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# WILL MENTORING BENEFIT BUSINESS SCHOOL STUDENTS? – A CASE STUDY

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***Abstract: Traditionally, mentoring might have been described as the activities conducted by a the mentor for another person -the mentee in order to help that other person to do a job more effectively and/or to progress in their career. A mentor might use a variety of approaches, eg, coaching, training, discussion, counseling, etc. Today, mentoring is a necessary component in colleges for guiding students in their professional and sometimes personal areas. In recent years, especially in the management and human resources literature, mentoring now refers to the patterned behaviors or process whereby one person acts as mentor to another. In sum, what has been historically an informal, unofficial, voluntary, mutually-agreeable, and self-selected interaction between two people has become a program -- an institutionalized strategy. It is a process for the informal transmission of knowledge, social capital and the psychological support received by the mentee relevant to his work, career or professional development. It involves informal communication, usually face to face and during a sustained period of time between a person who***

*is perceived to have greater knowledge, wisdom, experience and the person who is yet to have achieved.*

***Keywords: mentoring, importance of mentoring, qualities of a good mentor, mentoring advantages, mentor – mentee relationship***

## **INTRODUCTION**

There are many perspectives on the definition of mentoring. Traditionally, mentoring might have been described as the activities conducted by a person (the mentor) for another person (the mentee) in order to help that other person to do a job more effectively and/or to progress in their career. A mentor might use a variety of approaches, eg, coaching, training, discussion, counseling, etc. Today, mentoring is a necessary component in colleges for guiding students in their professional and sometimes personal areas. In recent years, especially in the management and human resources literature, mentoring now refers to the patterned behaviors or process whereby one person acts as mentor to another. In sum, what has been historically an informal, unofficial, voluntary, mutually-agreeable, and self-selected interaction between two people has become a program -- an institutionalized strategy. It refers to a developmental relationship between a mentor and his protégé or mentee as is referred to nowadays. It is a process for the informal transmission of knowledge, social capital and the psychological support received by the mentee relevant to his work, career or professional development. It involves informal communication, usually face to face and during a sustained period

of time between a person who is perceived to have greater knowledge, wisdom, experience and the person who is yet to have achieved.

**Objectives and need:** This paper explores the importance and relevance of mentoring in assisting the student to discover himself personally and professionally. The objectives of the paper are as follows:

1. To establish the importance of mentoring
2. To understand the influence of mentoring as process in students overall development
3. To find out the qualities of a good mentor
4. To find the gaps in the mentoring process

### Literature review

#### Etymology of the term 'mentor'

Mentor is the name of the person to whom Odysseus entrusted the care of his son, Telemachus, when he set out on those famous wanderings of his that we now call an "odyssey" and which took him, among other places, to the Trojan Wars. Mentor was Odysseus' wise and trusted counselor as well as tutor to Telemachus. Myth has it that the goddess Athena would assume Mentor's form for giving counsel to Odysseus. Mentor's name has passed into our language as a shorthand term for wise and trusted counselor and teacher.

#### Mentoring in Organizations

Mentoring is a tool that organizations use to nurture and grow their people. It is an informal practice or a formal program. Protégés observe, question, and explore. Mentors demonstrate,

explain and model. The following assumptions form the foundation for a solid mentoring program.

**Deliberate learning is the cornerstone.** The mentor's job is to promote intentional learning, which includes capacity building through methods such as instructing, coaching, profiling experiences, modeling and advising.

#### Both failure and success are powerful teachers.

Mentors, as leaders of a learning experience, certainly need to share their stories. They also need to share their experiences of failure. Both types of stories are powerful lessons that provide valuable opportunities for analyzing individual and organizational realities.

**Leader need to tell their stories.** Personal scenarios, anecdotes and case examples, because they offer valuable, often unforgettable insight, must be shared. Mentors who can talk about themselves and their experiences establish a rapport that makes them "learning leaders."

**Development matures over time.** Mentoring -- when it works -- taps into continuous learning that is not an event, or even a string of discrete events. Rather, it is the synthesis of ongoing event, experiences, observation, studies, and thoughtful analyses.

**Mentoring is a joint venture.** Successful mentoring means sharing responsibility for learning. Regardless of the facilities, the subject matter, the timing, and all other variables. Successful mentoring begins with setting a contract for learning around which the mentor, the

protégé, and their respective line managers are aligned.

### Research methodology

Sl	Item	Description	D	3.Sampling method	Purposive Judgmental sampling
A.	Type of Study	Descriptive	E	5.Sample Size	79 Students
B.	Source of data collection	Primary source	F	Tool of Data Collection	Questionnaire
C.	From whom	Students/Alumnus of		Statistical Techniques	t-test, chi-square test, Graphs/charts
	1. Population	Global Business School, Hubli		Scope and limitation	The Scope of the study is limited to the responses of students within campus
	2. Sampling Unit	Individual Student			

### Data and Discussion

**Table 1: Correlation in Mentoring process v/s productivity, affectivity and motivation**

		the mentoring process overall	mentoring helped you in any way to be more productive	your mentor effective as a motivator	your mentor able to guide you properly
the mentoring process overall	Pearson Correlation	1	.644**	.639**	.447**
	Sig. (2-tailed)		.000	.000	.000
	Sum of Squares and Cross-products	24.304	11.342	12.177	8.051
	Covariance	.312	.145	.156	.103
	N	79	79	79	79

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

From the above data following are the observations

- Mentoring process and productivity is positively correlated
- Mentoring process and mentor's role as motivator is positively correlated
- Mentoring process and mentors guidance is positively correlated

**Table2: Mentor availability and extent of mentoring process satisfaction.**

			was your mentor available for you when you needed help			Total
			yes	no	sometimes	
extent to which you were satisfied with the mentoring process	Excellent	Count	4	0	2	6
		Expected Count	2.7	.5	2.8	6.0
	very good	Count	19	2	14	35
		Expected Count	15.9	2.7	16.4	35.0
	Good	Count	9	2	18	29
		Expected Count	13.2	2.2	13.6	29.0
	Poor	Count	4	2	3	9
		Expected Count	4.1	.7	4.2	9.0

Total	Count	36	6	37	79
	Expected Count	36.0	6.0	37.0	79.0

Table3: Chi-Square Tests

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	8.059 <sup>a</sup>	6	.234
Likelihood Ratio	7.670	6	.263
Linear-by-Linear Association	1.546	1	.214
N of Valid Cases	79		

a. 8 cells (66.7%) have expected count less than 5. The minimum expected count is .46.

$8.059_{cal} < 12.59_{tab}$ , hence mentor availability and process of mentoring is satisfactory and adequate when mentoring is in need.

Table4: The adequate knowledge of subject matter at mentoring

		was your mentor available for you when you needed help			Total	
		yes	No	Sometimes		
how was your mentors knowledge on the subject matter	excellent	Count	9	1	8	18
		Expected Count	8.2	1.4	8.4	18.0
	very good	Count	18	0	9	27
		Expected Count	12.3	2.1	12.6	27.0
	good	Count	6	3	17	26
		Expected Count	11.8	2.0	12.2	26.0
	poor	Count	3	2	3	8
		Expected Count	3.6	.6	3.7	8.0
Total	Count	36	6	37	79	
	Expected Count	36.0	6.0	37.0	79.0	

Chi-Square Tests

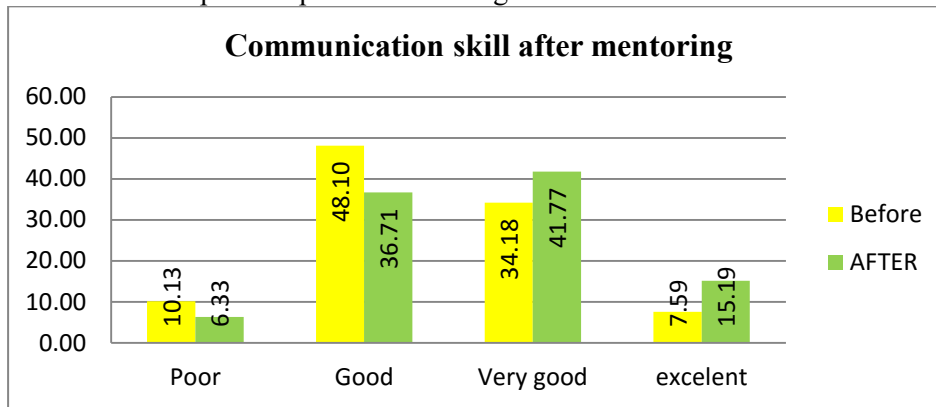
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	14.720 <sup>a</sup>	6	.023
Likelihood Ratio	15.732	6	.015
Linear-by-Linear Association	2.128	1	.145
N of Valid Cases	79		

a. 6 cells (50.0%) have expected count less than 5. The minimum expected count is .61.

$14.72_{cal} > 12.59_{tabulated}$  ,

Hence mentor knowledge on the subject matter is said to be inadequate even though the mentor is available as required.

Graph 1: Impact of mentoring on communication skills



Source: Primary

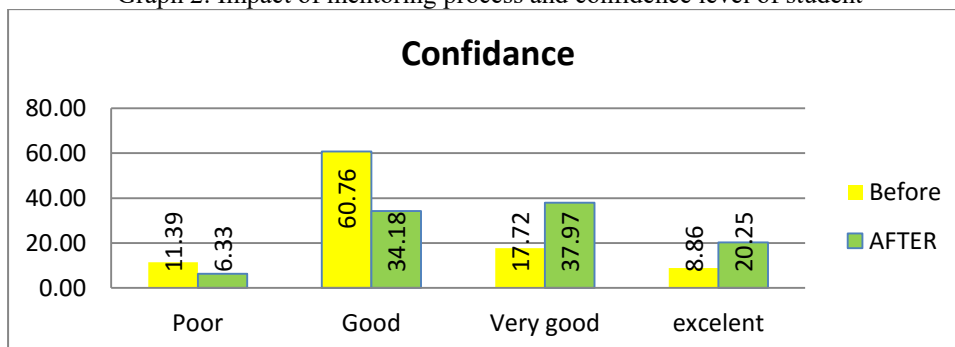
Table5: t-Test: Paired Two Sample for Means

	ten	eleven
Mean	2.607595	2.341772
Variance	0.600454	0.663746
Observations	79	79
Pearson Correlation	0.560395	
Hypothesized Mean Difference	0	
Df	78	
t Stat	3.166792	
P(T<=t) one-tail	0.0011	
t Critical one-tail	1.664625	
P(T<=t) two-tail	0.0022	
t Critical two-tail	1.990847	

Source: Primary data

The t-test is acceptable as  $0.0011 < 1.664625$ , critical value at 5% level of significance with 78 df, prove that , there is improvement in communication with mentoring process.

Graph 2: Impact of mentoring process and confidence level of student



Source: Primary data

**Table 6: t-Test: Paired Two Sample for Means**

	<i>Be</i>	<i>Aft</i>
Mean	2.7594937	2.2531646
Variance	0.5952613	0.7555988
Observations	79	79
Pearson Correlation	0.3022326	
Hypothesized Mean Difference	0	
Df	78	
t Stat	4.6283059	
P(T<=t) one-tail	0.0000072	
t Critical one-tail	1.6646246	
P(T<=t) two-tail	0.0000145	
t Critical two-tail	1.9908470	

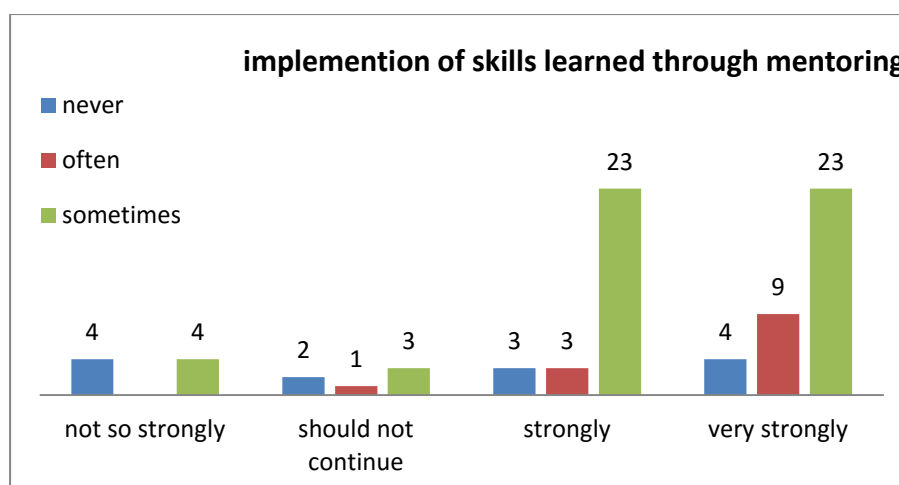
The t-test is acceptable as  $0.000072 < 1.664625$  (critical value at 5% level of significance and 78 df). It proves that mentoring process improves confidence level of student.

**Table 7: Implementation of skills learned through mentoring**

<b>Recommend mentoring</b>	<b>implement skills learned through mentoring</b>			<b>Grand Total</b>
	<b>never</b>	<b>often</b>	<b>Sometimes</b>	
not so strongly	4		4	8
should not continue	2	1	3	6
Strongly	3	3	23	29
very strongly	4	9	23	36
<b>Grand Total</b>	<b>13</b>	<b>13</b>	<b>53</b>	<b>79</b>

Source : Primary Data

Graph 3: Implementations of skills learned through mentoring



**Table 8: Chi-Square Tests**

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	12.674 <sup>a</sup>	6	.049
Likelihood Ratio	11.890	6	.064
Linear-by-Linear Association	5.605	1	.018
N of Valid Cases	79		

a. 7 cells (58.3%) have expected count less than 5. The minimum expected count is .99.

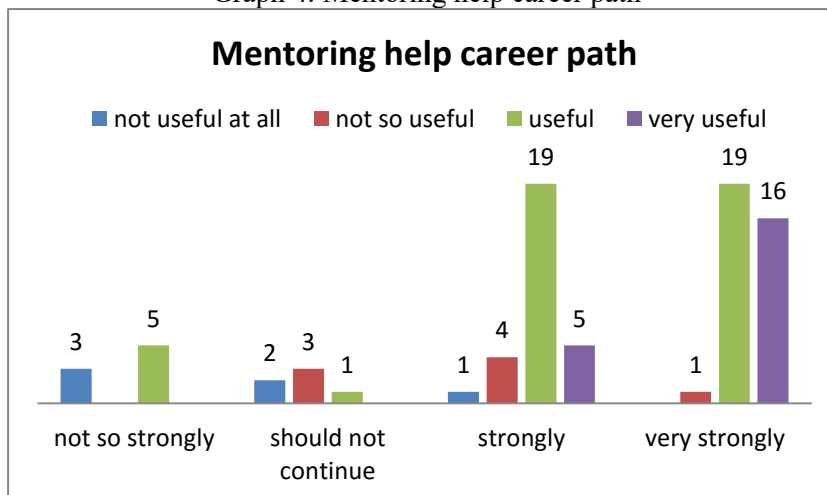
Since the significance value of Pearson Chi-Square coefficient is more than tabulated it is inferred that there is not possibilities of skill **implementations after learning through mentoring in B-School which practice mentoring.** ( $12.67_{cal} > 12.59_{tab}$ )

**Table 9: Mentoring will help student in career path**

Recommend mentoring	MENTORING HELP CAREER PATH				Grand Total
	not useful at all	not so useful	useful	very useful	
not so strongly	3		5		8
should not continue	2	3	1		6
Strongly	1	4	19	5	29
very strongly		1	19	16	36
<b>Grand Total</b>	<b>6</b>	<b>8</b>	<b>44</b>	<b>21</b>	<b>79</b>

Source: Primary data

**Graph 4: Mentoring help career path**



Source Primary data

Table 10: Mentoring help student to develop leadership skills

Recommend mentoring	Mentoring develops leadership				Grand Total
	poor	good	very good	excellent	
not so strongly	3	3	2		8
should not continue	3	3			6
Strongly	2	7	18	2	29
very strongly	1	7	16	12	36
<b>Grand Total</b>	<b>9</b>	<b>20</b>	<b>36</b>	<b>14</b>	<b>79</b>

Source: Primary data

Graph 5: Mentoring help develops leadership



Source: primary data

Table 11: Mentoring helps develop leadership skills in B-school.

Correlation	opportunity to implement any skills learned through mentoring	the extent to which the mentoring will help in career path	to what extent did mentoring help develop leadership skills	rate the outcome of the mentoring process	Recommendation of mentoring process to continue in your B-school
to what extent would you recommend the mentoring process to continue in your B-school	.268	.594	.547	.642	1.000

Source: primary key

From the above table it is clearly tested that the Mentoring is recommended and positively impacting



- |   |       |
|---|-------|
| a. the extent to which the mentoring will help you in career path                 | 0.594 |
| b. have you had the opportunity to implement any skills learned through mentoring | 0.268 |
| c. to what extent did mentoring help you develop leadership skills                | 0.547 |
| d. how do you rate the outcome of the mentoring process                           | 0.642 |

### Conclusion

No one starts in his life as a gold medallist, not even the so-called born athlete. An athlete develops into a superstar through hard work and practice, which is true of every top performer in every field. However, the mentor has the burden to prescribe to the protégé his expectations of excellence. He does this in baby steps, so that the protégé is not awestruck or overwhelmed. People have a propensity to perform at a level far below their potential capability. Perhaps, it is their zone of comfort. The same people will perform with exemplary efficiency in a crisis situation. Hence, the mentor demands, always and every time, more of the protégé than what the protégé perceives as his peak level of competence. The rationale for such an insistence is based on the principle that “example is better than precept”. The mentor knows about the importance in asking of others only what he asks of himself. Every protégé harbours a “dream” about his life goal — a vision of what he wants to achieve. The mentor enables the protégé to articulate his dream, and then, guides him in translating that dream into reality. Of course, when necessary, the mentor does temper any unrealistic elements in that dream, by bringing to bear the wisdom of his own experience.

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