
Humane Mentoring Relationships: A Study of Mentoring in Multi-Generational Organizations

Ahmad Reza AkhavanSarraf

Sheikh Bahaee University, Isfahan, Iran

ABSTRACT

The importance of a mentoring program as an educational program with the goal of enhancing organizational performance and improving individual development is becoming increasingly apparent in organizations. The mentoring program is the foundation for personal and organizational achievements. Facilitates the content of supervised functions, namely, occupational functions and psychosocial functions, the exchange of job information, experience and social support between the mentor and the trainee. Mentoring will continue to be instrumental in workforce development and to serve as motivator for individuals. But in today's multigenerational organizations, mentoring is facing a lot of obstacles. In this paper, some of these barriers and limitations have been investigated and solutions presented to them. Paying attention to generational learning needs and training resources is an excellent way to keep everyone feeling engaged.

KEYWORDS

Mentoring; Generations; Multi-Generational Organizations.

1. Introduction

The word "Mentoring" originates from Greek mythology, when one of the characters in Odyssey's legend book sent his child to teach to his friend, and called him Mentor. He asked his friend to tell the son about techniques of war and politics. Since then, the term has been used to approve individuals who are willing to share their knowledge and experiences with less experienced people.

Mentoring is a relationship, not an action. Mentoring is humanization, transforming a weak man into a strong one. It can be said that Mentoring is the same process of education, with the difference that it is sometimes much shorter than an educational course, so that it sometimes takes an unofficial form, and then it is done in practice. In fact, mentoring is a process in which an experienced and knowledgeable person helps and guides the less experienced person.

2. Mentoring Overview and Definition

Mentoring is a relationship in which the manager at the center of the career is helping people who are at the beginning of their career paths. Technical, interpersonal and political skills are skills that are transmitted through such a relationship (Mathis and Jackson, 2000).

Mentoring is a developmental and goal-oriented relationship in which an experienced and knowledgeable person develops the personal and professional life of a low-experienced person with low awareness (Hart, 2009). Organizations are deliberately trying to establish a special relationship through the mentoring programs between new or inexperienced staff and experienced managers about development issues, and this provides a good opportunity for exchange of experiences (Kim & Egan, 2011).

Mentoring is a process in which a person (Mentor) encourages another person (trainee) to manage his learning, in such a way that the trainee relies on himself, to acquire new knowledge, skills and abilities, and to continuously motivate to do this work (Klasen & Clutterbuck, 2012).

3. Causes of Mentoring

Research suggests that more than two-thirds of employees are involved in mentoring relationships (Egan and Song, 2008). Some estimates propose that roughly 70 percent of large corporations in the United States use mentoring. Also, research suggests that most managers have had at least one mentoring relationship during their career paths. Taking the best approach, Mentoring has been used by nearly 17 percent of the Fortune magazine's 500 companies. Given the current trends in the workplace, such as greater responsibility for employees, increased need for continuous learning and more reliance on job development, it is unlikely to diminish the importance of mentoring soon (Hezlett & Gibson, 2005). Good mentoring will have many benefits to mentor and trainee, such as maintaining knowledge and increasing job satisfaction (Hallam et al., 2012).

The most important benefits of mentoring relationships are psychological benefits and career development. Leaders have acknowledged many of the benefits of mentoring, such as personal satisfaction, increased creativity and professional integration, personal and professional rehabilitation, the development of a loyalty supportive base, and the identification of individuals for the development of talent. People who are under the supervision of mentor also have benefits such as achieving leadership opportunity, job mobility, better rewards, increased time adaptation to new situations, improved professional identity, increased professional competence, increased job satisfaction, increased acceptance of the organization, The reduction of occupational risk and conflict of interest (Richard et al., 2009). Mentoring's benefits to the organization include the rapid development of talented employees, the development of a vast pool of talent, the discovery of individual talent, investment in future successors, maintaining job satisfaction (Singh et al., 2002).

4. Who is Mentor?

Mentor is a senior, productive, and experienced employee who develops an unskilled employee named intern (Neo et al., 2007). An expert who has valuable knowledge and experience in one subject and passes it to the trainee during the process of mentoring. An experienced worker who teaches how to work with a device to a newly recruited person is a mentor. Mentor shares knowledge and skills in practice. Teaches how to work. Mentor is an experienced and reliable individual who wants to succeed. He provides a lot of work experiences and performs a series of other tasks. Therefore, in all aspects of a person's life, he creates the transformation and helps people to recognize all the talents, intelligences, powers, skills, competencies, and excellence.

Mentors can provide their knowledge and wisdom that they have gained after years of experience. They have communications, guidelines, and recommendations that usually take years for a trainee to acquire such

capabilities, which requires a lot of experiences and failures. A mentor can prevent many obstacles, provide a way for quick career progression and an apprentice pattern. With his help, the trainee can gain knowledge and insight beyond his own experience and find the best strategies to achieve his goals.

A business mentor supports its business with professional growth and the development of his interpersonal skills, and in particular helps them to discover their professional choices, to set development goals, create and identify resources well. In this way, a mentor serves as a professional advisor for employees. The role of a mentor evolves in accordance with the changing needs of trainees over time. In most cases, the relations of mentoring are informal, while such relationships can be more formalized from time to time. In formal mentoring relationships, Mentors follow predetermined and structured methods to determine and set realistic expectations, gain and increase mutual benefits, and enhance the quality of staff. Good researchers are always willing to share their skills and knowledge with young employees. And as they are faced with the same challenges as the trainees, they can be more cohesive with their needs. Mentors have a positive attitude and a willingness to deal with problems to inspire and build confidence in their performance. This feature helps them talk more easily with young employees about professional goals and concerns. From a business perspective, mentors help employees build confidence, develop skills and boost their credibility, and have employees who are trustworthy and satisfying, lead the organization forward, and businesses are now focusing on identifying sound, strategic, and supportive programs.

All humans cannot afford to lose energy, save energy and recharge themselves, Mentor helps everyone build himself and can solve complex problems of his life. The work of Mentor is that a man who is ordinary is like a trunk to an excellent human like a locomotive. Inside the symbol is a device that does not have a motor itself and must be pulled behind a horse, it is itself passive. Like an ordinary man that others have to get him to move on. The locomotive is a symbol of a device that drives him inside and ahead of other carriages. Take other carriages forward. In the cold and heat, it does not stop up and down. Its force is internal; it does not require pushing. We like this device to a great man, who develops his skills and talents, and has the courage and daring to do everything and moves the rest, not just for his advancement and success. But also to the growth and advancement of other human beings, to move them.

5. Mentoring and Coaching Similarities and Differences

An activity that most closely resembles mentoring is coaching. Many of the skills and approaches used by a mentor in the mentoring process are similar to those used by coaches in the coaching process. Coaching and mentoring both provide a person-to-person relationship and provide an opportunity for people to get feedback, learn, and grow, but there are differences between the two. Coaching is a subset of mentoring. Mentoring is a long-term process based on mutual trust and mutual respect, sometimes formal and sometimes informal. Coaching is a short-term and formal process. Mentoring is the entire act on the person, all of which changes the person.

6. Challenges Mgos are Facing Today

One of the main challenges which appeared today is about the mentoring across MGOs. This challenge concerned to mentoring someone from a different generation than our own.

Are there conceptual or emotional barriers between generations that make it hard to mentor across generations? The first part: Can a young person mentor an older person? have when mentoring someone much younger than him?

7. Barriers and Obstacles for Mentoring in Mgos

As people from different generations interact, their generational patterns may influence them to interpret the same behavior in different ways. Recognizing and responding to generational expectations can help the mentor to affectedly improve communications and the effectiveness of mentoring. So, as a mentor, one should recognize his own unique generational biases and how they may influence the interactions and relationships with trainees. Mentors who understand the viewpoints of the four generations are better prepared to foster mutual respect with trainees.

Employees from other generations, will see a mentor of Traditionalists just as a colleague and expect him to relax with them. When they ask questions about a new policy or practice, they do not necessarily think about mentor's authority. They may even see themselves as a good employee who are trying to understand the ideas of change so that they can work better. If the mentor has not yet used new technologies such as email and the Internet, his trainees will be considering him as incapacitated.

Traditionalists do not want to hear about the personal life of a Baby Boomer mentor. They want him to have a good managerial behavior and expect him to have a certain confidence in his position. On the other hand, the Generation X trainees will be affected in such a way as to disclose evidence of mentor's progress. If mentor does not respect their personal life commitments, they will be disappointed and if mentor adds things on a regular work basis, they will see him as out of balance.

A Mentor of the Generation X must listen and respect the historical perspective of the Traditionalists. He must admit that their methodological approach to work is very beneficial. Mentor should be very helpful when teaching how to use technology.

Also, when communicating with Baby Boomers, they do not deal with them like they are old. Although they may be 20 years older, their mental outlook is that they are constantly learning and are developing as young people. Respect their commitment to work and the long hours they have spent in the workplace.

8. Implementing Suitable Methods and Techniques of Mentoring

Mentoring is an important tool that supports other efforts, although it obviously functions differently. The generations do have slightly different approaches to learning, so it's worth it to take a look and see what some of their expectations are.

Are less likely to look at themselves as needing mentoring than other generations are. They do want training that is tied to their jobs. Their learning style tends to be more classic, in a classroom setting, and be very structured. It is important for the mentor to be an expert in their field so that the Traditionalists can fully respect them. Equally important are the details. Make sure that all learning material is presented free of errors, including spelling and grammar.

Are cautious of mentoring unless it is connected to outcomes that are not tied to their employment status. If their job is at risk, they are less likely to accept the need for mentoring and a well-intentioned effort could backfire. Boomers want learning that is tied to bigger picture ideas and look for interactive classroom environments where possible. They appreciate peer-to-peer learning from trainers that are professionals in their fields.

Tends to be focused on transferable skills that they can take with them should they need to make a move, either lateral within the company or to an entirely new opportunity. Most are open to individual mentoring

and may even prefer it to classroom teaching because of the focus on independent learning. Ironically, the more equipped that they are when it comes to learning those transferable skills, the more likely they are to stay. Generation Xers like self-directed learning where they get to figure things out on their own based on clear rationales and directives. Then they will come back with questions to be answered by expert trainers.

Their learning style is team-based and hands-on. Millennials want it all. They love being mentored, they want classroom interaction where they get to know each other and their peers, and they are ready to take on online instruction at the drop of a hat. Abstract information needs to have immediate practical application. While all generations are becoming more and more accustomed to various forms of online learning, for Millennials, technology is a given. Games are always appreciated, especially if new and entertaining approaches are used instead of the same-old, tried-and-true.

Be prepared to pay close and continuous attention to what the Millennials are doing and to be there and ready to answer questions when they come up. They are likely to start to train each other and to function as co-facilitators without thinking twice about whether that enhances or impedes the learning, so set parameters for engagement up front.

9. Conclusion

As a manager, we must respond to the expectations of different generations. Employees belonging to each of the four generations in the organization think differently about work-related issues. Understanding these inherent differences and overcoming staff ambiguity helps managers to more effectively meet the needs of employees. Also, attention to backgrounds and the impact of generational factors can assist a more effective mentoring process for employees.

References

- Egan, T. M., & Song, ZH. (2008). Are facilitated mentoring programs beneficial? A randomized experimental field study. *Vocational Behavior*, 72, 351-362
- Hallam, P. R., Chou, P. N., Hite, J. M., & Hite, S. J. (2012). Beginning Teachers Two Contrasting Models for Mentoring as They Affect Retention of Beginning Teachers. *NASSP Bulletin*, 96(3), 243-278.
- Hezlett, S., & K. Gibson, SH. (2005). Mentoring and Human Resource Development: Where We Are and Where We Need to Go. *Advances in Developing Human Resources*, 7(4), 446-469.
- Kim, S. & Egan, T. (2011). Establishing a formal cross-cultural mentoring organization and program. *Journal of European Industrial Training*, 35(1), 89-105.
- Klasen, N., & Clutterbuck, D. (2012). *Implementing Mentoring Schemes, a Practical Guide to Successful Programs*. Routledge.
- Mathis, R.L., & Jackson, J. H. (2000). *Human Resource Management* (9th Ed.). South Western College Publishing.
- Noe, R. A., Hollenbeck, J. R., Gerhart, B., & Wright, P. M. (2007). *Fundamentals of Human Resource Management*. Fourth Edition. McGraw-Hill/Irwin.
- Richard O. C., Ismai K. M., Bhuian S. N., Taylor E, C. (2009). Mentoring in supervisor-subordinate dyads: Antecedents, consequences, and test of a mediation model of mentorship, *Journal of Business Research*, 62 (11), 1110-1118.
- Singh V., Bains D., Vinnicombe S. (2002). Informal mentoring as an organizational resource, *Long Range Planning*, 35 (4): 389-405.

Copyrights

Copyright for this article is retained by the author(s), with first publication rights granted to the journal.

This is an open-access article distributed under the terms and conditions of the Creative Commons Attribution license (<http://creativecommons.org/licenses/by/4.0/>).