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MENTORING IN A WORKPLACE: A LITERATURE REVIEW

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ABSTRACT

Mentoring is one of the interventions designed by organizations to develop employee competencies. Organizations can formally design mentoring by involving mentors and mentees as parties who play an essential role in this program. This article contains a review of the role of mentors and organizations, especially the human resource department, in implementing mentoring. Based on the literature review, organizations must build a mentoring system, in contrast to informal mentoring. A mentor must have managerial and technical competence, commitment, high emotional intelligence, excellent communication, and the ability to provide useful feedback for mentees. Organizational support is needed to encourage mentors to carry out their roles correctly, forming collaborative relationships that benefit all parties. This article expected to be a trigger for further research to conduct empirical tests of formal mentoring practices in Indonesia.

Keywords: Mentoring, Mentor, Mentee, Indonesia

INTRODUCTION

Career systems, talent management, and succession management are systems developed to manage human capital. Since the concept of competence introduced, employees have to meet the requirements of managerial abilities, skills, positive working behaviors that lead to the attainment of individual performance and then to organizational outcomes. These necessities arise because organizations are dealing with changes in an increasingly unpredictable external environment. Technological advances with shorter "expired" cycles, borderless competition, higher workloads, inefficient, no competitive advantage, lack of innovation with lack of employee

capability is a perfect combination of a problem in the organization. One intervention that can be designed by organizations in the human resource system to meet employee competencies is through mentoring programs.

Mentoring defined as a dyadic relationship occurring between more experienced individuals (mentors) and individuals who have less experience (mentees). This relationship focuses on mentee career development, and mentors can act as role models, provide psychological support, introduce the organizational culture and lead to problem-solving (Abbajay, 2013; Chun et al., 2012; Kram, 1983; Opengart & Bierema, 2015; Steinbauer et al., 2020). Build on this definition; there are two main actors in the mentoring process: first, a mentor who gives examples, explains, directs, and instructions; and second, mentees, those who make observations, ask questions, and explore various assignments (Abbajay, 2013).

This article aims to provide a literature review on formal mentoring in organizations, the role of mentors and organizations, and a framework on managing formal mentoring in organizations. The article divided into four parts: (1) formal mentoring, (2) the role of the mentor, (3) the role of the organization, and (4) conclusions (including challenges and obstacles to formal mentoring). This topic expected to provide further insight to examine the concept of formal mentoring in organizations empirically.

Formal Mentoring

One of the questions that arise from previous research studies is, "Will formal mentoring be better than informal mentoring?" In recent years organizations implementing formal mentoring programs have shown an increase. The researchers define formal mentoring as a relationship designed by the organization as part of a competency development system by matching senior and junior employees to collaborate on sharing knowledge to enhance the mentee's career in a certain period (Noe, 2010).

Mentoring can found in various forms at any organization, especially informal mentoring. For example, among adolescents, informal mentoring will emerge as a strategy to avoid peer pressure. In academic situations, informal mentoring can occur in the form of hands-on learning in a laboratory. Moreover, at work, mentoring will emerge in the form of networks built to foster better careers (Eby et al., 2013). Mentoring expected to have a positive impact on mentees, for example increasing motivation, achieving performance, retention of employees (Wilson & Elman, 2011), leading to positive attitudes, and improving positive mental health (Eby et al., 2013), including developing competence and employee engagement (Welsh & Dixon, 2020).

Many individuals do not seem aware that they have experienced an informal mentoring process. They establish relationships naturally with individuals who are trusted. Then they can ask questions, ask for advice, guidance, direction to behave or ask for consideration in making decisions, can be from parents, seniors, coworkers, peers, friends, superiors, or anyone who considered to have a match. Informal mentoring will often lead to a common goal between a mentor and a mentee. Seeing this, many organizations try to implement formal mentoring with the expectation that these activities can provide benefits to the achievement of organizational goals.

There is a difference in implementing a formal mentoring program with experience in informal mentoring. (Phillips-jones, 2003) put forward some of these differences. First, meetings at formal mentoring should manage in detail: when the mentoring takes place, how long it takes to take place, where the implementation is, what the mentor and mentee must do, how many times the meeting held, and the evidence. Second, partnership relationships are usually temporary. It is only focusing on mentee goals so that the two-way benefits do not occur. Research (Salinitri, 2005) conducted at universities shows that mentees gain extrinsic benefits with increasing academic status, whereas mentors have experience in providing different learning patterns. There will be no "chemistry" or continue to be long-term interpersonal relationships or friendships, mentoring activities undertaken is by organizational design, partnership monitored and controlled. Research conducted by (Ghosh et al., 2011) revealed that HR specialists must understand that the risk of adverse effects from mentoring relationships can arise. This negative effect must be limited because this cannot wholly eliminate. Organizations must pay attention systematically so that interventions to improve mentee capabilities do not become dysfunctional before the organization invests in the monitoring program.

Formal mentoring requires organizations to design systems so that mentors can match mentees, determining methods and patterns of mentoring, mentors are willing to spend extra time and are committed to guiding mentees, and monitoring and evaluating the implementation of mentoring systems. What is the measure of mentoring success? Does the mentor have the full right to say that someone has succeeded in increasing his competence? How can HR managers monitor the implementation of mentoring? That question is not a simple thing to answer. Day et al. (2009) stated that a formal mentoring program is a recommended HR development practice when an organization wants to develop leadership that is more effective if it carried out in the context of work (on the job) compared to classical patterns (in the classroom). (Inzer, 2005) uses the argument that the implementation of formal mentoring can not be as successful as informal mentoring due to several things. However, organizations must be able to develop a mentoring system according to each organization's situation considering the potential benefits.

(Welsh & Dixon, 2020) explained that job characteristics and organizational context have an essential role in providing positive mentoring output for mentees. Mentee's competencies will develop when mentees are allowed to apply what they are learning or giving a challenging assignment or given the responsibility to complete a project. These mentoring activities will complete well if the organization provides adequate support. For formal mentoring programs, the organizational commitment will have a more significant proportion of responsibility in ensuring the achievement of mentoring goals, for example by calculating the role of mentors as part of the workload, allocating budgets, setting standards for mentoring success, establishing business processes, including monitoring and evaluation system.

2. THE ROLE OF MENTORS IN FORMAL MENTORING

(Chun et al., 2012) explained that the organization must support mentoring implementation so that the mentor will make a positive contribution to the organization. First, provide support for mentee career paths by giving challenging

assignments, providing assistance in working, sponsoring career advancement, coaching, giving exposure to experiences, including protecting mentees from various aspects of the organization that can have a negative impact. Second, provide psychosocial support, for example, by sharing personal problems, and exchanging trust, accepting, and building friendships. Third, as a role model by directing mentees through values, attitudes, and behaviors that are believed by mentors will lead mentees to have a positive attitude towards the organization.

Mentors at formal mentoring are different from informal mentors. If an organization chooses to hold formal mentoring, there should be a mentor recruitment and selection process, including creating a system to match mentors and mentees, by third parties, usually based on job functions or other characteristics related to work (Allen et al., 2006). (Weinberg & Lankau, 2011) revealed that the process does not arise in informal mentoring because the matching process between mentor and mentee occurs naturally. Mentors and mentees voluntarily form a relationship that may tend to benefit both parties.

Formal mentoring can be no better than informal mentoring if there is less or no mentoring experience (even though it is informal mentoring). Mentor-mentee relationships become unrealistic, and mutual trust is low. Consequently, collaborative relationships will not form (Szabo et al., 2019), causing an error in estimating costs and benefits for the organization (Inzer, 2005). Who can be a mentor at formal mentoring? A mentor can be a direct supervisor from a mentee, a colleague from a more experienced mentee, or someone from outside the organization determined by the organization because he has competencies according to the mentee's needs. Mentors from outside the organization will provide exposure to other experiences, including providing a variety of mindsets and mentee's perspectives (Allen et al., 2006; Eby et al., 2013).

There are several criteria that organizations can use to select and assign mentors. First, organizations can assess the skills of prospective mentors based on their portfolio or track record, including physical and spiritual, so that the mentor can adequately carry out mentoring. Second, a mentor must have the ability and experience in observing, evaluating, and giving feedback. Furthermore, studies (Weinberg & Lankau, 2011) reveal mentors who have a high level of commitment to the organization will provide services and be a good role model for mentees rather than mentors with low levels of commitment to the organization. Besides, research (Opengart & Bierema, 2015) shows that it is vital for organizations to choose mentors with high Emotional Intelligence and be able to use these emotional competencies to maximize the benefits of mentoring relationships. People with emotional intelligence have a high tendency to have and maintain relationships.

Finally, the mentor criteria that need to consider are based (Steinbauer et al., 2020), who conduct studies using university students. The study results show that when students gave mentoring by a professional who has high ethical leadership, strong moral identity, and high moral awareness, it will reduce students' moral disengagement. (Abbajay, 2013) states, "A good mentor needs to be more than just a successful individual." A good mentor must also have the disposition and desire to develop other people. Great mentors must be able to both "talk the talk" and "walk the

walk." A mentor must have skills at work and willingness to encourage the development of individual competencies, both hard skills and soft skills.

3. THE ROLE OF ORGANIZATIONS IN FORMAL MENTORING

(Hu et al., 2014) states that when mentors have a perception that the organization provides support for the implementation of mentoring, the mentor will give a positive attitude such as voluntary to accompany mentees, providing quality assistance, including providing support for mentee careers. Mentors provide mentee mentoring processes of various functions, careers (sponsorship and coaching), and psychosocial (counseling and friendship), thus encouraging mentees to work more effectively and build positive work attitudes. Accumulated and long-term, this effort will lead to increased organizational effectiveness, and mentors will get a positive assessment from the organization.

Unlike informal mentoring, The HR department will carry out functions to prepare the mentoring system starting from planning, implementing, monitoring, and evaluating the implementation of mentoring. In the planning stage, the HR department must prepare a mentoring system that consists of at least mentoring guidelines that contain:

1. various policies that support the implementation of mentoring;
2. establish criteria for selecting, assigning, and dismissing mentors;
3. setting criteria for mentee selection;
4. establish a mechanism to determine the matching process between mentor and mentee;
5. determine the success criteria of mentoring;
6. prepare supporting facilities; and
7. establishing a mechanism for monitoring and evaluation activities.

For example, the HR department must provide socialization to equalize mentors' perceptions of mentoring. Another thing that can be done by the HR department is providing training for mentors. For example, improving communication skills, providing useful feedback, and increasing emotional intelligence (Ghosh et al., 2011; Opegart & Bierema, 2015). Also, at the planning stage, the HR Department can facilitate the Mentor Forum as a means for Mentors to share best practices in implementing mentoring. This forum can be held regularly with a certain period, for example, at the beginning, middle, and end of the year of activity.

For the implementation phase, the HR Department must determine the frequency and length of time the mentor and mentee meet. Research (Weinberg & Lankau, 2011) using a longitudinal design found that the frequency and amount of time spent by a mentor and mentee influence the success rate of mentoring, besides, the quality of the relationship grows positively due to the effect of the time allocated between the mentor and mentee. Kram (1988) states that mentoring relationships formed through several stages along with the building of trust and confidence with one another; the more time spent together between mentor and mentee, the faster trust and confidence formed. Therefore, it becomes crucial for the mentoring program coordinator to

design the program to continuously monitor the duration meeting between the mentor and the mentee.

CONCLUSION

This article provides a selective review of formal mentoring, including the role of mentors and organizations that can encourage the benefits of better mentoring for all parties. Various studies show various requirements so that formal mentoring can give good results as well as informal mentoring. Some literature shows that formal mentoring can end up dysfunctional when the organization officially designed mentoring. Furthermore, we hope that this article continues with empirical testing about formal mentoring held by organizations in Indonesia.

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