

Mentorship as a Technique for Training and Development of Competence in Nigerian Organizations

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Abstract

The focus of this study is to address the possibility of using mentorship as a technique for training and development of competence in Nigerian organizations. The author conducted an extensive review of relevant literature from studies based on quantitative, qualitative, mixed method research on mentoring. This paper describes different forms of mentoring: formal and informal with their main features. The theoretical framework was based on some theories such as mature/Adult learning, Andragogy and Pedagogy theory of learning; Humanistic theories and self-directed learning theory including concepts such as reflection-on-action and reflection-in-action were critically x-rayed to enhance effective analysis and discussion of both the dependent and independent variables. The purpose of the study is to expand understanding on how mentorship can be used as a pedagogic tool to incorporate theory and practice in Nigerian organisations. The study revealed amongst others that mentorship which is an important concept has no universally and comprehensively accepted theory based on the tenacious complications in its development. The paper recommends that further research be conducted using both measureable and qualitative research methodology and other statistical tools to deduce a generally and universally acceptable theory of mentoring and mentorship.

Keywords: *Competence; Development; Organizations; Mentoring; Mentorship, Techniques; Training;*

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I. Introduction

The productivity of an employee is an effectiveness of his level of competence which can be improved upon by regular training and development. Okoh (2005) defines competence as things which an individual staff in a given profession should be competent enough to do. In other words, competence is the combination of knowledge, skill and attitudes an individual requires to enable him carry out a defined job or task to the required standard (Okoh, 2005). It is the obligation of a company to provide an enabling environment for employees to develop themselves; conversely, employees should be willing to, and take the accountability for their individual development.

Mentoring correlation concept has been in existence in management literature but it is not widely practiced in many organizations-both public and private in Nigeria. It is a training and learning programme which cost little or nothing in monetary value. It needs to be tried by organizations introducing mentoring programme, it should be treated as a project to which adequate resources (human, time and money) need to be committed (Okoh 2005).

The broad objective of this study is to conduct an extensive review of relevant literature from studies based on quantitative, qualitative, and mixed method research on mentoring. The purpose of the study therefore, is to expand understanding on how mentorship can be used as a pedagogic apparatus to incorporate theory and practice in Nigerian organisations. The theoretical framework is based on some very vital theories such as Andragogy and pedagogy theory of learning; Humanistic theories and self-directed learning theory including concepts such as reflection-on-action and reflection-in-action were critically x-rayed to enhance effective analysis and discussion of both the dependent and independent variables of the topic.

However, many organisations have discovered that it is problematic to employee and preserve erudite qualified and knowledgeable personnel due to competition from other organisations for the few available talented staff to fill strategic roles and critical positions in organisations. In the same way, companies are encrusting on intellect

cesspit difficult since elderly managers are reticent and newer workforces are not willing to continue to be loyal to one firm and build long term career.

Temporarily, organisations might be able to overcome these challenges by recruiting and training new employees. The concern is that skills gap might be present. The paramount techniques to decipher this age-related fissure could be by means of introduction of mentoring programme. Mentoring would enable an experienced individual (the mentor) to assist another (the mentoree, mentee, or protégé) in developing skills and knowledge that will enhance the less-experienced persons' growth. In manner of speaking, organization may mean a corporate group or a group of people who work together (Ojedokun, 2011).

The Traditional Methods of Learning (Training) are becoming too expensive and time consuming. Employers are therefore devising more creative and effective means of achieving competence development at optimal cost. One key technique or tool embraced by many organizations, in addition to formal training and learning is mentoring (mentorship). Mentorship can, in practice, be summarized as a combination of emotional and practical support (Peretomode & Pkoya (2019). Mentorship denotes an individual evolving connection with an expert or more experienced individual aiding or guiding non-expert person. The beneficiary of mentorship is referred to as a *protégé* (male), a *protégée* (female); an apprentice or, in recent years, a mentee (Klinge, 2015, Defense Logistics Agency, 2018).

Mentoring is a process that always involves communication and is relationship based, but its precise definition is elusive. It can also be referred to as a practice of transmitting of knowledge, communal resources and societal sustenance perceived by the inheritance or as appropriate to profession, and competence development. Mentoring entails informal communication, usually face-to-face and during a sustained period of time, amid an individual perceived to have greater appropriate acquaintance, wisdom, or experience (the mentor) and a person who is perceived to have less experience (the protégé)" (Bozeman & Feeney, 2007)

Mentoring can be defined in terms of the expected results. It is a relationship between a junior/subordinate staff, often younger person (referred to as the Mentoree or the protégé) and a Senior/superior persons (the mentor) by virtue of which the mentor serves as a guide, counselor, confidant, adviser and role model to the protégé (mentoree). The mentor is also a source of knowledge, experience and inspiration to the Protégé (Mentoree). This definition emphasizes the association concerning the advisor and the mentoree.

Okoh (2005) describes the mentoring process and says: These young people will also have an older person in the organization to look after them in their early years to ensure that their careers get off to a good start. Out of these relationships it is hoped that the youths could absorb risks, accept a philosophical commitment to sharing and learn to relate to people in an initiative and empathetic ways.

Mentor' has its origin from Greek mythology. In the work place, a young employee sometimes finds an older, more experience person for whom he has a natural affinity or likeness and a relationship develops whereby the younger one is able to discuss matters that concern him with the older one and seek his adviser on various issues (Carey & Weissman, 2010). This is what we may call "Godfatherism" in our local parlance and it is known as "informal mentoring". Informal relationships develop on their own between partners. Objectives of the affiliation are not specified and outcomes are not measured.

Informal mentoring is a slackly structured Correlation amongst the counselor and mentee Mentoring lasts for a long time and the establishment gains circuitously (Peretomode & Ikoya, 2019). Conversely, formal mentoring denotes a designed process reinforced by the enterprise and addressed to target populations. The management of the firm is accountable for calculatingly opt for and combining the mentee and the adviser with the aim of supporting to nurture and improve on definite competencies (Murray, 2001, Peretomode & Ikoya, 2019).

In business prescribed mentoring is among talent management address to people mainly key workers, recently engaged graduates, high potentials and future leaders. According to Peretomode and Ikoya, (2019) while both formal and informal mentorship are mutual, they convey additional remunerations and significance to everyone involved; the mentors, mentees mend the establishment. There are many kinds of mentoring relationships from school or community-based relationships to e-mentoring relationships. These mentoring relationships are diverging and can be predisposed based on type of mentoring affiliation. Different models have also been utilized to designate and scrutinize the sub-relationships that can ensue (Buell, 2004).

Gosh and Reid Jnr(2013) and Power (2017) point out the significance of mentoring program and state that such program enable establishments to exploit on its utmost resource –the workers–by consciously developing their aptitude, humanizing production and quality of services at condensed cost (Murray,2001). The consequence is that workers have high job satisfaction, higher commitment to organization and low turnover of employee sand high level loyalty to the organization.

Qualities and Functions of Good Mentor

Peretomode and Ikoya (2019) state that for a mentor to accomplish the organisations objectives the mentor must possess definite strategic qualities such as:

- a) Ability and wiliness to evidently transfer his values, skills, knowledge and expertise.
- b) Be ready to demonstrate faith in his mentee’s capabilities and enthusiasm to learn.
- c) Should be available, approachable, flexible, and be an active listener.
- d) The mentor ought be reliable, truthful, sincere and forthright on every occasion the mentee asks questions.
- e) The mentor ought to be responsible for guidance and useful reaction to the mentee.
- f) Be unbiased and nondiscriminatory in the mentor – mentee relationship.
- g) There should be high degree of openness; there should be no hidden agenda or ulterior motives involved in the relationship.
- h) He ought to show genuine compassion (Demers, 2017).
- i) He must by duty-bound to celebrate the mentee whenever he achieves a task (Lovetto, 2018)
- j) He has to be willing to step out of his comfort zone and be dedicated to others’ successes
- k) The mentor should allow the partnership to focus on the needs of the mentee

The following are among the mentor’s functions:

Kram (1985) ascertains numerous primary functions of mentoring. These features are congregated into two universal categories namely: career functions and psychosocial functions (Ojedokun, 2011).

Career and psychosocial functions of mentoring

Career functions such as sponsorship, exposure and conspicuousness, stimulating assignments and boost career development.

Career functions

Sponsorship: Mentor actively nominates a protégé for advancement appropriate positions. Sponsors are typically senior-level partners or individuals that have the power/position to open door sand use it in the favour of protégés, advocates for protégés, and helps protégés get projects and assignments that can enhance position visibility. A sponsor is often acknowledged as devouring career, job, or opportunity-related tenacity with some characteristic degree of culpability on the sponsors part for the protégé’s career trajectory.

Exposure and visibility: Mentor pairs a protégé with key managers who can provide opportunities for learning. Mentors open doors for the protégés by sharing their network of connections with them for protégées own leadership advancement.

Coaching: Mentoring relationship contributes to the protégé’s and prospect to acquire practical tips on how to achieve organizational objectives and achieve recognition. The mentor can coach and expose the protégé to mentor roles and job tasks.

Protection: Mentoring relationship shields the protégé from potentially detrimental circumstances and from other senior managers; helps the protégé to cope with the dynamics of the workplace. The mentor can provide critical support to the protégé on crucial issues that surface. The mentor can also provide critical support to help protégés navigate effectively in their career path.

Challenging assignments: Mentor assists the protégé in developing necessary competencies through favourable job assignments and feedback. Mentors create opportunities for their protégés to demonstrate their competence where it counts.

Psychosocial functions

The psychosocial functions emphasized the participant's identities and enhance their feelings of competence. The four psychosocial functions are: role modeling, acceptance and validation, counseling, and friendship.

Role modeling: Mentors must serve as role models to their protégés and must provide certain functions that help define the process.

Acceptance and confirmation: Mentoring provides mutual support and encouragement for the parties in mentoring relationship. This relationship affects the advisor and the protégé on a personal level by contributing to their self-worth. Both individuals in the mentoring relationship experience acceptance and confirmation of self-worth through interaction with one another. Each has something to offer and to gain in the relationship.

Counseling: Mentoring helps the protégé work out personal problems, and thereby enhancing the protégé self-image. The mentor relates actively exhibiting listening and empathy skills which facilitate both individuals to addressing their trepidations. The mentor supports the protégé since both of them are immensely cherished staffs and contributors to their organization.

Friendship: Mentoring affords prospect for the advisor and the protégé to engage in mutually satisfying social interaction.

Mentoring practice affords mentors opportunity to critically review what has been successfully done in the past and where improvement can be made. Learning organizations have invested in coaching programs for their emerging and established leaders/mentors. It is a method of helping people to learn and develop as distinct from coaching, which is a relatively directive means of increasing peoples competence (Bell and Morse, 2005). Mentors frequently engage in self-limiting behaviours because of their over-reliance on their preferred ways of reacting and responding (Avolio, Avey, Quisenberry, 2010).

Difference between Coaching and Mentoring

People often confuse mentoring and coaching. Though related, but they are not the same. This misunderstanding repeatedly causes organization to opt for mentoring or coaching without understanding that they function for a diverse tenacity and follow dissimilar methods to employee growth. A miscarriage to understand this leads to unsatisfactory outcomes and often, the understandable error of blaming coaching or mentoring (Petrin, 2012). This paper strives to enlighten potential readers on the differences to guide them into making the right decision as to which option to select. The dissimilarities are based on the study of Petrin, (2012) of which a modified version is adopted here.

(i) Coaching systems are premeditated to make available to an employee with a content expert who works with that individual in assuring that the skill or knowledge is acquired sufficiently to achieve success on the part of the employee. Coaching is about skills/knowledge acquisition. Although it may involve the personal, the primary focus is professional and on learning new skills/knowledge. In many ways, coaching is akin to being a teacher.

Mentoring systems are designed to promote professional development of an employee by linking him/her with a mentor who will focus on the overall development of that mentoree. It is meant to be transformational and involves acquiring a specific skill or knowledge. Mentoring is about a relationship and involves both the professional and the novice. In some cases, mentoring is akin to being a counselor.

(ii) Coaching is more easily evaluated as a return on investment. When the coachee has gained greater skill/knowledge, one can evaluate by virtue of improved performance seen or in the feedback obtained from the manager and other stakeholders.

Mentoring is more difficult to quantify. As we stated earlier, mentoring is about a relationship. While objectives are the focus, some aims are peculiar and cannot be quantified and measured. This should not be taken to mean that there can't be any measurement as assessments are done at completion of formal programs; but it is far easier to measure coaching achievements than mentoring ones.

(iii) Based on their services Coaches are remunerated. The Coach who is involved with the specific coachee is being compensated by the enterprises for making available this service.

Mentors don't receive compensation for their services. They make available this service out of a generosity of spirit. The most common reason mentors carry out their assignment is because the experts need to give something back to non-experts and to the establishment.

(iv) Coach operates independently. He provides the coaching and gives response to the coachee and the direct superior.

Mentor is part of the system. There is an internal Mentoring Program Manager who serves as a resource for mentors, mentorees and immediate managers to be able to address issues provide support and maintain ongoing contact to confirm that the mentoring relationship is working effectively. Mentoring involves a higher investment cost to be initiated. A company doesn't call in a mentor for an employee but creates a mentoring system for more than one individual. Normally the pilot group consists of 10-20 pairs.

(v) Coaching is performance motivated. As mentioned earlier, who the coach is or his /her background is generally not affected by internal politics within the organization.

Mentors could be management staff of the firm that has decision making ability. It is vital to comprehend how power impacts mentoring so as to assure that any match is done for the proper reasons. This also impacts choice of mentors. When companies allow mentorees to freely opt for their mentors, this dynamic plays an important role.

(vi) Coaches are expert in specific areas. Hence, content analysis proficiency is a requisite for effective tutoring. The instructor monitors and leads the coachee in knowledge the competence the coach has.

A mentor is a progressive architect and content expert; that has inter personal skills and trusting environment so that the mentoree can be empowered to seek his own solutions and to find expertise when needed if it does not reside with the mentor.

(vii) Coaching is concerned about behavioral transformation. Getting someone to perform better and or gain added expertise so as to be better prepared to act appropriately in given situations.

Mentoring pertains to personal transformation in the corporation. It believes that in being an integral person both the mentoree and the company are better served and insure future success.

Theoretical Framework

There are several theories, approaches and models of mentoring such as constructive developmental method, the contraction of communal network model, the transformation in to developing network method (Krams, 2001). Others are: the mature/Adult learning and self-directed learning model (Knowles, et.al. 2005) and the action-reflection model (Peretomode, & Ikoya, (2019); Behavioural theories and experiential learning theories and social theories of learning (Land; Meyer and Smith, 2008; Durning & Artino, 2011) etc.

According to Bozeman and Feeney (2007) no universally and comprehensively accepted mentoring theory based on the tenacious complications in its development. This study is based on an amalgam of thoughts from the action-reflection model and the fully developed learning theory. Schon (1983) introduces concepts such as reflection-on-action and reflection-in-action that discusses how organisations meet the tasks at work with a type of improvisation that is improved through practice (<https://en.wikipedia.org/wiki/Improvisation>). The notion responds to problematic circumstances, problem framing, problem solving, and the priority of practical knowledge over abstract theory" from the writings of John Dewey, although Shapiro (2010) argued that Dewey's literatures offer "more expansive, more integrated notions of organisational growth" than do Schön's.

Boud (1985) posits that reflection is a significant human bustle in which individuals have ability to remember their experience, think about it, mull it over and evaluate it. It is this working with experience that is important in learning. Stepping posterior from the action permits critical reflection on a categorization of accomplishments. Through reflective models and practices the reflection-change models contemplate that reflection leads to action and then change. Reflective learning has significant germaneness to organization and more extensively in society (Archer, 2012; Duvivier et al. 2011; Paterson & Chapman 2013).

Schon advocated two (2) types of reflective practice; namely, reflection-on-action. This encompasses reflecting on an understanding that one have previously acquired, or an accomplishment that have hitherto engaged, and making an allowance for what could have been done differently, and considering at the positives from that interaction. The second type is reflection-in-action, or reflecting on previous actions as one is doing them, and considering issues like best practice throughout the process Argyris & Schon, 1978).

Mentors are capable to contemplate on conceivable circumstances and their consequences, and considered whether they carried out the right actions. The action-reflection model is a humanistic and dialectic model developed by Handal and Lauvas (1983, 1990) cited in Peretomode, & Ikoya, (2019). It is generally accepted in certain countries such as Norway. These theories promote individual development and are more learner-centred. Knowles (1988) reinforced this theory by propagating the conception of “andragogy”. Though it elucidates the enthusiasm to study, its main constraint is prohibiting the framework and the societal apparatus of constructing connotation and understanding (Durning & Artino, 2011).

Self-directed learning advocates that matured persons plan, conduct, and assess their individual education. It is designated as aim of mature/adult education emphasizing autonomy and individual freedom in learning. Though it is accepted as adult learning, there are reservations around the magnitude which self-directed learning, rather than directed self-learning is truly achievable (Norman 1999; Hoban et al. 2005). The concept has its inadequacies (David & Hossam, 2013).

Knowles (1973) andragogical theory of adult learning undoubtedly conveys the discrepancy concerning the professional and child learners based on the distinctive and unique characteristics of adult as a learner. The andragogical assumptions propounded by Knowles differ from pedagogical assumptions.

Pedagogy is derived from Greek word where *paeda* means “child” and *agogos* means “to lead”; so it literally means “to lead the child.” Pedagogy has been in use since the ancient Greek times. In Ancient Greece, *paid agôgeô* was (usually) a slave who supervised the instruction of his master’s son (girls were not publicly taught). “Pedagogy is the art and science of teaching children” (Knowles, 1973).

According to Hiemstra and Sisco (1990) under the pedagogical model, the teacher has full responsibility for making decisions about what will be learned, how it will be learned, when it will be learned, and for how long it has to be learnt. The teacher also determines which medium should be used in transmission of learning. Pedagogy is a teacher centered learning process; while instructor is the fundamental point of the process.

Literally translated from Greek, Andragogy means “man-leading”. According to Knowles (1973), “Andragogy is the art and science of facilitating adults learning.” Andragogy is anchored on the premise where the teacher manages the learning process and facilitates the acquisition of content by the learners (Hiemstra & Sisco, 1990). Rather than following ‘didactic approach’ it emphasizes ‘problem centred approach’ where equality exists between the instructor and the learner. Learning is collaborative between the teacher/facilitator and the novice. Adults absorb better if they have rheostat of the learning and in andragogy the focus shifts from the instructor to the novice.

To differentiate Andragogy from Pedagogy, Adult learning (Andragogy), as distinct to child learning (pedagogy), does not compete with each other and in fact they both lie on a continuum. Pedagogy is really a theory of teaching while Andragogy is really a theory of learning. In fact the concept of Andragogy can be theoretically comparable to term pedagogy. In Jarvis’s (1985) view, for Knowles, ‘education from above (teacher and student) is pedagogy, while ‘education of matches’ (originator and learner) is Andragogy (Hiemstra & Sisco, 1990).

This ephemeral reflection of varieties of theory appropriate to adult/mature learning will lead individuals to comprehend that each have their strengths, and are in adequate lacking the others. Entirely these affirmative characteristics can bring about accomplishing established organizational goals of excellence, manpower training and competence development in organizations (Peretomode & Ikoya, 2019)

Methodology

Copious erstwhile studies have conducted qualitative and measureable researches to reconnoiter empirical correlation amongst mentoring: a factor for organizational management but to the best knowledge of this author,

not as a technique for training and development of competence in organization either quantitatively or qualitatively. Consequently, to effectively discourse the main tenacity of this exploratory focus, the paper x-rayed all-encompassing review of the relevant literature both from quantitative, qualitative, mixed research methods. Content analysis was adopted to incorporate ideas therefrom and subsequently established a coherent link between mentoring as an independent variable and training and advancement of competences in organization as dependent variables.

Mentoring Techniques

This section adopting the study of Murray (2018) discusses some proven techniques to help the parties involved to develop effective mentoring dialogues.

Active Listening

Mentors essential requirement to perform is active listening skills. The intelligence capability to development of information is higher than the required rapidity of action. Active eavesdropping encompasses feeding back the appropriate facts to the presenter and cross-checking and validating whatever one perceived to be applicable to the denotation.

Use open questions

Embracing the use of open questions in mentoring is consenting that the mentee be exposure to more discussion of relevant issues and dialogue further. Subsequently the outcomes are that mentee finds their individual explanations and result. In mentoring relationships the mentor does not undertake all the schmooze and making available to the mentee all answers. A mentor perhaps could investigate to unravel thoughts, approaches, desires, objectives, standards and primacies.

Force Field Analysis

This is an expedient system for considering the opinions and counter opinions for a course of action. Favourable and unfavourable factors are listed for planned consideration. This enables plan to strengthen the factors supporting a course of action, and to reduce the impact of opposing factors. Other mentoring techniques according to Bozeman et al, (2007) include: mind mapping, personal quality profile, appreciative inquiry and career scenarios.

Mentoring Models for Training

Diverse modus operandi could exist for mentors to adopt based on the circumstances the conviction of the mentee and the methods that are being applied in modern organizations. It is advised that mentors should look for "teachable moments" in order to "expand or appreciate the capabilities of the workforces in the establishments they lead." It is pertinent to understand that mentoring focuses on the improvement of the workforce with broad techniques (Bozeman et al, 2007).

To minimize overheads, wastages, reduction in errors, and increase client's contentment, organisation sought to put in place all-inclusive training programs to enhance the employees' skills, knowledge and experience they need to complete work efficiently. By linking training objectives to the enterprises' strategic goals and align development with business planning. Firms can also direct employees to free resources provided by various institutions and industry programs (Duggan, 2018).

However, whatsoever model preferred, there is approximately information to preserve in mind; as businesses grow and evolve, to do their mentoring programs. According to Management-mentors, numerous mentoring models are available for adoption when mounting a mentoring training program; some of these are discussed in this paper as follows: (www.management-mentors.com)

a) *One-on-One mentoring*: in this traditional archetypal, one mentor supplements with one mentoree, and an organizational expert monitors progress for the period of 9-12 months. Since, it's "acquainted" model, people tend to be comfortable with it and the model allows for and even encourages the mentor and mentoree to cultivate a particular correlation.

b) *E-mentoring*: One mentor works with a single mentee or protégé at a time via the internet. This category of mentoring is enormously supportive for organizations that have various out lets.

c) *Distance Mentoring*: This is a mentoring relationship in which the two parties or groups are at different locations of the organization such as separate branches of Guinness Nig. Plc. Benin City Branch and Guinness Nig. Plc. Lagos Branch.

d) *Self-Directed Mentoring*: self-directed mentoring comprises some of the characteristics provided by one-on-one mentoring. The central dissimilarity is that the parties are not questioned and harmonized accordingly by a mentoring expert. As a substitute, advisors agree to supplement their names to a list of accessible mentors from which a mentee can choose.

e) *Short-Term or Goal-Oriented Mentoring*: This practice of mentoring centers on definite goals with a diminutive time window and results-oriented framework. In various techniques, this sort of mentoring is more like coaching, which isn't a bad thing per se. Nonetheless, effective mentoring relationship should reach its fullest potential, which is between 9-12 months.

f) *Speed Mentoring*: Contemplates time restricted assemblages (characteristically one (1) hour) in which the correlation is anticipated to convey targeted information or proposition of networking opportunities. It's a one-time only meeting.

g) *Employee-Alumni Mentoring*: Most big organisations sustained the notion of group alumni for years. However, presently most enterprises have begun to appreciate the likely inherent in involving staffs and alums. This model helps retain current workers by showing (via the relationship with the alums) that they can have a long lasting and enriching career with the organization. Based on this model the mentees already have the main resource the alumni. The only slang with this model is organizing the alumni, so this particular model might take more time to ramp up than a traditional one-on-one program. Establishments with an elongated history and, thus, a fathomable alumni pool can benefit greatly by investing in an employee-alumni mentoring program.

The Benefits of Mentoring

Numerous variety of benefits of mentoring for the mentee, the mentor, and the organization have been identified by researchers (Bedini, 2003; Galbraith & Maslin-Ostrowski, 2000; Greene & Puetzer, 2002; Kilcher & Sketris, 2003; Tenenbaum, Crosby & Gliner, 2001). According to Okoh, (2005) a well-structured and implemented mentoring program will have the following benefits both to the mentor, protégé and the organization,

Benefits for the Mentor: It gives the Mentor prospect to improve his potentials in communication and counseling skills, develop awareness of career and competence development strategies. The mentor also develops his career indirectly as a result of the information he acquires as a mentor. He learns more about other areas within the organization. He also enhances his self-esteem when he sees his young colleague progressing in his career ladder in the organization. He can say proudly "I mentored him"

Benefits for the protégé

- i. Orientation mentoring helps new recruits to quickly get assimilated in to the organization and also helps speed up the settling-in process.
- ii. Unlike induction programme and handbooks which give organizations corporate view of it-self; the Mentor provides a practical view of the organization from someone who has been there. He can address unwritten issues that induction and handbook would not contain.
- iii. As the new staff settles down and begins to focus on his career growth by providing guidance based on experience broaden Protégé's horizon, which enables him to see available developmental opportunities in the organization.
- iv. Mentoring also provides a rich source of guidance and encouragement that speeds up the development process of potential leaders and executives in the organization.
- v. Mentoring also fosters a better sense of belonging; the Protégé has been helped to get through the setting-in process with minimum difficulties. It is only expected that he will reciprocate the efforts of the organization by putting in his best.
- vi. The mentee expands an understanding concerning the organization's culture.

Benefits for the Organization:

a) Mentoring ensures that the organization is able to derive maximum benefits from its investment in its staff because it helps to speed up the process of settling down as a new staff, thus enhancing the protégé career and competence development.

- b) Mentoring provides a structured framework and approach to in-house skill transfer from the more experienced Mentor to the Protégé.
- c) A well-managed mentoring programme provides an early warning signal in the event of potential difficulties with a protégé career development. For example, the process can discover inter-personal relations problems with the Protégé and his supervisor which the mentor can correct promptly before it escalates.
- d) It enhances strategic business initiatives and encourages retention of employees thereby reducing turnover costs
- e) Finally, a mentoring programme contributes to creating a better integrated and motivated workforce by avoiding the pitfalls associated with informal mentoring, which in any case, will always go on, irrespective of whether the organization recognizes it or not.

According to Ojedokun (2011) experienced managers carry valuable knowledge that cannot be found in textbooks or training manuals. Mentoring benefits the organisation with professional development, smoothing; i n - h o u s e appointment and transfers, succession planning, strengthened of teamwork, recharging of mentors and breaking down of barriers

Other benefits for the organisations highlighted by Ojedokun (2011) are enhancement in the excellence of action and throughput, aids in management of the organizational change; stimulating high flyers, developing under-performers, bridging competency gaps, rejuvenating mid-career, formal qualifications, decreasing attrition, increasing commitment to the organization, organizational citizenship behaviour, and development of Partnership and leaders. Mentoring also showcases those persons that have the essential abilities/proficiencies to train and nurture others. Many times these are the same types of expertise/experiences that an organization wants displaying by its leaders.

Pitfalls of Mentoring Programme

- 1 As already mentioned in the case of informal mentoring, formal mentoring can also degenerate into relationship of favouritism and nepotism if care is not taken to avert these vices.
2. There is the tendency for some supervisors to feel threatened by the mentor, particularly if the protégé enjoys a better relationship with the mentor than he has with the supervisor. To avoid this pitfall, mentoring activities should not be allowed to over-ride the main job of the protégé, which is the concern of the supervisor.
3. There is the possibility of mentor-protégé conflict developing, particularly if the mentoring/learning styles are incompatible or the protégé feels that the mentor is not making any effective contribution to his development. To avoid this conflict, the administrator of the programme should have his fingers on the pulse then remain competent to detect any potential conflict and diffuse it before damage is done. Where it becomes difficult to diffuse the conflict, the relationship should be broken by assigning another mentor to the Protégé.
4. There exist possibility that the programme is used to foster existing power alignment and to advance the interests of those who “belong” in the organization. In such situation, the so-called mentor becomes in reality a ‘godfather’. Thus, rather than overcome the unfairness of the informal ‘old boy’ network, the mentoring programme could actually become a toll in the hands of its perpetrators. To avoid this problem, the administrator should ensure that in selecting and matching mentors, existing power alignments are not adhered to. This way, mentors and protégés are forced to interact with persons outside of their power base.

Development of Competence

Ojedokun (2011) articulates that competency is a space of individual competency that facilitates an individual to complete tasks effectively. The Center for Creative Leadership, a training organization, has identified three types of leadership competency: leading the organisation, leading others and leading yourself. Ahern (2003) states that mentees engage in development by instigating education strategies and deploying this in mentorship activities to expedite evolution in their innovative role in the organization. Mentors competencies ensued by comprehend, identify advisor functions and responsibilities, construe prescribed mentoring practice and apply mature education philosophies to mentoring relationship. Organisations continually face the challenge of recruiting outside of the organization whenever management positions are available.

This practice is not only costly for the organization; it is also risky for the new employee and the engaging enterprises. Initiating mentoring development activities can help firms to cultivate aptitude within the business. Bedini (2003) posits that apart from supporting in spongy ability, mentoring can fund the success of developing and attracting good employees for the organization. By engaging promising and career-oriented employees to become top-performing executives and by providing them with the challenges, support, and obligation needed in the organization.

Workplace mentoring connection is a reciprocally valuable arrangement that benefits the mentor and mentee to improve competencies. The experience gain by mentoring a protégé can facilitate the mentor's own specialized growth, making him/her more of an asset and a competent manager to the organisation. Mentoring assists a competent manager in strengthening his/her coaching and management talents via functioning through personalities from diverse experiences and with diverse personality types (Durning & Artino, 2011).

Lack of career competence and improvement has constructive correlation with employee turnover. Thus, good employees are taking responsibility for handling their own careers and don't stick around where they perceive no interest, opportunity or support for progress. Mentoring relationships can reduce organisation's concern for staff turnover. Mentors can reveal concealed opportunities.

Mentorship in Training and Development of Competence

Typically, mentoring is a one-to-one correlation amid an experienced expert and a novice employee. It is based upon inspiration, positive explanations, honesty, reciprocated trust, amazement and enthusiasm to study. A mentor-mentee association concerns with the development of mentee professionally and personally. Consequently, the mentor does not appraise the mentee's existing job, conduct performance assessment and does not make available input to salary increases and elevations. The mentor acts as instructor, to aid acceleration of talents, and capacities, benefactor, to contribute in professional entry and improvement, host and lead, to familiarize the mentee with fundamental people and the organization culture in general.

This may be one of the reasons why a mentor is not necessarily the mentee's direct supervisors as to generate an anodyne learning environment, where the mentee feels legitimate to deliberate on matters acquiescently and in good conscience, devoid of harmful penalties in the discussions of the appraisal of performance.

Based on the roles of mentorship in Training and Development of Competence, other uses for developing mentoring competencies are that mentor and mentee proficiencies can be helpful to: elucidate the expertise set which individual mentor has to offer when contributing to a mentoring relationship, minimize the risk of error during the mentorship matching process, help identify career progression paths for the mentor and the mentee, help maintain standards within a formal mentorship program, involve the mentor and mentee in self-assessment and developing educational accomplishments (Ahern, 2003; Cutterbuck, 2005)

Training and Development of mentor's competency can enhance the *Managerial Roles and relationships between the mentors and the mentee*. The boss / staff relationship centers on accomplishing the intents of the organisation. The mentor ascribes responsibilities, assesses the consequence, conducts performance evaluations, and suggests probable remuneration growths and promotions for the mentees. Because mentors/managers embrace noteworthy authority over employees' work existence, greatest number of staffs exhibit their strengths and rawhide their feebleness with in their workplace.

Roles of Mentorship in Training and Development of Competence necessitate Corporate Harmony, which is built upon and fed into the existing framework and serve as a means of enhancing and reinforcing the existing competence development framework. It does not, on its own, involve the introduction of new corporate culture and values.

Conclusion and Recommendations

Mentoring involved the attainment of acquaintance and skill related to one's competence on the job. The use of mentorship techniques has become a veritable means of developing competence in modern organization which Nigerian companies should experiment. There is no human relationship, structures and programmes that is perfect. It is always necessary to guide against abuses, otherwise, the credibility of such programme may be jeopardized. The mentoring programme is no exception.

The study also deduced that workplace mentoring connection is a reciprocally valuable arrangement that benefits both parties to improve competencies. The experience gain by mentoring a protégé can facilitate the mentor's own specialized growth, making him/her more of an asset and a competent manager to the organization.

It is pertinent to annotate that within mentoring relationships, individuals are learning by doing. Consequently, mentees are capable to practice the knowledge they have acquired. Mentoring rapport upsurges professional improvement, helps in attracting and retaining talent, increases retention via decline in turnover, and paves tactic for level succession. When protégés acquire the benefits associated with mentoring, there is a high probability that experienced manager would spend much less time in managing crises and fixing problems, and the organization would be better for it.

Recommendations

As we move along this millennium, the emphasis is on human capital development in the face of stiff competition and reduced profit margin, it is advisable that organizations should adopt mentoring method of training its staff for competence, effectiveness and efficiency. Organizations have now recognized that its prime resource is its staff, it is upon their commitment and efforts that organizations depend for their continued prosperity and growth. So everything possible should be done to ensure their competence. The use of mentorship techniques has become a veritable means of developing competence in modern organization which Nigerian companies should experiment.

The paper recommends that further research be conducted using both quantitative and qualitative research methodology and other statistical tools to deduce a generally and universally acceptable theory of mentoring and mentorship. This is based on the growing demands for globalization, integration, standardization, innovation, agility, and operational efficiency, coupled with the opportunities raised by digital technologies, which have finally amplified the desire for reflecting on the concept of mentoring for enhanced organizational learning, productivity and efficient training and development of competence of the workforce.

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