A STUDY ON EFFECTIVENESS AND IMPLEMENTATION OF MENTORING IN EDUCATIONAL INSTITUTIONS

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Abstract: Mentoring is the process of helping and giving advice to a younger or less experienced person, especially in a job or at school. In the point of organization the mentoring programs are a way to increase the company's competitive advantage . Workplace mentoring increases employee satisfaction and talent retention. Mentors not only develop mentees as successful professionals, but also provide psychological support. As a sponsor, they utilize their influences and connections to support the career advancement of mentees. The importance of mentoring in education lies in the fact that a mentor may provide instruction, inspiration, emotional support, and role modelling to a mentee, while also sharing knowledge about his or her career path. A mentor can assist with career exploration, goal-setting, networking, and resource discovery.

This study examines the literature, research and past practice of mentoring in educational institutions. The author brings with it some potential components that could make mentoring a useful tool for building a productive and positive relationship. Learning environment in an educational institution

Keywords – Mentoring, Educational Institution, Career Mentoring, Networking.

INTRODUCTION

A mentor essentially helps the student make informed decisions at every stage of their academic and professional career. They are the signposts that show us the way, whether we are stuck in our career choice or need help at a crucial time in our life. According to mentoring theory, mentor perform career – related functions including sponsoring, exposure-and-visibility, coaching, protection, and challenging assignments. They also provide

psychosocial functions, including role modelling, acceptance and confirmation, counselling, and friendship (Kram,1983). Mentoring is the process of helping and giving advice to a younger or less experienced person, especially in a job or at school.

ROLE & IMPORTANCE OF MENTORING

Mentoring enables people to learn from each other and facilitates the transfer of knowledge. In education, mentoring means matching youth with a senior colleague or adult volunteer who serves as a positive role model. Mentoring does not focus on building specific academic skills or information, but rather on building trust and relationships, building resilience and character, and raising expectations.

Mentoring can be formal or informal. In an informal environment, mentees set goals, but they are usually not measurable and the relationships are unstructured. For a formal mentoring relationship, there are actionable and measurable goals defined and set with determined requirements.

- **LEARN FROM THE GUIDANCE**

Mentors not only guide the mentees and impart knowledge to them, but also tell them about their personal experiences, which helps the mentees to understand them better. This helps the mentee build their perspectives. Mentoring helps in the personal development of mentee as it gives them confidence and clarity of their understanding which leads to the formation of a strong personality. Therefore, mentoring should be included in education.

- **MENTORS EMPHASIZE WITH MENTEES**

A mentor has experienced comparable situations and knows how things work in the real world. When a learner is stuck, they can see things from the mentees perspective and find the best course of action.

- **HELP BUILD A NETWORK IN THE EARLY STAGES**

Mentors also share their network with mentees so they can meet the right people at the right time in their lives. This allows trainees to interact with more people in their field while giving them a wealth of options. It always helps a learner to learn things faster when they talk to experienced people. Networking helps a learner build more relationships and get to know and understand the outside world better. These networks will continue to be useful in the future. Networking is crucial because it helps a mentee learn and advance with great experience.

14

The benefits of mentoring through encouragement and empowerment for personal growth. It also helps identify and achieve career goals. Finally, it helps build a strong personality by boosting the mentee's confidence and morale.

MENTORING TECHNIQUES OR MODELS

One-on-One Mentoring: This type of mentoring is the most traditional of all the types of mentoring. Only the mentor and mentee are involved in this type of mentoring, and it is usually a more-experienced individual paired with a less-experienced or much younger mentee.

Group Mentoring: In this model, one or several mentors work with a group of mentees. Schools and youth programs often apply this model because there may not be enough time or resources to have one mentor for each participant.

Peer Mentoring: Participants in this model are from the same role or department or have shared or similar experiences, whether in their professional or personal lives. These peers pair up to offer support for each other. This can be a group or a one-on-one mentoring relationship.

Distance or E-Mentoring: With such advanced technology, the mentorship relationship no longer has to be face-to-face. Using online sofware or even email, participants in this type of mentoring can connect virtually without losing the personal touch.

Reverse Mentoring: This mentoring relationship is flipped from the traditional model. Instead of a senior professional mentoring a more junior employee, the junior employee mentors a more senior professional. This relationship is usually for the younger or more junior professional to teach the skills or a new application or technology to the more senior one.

15

Speed Mentoring: This type of mentoring is a play on speed dating and usually occurs as part of a corporate event or conference. The mentee has a series of one-on-one conversations with a set of different mentors and usually moves from one mentor to the next after a brief meeting. The mentee should come prepared with questions for advice from the senior level professionals.

MENTORING IN EDUCATIONAL INSTITUTIONS

Mentoring is about understanding the learner's (knowledge, skills and abilities) and guiding them to strengthen their strengths and mitigate or eliminate weaknesses. The concept of mentoring has made its way into the business world but has not yet received the attention it deserves in academia.

However, it still hasn't received due attention when it comes to Academics. The Educational Institutions play an indispensable role in raising the awareness of the future citizens of the country. They promote the process of knowledge generation and knowledge management.

Lecturers are knowledge carriers and distinguish themselves as role models for their students. The art of teaching is not learned; it is an innate ability. But the art of managing students, managing critical situations, managing time, and managing emotions can be learned from experienced hands. Few educational institutions mention the concept of introductory or orientation training. Learning takes place on-the-job and mistakes on the job can have serious consequences.

REVIEW OF THE LITERATURE

This literature review examines the importance of the concept of mentoring and its various components, forms of mentoring, and the perceived benefits of mentoring. This section concludes with a discussion of how higher education institutions can support the development of mentoring programs and how they can successfully be implemented.

Historically significant systems of mentorship include the guru-disciple tradition practiced in Hinduism and Buddhism, Elders, the discipleship system practiced by Rabbinical Judaism and the Christian church and apprenticeship under the medieval guild system.

James B. Abugre & Stephen D. Kpinpuo (2017) from his perspective mentoring as a formulized process through which a more experienced person stimulates a supportive role of supervision and encouraging leaning in a less experienced person.

Palmer et al. (2015) referred to mentoring as a relationship between two people whereby one mentor models skills and behaviours to a mentee. However,

In his review Huizing (2012) made a distinction between four types of group mentoring: 1) peer-group mentoring, where peers discuss without an assigned facilitator or mentor, 2) one-to-many group mentoring with an experienced mentor and a group of beginners, 3) many-to-one group mentoring, where two mentors meet a mentee regularly, and 4) many-to-many group mentoring, in which more than one experienced professionals and more than two less experienced colleagues discuss professional issues.

PURPOSE OF THE CURRENT STUDY

Mentoring has been studied in all types of organizations and there is now sufficient literature to support that mentoring is a process that aids organizational development at all three levels: individual, group and organization as a whole. The main concern observed in the literature indicates that mentoring, although recognized as a powerful human resource development (HRD) tool in organizations, its planning and implementation in educational institutions requires a deep understanding of planning and a clear process for implementation.

The main objective of the current study is to examine the theory, literature, research and previous practices on mentoring, particularly in higher education institutions. The study was conducted using a web-based survey methodology to collect the data from various educational institutions. The target audience composed of different categories of teaching faculties.

The questionnaire was divided into three parts; 1) What are the benefits of mentoring programs, 2) What are the obstacles to the development of mentoring programs in higher education? How can they be overcome, 3) How can theory guide the implementation of mentoring in higher education?

The aim was to show some potential components in relation to building a relationship, setting realistic goals and achieving specific development through mentoring in educational

institutions. The result of the study can help to implement mentoring as a useful tool to build a positive and productive learning environment in an educational institution.

IMPLEMENTATION OF MENTORING PROGRAM

Clearly articulate career priorities and expectations for faculty that mentorship programs will address, Identify mentoring models most feasible for the unit, Identify the structure and resources needed, Identify and articulate roles and responsibilities and Establishing Oversight, Evaluation, and Sustainability.

For mentees point of view: Identify Needs and Interests, Active Engagement, Identify Any Gaps in Competencies/Skill SetsSetting Meeting Times and Agendas, Developing Networks.

- Mentor Selection

- Mentor Orientation

- Mentee Selection

- Mentee Orientation

- Allocation of mentee

CONCLUSION

As research continues in the mentoring field, more focus will be placed on the connection between mentorship and organizational outcomes, which should be extremely relevant to university leadership and administration in the years to come. As institutions of higher learning continue to evolve in the face of growing competition and reduced state and federal funding, mentoring programs should be considered a priority to provide support and professional guidance to the growing number of adjunct, part-time, and junior faculty to improve organizational outcomes. Some teachers due to lack of adequate guidance/mentoring find difficulty in adapting to the new environment and think of leaving the profession.

Mentoring needs vary from teacher to teacher and student to student. Hence, a systematic training needs analysis will identify the mentoring of teachers in various areas. Qualities of mentor include: active listener, enthusiastic, visionary, good communication skills, compassionate, ready to share their experience. On the other hand, the mentee should trust the mentor, truthful, punctual and accept criticism.

Mentoring relationship does not begin on its own. It is the mentee, who chooses a mentor he/she respects and trusts to help him/her reach his/her goals. Different mentors provide unique knowledge to the mentee, hence more than one mentor can offer varied learning experiences. Competencies of teachers at international level should be identified.

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