CHAPTER 1
INTRODUCTION

A BRIEF HISTORY OF MENTORING AND REVERSE MENTORING

1.1 MENTORING

Human resource is process for achieving organization goals via the four basic functions acquisition, development, motivation and maintenance. This human resource also includes individual learning, development program, self-directed learning, e-learning program, coaching and mentoring. Among all, the most important and traditional concept in human resource is mentoring. Every individual has a guru, a teacher, consoler, intervener, sponsor for learning and guidance (Judy et al 2007). This described the theoretical perspective, principal and practices of mentoring. According to Judy et al 2007 mentoring is transfer of knowledge being off line from one person to another person. Mentoring is done to help an individual become what he/she inspires. (Montreal et al 1988). So mentoring is basically a teaching phenomenon where an individual, who is elder, more experienced and more taught person who plays the role of mentor. The concept of mentoring is as old as history of Hindu religion. As we can infer from book of Mahabharat that Sri Krishna became Arjuna’s mentor’ he guided advised Arjuna at every step enabling him to go in the right direction and win the war. This mentoring relationship concluded most important things i.e. Krishna as a mentor not only advised Arjuna but also provided him guidance in each and every step. Whenever Arjuna was doubtful whether he was doing the right thing or not Krishna clarified his doubts. Finally, we can infer that a mentor’s duty is also to protect his / her mentee from any imminent danger by giving him proper advice and nurturing his mentee’s growth (Kram et al, 1985).

One another example of mentoring is from Homer’s Odyssey. Odyssey was leaving for Trojan war, but before he leaves, he asked his old friend named “Mentor” to teach his son named Telemachus. And from then the term mentors has being used for a wise or trusted advice and a faithful person. From then many researchers started studying mentoring across various disciplines and contexts (DuBois and Karcher, 2005), faculty-student mentoring (Campbell and Campbell, 1997) and also work place.

In both of the above example the agenda work of mentors was to help mentees feel independent, develop self-confident, job satisfaction, career growth, problem solving
skills and also decision making skills. Since agenda of mentors is very crucial so mentor must have many years of experience mentoring relationship and keen knowledge of the topic (Yoder et al, 1995 and Fox et al, 1992) and knowledge related to multiple area throughout the relationship.

A mentor must have time and energy to invest good listening capacity, supportive psychological function, good observation, fine communication skill, sharing dreams, encouraging independent decision making skill, and role model leadership behavior and always maintain high but achievable targets for mentees. Because of these characteristics, a profile of mentor shows that a mentor should be committed and satisfied for their mentees profession (Wanberg et al, 2003). A good mentors can also help to develop leaders for next generation, make learn the usage of new technology and also making aware of issues and also how to make best decision that can help for their development in their field. This is possible only when a protege and a mentor have engaged in a sound relationship. This relationship includes initial stage, cultivation stage, separation stage, and redefinition stage (American Psychological Association, 2006).

Initial stage includes the matching the mentor and mentees through professionals or social network between able mentors and mentees. This is a stage when a potential mentee proves his/ her worthy of the mentor’s attentions. Cultivation stage is also known as learning and development stage. Two broad mentoring functions during this stage are carrier related functions and psychological function. Within these functions coaching and mentoring states that mentees can have professional and friendly relationship with their mentors. Further, in addition at times a situation comes where a mentee can also teach mentor a valuable lesson in context to new technology or any emerging issues in field of his or her interest. This phenomenon of where young generation teaches old generation is known as reverse mentoring.

In the separation stage, the second stage describe the end of mentoring relationship because of number of reasons and in re-joining stage, mentor and mentee realise that they their relationship can be continued but it will not be same as mentoring relationship.

1.2 REVERSE MENTORING

People often think that the larger you work for an organization, the more you know. But the younger members, who are just entering the workplace, may have new skills and experience especially in the area of communicative technology. The young leaders are
well versed with the latest skills and ideas, they can share their energetic views with open minds and fresh ideas. The young mentors need to feel confident and secured to share their opinions with some dignity and respect from their seniors.

Reverse Mentoring act as an innovative and easy way to boost teaching and learning and facility of cross generation relationship. It helps in bringing together a junior employee and senior employee, for the purpose of sharing the expertise of the senior and latest technological expertise from junior. It also helps in developing future leaders. For development of the business, combination of young verses old seniors and Reverse Mentoring is the effective tool. Reverse Mentoring can also help in bridging the generation gap. So that multi force generation can work together.

1.3 REVERSE MENTORING WITH VARIOUS ASPECTS:

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<th>Factor related to Reverse mentoring</th>
<th>Requirement of Reverse mentoring</th>
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<td>• Both participants must have patience, respect, loyalty and empathy.</td>
<td>• For building community aspect</td>
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<td>• Both participants have equality in the relationship.</td>
<td>• For better understanding of conversational aspects</td>
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<td>• Both participants must teach and absorb information very patiently</td>
<td>• To develop content and context</td>
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<td>• Both participants must have good understanding and rethinking skills</td>
<td>• To establish a knowledge transfer shared through the experience</td>
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<td>• Young employee must see and vision their future through the eyes of experienced one</td>
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<td>• Senior participants must be treated as a person with experienced practical knowledge.</td>
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<td>• Senior participants act like a moral support of junior participants</td>
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Success of Reverse mentoring

- Used by General electric, Cisco systems and Hewlett Packard
- Must be adopted by nurse who works in premier health care organizations.
- Must be adopted by professionals.
- Must be adopted by social media for proper growth.

Salient key factors

- Mentor and Mentee meetings should be assess regularly for more productive results.
- On a regular basis both participants has to check the essentials for keeping the mentoring engagement fresh and vital.
In last decade, thousands of paper published on mentoring role, characteristics and functioning in various technical, organizational fields and its relationship with protégé in various aspects. But as we already discussed in cultivation stage the concept of reverse mentoring exits. Reverse mentoring is valuable because it includes a relationship of different hierarchy more senior person is associated for learning with less experience or junior person. It is also very important because employees at top level or senior in hierarchy easily lose touch with outer world and also concern of employees at lower level.

1.4 VARIOUS FORMS OF REVERSE MENTORING:

The two main forms of reverse mentoring are technical and diversity. Technical reverse mentoring provides a safe hand for senior executives to explore skills such as IT, both in terms of how they use technology and to know how the technology is developing. Crafting effective strategic responses to technology change can be helpful significantly through personal exposure to using technologies. For the more junior employee, there is an exchange in terms of understanding how the leaders think and visibility at higher levels. Traditional teaching (and learning) pedagogy has the younger person learning from the older (Cozzi 1998). This is seen all the way through the social practices of humans from the family, to schools, through the social activities of clubs, societies and into the workplace (Tempest, 2003).

Diverse reverse mentoring aims to educate leaders about diversity issues, by exposing them to challenging dialogue, which they might otherwise never encounter. In order to improve the process of learning in a business environment, generational differences have been identified as being potential barriers (or advantages) between people. Sociological and psychological research into behaviour has highlighted the difficulties that people who are generationally close to each other have ability to overcome barriers to communication and learning (Raines 2002 and Tempest 2003). Key concerns in reverse mentoring are preventing the senior manager from slipping into dominant behaviors and empowering the more junior employee to feel comfortable in “speaking truth to power”. Reverse mentoring worked so well that retention of female talent is no longer a significant issue.
Reverse mentoring has been used for years by large companies such as General Electric, Cisco systems and Hewlett-Packard, just to name a few, and the method has been covered in many publications such as Forbes magazine, the Wall Street Journal and Fast Company. As a missing and leadership professional with more than two decades of experience, I consider reverse mentoring as a formalization of a phenomenon that has always been a very valuable aspect of good mentoring programs – the bidirectional exchange of skills, knowledge and experience. Reverse mentoring is something that always takes place when professionals with different experience levels and skill sets collaborate, and make junior to senior knowledge transfer the conscious and shared goal of the exchange is relatively new concept.

There are evidence that those who mentor, have higher job satisfaction and motivation, feel more satisfied, rejuvenated, gain a sense of accomplishment, meaning in work and increase their esteem among peers and managers. So reverse mentoring should be accepted in most effective way to achieve both ends while at the same time delivering rich personal benefits to the participants. While the benefits cannot be easily measured they are readily apparent to anyone who has engaged in a reverse mentoring project. Junior participants build stronger reputations and networks, experienced colleagues add new skill sets and organizations receive greater contributions from senior participants while accelerating the professional development of their future leaders. Teaching learning and building relationships are tremendously rewarding experiences and when senior participants approach reverse mentorship with that perspective in mind, the results are always better for everyone. After discussing benefits of reverse mentoring it is necessary to investigate the benefits of reverse mentoring in developed and developing countries. The brief summary in context to importance of Reverse Mentoring in some of developed countries is as:

The developed countries have categorized their generation as

1. Traditional Employees- Born before 1940,
2. Baby Boom /Boomer employees- Born Between 1940 and 1960,
The various studies states the importance of “Multigenerational employers” they most of us are unable to place our own generation within the context of time thus we take our difference to work and unwittingly assume that others (co-workers and manager) are like us. When managers and co-workers do not understand each other generational differences, tensions increases and job satisfaction and productivity decreases.

Age bias in the work force is a highly relevant area of in query conducting organizational research. It has been projected that by the year 2020, 39.1% of the workforce will be over the age of 55 yrs. (Williams & Nussbaum, 2001). Age discrimination may be the result of widespread belief that job performance decreases with age (Faley, Kleiman, & Lengnick-Hall, 1984, burke, & Raju, 1995; Issacharoff & Harris, 1997, Perry, Kulik, & Bourhis, 1996). Evidence from a meta-analysis (Waldman & Avolio, 1986) found no significant differences between age groups in objective work-performance measures. Rather, their results indicated that older workers received lower performance scores when subjective supervisory ratings were used. Lower performance scores for older workers have been reported despite the fact that older workers are as productive as younger workers; are almost as capable of learning (despite less formal education); and 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, research has shown that even for jobs in which legally justified age limits exist, no age-related performance decrements seem to be present (Wilkening, 2002). Older workers are far less likely to have access to training and development opportunities than younger workers (Barth, McNaught, & Rizzi, 1993; Organization for Economic Co-operation and Development, 2005; Rix, 1996; Taylor & Urwin, 2001). Farr, Tesluk, and Klein (1998) contended that organizational policies frequently do not encourage older employees to engage in training and development activities to update or acquire knowledge and skills. What should employers do to encourage older workers to remain working within their organization? This question is currently of great importance given the ageing of populations and workforces across the world (United Nations, 2002, 2007). If employers are not successful in convincing older workers to
remain with the organization, the organization may face labour shortages (Auer & Fortuny, 2000; Kinsella & Velkoff, 2001; Parker, 2006).

Indeed, there is substantial evidence that older workers are more reliable and productive, and are less prone to turnover than are younger workers. One recent study found that a sample of organizations staffed exclusively with workers who were at least 50 years of age had profits that were 18% higher, turnover that was 16% lower, 40% less absenteeism, and 60% less inventory loss compared with similar organizations staffed with younger employees (Segrave, 2001).

We expected that older workers whose organization is targeting training and development activities to older employees will perceive greater organizational support than those whose organization is not doing this. So, alternative forms of mentoring, such as Reverse Mentoring, appear more likely to occur and more necessary to career development, given the flattening of the corporate hierarchy, the current prevalence of jobs designed around the use of teams (Cohen, 1994), and the growing use of formal mentoring programs within business and academia. The fairly new paradigm of Reverse Mentoring was introduced formally in 1999 by the former Chief Executive of General Electric, Jack Welch. This is an inverted type of mentoring relationship whereby new junior employees are paired up with more experienced managers or employees to help the experienced worker acquire new learning (Allen, McManus, & Russell, 1999; Kram, 1996; Kram & Hall, 1996).

The mentor is usually younger than the protégé (Finkelstein, Allen, & Rhoton, 2003) and therefore, Reverse Mentoring provides an opportunity for the older employees to learn from their younger counterparts unlike traditional mentoring where learning is dispensed hierarchically from an older mentor to a younger protégé (Levinson, Darrow, Klein, Levinson, & McKee, 1978). However, it should be noted that while Reverse Mentoring could be cross-generational, it is not always age dependent (Harvey, McIntrye, Heames, & Moeller, 2009). It works when it is acknowledged that junior or new members who join the organization have knowledge to share and are willing to do so with more senior managers. Furthermore, we would be remiss if we do not note how the experience of being mentors can benefit the Millennials in Reverse Mentoring relationships. Some of the benefits could include
information access, appreciation and professional respect, personal fulfilment and satisfaction, power development, improved morale, and reduced turnover (Harvey et al., 2009). The summer of 2004 witnessed the first Millennial college graduates entering the workforce and they will continue to do so until 2022 (Hershatter & Epstein, 2010). These new entrants to the workforce are often stereotyped as “job hoppers” due to their preference for multiple career paths (Cheramie, Sturman, & Walsh, 2007; Gursoy, Maier, & Chi, 2008; Myers & Sadaghiani, 2010).

Compared to Boomers (born between 1940 and 1960) who have spent most of their careers in one organization, retaining the Millennials who have strong preference for multiple job movements is challenging (Eddy, Schweitzer, & Lyon, 2010; Rupp, Vodanovich, & Crede, 2006). The impending retirement of the aging population, mostly Boomers is resulting in a leadership gap and possible brain drain shortage (Callanun & Greenhaus, 2008; Deal, Altman, & Rogelberg, 2010). At the same time, Millennials, have started entering the workforce in large numbers. These challenges catapult to enormous proportions in the midst of layoffs, pay cuts, and ambivalent economic conditions (Shuck & Wollard, 2010). Although both these generations (i.e., Boomers, Millennials) have been the cynosure of considerable research interest during the past decade, there is paucity of sound HRD practices that can effectively respond to the changing demographic needs of the labour market. Thus, HRD professionals should identify and implement novel practices to address those needs and challenges and one such practice drawing much attention is the concept of “Reverse Mentoring”.

In fact, 10,000 Baby Boomers are eligible for retirement every day (Laing, Poitier, Ferguson, Carraher, & Ford, 2009). In view of this impending labour shortage resulting from the exodus of Boomers, several researchers have proposed that older workers are a valuable resource and thus, employers must find ways to keep these workers engaged post standard retirement ages (Callanun & Greenhaus, 2008; Dohm, 2000; Peterson & Spiker, 2005).

Gen X are considered to be empowered, self-directed, resourceful, more accepting of diversity, and masters of technology (Kupperschmidt, 1998), we expect that the likelihood of them being committed and engaged in their work is greater than
the Millennials who are often looking for interesting and meaningful work and the Boomers who are often at risk for burnout (Lancaster & Stillman, 2002). In addition, the approximately 76 million Millennials and 85 million Baby Boomers clearly outnumber the Gen Xers, who are 46 million in number (Lancaster & Stillman, 2002). Thus, due to sheer numbers and evidence of attitudinal differences, we focus on the Boomers as the older workforce and Millennials as their younger counterparts in this article.

Social exchange theory has been one conceptual foundation for research investigating protege selection (Allen, Poteet, & Russell, 2000; Olian, Carroll, & Giannantonio, 1993). Exchange theory is a model of human behaviour that views an interaction between two people as an exchange where the cost of participation in the relationship is compared to the perceived benefits (e.g., Homans, 1958; Thibaut & Kelley, 1959). Social exchange theory applied to mentorships suggests that mentors will favour mentees believed to bring desirable attributes and competencies to the mentorship that will result in a mutually satisfying relationship. Extant research has been consistent with this line of thought. Therefore, it was predicted that organizations that are providing mentoring and Reverse Mentoring opportunities tailored to older employees and younger employees will be perceived as more supportive than organizations that are not engaging in these practices.

Mentoring and Reverse Mentoring relationships continue to be recognized as an important aspect of individual career development. Indeed, career management advice offered to those in early career commonly includes the encouragement to seek the guidance and support of a mentor (Greenhaus, Callanan, & Godshalk, 2000). Despite knowledge of the benefits of mentoring, surprisingly little research has examined characteristics important to mentors when selecting a protege. This type of research seems vital as mentors typically have substantial latitude concerning their choice of protege. Moreover, not everyone who desires a mentor may have access to one. This is especially true in organizations today where restructuring and downsizing have reduced the number of individuals in management capable of assuming a mentoring role (Kram & Hall, 1996). A reverse mentoring and mentoring program holds promise to address both Boomers’ and Millennia’s’ needs.
1.5 SUCCESS OF REVERSE MENTORING IS BASED ON:

- **Mentor and Mentee expectations**: Expectations of mentors and mentee must be clear.

- **Rules must be agreed**: Both mentor and mentee must agree on rules and must follow.

- **Willing to learn**: For Reverse Mentoring both mentor and mentee must be willing to learn from each other.

- **Develop Privacy Rules**: Both mentors and mentees must make a commitment to maintain the privacy. Failing to this may fade mentor and mentee relationship.

- **Have Trust**: In Reverse Mentoring program both parties must acquire. Aim is to trust each other and get supported from each other.

- **Transparency in Relationship**: Feelings and thinking must be open to both mentor and mentee in order to have free flow of communication.

In our country where every day young population is added in the workforce mentoring may not serve the purpose for desired results. As more than 50 percent of population is below 25 years of age and at the age of 35, populations is more than 65 percent. So, generation gap is increasing in order to reduce this gap, Reverse Mentoring can serve as a solution and bridging the gap among generation and make generations work together for more coming years.

Young employee as a mentor can be very beneficial for business sector and other organizations especially for global scenario. A colleague who is much younger but well versed with the managerial and technical skills can do a lot to help their bosses to move ahead in their career and at work place. This kind of support by a fresh employee can be of tremendous fruitfulness. This young mentor teaches: How to stay on the top of work place technically, how to master social media, how to get tuned to understand what young people are thinking and doing and how to keep job skills up to date. A reverse mentor can probably show you the ropes to get maximum output even from Twitter, LinkedIn and Face book, for the business related activities.
1.6 BACKGROUND TO PROBLEM

The “reverse mentoring” as a formal human resource policy instrument faces many obstacles with regard to successful and consistent implementation across IT companies worldwide. The traditional learning (BAILEY, 2009) involves the young employees learning from the old. Yet in case of reverse mentoring, the existing literature shows the gap between the learner and learner as the most composite difference that needs to be bridged. The respective inclusion of the reverse mentoring has never ever been unified and desired across the policy frameworks in organizations.

The scenario across developing economies is worse in terms of policy focus and the policy inclusion with regard to intra organizational learning facilitation, intra organizational knowledge and skill transfer as well as preparations of the high performing employees to be successful mentors and mentees. Ideally the firm based human resource and talent management policies seek to contain and facilitate the internal knowledge management and the mentor and mentee and their dyadic relationship plays a crucial role in this cross organizational knowledge management apparatus (MORRIS, 2017).

In simpler terms, the reverse mentoring denotes the innovative social learning (HECHL, 2017) and social exchange based approach (LUPOU, Dorobantu,Fiore, 2010) towards knowledge sharing across the employees where the role reversals take place. The experienced manager or the senior middle level employee (LEH, 2005) takes the role of a student whereas the digitally inexperienced and young employee takes the position of a mentor or a teacher in the process (MORRIS, 2017). The process aims at transfer of desired skill based expertise (SHEDLETSKY, 2006) or domain knowledge or desired skill based prowess to the senior managerial class (TEMPEST, 2003).

The “intra organizational knowledge transfer”, “domain knowledge sharing” and “skill sharing” as part of formal and institutionalized human resource policies has rather remained unexplored domain across the business organizations in Indian and Asian contexts. Though “intergenerational learning frameworks” emphasize
“organizational knowledge retention” (BURMEISTER, Deller, 2016) with active “incorporation of organizational interventions” in form of the reverse mentoring dyads that facilitate dissemination and absorption of the knowledge and organizational sources of competitiveness across the ages (LEVY, 2011); the incorporation and recognition of such initiatives has rather been dismal and gradual (LANZA, 2004). The consistent up-skilling of existing work force (SMITH, 2000)

Figure 1: Source: (ROPES, 2011)

For “reverse mentoring” to be operational a whole new set of policy supports are thus essential and legitimate in order to yield the benefits of reverse mentoring exchanges. The lack of supporting policies that prepares the young employees to teach old ones and the lack of policy mechanisms that prepares the old (mature knowledge workers) to learn from the young experts (KOGOVSEK, 2013); are two challenges. The current human resource management policies seem to be oriented more at the promoting the one way communications across the organizational perspective yet bidirectional and mutually beneficial exchanges, learning, knowledge transfer as well as innovativeness in approach to resolution of problems at work place is rarely promoted. The perceived lack of awareness with regard to the prospective benefits for the organization, mentor and mentee from reverse mentoring; could be one aspect.
In fact the reported and observed barriers towards adoption of reverse mentoring across the mentors, mentees and organization are rarely researched and examined as a matter of research and analysis. The lack of convergent studies with regard to the Awareness, Traits, Social, Supportive and Bidirectional aspect of Reverse Mentoring, Prevalence of Reverse Mentoring and sources of Reverse Mentoring could be the one aspect of the problem been encountered across the technology intensive companies in Northern India.

1.7 REVERSE MENTORING SUCCESS MANTRAS:

- **Eager to Learn** – As there is no age bar for learning. In a reverse mentoring relationship, both younger and senior person should be enthusiastic enough to learn. They must respect each other’s know-how.

- **Target setting** – Both parties should be clear about the learning agenda. What they expect from each other i.e. what they want to learn must be clear right from the beginning so that skill gap could be covered up.

- **Openness** – Both mentor and mentee should be open enough to communicate with each other. Any communication gap may block the learning process.

- **Trust** – Both parties must have mutual trust to take sufficient risk to get into an innovative idea, so confidence on each other is very important to build a strong relationship.

- **Knowledge of all spheres** – Not only technological know-how is idea of exchange but every sphere has to be touched like Economics, Marketing etc.

- **Celebrate the success** – All the set targets when achieved should be communicated officially so that reverse mentoring could get equal importance as like any other traditional mentoring program.

1.8 FACTOR IDENTIFICATION

The reverse mentoring like traditional mentoring operates across the mentor and mentee across an environment or a platform where both meet and engage in mutual exchange of domain knowledge, expertise or skill based learning as well as knowledge transfer.
FACTOR ONE: AWARENESS

Learning gaps are prevalent across technology and software producing companies worldwide and IT firms are no exception at all (KOGOVSEK, 2013). The global human resource practitioners across the IT companies are realizing the need for the technology based literacy and understanding and familiarity of the employees with regard to the concepts and tactics of the emerging programming languages (BURMEISTER, Deller, 2016).

The young and freshly recruited managers and programmers are more appropriate at utilization of such technologies and the senior employees look at the young ones to understand the fundamentals of the evolving technology landscape. Yet in Indian scenario the awareness of the benefits of such a practice and the institutionalization of the phenomenon across the generation gap reduction. Though the Indian policy makers across the industry recognizes that the factors of engagement, work-life balance expectations, conceptualization of career paths, do vary substantially across the generations that are employed across the inshore and offshore units and production units, yet the awareness with regard to the leverage of the potential of the reverse mentoring seems dismal and unexpectedly low.

A study on Indian enterprises by PwC revealed the incidence of the lower awareness regarding the utility of the reverse mentoring in promoting cross generation learning as well as the intra organizational knowledge management without external organizational development interventions. The focus on use of “reverse mentoring” as a tool for cross generation employee engagement, communication development, fostering cross generation skill based learning and experience sharing; has rather been gradual, negligible and absent as the traditional mentoring practices are stressed more than the orthodox or unconventional ones.

Hence the research identifies the “awareness” as the first factor that enhances our understanding of the phenomenon in Indian Companies.

FACTOR TWO: THE TRAITS

The motivations and traits of the mentor and mentee (SIEMSEN, Roth,Balasubramanian, 2008); have been observed across a number of existing
studies as fostering the mentor and mentee exchanges and intra organizational knowledge sharing and bidirectional learning. The existing literature identifies the human resource policy’s role in “readiness of the mentor” as well as the “readiness of the mentee” to engage in the mentoring relationship as vital for the process to initiate. The young mentor and his willingness to mentor is crucial for the exchange of ideas and information across the relationship. The young mentor’s abilities and traits are deemed essential for the mentor’s engagement in relationship with old mentees.

The expertise strengthens the abilities of the mentor to contribute and engage in meaningful knowledge transfer and creation in association with the mentees. The mentor’s traits also seem to impact the mentor’s engagement with the process in organizational process.

The mentee’s perceptions with regard to knowledge, need for learning, absorption capability, self-efficacies, mind-set and need for skill development seem to matter most when the mentee engages with mentor. The mentee’s abilities and inherent motivations are driven by the perceptions that an individual harnesses across the time and space. The study hence derives from these mentee based perceptions as guiding the success or failure of the mentor and mentee relationship in technology intensive firms in developing country like India.

Hence the research classifies the second contributing factor as the traits of the mentor (to share) and the mentee (to absorb and assimilate); as contributing to the phenomenon of the Reverse Mentoring.

FACTOR THREE: THE SOCIAL ASPECTS

The social capital development (BIEREMA, Merriam, 2002) is central for the bidirectional social exchanges (SMITH, 2000) to materialize. The existing studies across the developed economies and IT organizations in America and Europe (KAY, Wallace, 2009) identifies the social capital development as a lubricating aspect that fuels the initiation and sustenance (LUPOU, Dorobantu,Fiore, 2010) of the exchanges and make the mentor and mentee meet each other and discuss about the ways and means to advance the career and deepen the exchange based relationship.
A study (SWIFT, Balkin, Matusik, 2010) on the knowledge sharing behavior across the American enterprises revealed the incidence of the structural, relational and cognitive factors across the mentor mentee dyads. The study further observed the prevalence of the moderating impact of the social capital elements on the knowledge source motivation and the respective traits or the knowledge characteristics in form of ability to create value for mentee. The study (SWIFT, Balkin, Matusik, 2010) concluded that the knowledge sharing behavior is subject to the cumulative impact of the social capital, traits to share knowledge as well as the mentor and mentee’s primitive goal orientations in the overall process.

![Diagram of Nature of Relationship, Knowledge Source Motivation, Extent of Knowledge Sharing Behavior, and Knowledge Characteristics](image)

**Figure 2: Source: (SWIFT, Balkin, Matusik, 2010)**

Hence the aspects of relationship building, embeddedness (SWIFT, Balkin, Matusik, 2010) and relation intensity do matter in the bidirectional exchanges and learning (LANZA, 2004) to materialize effectively and appropriately. Another study (CHANDLER, Kram, 2005) observed the incidence of the individual’s development stages and the impact of the developmental network and the tangible individual based outcomes observed that the social capital development in Reverse Mentoring is relatively a Social and Cognitive phenomenon that is driven more by the perceptions, pre-held conceptions and the inactivity that are either accumulated over
periods of time or are a product of gradual learning and experience over the larger frames of time and space.

In related perspective, the issue of mentor mentee trusts in the relationship and respective special capital development has been research widely as per the citation record in the Scopus and other international journal listings. The individual and contextual factors (KAY, Wallace, 2009) seem to immensely impact the mentor driven relationship qualities, mentoring functions as well as the outcomes in form of career based rewards and gains.

Figure 3: Source: (CHANDLER, Kram, 2005)

Figure 4: Source: (KAY, Wallace, 2009)
Across the process, the existing literature was appreciative of the gluing power of the trust in bringing and keeping the various elements together. The issue of trust has been identified and classified as a core contributing factor across the different streams of exiting literature. **Hence the research categorizes the social capital development based on Social Relationship and Social Trust as the third major contributor to the study.**

**FACTOR FOUR: THE SUPPORTIVE ASPECTS**

The support driven outcomes from the successful and sustainable Reverse Mentoring interactions (CHANDLER, Kram, 2005) have been identified as the occurrence of diverse support based mechanisms (KRAM, 1985) that truly seem to benefit the mentor as well as the mentee in the overall process. The career support seem to be the most potential outcomes from the process which seeks to sustain the talent and the respective potential of the mentor and the mentee to contribute substantially towards the organizational competitiveness, goals and objectives.

The existing studies (BOCK, Kim,Lee, 2005) identifies the tangible and intangible career support (STAFF, 2008) as one of the most obvious outcomes from the process of reverse mentoring across old mentees and the young mentors. The career development and sustenance is a top priority across the senior and retiring employees who are on the verge of losing their relevance in the organization on account of non-updating of the skill sets. The reverse mentoring (LEVY, 2011) has been observed to extend the essential support in terms of the skill development, talent acquisition as well as the potential re-energizing across time and space (BAILEY, 2009). The prevalent frameworks also identify the incurrence of the personal support and cost rationalization based Economic Support from the ongoing Reverse Mentoring phenomenon in organizational set up.

**Hence the research considers the Supportive Aspect as the fourth major factor in the study to be solemnized.**

**FACTOR FIVE: THE BIDIRECTIONAL ASPECTS**

The knowledge (BURMEISTER, Deller, 2016) is something that recognizes no boundaries and owes no limits. The knowledge for sustaining the organizational competitiveness (SMITH, 2000) and organizational causal ambiguity (CHANDLER, Kram, 2005) could be resident across the young mentors as well as across the old mentees who have cautiously accumulated such a characteristic knowledge from
across their experience and exposure to the organizational circumstances (HIGGINS, Kram, 2001) and by virtue of leveraging the host of responsible positions (KOGOVSEK, 2013) across the organizational paradigm.

The incurrence of the Bidirectional Development, Bidirectional Gap Reduction, Bidirectional Learning and other such social exchanges relies and borrows extensively from the inherent knowledge based repositories (ROPES, 2011) that are resident in the mentors and the mentees (SWIFT, Balkin,Matusik, 2010). The opening up of channels of communication, the narrowing of gaps in perceptions and self-designed assumptions (KRAM, 1985) and pre-emptive notions of each other and facilitation of inter-generational learning (TEMPEST, 2003) and knowledge transfer (BURMEISTER, Deller, 2016) have been heavily commented upon and discussed across the existing literature (BOCK, Kim,Lee, 2005).

A study (BURMEISTER, Deller, 2016) across the European enterprises figured the incidence of the individual characteristics, reasoned action, knowledge characteristics and communicational aspects as shaping the relationship based outcomes and the bidirectional exchanges between the old mentee and the young mentors.

![Figure 5: Source: (BURMEISTER, Deller, 2016)](image)

Another study (RUTTI, Helms,Rose, 2011) highlighted the crucial role of the dyads based surface and deep-level compositions and similarities as driving the
pattern and contexts of the social exchanges and the respective perceived degree of the successful mentoring received. The study further observed the significant impact of the surface and deep-level diversities on the respective type of the social exchange type being leveraged across the exchange mechanism in circulation.

Figure 6: Source: (RUTTI, Helms, Rose, 2011)

Hence the fifth factor for current research concentrates on the Bidirectional Development, Bidirectional Gap Reduction and Bidirectional Learning.

FACTOR SIX: THE PREVALENCE OF REVERSE MENTORING

The aspect of mentor based prevalence is also worth considering as the accessibility of mentor, respective context driven integrity of mentor, context driven approachability of mentor and the subjective motivational levels of mentor; seem to impact the outcomes and the results from across the reverse mentoring process. A host of existing studies (HIGGINS, Kram, 2001) have identified the accessibility of mentor, respective context driven integrity of mentor, context driven approachability of mentor and the subjective motivational levels of mentor as shaping the contexts and the scope of qualitative exchanges been undertaken.
Hence the research classifies the sixth contributing factor as the Prevalence Of Reverse Mentoring.

**FACTOR SEVEN: THE CONTEXTUAL FACTORS**
The mentor and mentee could never operate in vacuum. In fact they need to engage and come closer on a single platform where they can exchange, understand and create value for each other. The study (BOCK, Kim, Lee, 2005) observed the attitude toward knowledge sharing, organizational climate, subjective norm and the intentions to share knowledge as determinant of the process yet noticed the significant contribution of the organizational climate in shaping the contexts and the perspective of exchanges and mutual learning. The study across the developed economies highlighted the scenario worse in terms of policy focus and the policy inclusion with regard to intra organizational learning facilitation, intra organizational knowledge and skill transfer as well as preparations of the high performing employees to be successful mentors and mentees.

![Figure 7: Source: (BOCK, Kim, Lee, 2005)](image)

Along with the contextual organizational factors the respective work place inclusion and job conditions as well as anticipation of rewards (BURMEISTER, Deller, 2016), seem to impact the on-going reverse mentoring exchanges and qualitative information exchanges. The contextual elements (BAILEY, 2009) as a
factor seem to shape the environment with regard to the inter-relation between mentee’s willingness and ability to learn that relate to willingness to mentor.

The contextual elements (BOCK, Kim, Lee, 2005) seem to set the tone for the in-house knowledge mobility, exchange, transfer and sharing for cross generational benefit and institutionalization of organizational norms and mores (LEH, 2005) within the policy framework (STAFF, 2008) are impacted (SIEMSEN, Roth, Balasubramanian, 2008) tremendously across organizational paradigm. Another study across the developed economies revealed the incidence of the substantial impact of the contextual forces on the career development tendencies, pattern and scope of the employee based development networks as well as the structures and qualitative exchanges across the developmental networks. The existing studies (HIGGINS, Kram, 2001) on the career development factors recognize the antecedents as the work environment influences, individual level influences, constraints and opportunities for cultivation of the intra organizational developmental networks, member’s help seeking behaviors and the outcomes in form of the entrepreneurially structured, opportunistically structured, traditionally structured or the receptive structured development networks.

![Diagram](attachment://Figure_8.png)

**Figure 8: Source: (HIGGINS, Kram, 2001)**
Hence the study identifies the seventh factors as Organizational factors, Job Conditions, Reward and Benefit and Career Development Factors.

1.9 SIGNIFICANCE OF RESEARCH

The existing studies on the “institutionalization” of reverse mentoring relationships in human resource management policies across companies in developing countries are non-existent and non-convergent. In reality the practice of “Reverse Mentoring” could be beneficial in terms of the mentoring for career development (KRAM, 1985), skill enhancement across senior and experienced employees (MURPHY, 2010) in organizations, facilitation and retention of internal knowledge, decreasing the need for external organizational development based intervention and cost rationalization in terms of skill development within the organizational perspective.

Thus the current study on “Reverse Mentoring” is significant in following aspects:

- The exploration of awareness levels of the mentors and mentees with regard benefits associated with Reverse Mentoring. Such a study on the levels of awareness across the mentors and mentee will enable the better interpretation of the mentor and mentee’s perspectives with regard to participation, preparation as well as preparedness to accept the Reverse Mentoring in absolute terms. The current studies have marginally or negligibly explored the subject of awareness levels and the resultant sensitization of the mentors and mentees with regard to the ultimate gains in terms of social capital development, bi-directional learning (MURPHY, 2010) and most importantly the reduction in existing gaps (surface level and deep level) across the organizations in Indian perspective. Such a study also assumes significance in developing economic perspective as the cross generation gaps are significant in terms of skills, expertise, technology literacy, awareness and functional knowledge with regard to evolving programming platforms and social media usage.

- The study is significant in the sense that it explores and examines the traits that need to be harnessed across the mentor and mentee in order to promote
mutually beneficial and bidirectional exchanges in terms of tacit knowledge and organizational causal ambiguity based skills and competencies.

- The study assumes significance in the sense that it undertakes the exploration and analyses the Prevalence and Factors of Reverse Mentoring that are deemed essential across the mentor and the mentee. There has been a reported shortage or dearth of studies on various phases of Factors Affecting Reverse Mentoring in Indian scenario and this research seeks to fill that gap.