic contacts, source materials).</td>
</tr>
<tr>
<td>PRM12</td>
<td>My mentor challenged me to extend my abilities (e.g., risk taking, try a new professional activity, and draft a section of an article).</td>
</tr>
</tbody>
</table>
Table-4.1.8 Labels of Other Basic Questions

<table>
<thead>
<tr>
<th>Organizational Factors/Conditions</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>OC1. My Company goals are clear to all</td>
<td></td>
</tr>
<tr>
<td>OC2. My company has a strong work ethics</td>
<td></td>
</tr>
<tr>
<td>OC3. I trust my management</td>
<td></td>
</tr>
<tr>
<td>OC4. My company encourages retention</td>
<td></td>
</tr>
<tr>
<td>OC5. My company promotes team work</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Job Conditions</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>JC1. Employees engagement is at optimum level</td>
<td></td>
</tr>
<tr>
<td>JC2. Working environment is stress free</td>
<td></td>
</tr>
<tr>
<td>JC3. Employees empowerment is at optimum level</td>
<td></td>
</tr>
<tr>
<td>JC4. Work I am given to do at my company is challenging and exciting</td>
<td></td>
</tr>
<tr>
<td>JC5. Role clarity is there in my duties</td>
<td></td>
</tr>
<tr>
<td>JC6. I am allowed to participate in decision making of my workload and performance standards.</td>
<td></td>
</tr>
<tr>
<td>JC7. I often find myself working on assignment with the clear understanding of what it is and what I am supposed to do.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Rewards and benefits</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>RB1. Salary paid are best in my organization</td>
<td></td>
</tr>
<tr>
<td>RB2. There is general perception of job security</td>
<td></td>
</tr>
<tr>
<td>RB3. The job satisfaction of all employees is optimum</td>
<td></td>
</tr>
<tr>
<td>RB4. Performance appraisal of employees are scientific</td>
<td></td>
</tr>
<tr>
<td>RB5. There is good promotion policy in my company</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Career Development Factors</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>CF1. Career development benefits are good in my company</td>
<td></td>
</tr>
<tr>
<td>CF2. Career development plans benefits me</td>
<td></td>
</tr>
<tr>
<td>CF3. Career development policy will further motivates me</td>
<td></td>
</tr>
<tr>
<td>CF4. Career specific training encourages employees to stay in company</td>
<td></td>
</tr>
<tr>
<td>CF5. Management support for overall development of employees</td>
<td></td>
</tr>
</tbody>
</table>
4.1.10 List of statements belonging to scale for different variables of Awareness, Traits Social, Supportive, Bidirectional and Factors Affecting Reverse Mentoring

Table No. 4.1.9

<table>
<thead>
<tr>
<th>CONSTRUCT</th>
<th>VARIABLE</th>
<th>STATEMENTS IN THE SCALE</th>
</tr>
</thead>
<tbody>
<tr>
<td>AWARENESS</td>
<td>Awareness</td>
<td>Personal Growth</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Many ways beside Mentoring</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Independent of age</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Independent of experience</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Generation Gap</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Aware about Reverse Mentoring</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Need to call Reverse Mentoring</td>
</tr>
<tr>
<td>TRAITS</td>
<td>Traits</td>
<td>Responsibility</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Patient</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Trust</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Reciprocate</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Positive attitude</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Fair</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Accessibility</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Punctual</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Professional Environment</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ego Kills Reverse Mentoring</td>
</tr>
<tr>
<td>SOCIAL</td>
<td>Relationship</td>
<td>Professional Relation, emotional investment,</td>
</tr>
<tr>
<td></td>
<td></td>
<td>sincerity/commitment,</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Same gender,</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Long lasting relation,</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Personal relationship</td>
</tr>
<tr>
<td></td>
<td>Trust</td>
<td>Trust</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Transparency,</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Share information</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Admit Mistakes</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Common Values</td>
</tr>
<tr>
<td>SUPPORTIVE</td>
<td>Career Support</td>
<td>Empower and build leaders</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Job Security</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Job Promotion</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Commitment</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Job Challenges</td>
</tr>
<tr>
<td></td>
<td>Personal Support</td>
<td>Morale boosted</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Feel Confident</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Willing to teach old mentee</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Old mentees are less willing to learn from young mentors</td>
</tr>
<tr>
<td></td>
<td>Economic Support</td>
<td>Cost effective</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Unemployment Control</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Society Development</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Increase Productivity</td>
</tr>
<tr>
<td>BIDIRECTIONAL</td>
<td>Bidirectional Development</td>
<td>Better mentor and mentee</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Professional Skills</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Free communication</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Learning attitude</td>
</tr>
<tr>
<td></td>
<td>Bidirectional Gap Reduction</td>
<td>Reduce Generation Gap</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Multigenerational workforce</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Knowledge Gap</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Reduce Conflicts</td>
</tr>
<tr>
<td></td>
<td>Bidirectional Learning</td>
<td>Promotes Learning</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Promotes Team Work</td>
</tr>
<tr>
<td></td>
<td></td>
<td>learning is reciprocated</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Learning from problems</td>
</tr>
<tr>
<td>CONSTRUCT</td>
<td>VARIABLE</td>
<td>STATEMENTS IN THE SCALE</td>
</tr>
<tr>
<td>-----------------------------------------------</td>
<td>-----------------------------------------------</td>
<td>-------------------------</td>
</tr>
<tr>
<td>PERCEVALANCE OF REVERSE MENTORING</td>
<td>Accessible</td>
<td>PRM1</td>
</tr>
<tr>
<td></td>
<td>Professional integrity</td>
<td>PRM2</td>
</tr>
<tr>
<td></td>
<td>Content expertise</td>
<td>PRM3</td>
</tr>
<tr>
<td></td>
<td>Approachable</td>
<td>PRM4</td>
</tr>
<tr>
<td></td>
<td>Supportive and encouraging</td>
<td>PRM5</td>
</tr>
<tr>
<td></td>
<td>Constructive &amp; useful critiques</td>
<td>PRM6</td>
</tr>
<tr>
<td></td>
<td>Motivated to improve</td>
<td>PRM7</td>
</tr>
<tr>
<td></td>
<td>Guidance on professional issues</td>
<td>PRM8</td>
</tr>
<tr>
<td></td>
<td>Answered questions satisfactorily</td>
<td>PRM9</td>
</tr>
<tr>
<td></td>
<td>Acknowledge contributions</td>
<td>PRM10</td>
</tr>
<tr>
<td></td>
<td>Suggested appropriate resources</td>
<td>PRM11</td>
</tr>
<tr>
<td></td>
<td>Extend my abilities</td>
<td>PRM12</td>
</tr>
<tr>
<td>CONDITION FOR REVERSE MENTORING</td>
<td>Organizational Factors</td>
<td>OC1</td>
</tr>
<tr>
<td></td>
<td>Clear Goal</td>
<td>OC2</td>
</tr>
<tr>
<td></td>
<td>Work Ethics</td>
<td>OC3</td>
</tr>
<tr>
<td></td>
<td>Trust in Management</td>
<td>OC4</td>
</tr>
<tr>
<td></td>
<td>Encourage Retention</td>
<td>OC5</td>
</tr>
<tr>
<td></td>
<td>Team Work</td>
<td>OC6</td>
</tr>
<tr>
<td></td>
<td>Employees engagement</td>
<td>JC1</td>
</tr>
<tr>
<td></td>
<td>Stress free Environment</td>
<td>JC2</td>
</tr>
<tr>
<td></td>
<td>Employees empowerment</td>
<td>JC3</td>
</tr>
<tr>
<td></td>
<td>Challenging &amp; Exciting</td>
<td>JC4</td>
</tr>
<tr>
<td></td>
<td>Clear duties</td>
<td>JC5</td>
</tr>
<tr>
<td></td>
<td>Decision Making</td>
<td>JC6</td>
</tr>
<tr>
<td></td>
<td>Clear understanding</td>
<td>JC7</td>
</tr>
<tr>
<td></td>
<td>Rewards and Benefits Factors</td>
<td>RB1</td>
</tr>
<tr>
<td></td>
<td>Good Salary Paid</td>
<td>RB2</td>
</tr>
<tr>
<td></td>
<td>Job security</td>
<td>RB3</td>
</tr>
<tr>
<td></td>
<td>Employee Satisfaction</td>
<td>RB4</td>
</tr>
<tr>
<td></td>
<td>Performance Appraisal</td>
<td>RB5</td>
</tr>
<tr>
<td></td>
<td>Good Promotional Plan</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Career Development Factors</td>
<td>CF1</td>
</tr>
<tr>
<td></td>
<td>Career development is good</td>
<td>CF2</td>
</tr>
<tr>
<td></td>
<td>Career development plans benefits me</td>
<td>CF3</td>
</tr>
<tr>
<td></td>
<td>Career development policy will further</td>
<td>CF4</td>
</tr>
<tr>
<td></td>
<td>encourages employees to stay in company</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Management support for overall development of employees</td>
<td>CF5</td>
</tr>
</tbody>
</table>
4.1.11 OBJECTIVES OF THE STUDY

1. To study the various conceptual framework of Mentoring
2. To study the relationship of Social, Supportive and Bidirectional aspects of Reverse Mentoring with various demographics.
3. To study factors affecting Social, Supportive and Bidirectional aspect of Reverse Mentoring.
4. To study the relationship of Prevalence of Reverse Mentoring with demographics and factors affecting it.
5. To study the Awareness and Traits of Reverse Mentoring.
6. To study various factors affecting Reverse Mentoring.
7. To suggest the recommendation for successful practice of Reverse Mentoring.

4.1.12 HYPOTHESIS OF THE STUDY

1. Gender

H₀₁: There is no association between gender of respondents with Prevalence of Reverse Mentoring.

H₀₂: There is no association between gender of respondents with Awareness.

H₀₃: There is no association between gender of respondents with Social Relationship.

H₀₄: There is no association between gender of respondents with Social Trust.

H₀₅: There is no association between gender of respondents with Career Support.

H₀₆: There is no association between gender of respondents with Personal Support.

H₀₇: There is no association between gender of respondents with Economic Support.

H₀₈: There is no association between gender of respondents with Bidirectional Development.

H₀₉: There is no association between gender of respondents with Bidirectional Gap Reduction.
H_{10}: There is no association between genders of respondents with Bidirectional Learning.

H_{11}: There is no association between genders of respondents with Traits

H_{12}: There is no association between genders of respondents with Factors Affecting Reverse Mentoring.

2. Marital Status

H_{13}: There is no association between marital status of respondents with Prevalence of Reverse Mentoring.

H_{14}: There is no association between marital status of respondents with Awareness.

H_{15}: There is no association between marital status of respondents with Social Relationship.

H_{16}: There is no association between marital status of respondents with Social Trust.

H_{17}: There is no association between marital status of respondents with Career Support.

H_{18}: There is no association between marital status of respondents with Personal Support.

H_{19}: There is no association between marital status of respondents with Economic Support.

H_{20}: There is no association between marital status of respondents with Bidirectional Development.

H_{21}: There is no association between marital status of respondents with Bidirectional Gap Reduction.

H_{22}: There is no association between marital status of respondents with Bidirectional Learning.

H_{23}: There is no association between marital status of respondents with Traits.
H24: There is no association between marital status of respondents with Factors Affecting Reverse Mentoring.

3. Age

H25: There is no association between age of respondents with Prevalence of Reverse Mentoring

H26: There is no association between age of respondents with Awareness.

H27: There is no association between age of respondents with Social Relationship.

H28: There is no association between age of respondents with Social Trust.

H29: There is no association between age of respondents with Career Support.

H30: There is no association between age of respondents with Personal Support.

H31: There is no association between age of respondents with Economic Support.

H32: There is no association between age of respondents with Bidirectional Development.

H33: There is no association between age of respondents with Bidirectional Gap Reduction.

H34: There is no association between age of respondents with Bidirectional Learning.

H35: There is no association between age of respondents with Traits

H36: There is no association between age of respondents with Factors Affecting Reverse Mentoring.

4. Education

H37: There is no association between Education of respondents with Prevalence of Reverse Mentoring.

H38: There is no association between Education of respondents with Awareness.

H39: There is no association between Education of respondents with Social Relationship.

H40: There is no association between Education of respondents with Social Trust.
H₄₁: There is no association between Education of respondents with Career Support.

H₄₂: There is no association between Education of respondents with Personal Support.

H₄₃: There is no association between Education of respondents with Economic Support.

H₄₄: There is no association between Education of respondents with Bidirectional Development.

H₄₅: There is no association between Education of respondents with Bidirectional Gap Reduction.

H₄₆: There is no association between Education of respondents with Bidirectional Learning.

H₄₇: There is no association between Education of respondents with Traits

H₄₈: There is no association between Education of respondents with Factors Affecting Reverse Mentoring.

5. Designation

H₄₉: There is no association between Designation of respondents with Prevalence of Reverse Mentoring.

H₅₀: There is no association between Designation of respondents with Awareness.

H₅₁: There is no association between Designation of respondents with Social Relationship.

H₅₂: There is no association between Designation of respondents with Social Trust.

H₅₃: There is no association between Designation of respondents with Career Support.

H₅₄: There is no association between Designation of respondents with Personal Support.
H₅₅: There is no association between Designation of respondents with Economic Support.

H₅₆: There is no association between Designation of respondents with Bidirectional Development.

H₅₇: There is no association between Designation of respondents with Bidirectional Gap Reduction.

H₅₈: There is no association between Designation of respondents with Bidirectional Learning.

H₅₉: There is no association between Designation of respondents with Traits

H₆₀: There is no association between Designation of respondents with Factors Affecting Reverse Mentoring.

6. Experience

H₆₁: There is no association between Experience of respondents with Prevalence of Reverse Mentoring.

H₆₂: There is no association between Experience of respondents with Awareness.

H₆₃: There is no association between Experience of respondents with Social Relationship.

H₆₄: There is no association between Experience of respondents with Social Trust.

H₆₅: There is no association between Experience of respondents with Career Support.

H₆₆: There is no association between Experience of respondents with Personal Support.

H₆₇: There is no association between Experience of respondents with Economic Support.

H₆₈: There is no association between Experience of respondents with Bidirectional Development.
H\textsubscript{69}: There is no association between Experience of respondents with Bidirectional Gap Reduction.

H\textsubscript{70}: There is no association between Experience of respondents with Bidirectional Learning.

H\textsubscript{71}: There is no association between Experience of respondents with Traits

H\textsubscript{72}: There is no association between Experience of respondents with Factors Affecting Reverse Mentoring.

7. Income

H\textsubscript{73}: There is no association between Income of respondents with Prevalence of Reverse Mentoring.

H\textsubscript{74}: There is no association between Income of respondents with Awareness.

H\textsubscript{75}: There is no association between Income of respondents with Social Relationship.

H\textsubscript{76}: There is no association between Income of respondents with Social Trust.

H\textsubscript{77}: There is no association between Income of respondents with Career Support.

H\textsubscript{78}: There is no association between Income of respondents with Personal Support.

H\textsubscript{79}: There is no association between Income of respondents with Economic Support.

H\textsubscript{80}: There is no association between Income of respondents with Bidirectional Development.

H\textsubscript{81}: There is no association between Income of respondents with Bidirectional Gap Reduction.

H\textsubscript{82}: There is no association between Income of respondents with Bi-directional Learning.

H\textsubscript{83}: There is no association between Income of respondents with Traits.

H\textsubscript{84}: There is no association between Income of respondents with Factors Affecting Reverse Mentoring.