Lecture 30: Mentoring (Contd.)

Okay, so welcome to the last session of this mentoring program.

(Refer Slide Time: 00:24)

And here what we are going to discuss is some of the other issues in the mentoring relationship. You know that once we look at the relationship and we see that the mentoring program goes smoothly and we have discussed the responsibility of both the mentor size or the mentis that how should they go about in this kind of program. And then we will look into some other critical issues right related to mentoring.

And then we will also check that how do you go about examining the link of mentoring and improvement in the performance and the behaviour, because that is the basic objective of mentoring. So how do we go about evaluating mentoring okay, you remember we talked about evaluating the process, outcome and the performance of the mentoring right. So these are the three criteria through which we can go for evaluating the mentoring process. Now in this context we are going to discuss about the issues related to the mentoring right.

(Refer Slide Time: 01:18)

So the first question that comes to mind when you are going to start any mentoring program, that are you ready to mentor somebody? So if you reduce a mentor it means that you have those qualities which is required by a mentor. And if you are not having those qualities then you need to develop those qualities, so that will become a good mentor right. So when we are going to talk about being ready as a mentor, so we discussed some of the things in the past also.

But in the compact to it we are going to discuss it, and then you find it again, it means that if you are ready to mentor it means you are willing to become a mentor, then you must be able to help that person, you should be able to extend your help or extend your helping to other person who needs to be helped and who needs to be developed right. so you should be ready willing and able to help in that person.

Because if you are going to take responsibility you should continue to this kind of a, you should not leave in between as emitter. For example, in the beginning you sometimes say that okay,

have all the time and energy, but sometimes after that you lose interest and they maintain for whatever reasons. Sometimes it may happen that as a mentor you lose interest, and it becomes ever the mentor is not doing the job, as you are not taking interest, or where the relationship become dysfunctional right.

So the mentor relationship is, what resources are being spent on this kind of process in a formal way okay, it is going to fail and there is no return on this kind of investments. So you have to be very careful when you are going to act as a mentor right. You must show your willingness, commitment in terms of time and other resources to help in that person. And then only you should take the responsibilities okay that is one thing.

In addition to it you must have the background it is required, you know that mentors are mostly finger professionals in the organization, senior as well as experienced who have grown to the ladder of finger positions within the right time frames, they have all the experience and knowledge which they are supposed to say with their junior person right. Because now they are in a position where there is no growth and development okay.

So they are all grow end of that in the career, personally and professionally they are very, very certified. So if these people come forward, they share their knowledge and skill base with their younger ones probably they could not help younger's to grow and develop in the organization. It is good for both, mentors inventions, as well as for the organization, because it could be a part of the talent management strategy that how to take care of the talent in the organization. It could be also related to citizen and turnover of the organizations right.

So that implies turn over, because you know that if you join this organization there is someone else who is going to take care of your growth and develop it right so there are certain issues that as to be kept in mind before you accept responsibility to become a mentor so apart from your commitment in terms of time resources and everybody have availability you also need to ensure that your credibility is not a stick you are expected and trusted by not only a fellow but everybody else in the organization.
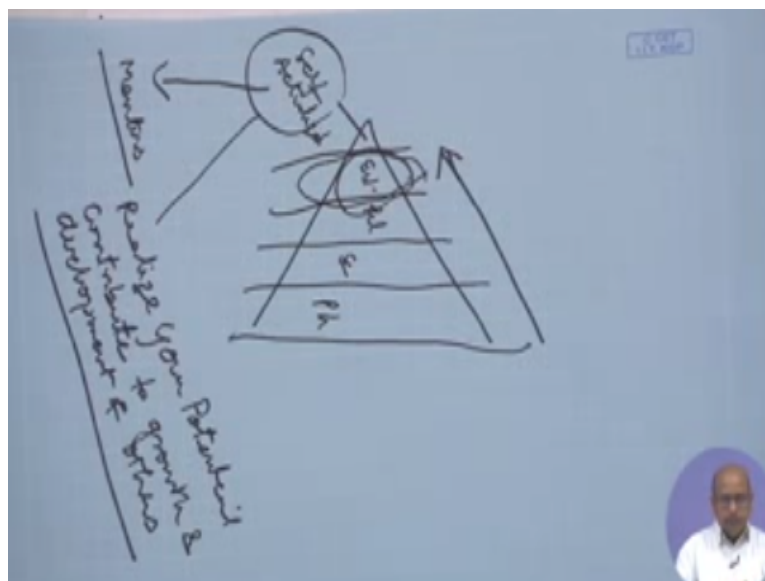
It means you have moved to a senior position because of a integrity, honesty your capability not otherwise and then probably your credibility would not be at a stick okay it means your credibility is very solid into smaller skill be your growth and development and you have a

background this is very established okay so there is no question asked or there then you have all the competencies that is required to mentor somebody right.

And of course your level of respect is very high among your peers fellows and others in the organization and that is how you build your credibility to become a mentor so the creditability comes from respect creditability come from your background creditability comes from your competencies so if your creditability is established and you are ready to help then you must come forward and take this responsibility to help another person.

Now if you look at this role probably you can relate with Maslow's hierarchy also because if you look at Maslow's hierarchy you have reached to a level where you have moved to a highest level on the Maslow's hierarchy right if you look at this Maslow's hierarchy is something like this one.
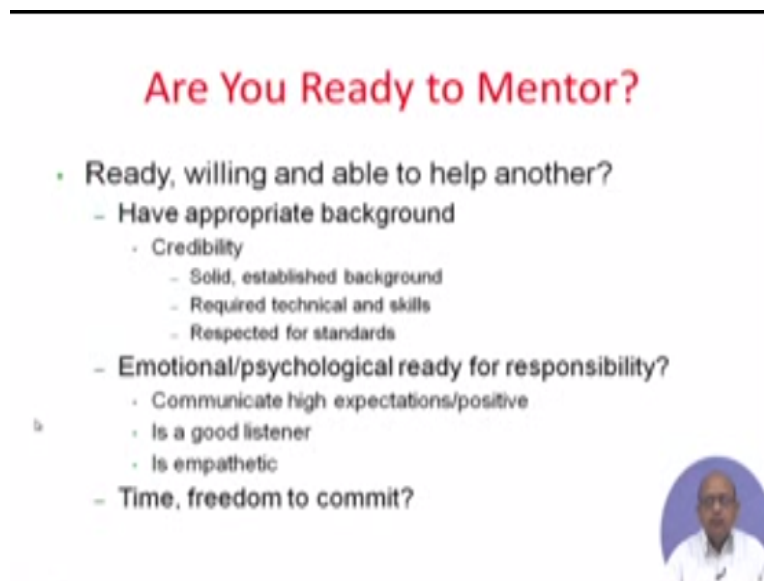
(Refer Slide Time: 06:09)

Say pragmatically in nature basically you have physiological needs security needs then relationship then steam needs and finally you have self actualization most of the people move earlier to this steam needs why I am giving this reference stuffs Maslow's hierarchy here is that

mentors are basically those kind of people who are self actualized self actualized means what it means they have realized there potential they know what they are and not only that but the can see that in what way they can contribute to the growth and development of other people in the organization okay.

So you realize your poetical then another important issue is related this is contribute to growth and development of others why it is important here is because up to this level self extreme level you have been thinking about your growth and development so far right in the organization so you have moved a up this arrow okay up this level thinking about yourself your growth and development, now you have grown and devolved now and it is your responsibility to give it back you giving it back to whom to the people how join the organization.

So that they can also grow and developed so it is a responsibility you can say that you take for the growth and devolvement of other people provided you have realized so potential that is you have the potential and you can contribute to the growth and development of other people right and that is what we call this.

(Refer Slide Time: 08:04)

And the ratio that is relate to the emotionally or psychological ready for responsibilities what does it whether you have those responsibilities I have so I try to explain that here the physiological terms and the needs hierarchy that if you have to realize those and you ready to contribute to the growth and development and you think that yes you have this kind of like who

are ready to take this responsibilities then you should go far away as the results probably can expect higher expectations.

More positive results and then certain other qualities that you required by use that yes it should be a good results it should be able to listen commit and be pathetic and their filling like others you should be able to understands their problems and since you have already gone through these things in your carrier probably better post into understand and finally you should be able to commit time and freedom because if you are not able to free or self I am your activities probably will not be able to do this job okay.

As I meant to have to think about it the four taking of the responsibilities so this very, very important otherwise the entire process relationship other things will not work so these is one into that is it to be important for them.

(Refer Slide Time: 09:20)

Okay when you derive that there is a gap in the performance of that what to do you know that the person is not able to go and there is a gap between the actual performance and the bench mark performance or what we call the standard performance so do you cover with positive constructors strategies to work comes what to do are you should give negative commands so the idea is that since for very mature experience in fresher so we should try to give very positive and constructive.

Feedback so that he can overcome failures as we have already discussed that as I meant he should be able to understand and accept failures but your role in the process is to make them understand that how to work come this kind of things, so you should be you are suppose to be very positive and constructive create matter so you are strategy for as work should be positive and constructed should not do the based the part the gap in the performance the gap in the performance maybe there but they should think about his overall all go is because you are not concerned about.

His performance gap on the current job because the solution is strengthening not mentoring as the mentor you are not responsible for bracing the gap in the performance on the current job but you are responsible to ensure that how this kind of things does not come in the future so you have to see that how this person is going to take up this challenge so that this kind of performance gap does not come in the picture later on right, so far as gap in the performance that you can find out from the supervisor.

Right looking at his performance are require data but in the gap in the performance and this performance gap can be by notifying their needs okay identifying a trending influence and going for that kind of trending influence and then helping the helping him out perform that so the a proper should be a more development in nature so you can ask line managers suppose these are the performance scares which need to be looked into by you and then line managers are going to take responsibility of bring like that.

Right and then since you are going to confirmed with the person to in fact having good performance you should make sure that is the conditions always the role should be indicating the attitude should be positive okay and then you should not have a kind of buyers or attitude in the judgment related to his performance and when you going to communicate this okay and whether to keep supervising you look in the process or not so what are the things.

That you should not do, do not criticize okay, give always constructive positive feedback, do not always repeat short coming the same thing if you repeat probably the person who would get irritated or he would try to define or he may an alignment outline these kind of things, so the relationship might be these functional okay.

Do not make statements in absolute terms, like you have good for nothing okay, you cannot do it. So said okay, these are by issues which you need to care and you have reached the progress now you have to proceed for that, so you should always may grated relative statements that is always better, okay. Sometimes you provide advice which he may not like another solid state advice should not be given.

The feedback should be base the pyramiding and disguising that goes on, okay and it should be based on fact and excision and it should be recorded that is why I use this steps every hours fact, discussion and record and based on that you should give advise not otherwise, okay. So at the idea is to bring out the people from the problem not to create more problems for them okay, so may sure that by doing these things you are not creating problem for the people.

(Refer Slide Time: 13:22)

Then you mentors to maintain in the process develop special relationship, what does it mean when you call it this special relationship. So you know that we have different kind of mentoring issues here special relationship in the sense what, you know sometimes you have a mentor who is a male okay, so same gender relationship you are going to have sometimes you might be having a mentor who is going to be a female, so your boss may be or your senior professional might be a female are sometimes you have a mentor who is a different gender, okay.

So in many organizations we go for cross gender of relationship the cross gendering of relationships, right. These cross special relational maybe a good provided you get better

perspectives out of it, because the way they think could be different okay, is not it so but this high certain problems also okay, like gossiping, embay, succession, speculation having certain sexual history types okay, are sometimes they could be charges of sexual harassments so these are some of the issues that may come in cross gendering relationship.

Make sure that these are not going to happen provided there is a cross gendering and this mentoring relationship it means one of either domain to interrupt the mentor is male or the female, right, okay. If both of them are male usually the problem does not happen but a both of them are female that also creates certain problem say times, okay. When for having same gender relationship especially in case of female, okay.

So there are certain things that mentors needs to be aware of and there are certain things about which the mentors need to be aware of, okay so you have to see that these kind of things are avoided in cross gender relationship. Then the cross cultural difference could be there right, the back ground the religion, the race, the socio economic status or the family traditions of the mentors side and mentor may be different, okay.

So this may also need to some this functional relationship like cross gendering there could be a race functional relationship even if cross culture reference says between the mentor and the mentors may be dysfunctional but it could also be used as a beneficial from beneficial perspective because it brings variety into the relationship, you try to get to know about other perspectives are different perspective okay, whether is cross gender in relationship.

Across a cultural relationship, so it is very important that if we are going to have a cross gender relationship or cross cultural difference in relationship of the mentor in minters are from two different arenas a perspectives make sure that you are able to explode the benefits of culture or benefits of gender in to other perspective and you get benefit out of it instead of making sure that this is going to create certain kind of this functions and the relationship.

For example as I male meant you think that the female mentor is not good for you so you think that females are not good bosses so this kind of hysteria types if it there to object it is going to lead to this functional relationship right and suppose you are a male mentor and you have female mentis and then if it is not working out there could be charges of 6 mentor exit also or average it

will also happen wise for a san and then you in case of gender relationship sometimes you start speculating certain things which may not waste not facts okay.

And you think that a mentor is doing something it becomes subspecies either about the mentor sand they mentees okay so this kind of problems need to be avoided in a cross gender relationship and that is why you call it as special relationships. These actually these treats and characteristics needs to exploded from the positive perspective from the not from the negative perspective say for example in cross cultural maintaining relationship where the people from different say economic back ground.

So you are going to provide different perspectives to think to grow undeveloped are you from the religious back ground different release alliance and background so you come to know understand about of that relation okay, so that we should be taken as a strength not as a negative thing right so these kind of things are important provided it how do we take up so the minters or mentees need to be train about this kind of thing so that there is not create any kind problem for the relations should to be this functional.

(Refer Slide Time: 18:12)

Special Relationships

- Cross-gender
  - Can be of great benefit
  - Very common in science
  - Problems include:
    - Gossip, envy, suspicion, speculation, sexual stereotypes, charges of sexual harassment
- Cross-Cultural
  - Can arise from:
    - Economic class, race, religious background, regional allegiance, family tradition.
- Mentoring by supervisor or manager
  - Can be very effective
    - Can see properly modeled behavior, including authority
  - Possible problems associated with authority/power imbalance
  - Must be done "carefully, artfully, fairly

Either it comes our out where your supervisor becomes your mentor okay it could be effective but at the same time it could be very ineffective because if we thinks that he has all the power and authority so this power authority imbalance sometimes create problems so it should be avoided usually in most cases it has been found that supervisors are not suppose to be mentor so supervisors a mentor should be somebody from other departments who is the senior professional okay working in a different department.

Because in this kind of relationship this power authority will not come in to the picture okay because if the power authority comes in to picture and it creates any kind of imbalance then this relationship is going to be this functional okay. So if we are going to have a cross culture difference or cross general differences or supervisors become our mentor they are certain things that need to be avoided so there is anger resource.

(Refer Slide Time: 19:05)

Problems With Cross-Gender Mentoring

- Most common form of business mentoring: male mentor and male mentee.
- Other forms:
  - Male mentor and female mentee (most common)
  - Female mentor and male mentee
  - Female mentor and female mentee (rare)

What are the problems with cross gender mentoring okay it is possible to have it and organizes especially in case of business you have male mentor male mentors mentees or male mentor and female mentees most common female mentor and male mentees and female mentor and female mentees it is rare there is only does not happen but these things are very common that you can find out in most of the business organized right other organize as well okay.

The problem with female are mentor and mentees are different are kind of things right sometimes the comfort ability issues are the relationship issues come up in to the pictured but others in other cases also there could be a problem related to what you call this mentoring relationship.

(Refer Slide Time: 19:59)

Advice for Same-Gender and Cross-Gender Mentoring

- Keep relationship professional
- Be sensitive to other people's reactions and potential rumors
- Avoid perception of personal relationship
  - Meet in public venues
  - Transparency of relationship

So what is the advise for same gender and cross gender mentoring that can be a advice can be given look at this do not make any personal relationship okay always make this relationship as professional is possible okay.

So you need to separate your personal relationship with in mentoring program provide it for example if you are male and female so this is the most common form they will resort a problem but suppose if you are male mentor and female mentee so do not get into personal kind of relationship or if you are a female mentor and male mentee they should also deal more professional with each other compare to others.

Now here also which is not rear it is also advised that they should engage only in professional relationship okay which is relate to the job their performance the growth and development not as a individual that is very, very important okay that is what I was discussing.

The relationship need to be maintained professionally and that is very, very important and you have to sensitive to other people's reactions and potential rumors okay as in mentor if somebody is saying something about the mentee okay so you should be very, very careful what to say was the other person okay it could be flocculate or it could be subordinate or anybody else.

The mentor is saying something about the mentee's to others okay so you have to very, very careful okay you should not do anything that is going to effect this relationship okay the idea is to maintain this relationship not to make this functional for example if I am mentor of a student

then I know lot of things about the students so I thought disclose this information to other students.

Because a student that brief the configuration little bit in their mind trigonometry right as a student and the teacher so this kind of a things should be avoided because if this kind of things re going to happen the reservation should be functional okay at the same time both the mentor ands mentee's should try to avoid any kind of reverse about each other okay.

For example mentor can think about mentee is doing this so which be on fact similarly mentee should also think about the mentor anyway professional were and should not basically disclose any kind of information about the mentor's to others if it is based on facts and if it is not based on facts which is only a tacked to them so the mentor as well as mentee in mentoring relationship should be very, very sensitive to maintain confidentiality okay

And they should never brief this confidentiality because this relationship is based upon mutual trust and respect for each other right if that is the basically the pillar if it not happening probably this kind of thing is not able to work out third important thing okay avoid perception of personal relationship okay what are the personal relationship is you keep it as side personally you can discuss it.

There is no issue but in professional meetings public meetings this should not talk about it similarly you must maintain transparency in your relationship that is very, very important your needs your expectations you must be clear about it and that is why we say that we need to match mental abilities both so that the relationship becomes effective to carry out the process of mentoring.

And if it is not happening probably it is not good, either for the mentor or the mentored and especially if they belong to different genders then this problem becomes great okay. so this personal relationship in the case of gender mentoring as to be arrive at all cause. And this relationship should be based purely on the personal relationship right.

If you are going for this probably cross gender mentoring can be more powerful, more effective right. So you should set aside your personal relationship, you should only discuss about your professional relationship, professional engagement, you might have personal relationship in

certain level but that should be kept in private and there should never be discussed in public and then maintain transparency in your relationship, whether it is personal or professional.

It means say for example if you have the personal relationship with your supervisor, so how to talk to him, that is very important. About which things you are talking about do not talk each and everything to your supervisor okay. And both should maintain the respect and the trust with each other and that is how it is going to work out in future and that transparency comes from there only right.

(Refer Slide Time: 25:30)

Four Potential Dysfunctions in Mentoring Relationships

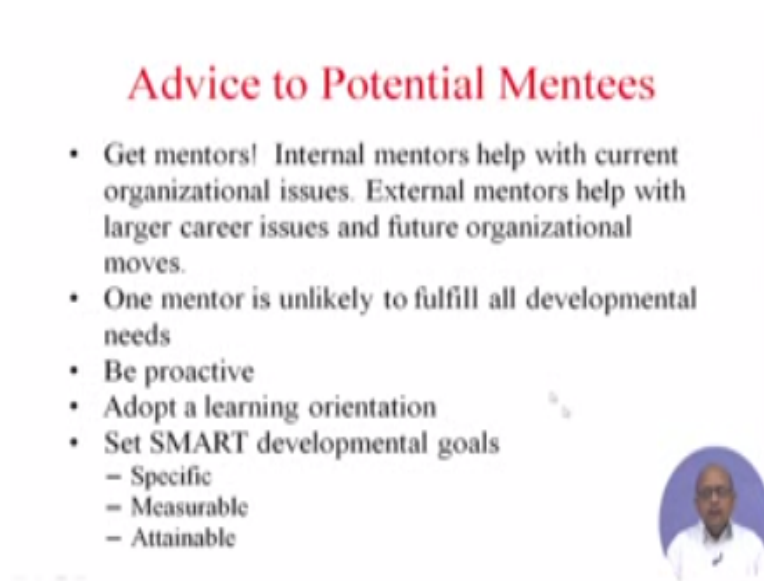|	Psychosocial	Career-related
Bad intent toward other	*Negative Relations (bullies, enemies)*	*Sabotage (revenge, silent treatment, career damage)*
Good intent toward other	*Difficulty (conflict, binds)*	*Spoiling (betrayal, regret, mentor off fast track)*

Scandura, T. A. (1998)

Now look at what happens at different levels, psychological as well as career related both. These are certain dysfunctions in the maintaining the relationship, if you have the bad intent that is the psychological impact, you have negative relations becomes enemies to each other right. So in mentor and mentor relationship this is equally possible okay. And then as a mentor basically you want you think you take revenge okay. You go for silent you do not talk to him.

You do not treat him with respect okay, the other thing is carrier as a professor I can think okay if you have bad intent I will see to it that you do not have success in your carrier right. So these kind of thing is possible provide if I had the bad intent about my student, who could meant to me right. So this kind of bad intent has to be looked at into, if there is the distance for the relationship problem then it is very bad. It can lead carrier, revenge and all kind of those things.

But if had good intent with each other probably again this creates certain problems. Psychologically if you go for this kind of relationship there could be certain that you might face, there could be conflict of interest, and there are certain binds that need to be avoided. And it must also to be happening that if it is related to the carrier then it may be spoiling the natures. Regret, mentoring of fast tracks that entire thing might happen, so make sure that both kind of things whether it good or bad intent.

Both are not very good and that is why we expect you to maintain very professional relationship because if you have very well you get to all kind of things might happen and probably you are going to spoil because he becomes totally independent to you or you are going to be totally dependent on him.

(Refer Slide Time: 27:46)

We want see that what kind of advice should be given to the potential mentees okay. Get mentors, mentors help with the current organizational issues, external mentor help with larger career issues and future organizational moves right see it is not the unlikely to

have only one so one mentor is unlikely to fulfill all developmental needs right so make sure that for different things you go for different kind of mentees.

And since you are going for a formal mentoring is structure mentees program that is always possible to have different mentors be proactive means tried to since and scan what is happening you know so that according you try to develop and grow yourself then you should have a willing attitude the learning attitude too that is very important if you do not have a learning attitudes probably you will not be able to grow and in your career at any stage in your life right.
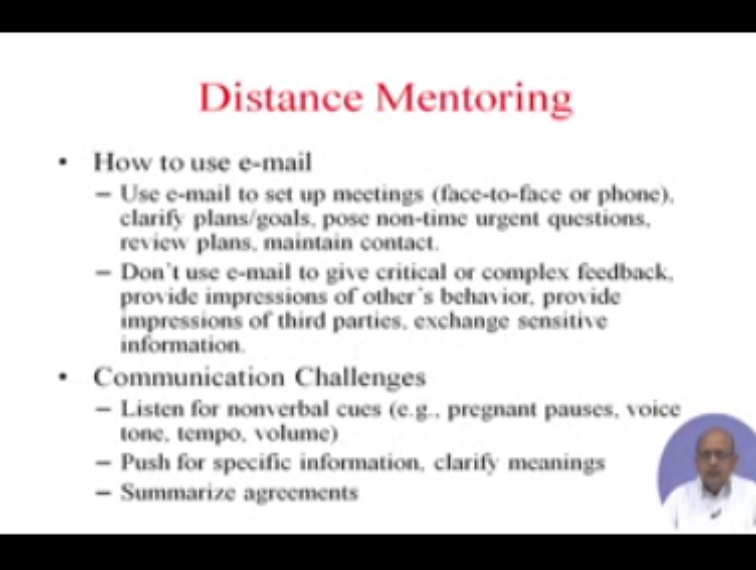
(Refer Slide Time: 28:52)

Do not think that you have grown up you have like mentors sometime think that they have got all the experience and knowledge they do not need to develop any more right then when we going to set goals I have already discussed about it relevant and time now okay so that is to be looked into it.

So then mentors also could see that is make sure that your mentee may be uncomfortable so you need to break the ice before they start this relationship is very important sharing some of your career experiences you make sure that is going to work in your area of expertise experience and

not going beyond that because in that case you will him out right clear that mentee sets pace of relationship advise do not manage that is very important so in that case you can basically managing do not go for this kind of activities and extend mentee's development networks suggest what it needs to be done what kind of association networks need to develop in order to address unique needs right.

(Refer Slide Time: 30:04)

Distance Mentoring

- How to use e-mail
  - Use e-mail to set up meetings (face-to-face or phone), clarify plans/goals, pose non-time urgent questions, review plans, maintain contact.
  - Don't use e-mail to give critical or complex feedback, provide impressions of other's behavior, provide impressions of third parties, exchange sensitive information.
- Communication Challenges
  - Listen for nonverbal cues (e.g., pregnant pauses, voice tone, tempo, volume)
  - Push for specific information, clarify meanings
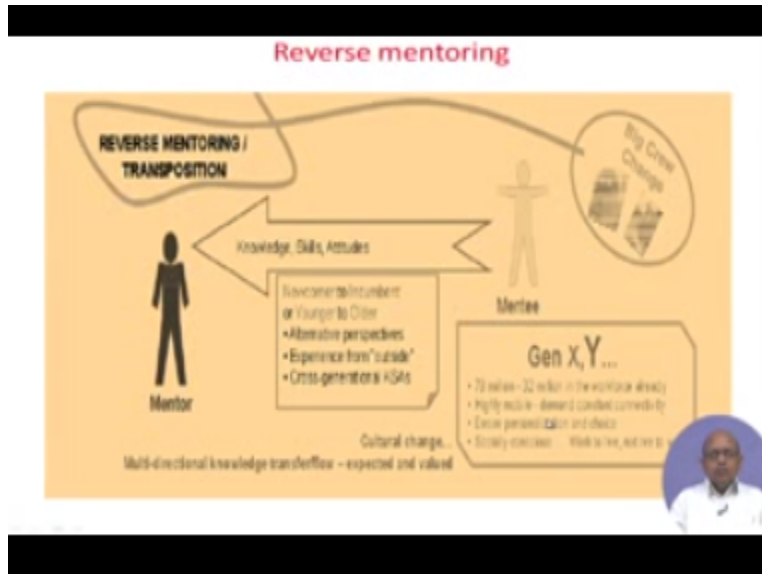 - Summarize agreements

And then sometimes this mentoring is also been to distance in through emails through telephones through other things like sometimes emails set of meetings verify those subjects and these kinds of things but do not use this for critical and complex statements it should be always one to one right and then there are certain communications challenges that need to you have to look at the non verbal these kind of things always try to get information and then agreements you think both of them negotiate agreements some ways to work so before going for use this kinds of things though it is not very effective but sometimes it may happens.

(Refer Slide Time: 30:59)

So the last minute I want to discuss today is reverse mentoring now you can see people one is a mentoring from the computer and the mentor is having it means he is trying to learn certain things which is happening in the field of technology which are advanced knowledge which we are already having going through this kinds of things and that I he is going to learn certain things on the mentoring and that is what I has reverse mentoring means something that you are going to learn mentoring.

(Refer Slide Time: 31:41)

So what does it happens that knowledge goes from generation x or y who is having a different kind of attitude from a mentor who is senior professionals who can do certain things n terms of new development new knowledge that has come into the mentors right that is what reverse mentoring is thank you.

For Further Details Contact

Coordinator, Educational Technology Cell
Indian Institute of Technology Roorkee
Roorkee 247 667
E-Mail Etcellitrke@gmail.com etcell@itr.ernet.in
Website: www.itr.ac.in/centers/ETC. www.nptel.ac.in

Production Team   **Arun.S**
Sarath Koovery
Mohan Raj. S
Jithin. K
Pankaj saini
Graphics
Binoy. V.P
Camera
Arun. S

Online Editing
Arun.S
Video Editing

NPTEL Cooridinator
Prof B.K Gandhi

An Educational Technology Cell
IIT Roorkee Production