

Identification Of Mentors

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This paper is an attempt to focus on most important aspect of the organization that is mentoring and how to choose the mentors.

Mentoring helps professionals grow, develop and learn new skills under the direction and advice of an expert. Organizations implement mentoring programs to align the goals of the company with the professional development of its employees. A mentor can help the new employee adjust to the culture in an organization

It is experienced that newly recruited candidates face problems in the organization .They are not familiar with the organization culture, work environment , mission ,vision, etc. Therefore, mentoring will be beneficial for the new candidates to know the organization work culture, mission, vision and to know the organization in a better way.

Mentoring will enhance the skills of the employee to work more effectively. Hence, leads to organization growth.

This study is for generating an effective process for selecting mentors in the organization , so that newly recruited candidates can be guided effectively and properly about the organization and its work environment and also help them for their professional as well as personal growth and development.

Mentors should be selected on the basis of the work experience because there is not any selection process of the mentors.

Objectives of the Study

- To study and understand the need and importance of mentoring in Organization
- To assess the role of mentor in an organization.
- To understand the relationship between mentor & mentee.

- To generate a system/process for mentor identification through different methods.

- To recommend a process of selection of mentors.

Research Methodology:

The above objectives will be studied by conducting a primary Questionnaire survey of the executives of the organization

Sample Population:

A sample of 25 Executives was taken for pilot testing the process of identification of mentors in the organization.

Data collection method

Method used in the research are a combination of primary and secondary data sources.

Primary data has been collected by the Questionnaire survey

And secondary data has been collected from the reports and research papers

A sample of 25 Executives was taken for pilot testing the process of identification of mentors in the organization . Based on the data received from these Executives an attempt has been made to identify mentors who already possess the qualities of a mentor and also those who can be developed and groomed to become a mentor. The names of the Executives have not been disclosed in this project report to maintain confidentiality.

The questionnaire contains three sections, Section A and Section B and Section C. Section A checks the desire of an employee for becoming a mentor. While Section B assess the personality traits of an employee. And Section C checks the cognitive ability qualities of a person. The qualities required to become a mentor such as empathetic, trusting, creative, imaginative, cooperative, good personality,

positive attitude, intelligent, honest and hardworking, responsible, calm.

The personality test is used here is Big Five Personality Model Test. This test is reliable and measures what it says. Big Five Personality Model has five factors of personality that are used to describe human personality.

Key- words:

Mentoring, mentor, men-tee, personality.

Introduction :

“**Mentoring**” is a relationship between two persons mentor and men-tee, with learning and development as its main purpose is to help the new entrant navigate comfortably in the organization. The key to mentoring is the relationship between the Mentor and Men-tee which is built on trust, honesty, mutual understanding, respect and open communication.

It facilitates transfer of valuable information and insight from experienced executives to those just entering the management cadre in the company to nurture them and to offer support, guidance and assistance as the new person goes through a difficult period, faces new challenges.

It is a great way to make sure the talent pipeline is filled with people ready to manage and lead. Mentoring is probably the most powerful developmental process people can experience. And when it works, it develops two for the price of one.

Many people can remember being helped by someone who took an interest in their welfare, shared their experience and knowledge with them, and enabled them to develop. Often they remember these

relationships as playing a crucial part in their personal & professional development.

Mentoring is an effective way to provide professional development and to enhance learning in the workplace. It is the act of providing guidance, wisdom, knowledge and support in a manner in which a Men-tee can receive it and benefit from it. Mentoring creates an opportunity for an experienced executive of a company to provide professional guidance and share practical knowledge and skills with a new Management Trainee during his critical transition from a Graduate to a Practitioner.

Mentors focus on a men tee’s achievements, success in business and preparation for the workforce through a one-to-one relationship. Mentoring can be defined as “a sustained relationship between a youth and an adult. Through continued involvement the adult (usually older & always more experienced) offers support, guidance and assistance as the younger person goes through a difficult period, faces new challenges, or works to correct earlier problems. Mentoring is thus a development-oriented initiative.

Qualities required to be a Mentor:

- ✓ *Desire*
- ✓ *Time*
- ✓ *Reality Check – In touch with Org. Structure*
- ✓ *Experience*
- ✓ *Well-versed with the Culture of Organization*
- ✓ *Authentic, Empathetic, Creative and Honest*
- ✓ *Willingness*
- ✓ *Interest and Passion*

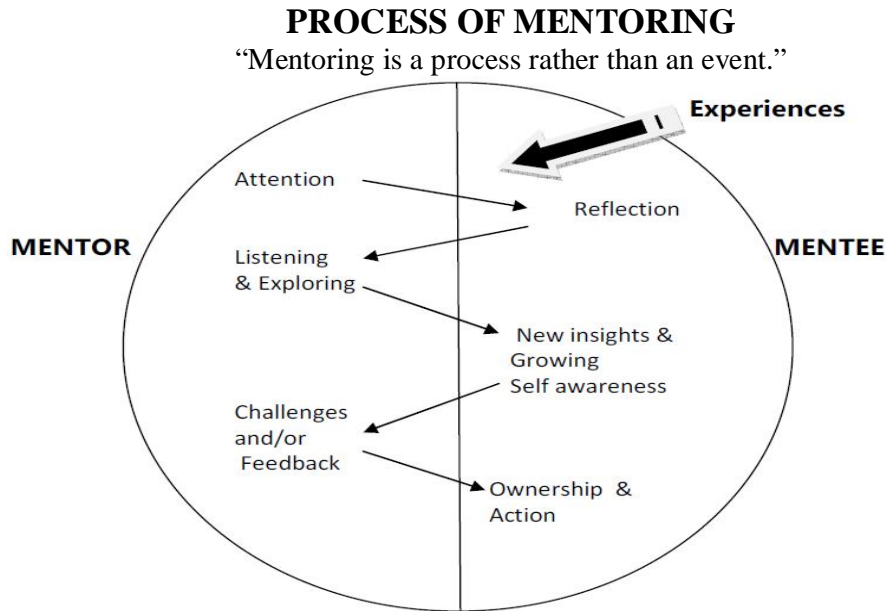


Figure 2: Process of Mentoring

Mentoring involves the establishment of a positive relationship between the mentor and the mentee. While this starts on a fairly formal basis, this usually becomes more informal overtime. The mentoring process usually includes:

- An initial meeting at which roles and responsibilities are clarified and the purpose of the partnership is established.
- The construction of an informal mentoring agreement which clarifies agreed outcomes, establishes how the mentor and the mentee will work together and identifies the boundaries of the partnership.
- Ongoing informal support (e. g. through email, telephone or short conversation).
- Regular formal meetings (frequency as agreed, of about an hour's duration).

- Informal record keeping of the agenda items and any agreed actions (these are confidential and the mentee is the custodian of them).
- A final review meeting after the conclusion of the project activity.

ADVANTAGES OF MENTORING

“Mentoring works best when it focuses on the entire person versus focusing on skill development alone”
Harvard Business Review.

Most mentoring programs are designed for the benefit of mentees, and they encourage participants to come into a relationship with specific goals and expectations. The advantages of mentoring are given below:

A. FOR THE MENTEE

- Greater professional competence

- Accelerated career mobility
- Increased job satisfaction
- Decreased job stress and role conflict
- Acclimatizes mentees to the business culture.
- Provides a mechanism for feedback & advice.
- Greater knowledge of career success factors

B. FOR THE ORGANISATION

- Increased productivity
- Enhanced organizational commitment
- Allows for smooth transition for new employees into the company
- Assists employees in preparing for higher-level responsibilities as appropriate
- Supports employee retention

C. FOR THE MENTOR

- Creates satisfaction from sharing knowledge and experience
- Enhances communication, coaching, and advising skills
- Increases visibility in the organization and acknowledgment as role Model
- Enhancement of coaching, mentoring, leadership, and management skills.
- Chance to be exposed to a diversity of thought, style, personality, and culture.

OBJECTIVES / GOALS OF MENTORING

The primary goal of Mentoring relationship is the professional growth and development of new entrants. Through the mentoring relationship, a mentor has the opportunity to coach, guide and share experiences and knowledge which will contribute to a mentee's growth. In specific the goals are:

- ✓ To help the new entrants to understand the work culture in a better way.
- ✓ To aid in Knowledge Sharing and Transfer.
- ✓ To offer the mentee an opportunity of

acquiring new knowledge and skills by understanding the mentees practical experience.

- ✓ To facilitate potential and skill development for current and future leaders.
- ✓ Familiarization of the Organisation, culture, people, policies & Structure.
- ✓ Learning & Development of individual.
- ✓ Learning technical skills and knowledge.
- ✓ Learning the current job.
- ✓ Preparing for future Jobs/challenges.
- ✓ To provide motivation for job performance, creativity, and the acceptance of responsibility with confidence.
- ✓ To socialize and familiarize the new entrants with the company's people, policies, programmes, and procedures.

ROLES OF THE MENTEE AND MENTOR

"It is the third most powerful relationship for influencing human behavior (after the family and couple relationships) if it is working."

Richard E. Caruso, Ph.D

Role of a Mentee

There are different roles of a mentee during the course of mentoring

Driver of Relationship

- Identify the skills, knowledge, and/or goals that mentee want to achieve and communicate them to mentor
- Bring up new topics that are important to mentee at any point and give feedback to mentor

Development Planner

- Maintain a mentoring plan and work with mentor to set up goals, developmental activities, and time frames.

Resource Partner

- Work with mentor to seek resources for

learning; identify people and information that might be helpful

Teacher

- Look for opportunities to give back to mentor; share any information that mentee think might be valuable

Continous Learner

- Take full advantage of this opportunity to learn.

Role of a Mentor

Primary goal of a mentor is to provide guidance and support to mentee based on his or her unique developmental needs

Coach/Advice

- Give advice and guidance, share ideas, and provide feedback.
- Share information on “unwritten rules for success” within environment/organization

Source of Encouragement/Support

- Act as sounding board for ideas/concerns about career; provide insights into possible opportunities
- Provide support on personal issues if appropriate

Resource Person

- Identify resources to help mentee enhance personal development abd career growth
- Expand the mentee’s network of contacts

Champion

- Serve as advocate for mentee whenever opportunity presents itself
- See opportunities for increased visibility for mentee

Other roles of a Mentor:

Coach:Expert, part of the hierarchy, experience in related areas

Guardian: Parental & nurturing role

Facilitator: Developmental and guiding role

Counselor: Transformational role

The mentor has to play any of the above roles depending upon the situation. Where a mentor is not in position to take any of the roles, specifically, he or she may take the help of other mentors or even arrange for assistance / support from external agencies/sources through HR department.

What Are The Potential Benefits For The Organization?

The benefits for the organisation can be summarised as follows :-

- ✓ Better recruitment, retention & progression of employees
- ✓ Means of supporting succession planning
- ✓ Motivated workforce with improved skills
- ✓ Improved communications across the business
- ✓ Reinforcement of culture change
- ✓ Tacit knowledge is shared
- ✓ Helps building of the learning culture
- ✓ Cost-effective personalised development programme
- ✓ Maximising human potential

Life cycle of Mentoring Relationship

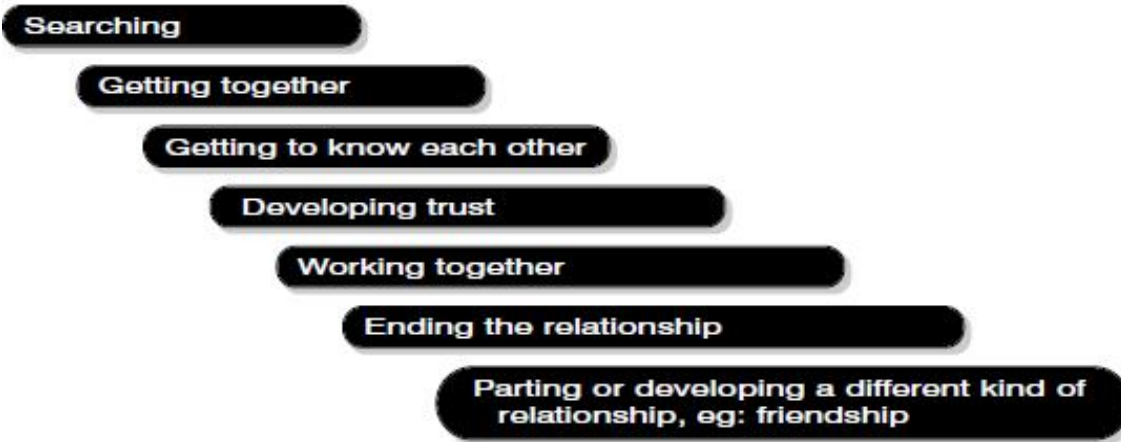


Figure 4 : Lifecycle of mentoring relationship

MENTORING IN ORGANIZATIONS

Possible Issues :

Mentoring is used in organizations for various purposes, eg:

- **Induction:** to help people become familiar with the organization and get up to speed
- **Speed for development:** to ensure effective learning for the future
- **Career progression:** to assist in identifying and supporting potential.
- **Support for learning on the job:** to enhance job-related knowledge and skills for the present
- **Equal Opportunities programmes:** to ensure proper integration and fairness of treatment
- **Redundancy support:** to assist people in major transitions to new stages of their lives
- **Support in a new project or new job:** to ensure rapid assimilation and

delivery

- **Within change programmes:** to help people understand what is involved in change

TYPES OF RELATIONSHIPS

Mentoring relationships vary depending on the people and the character of the organization concerned. They may be:

Open - able to discuss any topic

Closed -restricted discussion topics

Public - others know that the relationship exists

Private -few know that the relationship exists

Formal- agreed appointments, venues and timing

Informal - casual or a 'pop in anytime' basis

Recommended steps for identifying a mentor by Researcher

Step 1) Selecting interested employees for mentoring.

Two ways to get the list of interested employees for mentoring :-

1st way –Selecting list of interested employees by conducting questionnaire or through by filling forms for mentoring.

2nd way –Through internal records i.e, designation,qualification, total number of work experience.

Step 2) Conducting tests like Psychometric test, Personality test, Ability test, etc to check employees eligibility , desire for mentoring and his/her ability.

Step 3) By assessing the track record and shortlisting the final list of Mentors.

Step 4) Matching of Mentor and Men tee by filling forms or system generated i.e. computerized.

Step 5) Allotment of mentor to the men tee.

Methods for identifying a mentor.

1) Psychometric test (Ability test, Aptitude, IQ test,MBTI test or Big Five Personality Model test).

2) Interview or Track record of an employee who is interested in mentoring.

SCOPE OF MENTORING

The mentoring program will be mandatory for a new entrant for duration of at least 3 months wherein the mentor will familiarize the mentee with the divisional information and culture. The mentor also will appraise the responsibilities of the men tees in the organization.

HR will facilitate this process and will be responsible for ensuring-that mentor-men tee pairing is suitably done.

To begin with, this mentoring process will be applicable to the following :-

- Permanent employees (direct/indirect) and
- Officers
- Promote officers
- Any new entrants up to grade IV

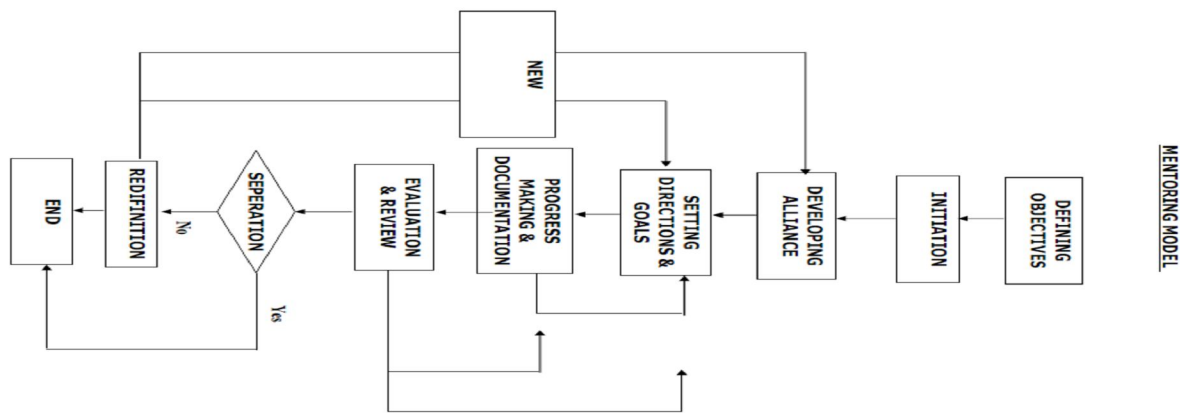


Figure 3: Mentoring model

Big Five Personality Model Theory

The 'Big Five' Personality Traits Model has attracted the attention of both researchers and managers. The potential value of this framework lies in the fact that it includes an integrated set of traits that appear to be valid prediction of certain behaviors at the workplace. According to **Fred Luthans**, "Although the five traits are

largely independent factors of a personality, like primary colors, they can be mixed in countless proportions and with other characteristics to yield a unique personality whole. However, also like colors, one may dominate in describing an individual's personality". It may also have noted that different people have these traits in varying degrees from high to low.

The big five traits have been found to be related to job performance. The descriptive characteristics of these traits have been summarized as follows :

| Core Traits | Descriptive characteristics of high score |
|---------------------------|---|
| 1) Extroversion | Sociable, outgoing, talkative, assertive, gregarious. |
| 2) Agreeableness | Cooperative, warm, caring, good nature, courteous, trusting. |
| 3) Conscientiousness | Dependable, hardworking, organized, self-discipline, persistent, responsible. |
| 4) Emotional Stability | Calm, secure, happy, unworried. |
| 5) Openness to experience | Curious, intellectual, creative, cultured, artistically sensitive, flexible, imaginative. |

1) Extroversion :-It reflects a person's comfort level with relationships. Extroverts are sociable, talkative, assertive, and open to establishing new relationships ; Introverts are less sociable, less talkative, less assertive, and more reluctant to begin relationships.

2) Agreeableness :-It refers to a person's ability to get along with others. Highly agreeable people value having their say or their way. They are co-operative and trusting of others. People who score low on agreeableness focus more on their own needs than the

needs of others.

3) Conscientiousness :-It refers to the number of goals that a person focuses on. A highly conscientious person focuses on relatively few goals at one time. He or she is like to be organized, systematic, careful, thorough ,responsible, self disciplined , and achievement oriented. A person with a low conscientious nature tends to focus on a higher number of goals at one time. Consequently, the individual is more disorganized, careless, and irresponsible, as well as less thorough and disciplined.

4) Neuroticism / Emotional Stability

-It focused on an individual’s ability to cope with stress. The individual with positive emotional stability tends to be calm, enthusiastic, and secure. A person with low emotional stability tends to be nervous, depressed, and insecure.

5) Openness to Experience

-It addressed one’s range of interests. Extremely open people are fascinated and innovative. They are willing to listen to new ideas and to change their own ideas, beliefs, and attitudes in response to new information. On the other hand, people with low levels of openness tend to be less receptive to new ideas and less willing to change their minds. They also tend to have fewer and narrower interests and be less curious and creative.

Practical Applications of Big Five

$$\begin{aligned}
 E &= 20 + (1) \quad \text{---} + (11) \text{---} - (16) \text{---} + (21) \text{---} - (26) \text{---} + (31) \text{---} - (36) \text{---} + (41) \text{---} - (46) \text{---} \\
 &\quad \text{---} - (6) \quad \text{---} \\
 A &= 14 - (2) \text{---} \quad \text{---} - (12) \text{---} + (17) \text{---} - (22) \text{---} + (27) \text{---} - (32) \text{---} + (37) \text{---} + (42) \text{---} + (47) \text{---} \\
 &\quad + (7) \quad \text{---} \\
 C &= 14 + (3) \quad \text{---} + (13) \text{---} - (18) \text{---} + (23) \text{---} - (28) \text{---} + (33) \text{---} - (38) \text{---} + (43) \text{---} + (48) \text{---} \\
 &\quad \text{---} - (8) \quad \text{---} \\
 N &= 38 - (4) \text{---} \quad \text{---} - (14) \text{---} + (19) \text{---} - (24) \text{---} - (29) \text{---} \quad \text{---} - (39) \text{---} - (44) \text{---} - (49) \text{---} \\
 &\quad + (9) \quad \text{---} (34) \quad \text{---} \\
 O &= 8 + (5) \text{---} \quad \text{---} + (15) \text{---} - (20) \text{---} + (25) \text{---} - (30) \text{---} + \quad \text{---} + (40) \text{---} + (45) \text{---} + (50) \text{---} \\
 &\quad - (10) \quad \text{---} (35) \quad \text{---} = \text{---}
 \end{aligned}$$

The score should be between zero and forty. The average of the total scores is taken and based on the average scores employee’s eligibility of becoming a mentor is and personality type is decided.

ELIGIBILITY SCALE

| Average scores | Eligibility |
|----------------|------------------------------|
| 0-20 | Not recommended as a mentor |
| 21-30 | Recommended as a mentor |
| 31-40 | Most suitable to be a mentor |

DATA ANALYSIS AND INTERPRETATION

A sample of 25 Executives was taken for pilot testing the process of identification of mentors, Based on

Personality Model:

- 1) Big five assessments have shown to provide useful predictions of future job performance.
- 2) Big five can identify perspective qualities of associates for higher management.
- 3) The big five tests are used to screen candidates for team building, selection, job analysis, training programmes, coaching, counseling and leadership development.
- 4) The big five tests are predictive in nature, it predicts certain aspects of personality, but the theory can describe and measure certain traits accurately.
- 5) Big five assists success of high-involvement management by locating combinations of big five traits likely to provide a foundation for important core competencies.

the data received from these Executives an attempt has been made to identify mentors who already possess the qualities of a mentor and also those who can be developed and groomed to

become a mentor. The names of the Executives have not been disclosed to maintain confidentiality.

The questionnaire contains three sections, Section A and Section B and Section C. Section A checks the desire of an employee for becoming a mentor. While Section B assess the personality traits of an employee. And

Section C checks the cognitive ability qualities of a person. The qualities required to become a mentor such as empathetic, trusting, creative, imaginative, cooperative, good personality, positive attitude, intelligent, honest and hardworking, responsible, calm.

The personality test is used here is Big Five Personality Model Test. This test is reliable and measures what it says. Big Five Personality Model has five factors of personality that are used to describe human personality. The personality traits are measured with the help of following formula.

The five factors are : **O C E A N**

$$\begin{aligned}
 E &= 20+(1)_-(6) && __ + (11)_ _ -(16)_ _ + (21)_ _ -(26)_ _ + (31)_ _ -(36)_ _ + (41)_ _ -(46)_ _ \\
 A &= 14-(2)_+(7) && __ -(12)_ _ + (17)_ _ -(22)_ _ + (27)_ _ -(32)_ _ + (37)_ _ + (42)_ _ + (47)_ _ \\
 C &= 14+(3)_-(8) && __ + (13)_ _ -(18)_ _ + (23)_ _ -(28)_ _ + (33)_ _ -(38)_ _ + (43)_ _ + (48)_ _ \\
 N &= 38-(4)_+(9) && __ -(14)_ _ + (19)_ _ -(24)_ _ -(29)_ _ -(34)_ _ && __ -(39)_ _ -(44)_ _ -(49)_ _ \\
 O &= 8+(5)_-(10) && __ + (15)_ _ -(20)_ _ + (25)_ _ -(30)_ _ + (35)_ _ && __ + (40)_ _ + (45)_ _ + (50)_ _ \\
 &&&&&& = __ __
 \end{aligned}$$

The score should be between zero and forty. The average of the total scores is taken and based on the average scores employee's eligibility of becoming a mentor is decided. Researcher has suggested Big Five Personality Model Test to check certain qualities that require to be a mentor. This is a type of psychological test to check the personality of a person.

| Average Scores | Eligibility |
|----------------|------------------------------|
| 0-20 | Not recommended as a mentor |
| 21-30 | Recommended as a mentor |
| 31-40 | Most suitable to be a mentor |

INTERNATIONAL RESEARCH JOURNAL OF MULTIDISCIPLINARY STUDIES

Researcher have taken sample of 25 Executives for pilot testing the process of identification of mentors, but here result of only ten executives are shown.

| Sr. No. | Name | O | C | E | A | N | Average |
|---------|------|----|----|----|----|----|---------|
| 1) | PHL | 22 | 16 | 21 | 15 | 14 | 17.6 |
| 2) | ASA | 28 | 36 | 29 | 35 | 34 | 32.4 |
| 3) | VBE | 21 | 20 | 24 | 24 | 22 | 22.2 |
| 4) | RPJ | 23 | 27 | 22 | 24 | 19 | 23 |
| 5) | NSR | 30 | 33 | 32 | 34 | 22 | 30.2 |
| 6) | AKY | 27 | 34 | 19 | 27 | 23 | 26 |
| 7) | SAO | 30 | 36 | 34 | 36 | 36 | 34.4 |
| 8) | MBC | 17 | 19 | 16 | 23 | 21 | 19.2 |
| 9) | KSS | 20 | 21 | 24 | 29 | 23 | 23.4 |
| 10) | ASV | 22 | 14 | 29 | 32 | 16 | 22.6 |

Scores of the Executives based on OCEAN test :-

| Sr. No. | Name | O | C | E | A | N | Average |
|---------|------|----|----|----|----|----|---------|
| 1) | PHL | 22 | 16 | 21 | 15 | 14 | 17.6 |
| 2) | ASA | 28 | 36 | 29 | 35 | 34 | 32.4 |
| 3) | VBE | 21 | 20 | 24 | 24 | 22 | 22.2 |
| 4) | RPJ | 23 | 27 | 22 | 24 | 19 | 23 |
| 5) | NSR | 30 | 33 | 32 | 34 | 22 | 30.2 |
| 6) | AKY | 27 | 34 | 19 | 27 | 23 | 26 |
| 7) | SAO | 30 | 36 | 34 | 36 | 36 | 34.4 |
| 8) | MBC | 17 | 19 | 16 | 23 | 21 | 19.2 |
| 9) | KSS | 20 | 21 | 24 | 29 | 23 | 23.4 |
| 10) | ASV | 22 | 14 | 29 | 32 | 16 | 22.6 |

| Very Low | Low | Neutral | High | Very High |
|----------|-----|---------|------|-----------|
| 1 | 2 | 3 | 4 | 5 |

INTERNATIONAL RESEARCH JOURNAL OF MULTIDISCIPLINARY STUDIES

| Sr. No | Name | Desire to participate in Mentoring is : |
|--------|------|---|
| 1) | PHL | Low |
| 2) | ASA | High |
| 3) | VBE | High |
| 4) | RPJ | Very High |
| 5) | NSR | Very High |
| 6) | AKY | High |
| 7) | SAO | Very High |
| 8) | MBC | Neutral |
| 9) | KSS | Neutral |
| 10) | ASV | High |

Arlen T.Swenson developed an assessment tool to measure person's cognitive ability . Swenson's assessment tool is also known as Fifth-Generation Assessment tool. The shaded portion indicates the range where a person's score should come which means he has good ability qualities i.e. mental ability,logical reasoning, problem

solving skills. If a person's score is falls between the shaded region i.e, 60% - 80% then he has good ability qualities. . If a person's score is falls between 90% - 100% then he has very good ability qualities. And . If a person's score is below 60% then his ability qualities are average. And if his percentage of score is low then his ability qualities are poor.

ABILITIES

1=10%, 2=20%, 3=30% 10=100%

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|----|
| | | | | | | | | | |

Ability Test Score of the Executives in percentages

| Sr.No | Name | Percentage | Ability Test Scores |
|-------|------|------------|---------------------|
| 1) | PHL | 86% | 13 |
| 2) | ASA | 93% | 14 |
| 3) | VBE | 100% | 15 |
| 4) | RPJ | 93% | 14 |
| 5) | NSR | 80% | 12 |
| 6) | AKY | 86% | 13 |
| 7) | SAO | 86% | 13 |
| 8) | MBC | 93% | 14 |
| 9) | KSS | 100% | 15 |

| | | | |
|-----|-------|-----|----|
| 10) | A S V | 73% | 11 |
|-----|-------|-----|----|

Following is the list of recommended mentors who are identified on the basis of the average scores of Big Five Personality Model Test, desire to participate in mentoring and

Ability Test Results. Most of the Executives score of ability test falls in the shaded region & above of Swenson's Fifth-Generation Assessment tool.

RECOMMENDED MENTORS

| Sr.No | Name | Average Score |
|-------|-------|---------------|
| 1) | A S A | 32.4 |
| 2) | V B E | 22.2 |
| 3) | R P J | 23 |
| 4) | K S S | 23.4 |
| 5) | N S R | 30.2 |
| 6) | A K Y | 26 |
| 7) | S A O | 34.4 |
| 8) | A S V | 22.6 |
| 9) | K S B | 24.2 |
| 10) | P D P | 26.8 |

FINDINGS

- These are the Executive who are identified and recommended to become mentors.
- Some of the Executives score were low but they have willingness for becoming a mentor and some of the Executives average score were high but their desire to participate in mentoring was low.
- Not all Executives were falling in the eligibility scale in Big Five Personality Model Test.
- 4 Executives score were more than 30 of the Eligibility Scale. Therefore, they are most suitable to be a mentor and.
- 2 Executives score were between the Eligibility Scale 21 – 30 but their desire to participate in mentoring was low. So they are not

recommended to be a mentor.

- Almost all Executives have good cognitive ability qualities .Most of their percentage of scores falls in the shaded region and above of Swenson's Fifth-Generation Assessment Tool.

CONCLUSION

The study focuses on mentor identification based on different tests as adopted. 25 Executives were selected based on their experience in different level . The questionnaire was divided into 3 Sections i.e, Section A, Section B, Section C to assess the different qualities which are required in a person to become a mentor. By conducting the test, 18 Executives of

different departments with varied exposure were found suitable as a mentor based on their desire, personality traits and cognitive ability (mental abilities, problem solving skills, logical reasoning skills). 18 out of 25 Executives were identified and recommended as a mentor.

SUGGESTION/RECOMMENDATION

- This test will be more effective and give accurate results if conducted within certain time duration.
- Like performance Management System, Mentoring Management System can also be developed and implemented so that right from selecting a mentor to the

termination of the relationship, the mentoring process can be monitored in an effective way.

- Mentoring system of other MNC companies can be compared to make the mentoring more better.
- Other Psychometric tests like DISC test, 16PF factor personality test can also be helpful for assessing personality.
- There should be one to mentoring so that effective mentoring program can be implemented.
- The Executives who's scores are low can be developed by conducting some Skill Development Programs (SDP).

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