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IMPACT OF MENTORING ON EMPLOYEES OF INDIAN BLUECHIP IT COMPANIES

A.Anitha Research Scholar, Alagappa Institute Of Management, Alagappa University, Karaikudi-04

Dr.K.Chandrasekar Assistant Professor, Alagappa Institute Of Management, Alagappa University, Karaikudi-04

ABSTRACT A vital area related to the Human resources management is Mentoring which is concerned with the augmentation of the employee's behavior and performance in various personal and organizational lives. Mentoring is a process where a senior and more experienced person involves in coaching, guiding and directing the comparatively low level and less experienced person.

It has lots of benefits from different perspectives. From the organization's outlook, the Mentees outlook and the mentor's outlook the objectives can be classified. This study aims to find the impact of mentoring on career planning, job satisfaction, and employee development and performance enhancement of employees working in Indian Bluechip IT companies.

KEYWORDS : Mentor, Mentee, Mentoring, Bluechip IT Companies

Mentoring is most frequently defined as a professional relationship where an experienced person (the mentor) supports another (the mentee) in rising specific skills and knowledge that will enhance the less-experienced person's professional and personal growth.

Mentoring is a process of developing formal relationships between junior and senior members of the organization, in certain cases mentoring also takes place between peers. These associations are developed with the intent of developing career functions. For example, coaching, sponsorship, protection to peer, challenging assignments, introduction to important contacts and resources are certain ways in which mentoring may happen.

Mentoring would have been adopted by people in different stages of ones life. Career, family, Decision making, Higher studies etc are some areas which seek mentoring. It has positive impact in job involvement and satisfaction.

These associations are developed with the intention of developing career functions which has been proved very efficient and effective in elevating the working standards of employees, and even in the advancement of the quality of work.

A novel concept called Reverse Mentoring has been introduced. Bharti Airtel pioneered a different kind of mentoring session to bind the skill gap among some of their elderly staff. Here the youth were the mentors who contributed in enhancement of latest technology to the mentees which also contributed in a personal development method, that is, an ongoing relationship of knowledge, conversation, challenge and transformation.

This is known as Reverse Mentoring. Reverse mentoring can re-boost older employees, keep younger employees engaged and help in progression of relationships between the different generations in the workplace. For instance, junior mentors can help managers understand the ways to motivate and retain young employees. They also can share first-hand knowledge of a younger customer base which is critical for companies aiming to tap the youth segment.

Some companies use reverse mentoring to enhance training in diverse areas for the senior staff. The successive generation tends to be more welcoming and knowledgeable about diversity prevailing in the society than the previous generation. By the help of reverse mentoring, the junior mentors can help the seniors understand the topics around cultural variations better.

MENTORING IN BLUECHIP IT COMPANIES:

Private or public, small or large, MNC or local any type of organization, despite of the products they produce or the services they deliver go through Mentoring whether formally or informally. Previous mentoring researches have highlighted noteworthy insights as to the importance of mentoring and its outcome for the protégé, mentor and the organization. Each industry has its own specific way of managing people and resources.

Blue chip companies are a nationally recognized, well-established and financially sound company. Blue chips generally sell high-quality, widely accepted products and services. Blue chip companies are known to weather downturns and operate profitably in the face of adverse economic conditions which help to contribute to their long record of stable and reliable growth. A bluechip IT company contains a varied kind of HRD practices. Hence, it is important to understand the specific trends of mentoring relationships. Mentoring is a protected association in which learning and trialing happens through analysis, testing, retesting and reflection on practice, circumstances, problems, mistakes and successes (of both the parties) to identify learning opportunities and gaps. Mentoring is about helping the mentee to upgrade self confidence and develop freedom, autonomy and development.

The mentoring relationship is a peculiar bonding where two people develop a firm affiliation with one other. It is based on mutual faith and regard, lucidity and honesty where each party can retain their originality. It is a well-built and emotional relationship. The mentoring relationship leads the mentee to learn and grow in a secure and protected setting.

The value of the relationship is crucial factor to a successful result; If affiliation does not occur and one or both of the two parties are not comfortable within the bonding then neither learning nor mentoring will be persistent. In the early period the mentee will be comparatively more in need and the mentor is required to be supportive, helpful, friendly and encouraging to nurture the mentee to learn and grow. However, during the apt time when the relationship changes and subsequently the mentor's role needs to change as the mentee becomes more secure and independent, and to sustain and deepen learning, the mentor will need to challenge, stimulate and encourage reflection.

For selecting employees to act as mentor in a bluechip IT company the criteria chosen are role of the employees' job, personality traits of employees and hierarchical ranks of the employees. Besides this, some traces of voluntary participation can also be observed in few cases.

OBJECTIVES OF THE STUDY

The specific objectives of the study are given below:

1. To find the factors that urge for mentoring needs.
2. To investigate the impact of Mentoring practices on career planning, employee development, job satisfaction and Performance Enhancement.
3. To know if there is significant relationship between various factors of Employee performance and how these factors help improving employee performance.

RESEARCH DESIGN

Quantitative research methodology is used here in this study as it provides with quantifiable information that can be analyzed to get definite results. This descriptive research was conducted by using questionnaire as the instrument to obtain the inputs for the objectives.

SAMPLE SIZE

Responses from 551 respondents were collected.

SAMPLE SIZE

Simple random sampling was used.

TOOLS FOR ANALYSIS

1. **Mean ranking analysis**
2. **Multiple regression**
3. **Correlation analysis**

ANALYSIS:

Table 1: Mean Ranking Analysis for Mentoring Purpose Descriptive Statistics

	Mean	Std. Deviation
Initial adjustments to organizational environment	3.90	.929
Helping Mentees sort out issues related to harassment	3.85	.974
Identifying Training and development needs	3.84	.937
Feedback for Performance Improvement	4.13	.884
Seeking inputs related to stress management	3.96	.804
Career Planning	3.77	.972
Work life balance	4.05	.953
Valid N= 551		

Table depicts that mentoring is sought is for performance improvement which gets a score of 4.13. Work life balance gets the second high score of 4.05. Getting inputs for the stress management is the next purpose of mentoring getting a score of 3.96.

Table 2:Mean Ranking Analysis For Employee Performance

	Mean	Std. Deviation
Mentoring enabled me realize the career planning opportunities in my organization	3.99	.930
Mentoring extends support to achieve my career goals	3.88	.891
My organization encourages mentoring to assess the mentees' potential and assists in developing their career plans.	3.94	.873
Mentoring helped me to identify my training needs and area of improvement.	4.20	.917
Mentoring in my organization helps to develop required technical skills, knowledge, and positive attitude	4.24	.790
Mentoring in my organization encourages me to accomplish interpersonal skills for the well-being of self and organization.	4.32	.722
Mentoring helps to identify the key areas for employee development	4.26	.871
Mentoring helped me to be self-satisfied with my roles and responsibilities	4.06	.915
Mentoring helps me in learning new things everyday and contributes largely to my job satisfaction.	3.81	.742
Peers support is vital for job satisfaction	4.23	.687
Direct supervisor support and approachableness helps me in attaining job satisfaction	3.52	1.058
Mentoring focuses on my attendance improvement at job.	3.68	.917
Mentoring has given me inputs enabling me meet my deadline	3.78	.713
I got Clarity in my roles and responsibilities due to mentoring	3.73	.920
Valid N = 551		

Many issues related to mentoring and employee performance were identified and are listed as above. Employees have given the opinion with a mean value 4.32 that mentoring in their organization encourages accomplishing interpersonal skills for the well-being of employees and organization. The mean value 4.26 shows that Mentoring helps to find the key areas for employee development. Majority of respondents have opined with a mean score of 4.24 that Mentoring in their organization helps to expand required technical skills, knowledge, and positive attitude.

Table 3: Multiple Regression to find the impact of mentoring practices on Career Planning

Hypothesis: Mentoring practices has an impact on Career Planning.

H0: Mentoring practices does not have an impact on Career Planning.

H1: Mentoring practices has an impact on Career Planning.

Table: Model Summary

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.603[a]	.364	.359	5.062

a. Predictors: (Constant), MNP18.4Training needs, MNP18.3organization encourages, MNP18.1careerplanning, MNP18.2career goals

ANOVA[a]

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	7997.816	4	1999.454	78.029	.000[b]
	Residual	13991.027	546	25.625		
	Total	21988.842	550			

a. Dependent Variable: mentoring practices
b. Predictors: (Constant), MNP18.4 Training needs, MNP18.3 organization encourages, MNP18.1 career planning , MNP18.2 career goals

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	31.363	1.350		23.228	.000
	MNP18.1 career planning	2.577	.368	.379	6.996	.000
	MNP18.2 career goals	5.322	.401	.750	13.255	.000
	MNP18.3 organization encourages	1.413	.365	.195	3.872	.000

	MNP18.4 Training needs	.973	.331	.141	2.936	.003

a. Dependent Variable: mentoring practices

By using the Enter method the above regression analysis based table was derived. From the table of coefficients it is observed from the score 0.750 that the mentoring practices is highly supportive in achieving the employee's career goals. The value 0.379 indicates that mentoring is enabling to realize the career planning opportunities in their respective organizations. It is observed that organization's role to assess mentees' potential and assisting in developing career plans is relatively less which is indicated by the score of .195. The score of .141 indicates the role of mentoring in identifying the training needs of the mentees and area of improvement, this score is relatively lower when compared to others that indicates mentoring needs to focus this aspect a bit more. Training directly impacts on performance of the employees. Hence this area has to be improved.

On the whole model was explained by 60 % of variance which was statistically significant, F (4, 546) = 78.02, p< .05 predicts about the mentoring practices. Regression analysis points out that R value of 0.603 and the F value 78.02 (p < 0.001) on account of mentoring. That is Mentoring practices contribute for 60 percent of total variance in Career planning. The R square and the adjusted R square indicate the model is fit at 36 percent respectively.

Table 4: Multiple Regression to find the impact of mentoring practices on Employee development

Hypothesis: Mentoring practices has an impact on Employee development.
H0: Mentoring practices does not have an impact on Employee development.

H1: Mentoring practices has an impact on Employee development.

Table: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.752[a]	0.566	0.564	4.176

a. Predictors: (Constant), MNP18.13keyareas, MNP18.11skills, MNP18.12interpersonalskills

ANOVA[a]

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	12451.076	3	4150.359	238.027	.000[b]
	Residual	9537.766	547	17.437		
	Total	21988.842	550			

a. Dependent Variable: mentoring practices, b. Predictors: (Constant),key areas, skills, interpersonal skills

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	10.642	1.200		8.866	.000
	MNP18.11skills	2.677	.277	.334	9.661	.000
	MNP18.12interpersonal skills	1.883	.379	.215	4.972	.000
	MNP18.13keyareas	2.375	.338	.327	7.019	.000

a. Dependent Variable: mprat

From the above tables the regression analysis was carried out by using Enter Method, to find the impact of mentoring practices on employee development .The technical skills development, interpersonal skills development and the identification of key areas were considered as the important variables while elucidating the variance in employee development. The highest Beta value 0.334 of technical skills development is highly consequential of Mentoring practices. Mentoring practices contribute significantly by 0.327 towards identifying key areas for employee development. It is observed that Mentoring practices though influence interpersonal skills but its value is 0.215 which is comparatively lesser to the other two variables.

On the whole model was explained by 75 % of variance which was statistically significant, F (3, 547) = 238.02, p< .05 envisages about the mentoring practices. Regression analysis points out adjusted R square of 0.564 and the F value 238.02 (p < 0.001) on account of mentoring. That is Mentoring practices contribute for 56.4 percent of total variance in Employees development. The R square and the adjusted R square indicate the model is fit at 57 percent respectively.

Table 5: Multiple Regression to find the impact of mentoring practices on Performance Enhancement

Hypothesis: Mentoring practices has an impact on Performance Enhancement

H0: Mentoring practices does not have an impact on Performance Enhancement

H1: Mentoring practices has an impact on Performance Enhancement

Table: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.698	0.488	0.485	4.538

Predictors: (Constant), MNP18.20clarity, MNP18.18attendance, MNP18.19deadline

ANOVA[a]

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	10724.251	3	3574.750	173.587	.000[b]
	Residual	11264.591	547	20.593		
	Total	21988.842	550			

a. Dependent Variable: mentoring practices
b. Predictors: (Constant), MNP18.20clarity, MNP18.18attendance, MNP18.19deadline

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	14.137	1.187		11.911	.000
	MNP18.18attendance	2.705	.246	.392	10.989	.000
	MNP18.19deadline	3.520	.331	.397	10.629	.000
	MNP18.20clarity	.769	.291	.112	2.645	.008

b. a. Dependent Variable: mentoring practices

Enter Method was used to show the impact of mentoring practices on performance enhancement. Mentoring practices has a great impact on enabling to meet deadline, this factor gets standardized beta value 0.397.

The attendance improvement, meeting deadline and the clarification of roles and responsibilities were considered as the vital variables while clarifying with the variance in employee performance enhancement. The second highest Beta value 0.392 of attendance improvement scores the next consequence of

Mentoring practices. Respondents feel that mentoring practices contributes very less for giving clarity to roles and responsibilities.

The model with a variance of 70% is significant with F(3,547) =173.587, p<0.05 which explains that mentoring strongly impacts employee performance enhancement.

The adjusted R square indicates that the model is fit at 49%.

Table 6: Multiple Regression to find the impact of mentoring practices on job satisfaction

Hypothesis: Mentoring practices has an impact on job satisfaction

H0: Mentoring practices does not have an impact on job satisfaction

H1: Mentoring practices has an impact on job satisfaction.

Table : Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.711	0.505	0.502	4.463

Predictors: (Constant), MNP18.17directsupervisor, MNP18.14roles and responsibility, MNP18.16peersupport, MNP18.15learning

ANOVA[a]

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	11113.523	4	2778.381	139.490	.000[b]
	Residual	10875.319	546	19.918		
	Total	21988.842	550			

a. Dependent Variable: mentoring practices
b. Predictors: (Constant), MNP18.17directsupervisor, MNP18.14roles and responsibility, MNP18.16peersupport, MNP18.15learning

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	20.453	1.279		15.986	.000
	MNP18.14roles and responsibility	.806	.347	.117	2.323	.021
	MNP18.15learning	1.653	.444	.194	3.726	.000
	MNP18.16peersupport	-.439	.333	-.048	-1.316	.189
	MNP18.17directsupervisor	3.438	.201	.575	17.080	.000

a. Dependent Variable: mentoring practices

To show the influence of mentoring practices on job satisfaction, the Enter Method was used. Mentoring practices with direct supervision gets standardized beta value 0.575.

The roles and responsibilities, learning new things, peer support and the approachableness towards supervisor were considered as the vital variables while clarifying with the variance in job satisfaction. The learning new things factor obtains second highest Beta value 0.194 , roles and responsibilities gets 0.117 as the score. Respondents feel that peer support do not have much significance during mentoring practices contributes very less for giving clarity to roles and responsibilities.

The model with a variance of 71% is significant with F(3,547) =173.587, p<0.05 which explains that mentoring strongly impacts employee performance enhancement.

The adjusted R square indicates that the model is fit at 49%.

Mentoring practices has a great impact on enabling to meet deadline, this factor gets standardized beta value 0.397.

The attendance improvement, meeting deadline and the clarification of roles and responsibilities were considered as the vital variables while clarifying with the variance in employee performance enhancement. The second highest Beta value 0.392 of attendance improvement scores the next consequence of Mentoring practices. Respondents feel that mentoring practices contributes very less for giving clarity to roles and responsibilities.

The model with a variance of 70% is significant with F(3,547) =139.490, p<0.05 which explains that mentoring strongly impacts employee's job satisfaction.

The adjusted R square indicates that the model is fit at 50%.

Table 7: Correlation Analysis to find relationship among the components of employee performance.

Hypothesis: There is relationship among the components of employee performance.

H0: There is no correlation among the components of employee performance.

H1: There is no correlation among the components of employee performance.

***Table: Correlation among the components of Employee Performance* Correlations**

	Job satisfaction	Career planning	Performance enhancement	Employee development	
Job satisfaction	Pearson Correlation		.365**		.702**
	Sig.(2-tailed)		.000		.000
	N	551	551	551	551
Career planning	Pearson Correlation	.365**	1	.529**	.509**
	Sig.(2 tailed)	.000		.000	.000
	N	551	551	551	551
Performance Enhancem	Pearson Correlation	.557**	.529**	1	.692**
	Sig.(2-tailed)	.000	.000		.000
	N	551	551	551	551
Employee Development	Pearson Correlation	.702**	.509**	.692**	1
	Sig.(2tailed)	.000	.000	.000	
	N	551	551	551	551

**. Correlation is significant at the 0.01 level (2-tailed).

The above table is the summarized form of the correlation among the factors of employee performance. It is noteworthy that all the factors are significant and positively correlated. The highest correlation is between employee development and job satisfaction with r=0.702. Next highest correlation is between performance enhancement and employee development with r value as 0.692.It is followed by the r value of 0.557 between performance enhancement and job satisfaction. The correlation between performance enhancement and career planning is r=0.529. Career planning is correlated with employee development with r=0.509.

It is observed that career planning is least related with job satisfaction with r=0.365

Here the null hypothesis is rejected as p<0.05 and alternate

hypothesis is accepted. This in turn explains that there is positive correlation among all the factors.

CONCLUSION

An organization's success or failure lies in the performance of the employees, this, to a large extent depends on the job satisfaction and employee development. There are many ways of employee development. Vital inputs to career planning can make employees work hard in that area leading to personal and organizational development.

Since Bluechip IT companies are competing on global standards , performance ia a mandatory criterion. Successful Mentoring programs can impact the employees in a positive way by enhancing their performance and job satisfaction.

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