MENTOR COMPETENCIES AND PSYCHOLOGICAL MINDSETS IN THE CONTEXT OF A MULTINATIONAL CORPORATION: AN INTERVENTION-BASED STUDY

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Declaration of Independent Work

I, **THOMAS FREDERICK DREYER**, identity number _____ and student number _____, hereby declare that this research project submitted to the Central University of Technology, Free State for the Degree **DOCTOR OF HUMAN RESOURCE MANAGEMENT** is my own independent work; and complies with the Code of Academic Integrity, as well as other relevant policies, procedures, rules and regulations of the Central University of Technology, Free State; and has not been submitted before to any institution by myself or any other person in fulfilment (or partial fulfilment) of the requirements for the attainment of any qualification.

2 October 2022

Signature of student **Date**

Summary

Given the fiercely competitive international business environment, organisations need to actively engage in attracting, recruiting, and retaining top talent. Mentoring as a key part of talent management is pertinent, especially in the context of multinational corporations that employ diverse employees from across the globe. To that end, mentoring programmes help to improve organisational effectiveness. The purpose of this study was to contribute both theoretically and empirically to positioning mentoring as a key component of talent management in a multi-national corporation, namely Abu Dhabi National Oil Company (ADNOC) with specific focus on the ADNOC Gas Processing (AGP) business unit.

Using a mixed-methods research approach, the study targeted 15 AGP mentors that were currently part of AGP's mentoring team. Data was collected through pre- and post-self-assessment questionnaires and structured interviews were conducted to ascertain the thoughts and feelings of participants. A three-month mentor development journey was developed and implemented based on the findings of the pre-assessment phase of the study. The empirical results from the study indicated that prior to the mentor development journey, mentees admitted to having deficiencies in most mentor competencies and aspects relating to psychological mindsets. After undergoing the mentor development journey, the mentees acknowledged they had improved their competencies in these fields.

A mentoring framework was designed with the aim of addressing the mentoring gaps. The key focus of the framework was to enhance trust between mentor and mentee, to enhance the mentor's appreciation of the mentee's growing independence, to promote communication between mentor and mentee, as well as to develop the empathic listening skills of mentors.

Key words: Mentor competencies; psychological mindsets; mentor development; mentoring; mentee; talent management; United Arab Emirates

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Acronyms and Abbreviations

4IR:	Fourth Industrial Revolution
AC:	Abstract Conceptualisation
ADNOC:	Abu Dhabi National Oil Company
AGP:	ADNOC Gas Processing
CCT:	Cross-Cultural Training
CE:	Concrete Experience
DCC:	Dubai Chamber of Commerce
ELT:	English Language Teaching
ELT:	Experiential Learning Theory
ESL:	English as a Second Language
EQ:	Emotional Intelligence
GBF:	Global Business Forum
HR:	Human Resources
HRD:	Human Resource Development
HRM:	Human Resource Management
ICT:	Information Communication Technology
I/O:	Industrial and Organisational
LTO:	Long-term Orientation
MAD:	Madares Al Ghad
MNC:	Multinational Corporation

OECD:	Organisation for Economic Co-operation and Development
PDI:	Power Distance Index
PDT:	Pre-Departure Training
PS:	Personnel Psychology
RE:	Reflection Observation
SDGs:	Sustainable Development Goals
SMART:	Specific, measurable, achievable, realistic, and time-based
STHRM:	Strategic Human Resource Management
STO:	Short-term Orientation
UAE:	United Arab Emirates

1.1 Introduction

The new world of work (that is characterised by increased virtualisation and digitalisation) requires organisations to take cognisance of the importance of talent management, as well as a continuous development of individual competencies. According to Koleva (2015), organisations are increasingly realising the importance of utilising internal expertise to develop new talent, hence there is an increased emphasis on coaching and mentoring. Coaching and mentoring can assist mentees and coachees to reach their full potential, thus promoting self-confidence (Thompson, 2019). According to Garringer and Shapiro (2015), coaching and mentoring can facilitate the creation of a learning culture within the organisation which can also lead to enhanced job satisfaction and increased productivity. Effective mentoring also creates a conducive work environment, resulting in a reduction of employee turnover as workers feel a greater sense of loyalty to the organisation (Koleva, 2015).

Generally speaking, the mentor provides the mentee with access to information, support and resources (Bouquillon, Sosik and Lee, 2005). However, previous research by Straus, Johnson, Marquez and Feldman (2013) report a high failure rate of mentor-mentee relationships, resulting in unsuccessful mentoring endeavours. Unsuccessful mentoring programmes could not only ruin working relationships within organisations but also waste valuable time and resources (Robinson, 2014; Goldgrab, 2019).

Mentoring programmes often overlook the importance of developing potential internal mentors to a predefined standard prior to the assignment of mentees (Jucovy, 2007). Gandhi and Johnson (2016) agree that mentor training programmes are an essential imperative prior to appointing mentors. Like anyone stepping into a new role, mentors are more likely to succeed if they participate in a constructive development journey that prepares them for the mentoring journey ahead (Jucovy, 2007). According to Erickson, Noonan, Brussow and Carter (2017), mentors require specific competencies that enable them to build healthy relationships with their mentees. The following competencies are essential in order for mentors to facilitate successful mentoring relationships; effective communication, active listening, rapport building, gaining trust,

setting goals, giving constructive feedback and being able to influence others (Wilson, 2012). These competencies need to be supported by a positive psychological mindset displayed by mentors, such as displaying positive emotions, building positive relationships, and being concerned about the wellness of their mentees. The wellness of mentees (and mentors) is important for constructive mentor-mentee relationships (Wilson, 2012).

The main objective of the study was to determine the mentor competencies and psychological mindsets of mentors in the Abu Dhabi National Oil Company (ADNOC) Gas Processing (AGP). The study followed a mixed-methods research approach and quantitative and qualitative methods were applied. The findings of the study aim to contribute both theoretically and empirically to contextualising the importance of mentoring as a key component of talent management in the context of a multinational corporation (MNC).

This directly relates to two of the United Nation's sustainable development goals (SDGs) namely: to positively transform the world by means of quality education (goal number 4); and to create decent work and economic growth (goal number 8). As multinational organisations operate in a highly competitive international sphere, talent management and continuously developing individual employees are essential in creating decent work and economic growth.

1.2 Problem background

ADNOC Gas Processing (AGP) is based in Abu Dhabi, the capital city of the United Arab Emirates (UAE). According to Redugerio (2020), AGP which is one business unit within ADNOC employs around 5713 employees (47.6% expatriates versus 52.4% UAE nationals). The company depends on the competencies of expatriates from across the globe, thus employing a culturally diverse workforce. As such, the company extensively uses mentoring as a way of orienting both expatriates and UAE nationals into their new working environment. In 2016, the senior management team of AGP reported the prevalence of numerous failed mentoring programmes which resulted in failed expatriate assignments, increased staff turnover and ultimately a loss of revenue for the organisation (Kutlay, 2016).

The challenges of failed mentoring programmes, especially related to MNCs such as AGP, are widely documented (Kokt and Dreyer, 2018; Mendenhall, Oddou and Mendenhall, 2017; Tung, 2011; Zhuanga, Wu and Wen, 2013). In tackling the problem, AGP introduced a customised mentoring plan which included both expatriates and the UAE Nationals in 2018, but the plan was fraught with complaints from both the mentees and mentors (Al Hosani, 2019). Most of the challenges revolved around interpersonal relationships and communication between the mentors and mentees.

1.3 Problem statement

Mentoring and the implementation of mentoring plans is a major activity, especially for a large MNC such as ADNOC, which employs more than 45 000 employees from more than 119 nationalities (ADNOC, 2021). Although the company has a mentoring plan in place, the findings of an internal investigation revealed various challenges, including a lack of trust/rapport between mentors and mentees, ineffective communication, a lack of mentoring commitment and low levels of engagement displayed by mentors. The internal investigation also revealed that most mentors within AGP lacked competencies such as communication, providing adequate feedback, conflict management, planning, interpersonal skills, motivation, and commitment to the mentoring process. Mentors were selected based solely on years of service and technical expertise, while mentees were allocated to mentors in a haphazard way.

It thus became apparent that most of the concerns revolved around mentor competencies and psychological mindsets affecting mentor-mentee relationships. Extant literature reveals similar challenges emphasising discordant relationships between mentors and mentees (Garringer, 2006; Al Hosani, 2019). This study used an intervention-based approach to gauge and develop the competencies and psychological mindsets of mentors at AGP. The findings of the study informed a customised mentoring framework for AGP.

1.4 Main research question

What are the mentor competencies and psychological mindset of AGP mentors?

1.4.1 Subsidiary research questions

1. What are the current competencies and psychological mindsets of AGP mentors?
2. What mentor development journey can be designed and implemented to develop the competencies and psychological mindset of mentors?
3. Did the mentor development journey impact mentor competencies and psychological mindset over a three-month period?
4. What mentoring framework can be designed for AGP?

1.5 Main research objective

To explore the mentoring competencies and psychological mindset of AGP mentors.

1.5.1 Subsidiary objectives

1. To assess the current competencies and psychological mindsets of AGP mentors.
2. To design and implement a mentor development journey to develop the competencies and psychological mindsets of mentors.
3. To gauge whether the mentor development journey impacted mentor competencies and psychological mindset over a three-month period.
4. To design a mentoring framework for AGP.

1.6 Aim

The main aim of this study was to contribute both theoretically and empirically to positioning mentoring as a key component of talent management in an MNC.

1.7 Research philosophy/paradigm

A research philosophy is concerned with the origin and nature of knowledge. There are two main ways to think about research philosophy, namely: ontology and epistemology (Saunders, Lewis and Thornhill, 2007). The foundation of the researcher's approach to a research subject is built on ontology and epistemology

(Dudovskiy, 2018). According to Saunders *et al.* (2007), the three perspectives that make up ontology are objectivism, constructivism, and pragmatism. Objectivism recognises the independent reality of social actors and social phenomena. According to constructivism, social actors produce social phenomena, and pragmatism contends that both objectivism and constructivism are valid research paradigms (Saunders *et al.*, 2007). A study philosophy, known as pragmatics, is based on the idea that there are several ways to grasp reality (Saunders *et al.*, 2017; Morgan, 2014). To learn about various realities, a variety of research strategies, including qualitative and quantitative research methodologies, are applied. Morgan (2014) asserts that pragmatism places more emphasis on the experiential world with its various subjective and objective levels. Due to the nature of the study, pragmatism applied as ontological stance.

Epistemology refers to the link between the researcher and reality, or how reality is captured or known (Killion and Fisher, 2018). According to Creswell (2013), epistemology is the philosophy of knowing what constitutes legitimate sources of knowledge and outcomes. There are three main epistemological stances: positivism, interpretivism and critical realism (Bryman *et al.*, 2014). Positivism is an epistemological position that believes that social phenomena and their significance exist independently of social actors (Bryman *et al.*, 2014). According to positivist epistemology, there is only one objective reality for each event or situation, regardless of the researcher's viewpoint or beliefs (Killion and Fisher, 2018). Because of this, positivism uses planned and structured research methods.

According to interpretivism, interpretation is a necessary component of the process of creating meaning (Crossman, 2020). Therefore, outside of thinking, there is no way to obtain objective knowledge (Pulla and Carter, 2018). Therefore, rather than generalising and forecasting causes and consequences, interpretivism seeks to understand and interpret the meaning of human behaviour.

According to critical realism, reality is invisible to an observer. In addition, reality is compared to an iceberg in that most of it is unseen to the viewer. Even though most of it is hidden below the surface and cannot be seen, causal mechanisms are the source of experiences and events. They are recognised through an inference process, which is based on the examination of information gathered within the investigation's

environment (Brant and Panjwani, 2015). Therefore, humans can only comprehend the social world by comprehending the structures that give rise to events (Brant and Panjwani, 2015). Critical realism's goal is to enable social scientists to create new knowledge focused on understanding actual situations. According to critical realists, the world is divided into several categories that include the real, the actual, and the empirical. This entails creating solutions and interventions for problems that exist in the actual world.

The researcher in this study believes that with respect to mentoring, knowledge can be both separate from social actors as well as being actively constructed by them, hence the applicability of critical realism. Bhasker (2009) highlighted that critical realism is interested in finding causal relationships. In addition, critical realism provides room for the researcher to establish the causes of a problem and to conceptualise a strategy to address the problem (Bhasker, 2009).

Instead of just describing social reality, critical realism enables a thorough comprehension of social processes. This study's use of critical realism enabled the triangulation of qualitative and quantitative findings. The gathering and independent examination of quantitative and qualitative data, based on the same phenomena, is known as mixed-methods triangulation (Modell, 2009; Wisdom and Creswell, 2013).

1.8 Research approach and design

There are three types of research approaches: qualitative, quantitative, and mixed-methods. According to Wisdom and Creswell (2013), qualitative research is a process that includes gathering, analysing, and interpreting non-numerical data, including language. To comprehend a phenomenon, qualitative research uses an interpretive, naturalistic approach (Aspers and Corte, 2019). In a qualitative study, a phenomenon is investigated in its natural environment with the goal of understanding or interpreting it in light of the meanings that people attribute to it (Berezin, 2014). The approach is very useful when a researcher wants to comprehend how a person interprets and gives meaning to their social environment in their own mind (Aspers and Corte, 2019).

On the other hand, quantitative research is an investigation into a recognised phenomenon that is based on testing a hypothesis, using data, and employing

statistical methods (Shorten and Smith, 2017). Quantitative research seeks to ascertain if a theory's prediction generalisations are accurate (Wisdom and Creswell, 2013). Testing causal links between variables, developing predictions, and extrapolating the results to a larger population are the objectives of quantitative research (Aspers and Corte, 2019). The statistical analysis used in analysing quantitative data is viewed as scientifically objective and rational (Wisdom and Creswell, 2013).

As indicated above, both the qualitative and quantitative methods have limitations which compromise the data collection and the quality of findings. Therefore, mixed-methods research was introduced to take care of the weaknesses in the qualitative and quantitative methods (Shorten and Smith, 2017). Creswell (2013) define mixed-methods research as a research methodology that uses a systematic integration of quantitative and qualitative data within a single investigation. Combining qualitative and quantitative methodology, allows for a more complete and synergistic utilisation of data as opposed to only using a quantitative or only using a qualitative approach (Shorten and Smith, 2017). For the sake of this study the mixed-methods approach was used.

Research design can be defined as the 'procedures for collecting, analysing, interpreting and reporting data in research studies' (Creswell and Plano Clark, 2007:21). There are four major research designs, namely descriptive, exploratory, explanatory and survey research design. Descriptive research designs apply to both qualitative and quantitative research. The term, ‘descriptive’ is derived from the type of research questions, research design and data analysis (Fluet, 2021). Descriptive studies are pre-occupied with determining ‘what is?’. This is accomplished by using visual aids, such as graphs and charts, to help the reader comprehend the distribution of the data (Sixas, Smith and Mitton, 2017).

On the other hand, an exploratory research design seeks to understand a phenomenon that is not yet completely understood (Reiter, 2017). An exploratory study's goal is to gain a deeper knowledge of the issue at hand but does not produce any firm conclusions (Reiter, 2017). Exploratory designs are intended to help the

researcher gain deeper knowledge of the topic at hand, but do not produce definitive conclusions.

An explanatory research design is a method used to investigate a problem that has not been studied before or has not been sufficiently explained (Shamil, 2021). Its sole purpose is to provide details about where a small amount of information about a phenomenon can be found. In explanatory research designs, the researcher aims to establish connections between many concepts and to gain a deeper knowledge of their various causes, consequences, and justifications (Shamil, 2021).

Survey research design refers to a method for collecting information from a pool of participants by asking multiple questions regarding a phenomenon. A survey design is an excellent tool for measuring the attitudes and orientations of a study population (Creswell and Hirose, 2019). There are two broad categories of survey designs: the questionnaire and the interview. According to Creswell and Hirose (2019), traditionally, surveys involve quantitative items, but researchers might add qualitative components through open-ended questions. There are two main types of survey design, namely cross-sectional survey and longitudinal survey. A cross-sectional survey is administered at one time, while a longitudinal survey is conducted over a long period of time (Fowler, 2014).

In this study, a cross-sectional survey design was employed as it is suitable for a mixed-methods study (Creswell and Hirose, 2019).

1.9 Ethical considerations

The closeness and intimacy that is developed between a researcher and participants in qualitative and quantitative investigations can give rise to a variety of ethical issues (O'Neill and Hoonaard, 2003). The following ethical issues were adhered to in conducting the study: anonymity, confidentiality, informed consent, and avoiding data misinterpretations (O'Neill and Hoonaard, 2003). According to Welman, Kruger and Mitchell (2005), the following three stages of a research project involve ethical considerations:

1. When individuals are selected to partake in the investigation.

2. During the surveying/interviewing process; and
3. When the findings of the study are released.

In this specific study the following ethical considerations were adhered to:

A research ethics approval letter was granted by the university's Faculty Research and Innovation Committee, Faculty of Management Sciences, Central University of Technology, Free State (see Appendix 3). The following ethical guidelines were followed.

- Research was developed, conducted, and reported in conformity with acknowledged norms of scientific competency and ethical research.
- Respondent privacy was always preserved, all information acquired was kept confidential, and the names of participants were protected.
- Participants gave informed permission and did so voluntarily in the study.
- The study's goal was explained to the mentors who took part in it.
- To make sure the information gathered accurately reflected the participants' intentions, the participants received a transcript of the recorded interviews.
- The researcher additionally committed to debriefing the participants and sharing the study's findings with them, if at all feasible.
- The researcher made sure the volunteers didn't suffer any negative effects because of the study.

1.10 Limitations of the study

The study was conducted during the Covid-19 pandemic. The pandemic impacted all spheres of social and organisational life on a global scale, including AGP. The travel restrictions and lockdowns imposed by the Abu Dhabi government affected the availability and accessibility of interviewees, since most of the companies have been forced to introduce work-from-home practices using digital platforms. Fortunately, AGP lifted many Covid-19 restrictions in 2021, which allowed for face-to-face meetings under strict precautionary measures (masks, distance, sanitisation, PCR testing), which permitted the researcher to conduct face-to-face interviews with all the mentors situated at the AGP headquarters.

A mentor development programme needs enough time and resources to be effective. The researcher encountered numerous challenges during the programme as some participants were not diligently attending mentor development sessions.

1.11 Significance of the study

The scientific relevance of this research is seen in the examining and compilation of the required mentor competencies and psychological mindsets in the context of an MNC. This research identified the extent to which current mentors in a multinational organisation possessed the required mentor competencies and psychological mindset. In addition, the study developed a mentoring framework that can enhance outcomes from mentoring such as communication, trust between mentor and mentee, and empathic listening skills of the mentors.

1.12 Chapter overview

The study is set out in the following chapters:

Chapter 1: General introduction

Provides the background of the study and details the problem statement, main aim, objectives and the research questions of this study. The chapter also outlines the research methodology adopted in the study, as well as the significance of the study.

Chapter 2: Mentoring and the development of mentor competencies

This chapter presents the background, benefits, and challenges of mentoring in the workplace. It further discusses the required competencies mentors should possess and highlights the importance of mentor/mentee relationships.

Chapter 3: Mentoring and the psychological mindsets of mentors

This chapter explores the psychological mindsets related to mentoring relationships. It highlights the role psychology plays in understanding human behaviour, attitudes, and perceptions towards the quest for new knowledge. Lastly, Chapter 3 focuses on the UAE context, exploring perspectives on psychological mindsets and concludes by focusing on recent studies which moved from growth mindsets to growth systems.

Chapter 4: Learning styles related to mentoring

Different learning theories that are important to mentoring are discussed in this chapter. The chapter further investigates the relevant learning types using psychological principles.

Chapter 5: Research methodology

Provides an analysis and discusses the research methodology applied to the empirical part of the investigation. The key sections of the chapter are research design, research strategy, the study population, data collection instruments and research ethics.

Chapter 6: Data analysis and the presentation of results

Presents the data analysis and the findings of the empirical investigation.

Chapter 7: Conclusions and recommendations

Provides recommendations and presents the proposed mentor development plan based on results from this investigation.

1.13 Summary

The chapter laid the foundation for the study by motivating why it is necessary to explore mentor competencies and the psychological mindset of AGP mentors. A brief review of literature on mentor competencies and psychological mindset was provided in the introduction and research background. The main and subsidiary research objectives and research questions were outlined. The chapter further detailed the broad methodological choices that the researcher selected to conduct the research study. It alluded to the applicability of interpretivism and critical realism as philosophical stances which validated the use of both qualitative and qualitative research approaches. Ethical issues were briefly explored, and the chapter concluded with the layout of the study.

Chapter 2: Mentoring and the development of mentor competencies

2.1 Introduction

Mentoring is a professional undertaking, involving trust relationships and a meaningful commitment to talent development. The purpose of mentoring is to offer professional and personal development as well as career guidance. The function of mentoring relationships in helping people manage their own learning and development journeys is covered in this chapter. To maximise professional potential, build competencies, enhance performance, and achieve self-actualisation is crucial. The chapter offers a rigorous discussion of mentoring and the mentoring process, from definition, types of mentoring, benefits of mentoring, factors influencing the nature and character of mentoring programmes and the stages of the mentoring process. The discussion reflects the perspectives and emerging ideas on mentoring and mentor competencies by reflecting on existing literature.

2.2 Explaining the mentoring concept

Mentorship, according to Armstrong (2010), is a strategy for assisting individuals in learning and developing their work abilities. According to Wong and Premkumar (2007), mentoring is a learning process where positive, reciprocal, personal, and intimate connections are built while emphasising success. Since then, the word “mentor” has been used to describe a person with extensive expertise who can instruct and coach others without experience to achieve desired abilities (Zhuanga, Wu and Wen, 2013; Thompson, 2019). A mentor leads mentees by opening doors for their professional growth and career assistance, “teaching them the ropes,” creating chances, raising their profile, making sure they have tough work objectives, and eventually proving their ability (Werner and DeSimone, 2012). The foundation of the mentoring process is formed by competent people who offer direction, sane counsel, and ongoing assistance to the mentee during the learning and growth process (Armstrong, 2010). Mentors are often those who are dedicated to removing any potential performance hurdles or first disappointments that “newcomers” may have in their new situations (Hunt and Michael, 1983). Additionally, mentoring may be described as a tactic that gives an employee the assistance, they need to deal with the difficulties of adjusting to a new work environment (Mezias and Scandura, 2005).

Through encounters with more seasoned mentors, whose extensive knowledge and abilities may be absorbed into mentees' thinking and practice, mentees develop and learn within mentoring partnerships. In contrast, tutoring or coaching focuses solely on competency while providing academic and professional support in a specific area. It may also be seen as the method through which one person helps another in a supportive and secure relationship to develop and learn. According to Michael (2008), mentoring is a process that focuses on seeing and developing a person's full potential. The student may establish the priorities during a long-term engagement, although these may change. Both the approach and the expectations are in the student's possession. The mentor works with the mentee to gain insight and knowledge through intrinsic observation, or growing more conscious of their own experiences, which comes from inside.

There is literature available on the function and setting of mentoring (Clutterbuck and Ragins, 2002; Al Mazrouei and Pech, 2015). Three models - apprentice, competence, and reflective - can be used to analyse the mentoring process. In the apprentice model, the mentee learns through watching the mentor. The mentor uses the competence model to provide the mentee with organised feedback on performance and development. The mentor aids the mentee in developing into a reflective practitioner in the reflective model (Wong and Premkumar, 2007). This learning resource follows the reflective model, according to which mentoring is viewed as a purposeful, caring, and perceptive practice that offers a potent opportunity for personal growth for both the mentor and the mentee. They will be introduced to a mentoring relationship process that develops through four stages – preparing, negotiating, enabling, and reaching closure.

According to Business and Professional Women (2019), a mentor is also a friend, adviser, and motivator. Mentees commit to taking part for a predetermined amount of time with the intention of learning. They could have lunch together, training sessions, scheduled phone calls, in-person meetings, and other talks aimed at achieving those objectives within a given time frame. In the United Arab Emirates, mentoring programmes are not brand new. Consultancy Middle East (2019) investigated the importance of mentorship for the UAE to establish fruitful commercial relationships with African nations. A Global Business Forum (GBF) was held in 2018 by the Dubai

Chamber of Commerce (DCC) with the goal of promoting cross-border collaboration between the start-up communities in the UAE and Africa. Eight mentors from a variety of professions were provided by the DCC, and each start-up was assigned a specific mentor.

A recent study by Azza Mahmoud Gamal (2011), reveals that mentoring in English as a second language (ESL) in the United Arab Emirates has positive outcomes. According to Azza Mahmoud Gamal (2011), mentoring should be both career-related and psychosocially focussed. The Madares Al Ghad (MAD) mentorship programme was introduced to create a school that prepares students to be active UAE citizens on international business, technological, academic, and social platforms. The programmes assigned two mentor teachers for each MAD school to work alongside an English teacher. The study established that mentors play a vital role in guiding, supporting and helping mentees develop professionally.

2.3 Types of mentoring

The roles of a mentor are shaped by the type, focus, and structure of the mentoring relationship. A mentor can utilise multiple approaches in a single mentoring relationship. Therefore, the most practical strategy that also advances the members' objectives is given priority. A mentor and mentee should discuss desired methods and decide on your techniques of engagement at the outset of a partnership. Making a distinction between formal and informal mentorship is crucial. Programmes for informal mentoring have grown in popularity because of studies demonstrating the advantages of informal mentorship (Inzer and Crawford, 2005). According to researchers Inzer and Crawford (2005), institutional mentorship programmes might not be able to provide the same advantages as informal ones (Inzer and Crawford, 2005). According to some academics, most formal mentoring programmes are just created to duplicate the advantages of informal mentorship (Clutterbuck and Ragins, 2002).

According to several experts, informal mentoring offers greater advantages than informal mentoring (Wanberg, Welsh and Hezlett, 2003). Examining these advantages, both Inzer and Crawford (2005) as well as Mezius and Scandura (2005) point out that mentorship programmes typically are more focused on job-related changes than comprehensive life transformation and are more constrained in terms of

role modelling and counselling. To maintain and support the organisation's fundamental strengths, formal mentorship programmes are created. As tasks and anticipated results are well-defined, they support and encourage employee growth and they have the backing of management. The improvement of critical competencies cannot be ensured by informal mentoring connections (Al Mazrouei and Pech, 2015).

Another advantage of formal mentoring programmes is that they are inclusive; offering an opportunity to include all who want to be involved. The comprehensive nature of formal mentorship enables inclusive organisations to be innovative and develop the skills, talents, and ideas of staff members who would not have found their way otherwise. Formal mentoring programmes, according to Clutterbuck (2005), make sure that the aims of the mentoring relationship are clear. Additionally, a realistic framework that specifies expectations for both sides, establishes boundaries, and facilitates simple evaluation of how effectively the growth occurs, involves previous training and ongoing review for both parties. Since formal mentoring programmes may screen out "toxic" mentors who have manipulative motivations or are otherwise harmful to the organisation and the mentee, they have the advantage of limiting their impact.

There are important distinctions to be made between formal and informal mentoring partnerships, according to Taglieber (2011). Informal mentoring connections between the mentor and the mentee grow out of shared identity and perceived similarity. Typically, official programmes for mentoring expatriates are started and led by the organisation, and it is the job of the responsible programme managers to carefully consider the requirements, abilities, and compatibilities of the mentor and mentee before pairing them together. In contrast, mentor and mentee can meet whenever they choose in informal mentoring relationships, where they often have more time to build rapport and perform psychosocial duties.

The duration of formal and informal mentoring partnerships varies. Formal mentor relationships often last three to six years, although informal mentoring connections may typically last six months to a year. However, because informal mentoring relationships are often more intimate and concentrate on long-term objectives,

mentors may prioritise the interests of their mentees over those of the organisation (Mezius and Scandura, 2005).

According to (Wanberg *et al.*, 2003), one benefit of formal mentoring programmes is that they focus on the struggles of minorities and other disadvantaged groups, which may face bigger obstacles to establishing informal mentoring connections inside organisations. This is referred to as social inclusion, and Clutterbuck (2005) adds that formal mentorship programmes give some control over the process. By doing this, companies may provide equal opportunity and maximise the range of knowledge, expertise, and abilities that make up their staff. Because the limited pool of mentors tends to come from a dominating, more educated, and more ambitious social group, informal mentorship appears to exacerbate social isolation. Additionally, the mentor learns relatively little from the mentee because of their similarities (Taglieber, 2011).

2.4 Functions of mentoring

Recent studies have established that within an organisational setting, mentored individuals show beneficial and egalitarian characteristics as compared to non-mentored individuals; hence it is important for organisations to understand the functions of mentoring and what benefits mentoring will offer the organisation (Wanberg *et al.*, 2003; Luecke and Ibarra, 2004; Bidwel, 2019). Various definitions of a mentor offered earlier in this chapter reflect the variety of functions of a mentor. For instance, the mentor's job is to provide a good example for the protégé in terms of attitudes, beliefs, and behaviours. They should also show them unconditional love and create a safe space where the protégé may express their concerns and anxieties.

The variety of these personal and educational resources has a considerable favourable impact on the professional development of mentees, according to studies on the psychological functions of mentoring (Waldeck, Orrego, Plax and Kearney, 1997). Mentees regard the psychosocial function of informal mentorship more highly than the career component because they view it as being more crucial in terms of both functions' relevance. Relationship satisfaction and the mentees' feeling of competence, identity, and professional performance grow because of psychosocial mentoring (Waldeck *et al.*, 1997).

Psychosocial roles emphasise that the consistency of mentor-mentee relationships depends upon the level of faith in the relationship. Its consistency is influenced by elements such as respect, mutual liking, therapy and the need for affection (Brockbank and McGill, 2007). The mentor ultimately receives approval, support, and acknowledgment from the employee he or she has been mentoring, after fulfilling a number of tasks required by the mentee. Therefore, a crucial element of successful mentoring partnerships is reciprocity (Gibson, 2004). An overview and description of related professional and psychosocial functions are provided in Table 2.1. However, mentoring should be discussed in greater detail because its purposes and the results it produces support its presence in the corporate world.

By enhancing their sense of identity and competence, psychosocial functions have an impact on mentees on a more intimate level (Vanderbilt, 2010). Its usefulness and success are based on how well the mentor and mentee get along with one another. Role modelling, however, which happens when a mentor's behaviours, attitudes, and beliefs offer the mentee a model from which to learn, is the main psychological component. The mentees' self-confidence in their talents is boosted by the mentor's acceptance and validation (American Psychological Association, 2006). Therefore, the mentee is free to try out new behaviours and abilities since the mentor won't reject them if they make a mistake while learning. Counselling offers the mentee a sounding board to discuss concerns, problems, or obstacles that are distracting. The tutor uses effective listening techniques while getting assistance with problem solving. Friendship is the result of several social contacts that lead to shared affection and knowledge, and ultimately represent personal care that goes above and beyond what is necessary for the company (Ragins and Kram, 2007).

The sponsorship, mentorship, protection, challenge, and exposure are all considered professional roles. One of the most often seen professional roles is sponsorship. It discusses how support for the mentor creates opportunities and openings that the mentee would not have otherwise had. It encourages the worker to establish a reputation, become recognisable inside the business, and gain positions that will prepare him or her for higher employment levels (Luecke and Ibarra, 2004). Through mentoring, mentees have a better awareness of how to behave and respond appropriately in professional contexts. On this foundation, methods that assist the

accomplishment of professional objectives or broad developmental objectives can be established.

One of the major obstacles to successful career development of mentees is bad influence from friends and workmates within the organisation. A tutor is also responsible for shielding the mentor from future disruptive encounters with other members of the organisation, under the job functions. Another task of a mentor is to present the mentee with challenges. Challenge apply to conversations and activities that increase mentors' abilities (American Psychological Association, 2006). Through difficult projects and debates, technical and management abilities must be acquired.

The mentor continuously provides guidance, support, and feedback to lessen the strain of challenging activities while fostering learning. Finally, it is the mentors' responsibility to increase the mentees' exposure and visibility by giving them duties that allow them to build relationships with influential individuals inside the organisation who may assess the mentees' potential for future promotion (American Psychological Association, 2006). This exposes the mentees to prospects as well as making them visible to decision-makers inside the organisation (Ragins and Kram, 2007).

Table 2.1: Mentoring benefits on career and psychosocial level

Career functions	**Psychosocial functions**
Sponsorship: Doors that might normally be closed are opened by the mentor.	Role modelling: The mentor exhibits the sorts of attitudes, behaviours, and beliefs that promote success inside the company.
Coaching: The mentor imparts knowledge and offers feedback.	Counselling: When the mentee faces challenging professional issues, the mentor offers guidance.
Protection:	Acceptance and confirmation:

The mentor offers the mentee assistance and/or serves as a barrier.	The mentor respects and helps the mentee.
Challenge: The mentor pushes the mentee to push his or her limits and fosters new ways of thinking and behaving.	Friendship: The mentor exhibits genuine concern for others above and beyond what is necessary for business.
Exposure and visibility: The mentor steers the protégé into assignments that introduce him/her to top management.	

Source: Luecke and Ibarra (2004)

2.5 Benefits of mentoring

The following section delineates the benefits of mentoring.

2.5.1 Benefits of mentoring to the mentee

Mentoring relationships are built on mutual confidence and respect and consultation should be conducted periodically between the mentor and the mentee to share thoughts, to address success and to set targets for future advancement. Recent mentorship studies have revealed many advantages for the mentor (Azza Mahmoud Gamal, 2011; Page, 2015). Being mentored is one of the most valuable and effective development opportunities one can offer employees.

Mentoring empowers the mentees to develop strengths and overcome weaknesses (Page, 2015). One of the qualities they acquire is that they are increasingly optimistic and able to face career risks. Additionally, mentors frequently serve as sponsors or nominees for their mentees, increasing their chances of being selected for advantageous possibilities like promotions or alluring opportunities (Clutterbuck, 2001). In a 2004 analysis Allen, Eby, Poteet, Lentz and Lima compared the varied career outcomes of individuals who received mentoring and those who did not.

Mentored workers were paid more, earned more promotions, and were more fulfilled and devoted to their employment than non-mentored workers.

A study conducted by Sange and Srivasatava (2012) investigated a mentoring programme for sales and marketing. The results of the study found that employees who were mentored felt better about their companies as places to work, thought better of their senior leadership, thought their companies' offered prospects for professional advancement, and were informed about the direction their companies were going in the future (Sange and Srivasatava, 2012).

Healthy mentor-mentee relationships have been shown to lower both turnover intention and actual turnover, according to Bidwel (2019). In a poll of more than 5000 newly employed sales representatives, those who said they were a part of a constructive mentoring relationship revealed much stronger organisational commitment and fewer intentions to quit their organisation than those who were not (Brashear, Bellenger and Boles, 2006). Similarly, being a member of a positive mentoring relationship was found to reduce the likelihood of turnover by 38% in a study of 1300 United States of America (USA) Army officers (Payne and Huffman, 2005).
Mentoring will help new workers to become more accustomed and to transition to the new workplace more rapidly. Since AGP employs many expatriates (2719 employees), mentoring plays a significant role in the overall success of the organisation. The expatriate can better grasp the tasks, procedures, needs, and culture of the organisation by working with a mentor. This makes it easier for newly hired workers to act swiftly, understand the organisation, and have access to information, services, and other support networks through their mentor (Taglieber, 2011).

However, possible pitfalls for mentees are still present, for example if mentors choose to relive or introduce their own careers. Empirical research suggests that such behaviour leads to the abandonment of mentees as they leave the organisation (Harvey and Wiese, 2002). Potential disagreements between the mentor and line manager might be harmful to the mentee. Sometimes inappropriate levels of reliance may develop, leading to the mentor and mentee vying for the same position, when the mentoring relationship is primarily utilised to sponsor the mentee. Mentees must have the strength to make their own decisions since mentors who want to provide too much

counsel, may end up offering the incorrect advice (Clutterbuck, 2001). In conclusion, possible drawbacks often materialise when mentors fail to fulfil their role or when programmes are poorly created or administered.

2.5.2 Benefits of mentoring to the mentor

The advantages of a positive mentoring relationship do not only apply to mentees. According to Pam and Lomas (2015), appointed mentors report feeling more fulfilled at work than non-mentors due to the satisfaction and fulfilment they derive from watching their protégé grow both personally and professionally. Employees who serve as mentors report higher levels of work satisfaction, self-esteem, well-being, better organisational commitment, and career success when compared to non-mentors (Ghosh and Reio, 2013).

People who have reached their career peak and are going through a midlife transition typically work as mentors because they are looking for new challenges (Rose and Scandura, 2004). Many seniors will accept this duty because it may increase their role, talent, and contribution rather than because they feel they must (Lewis, 2006). Additionally, they find fulfilment in imparting their knowledge and wisdom to mentees since doing so gives the mentor a feeling of immortality. Since expatriate mentees have worldwide experience and may offer best practices from outside, they provide mentors with an opportunity to benefit from their mentees in this regard.

This new mentor-mentee connection gives the mentor's personal and professional life new vitality, perspectives, and ways of thinking. Mentors can pick up new abilities from their mentees, such as how to cope with and use evolving technology (Taglieber, 2011). Additionally, mentors receive praise from subordinates and superiors for promoting the growth of high-potential employees in the company. In addition, mentors receive recognition from co-workers and executives in support of the expansion of the business. Last, but not least, mentors appreciate the sincere support and loyalty of their mentees, and they will learn something about themselves from them. They will also be proud of having succeeded in living vicariously through their mentees and guiding them through challenges (Parise and Forret, 2008).

Nevertheless, there are certain drawbacks to taking on the role of mentor. Clutterbuck (2001) lists the following dangers among them:

- The mentee violating confidentiality.
- Resentment from subordinates who gripe that mentors don't put enough time and effort into helping them grow.
- Shame when a string of mentoring relationships breaks down; and
- A time-hungry mentee who makes unreasonable demands on the mentor's time.

It is important for a mentor to spend time getting to know their mentee. The acknowledgment a mentor expects to gain from the connection, which considerably fluctuates with the mentee's success, is another element that might cause disappointment (American Psychological Association, 2006). A low performer might damage the mentor's reputation in contrast to a high performer who gives awareness to and favourably portrays the mentor. Additionally, the mentor bears the danger of being ousted or "backstabbed" by unfaithful mentees when participating in a mentoring relationship (Rose and Scandura, 2004).

2.5.3 Benefits of mentoring for the organisation

Everyone who participates benefits from mentoring, and it significantly boosts a business' long-term performance. Mentoring broadens the organisation's talent pool and cultivates future leaders. It also enhances organisational commitment and lowers personnel turnover (Hegstad and Wentling, 2004). In addition to aiding in employee retention, mentoring may be used to recruit fresh talent and make the transition to a new setting easier for them (Richardson, 2018). Sullivan (2015) continues by saying that it gives the organisation stronger relationships, more motivation, and better morale overall.

As mentoring does not need the acquisition of any new tools to assist creativity, it usually results in a relatively inexpensive improvement in corporate learning. Some authors (Friday, Friday, and Green, 2004; Wills, Cokley and Holmes, 2009) link mentoring to supporting corporate diversity initiatives, improving communication of corporate values and behaviours, improving recruitment and retention, increasing employees' feelings of empowerment, improving communication and knowledge transfer, and optimising human resources.

Mentors serve as role models for mentees, teaching them how to think and behave in accordance with the organisation's guiding principles. Mentors can examine discrepancies between declared company ideals and actual behaviour because change is inevitable in organisations. Which cultural elements are available for discussion, and which are not is made clear to the mentee by the mentor (Zhuanga *et al.*, 2013).

A lower-level mentee can advance to medium or superior leadership while still being accepted inside the company at the lower management level thanks to the mentoring arrangement. The mentee picks up the language and mannerisms of all levels of management since they have access to them. The mentee will then be able to clearly articulate the opinions of both parties. These unofficial communication channels foster better levels of learning, innovation, and quick market adaptability, which boost efficiency and competitiveness (Clutterbuck, 2001). In conclusion, the writers concur that mentoring improves workplace communication, boosts employee attractiveness and retention, and aids in human resource development (HRD).

There are of course problems related to mentoring and which could affect the organisation. The disadvantages of formal mentoring programmes for an organisation are identified by Clutterbuck (2005). These disadvantages include a lack of organisational support, the development of a culture of dependency, challenges in coordinating programmes with organisational initiatives, as well as costs and resources associated with overseeing and managing programmes. Ehrich and Hansford (1999) emphasise that businesses should weigh up any drawbacks against the advantages. However, there are two crucial considerations each organisation should keep in mind when launching a mentorship programme.

First, a business should determine if the programme's anticipated advantages outweigh the expenses associated with compliance. Second, it can guarantee that administrators and staff members support the programme, which will destroy a mentorship programme due to a lack of support and commitment. More precisely, while developing a tailored mentoring plan that meets their specific objectives,

businesses must make sure that they provide the funding necessary to nominate and grow the finest workers as mentors (Schnieders, 2018; Thompson, 2019).

2.6 Mentoring expatriates

Since over half of AGP's staff is made up of foreign workers from all over the world, mentoring may hold many advantages for such a global MNC. There is no convincing literature on expatriate mentoring, which frequently takes the form of an informal development relationship or on-the-job, one-on-one training. Whether it be Pre-Departure Training (PDT) or Cross-Cultural Training (CCT), formal training has been a dominant strategy for preparing expatriates. For the following reasons, according to Cameron and Quinn (2011), expatriate mentorship offers significant benefits and the ability to complete any gaps in CCT or PDT and to develop expatriates.

Mentors play a crucial role in the success of international assignments in terms of expatriate performance and adjustment (Holtbrügge and Ambrosius, 2015). In 2015 research, Holtbrügge and Ambrosius looked at how mentor-related factors affected the career growth of foreign nationals. A sample of 59 US expatriates hired in Germany were interviewed using the social exchange theory. The study found that the mentors' participation in the expatriates' career planning and the organisational distance between them had a favourable effect on the development of their skills. Additionally, it appeared that expatriates' skill improvement and professional advancement were highly associated. The study also emphasised the need for MNCs to create mentorship programmes.

Hansen and Rasmussen (2016) contend that more studies should have explored the possible mentorship roles of expatriates in their job during difficult periods, because of expatriates' failure in overseas assignments. Hansen and Rasmussen investigated expatriate mentorship in three MNCs and concluded that ethnocentrism in the indigenous business was a substantial barrier to expatriates' ability to adapt to local culture and to learn.

To assist the expatriation process for people being hired, mentorship and training must be made available inside the local organisation. With the help of qualified and motivated mentors, personal and relational mentoring must also be integrated,

supported, and acknowledged in the relevant firm. Additionally, it is necessary to combine relational and personal mentorship with the aid of qualified mentors who are inspired and supported by the organisation in question. Only a small percentage of MNCs, according to Mezius and Scandura (2005), make sure that their expatriates receive the necessary mentorship to help them acclimate to the new culture, both at work and on a personal level. The mentor will also facilitate the learning with reference to:

- The new role to be played in the workplace.
- Role-specific deliverables.
- Organisational culture and values.
- Future opportunities.
- Adjustments to be made during the pre-departure and onsite segments during the entire job assignment; and
- Host-country familiarisation with a focus on the local cultures.

McCaughey and Brunning (2005) support research that recommends having a mentor from the host nation who can help with assimilating and learning about the local customs. The employee's overall adjustment might benefit from the mentor's help with issues and interactions.

The unique quality of host-country mentors is that they are knowledgeable about the business, namely the host-country culture and the tasks that must be completed at the host-country office (Mezius and Scandura, 2005). Additionally, they can offer feedback on how well the expatriates are performing their jobs and point out any problematic behaviour so that the latter can more easily adapt to their new position. Mentors provide foreign nationals with the confidence and assistance they need to do excel in their professions. Additionally, they provide psychological support for the expatriates by serving as role models for productive behaviour in both professional and social settings.

Al Mazrouei and Pech (2015) investigated how leadership, organisational culture, and the political climate affected how well foreign managers were adjusting to life in the UAE. Al Mazrouei and Pech's (2015) study found that because foreign environments

are unfamiliar to them, expatriate leaders experience culture shock. The result of globalisation on businesses is a staff body that is increasingly diversified. Therefore, the ability to collaborate across cultures and ethnicities is necessary.

2.7 Mentoring in a multicultural setting

Mentoring programmes may be a useful tool for understanding cultural differences and utilising them to improve performance and creativity while also easing the CCT of expatriates (Bolino and Feldman, 2000; Clutterbuck and Megginson, 1999; Clutterbuck, 2005). Cultural expectations influence mentoring programmes and these programmes may even differ across organisational cultures. Because MNCs lack understanding of cross-cultural mentoring, mentoring initiatives cannot achieve their specific aims (Cameron and Quinn, 2011). Clutterbuck and Megginson (1999) assert that three categories - goals, relationship style, and scheme characteristics - can be used to distinguish between conventional national approaches to mentoring. Depending on the country, there may be differences in how mentoring is generally understood. National cultures are categorised by Hofstede (2001) along five dimensions:

(a) The degree to which the less powerful members of organisations and institutions accept and expect that power is allocated unequally is measured by the Power Distance Index (PDI).
(b) Collectivism vs. Individualism – Individuals behave independently, make their own decisions, and engage with the group to a certain extent, according to Individualism. According to collectivism, the individual gets forgotten along the path and the collective becomes the most important thing.
(c) Male and female characteristics – Strength, dominance, aggressiveness, and egotism are among the characteristics of a masculine civilisation. Traditional notions of feminine society include typical characteristics such as being relationally focused, loving, and supporting.
(d) Uncertainty Avoidance Index - This speaks to a society's capacity to accept ambiguity and uncertainty. It illustrates how much a society's citizens try to manage their anxiety by reducing uncertainty.
(e) LTO versus STO: Long-term Orientation vs. Short-term Orientation – For the long term, the emphasis is on the future. To make plans for the future, one would be

willing to put off immediate financial, social, and even emotional advancement. If you have this cultural perspective, you value tolerance, tenacity, thrift, and adaptability.

Individual accomplishments, objectives, and personality traits are valued, and people are expected to take care of themselves and their close relatives. Individuals in collectivist cultures are compelled by implicit conventions and obligations to put the demands and interests of society above their own, even those of their close family and co-workers. In summary, collectivism requires sacrificing personal demands and preferences for the benefit of society.

The Masculinity and Femininity Index measures how masculine or feminine (mostly feminine) ideas are most common within a society. In male cultures, people value rivalry, ambition, and the acquisition of wealth, but in feminine cultures, people more strongly value quality of life and attempt to avoid fights and confrontations (Hofstede, 2001).

Concerning mentoring preferences and perceptions, feminine countries such as the Netherlands or Sweden tend to value the soft benefits of mentoring (mutual support and learning), whereas masculine and highly individualistic countries such as the US tend to prefer the direct career-related benefits such as sponsorship and career promotion. Table 2.2 explains how different countries and/or cultural groups prefer to use different mentoring relationships for desired results.

Table 2.2: The influence of national culture on mentoring preferences

Country	Goals	Style of relationship	Features of schemes
USA	Sponsorship promoting career insight	Paternalistic	Senior director taking up cause of younger highflier.
France	Analysis of life purpose	Commitment to sharing values	Scheme created outside companies.

Netherlands	Mutual support Learning networking	Informal egalitarian Peer mentoring Universal	Recognising benefits for mentor and mentee. Personal and professional.
Sweden	Perpetuation of culture	Share understanding Exchange knowledge	Strong censorship from HR and CEO. Well researched and planned. Involves all in categories targeted.
Britain	Insight Learning Support	Individualistic Charismatic mentor insight and challenges mentee.	*Ad hoc* Diversity of opportunities

Source: Clutterbuck and Megginson (1999)

In addition, the relationship's style reflects cultural differences. Whereas the patriarchal and highly individualistic US has a paternalistic connection, feminine cultures such as Swedish place greater emphasis on informal collaboration and common understanding.

A Dutch and a British expatriate mentor who worked in Brunei is used as an example by Clutterbuck (2001) to illustrate the influence of culture on mentoring. To determine where the focus of their behaviours should lie, the two Western mentors were instructed to draw the form of the relationship on a coordinates diagram (the dimensions were sponsorship, stretch learning, support and self-reliance).

There was a clear difference in criteria between coaches and mentors. The locals emphasised sponsorship and encouragement, but the mentors believed that intense study and independence were most crucial. Due to the influence of national cultural norms on mentoring attitudes and expectations, simple purpose explanation in cross-cultural relationships is unquestionably much more crucial.

According to Clutterbuck and Megginson (1999), the difference in nationality between the mentor and the mentee should be seen as a goal, a benefit, and a problem that has to be resolved. It is possible to leverage this distinction to further diversity goals. Additionally, a diverse workforce may be a powerful tool for transferring business culture across national boundaries. By being upfront about expectations at the outset of the relationship, any issues brought on by culturally based differences in expectations may be avoided. Along with increasing mentee competency, cross-cultural mentoring also helps mentoring managers comprehend others by honing their own cultural sensitivity abilities. This improves management capability for carrying out global business (Gentry, Todd and Golnaz, 2008).

2.8 Mentoring and organisational culture

The organisational culture includes common fundamental assumptions, beliefs and values within an organisation that drives the thinking, actions and attitudes of members (Marquardt, 2002; Nieminen, Denison, Biermeier-Hanson and Heinz-Oehler, 2015; Schein, 2018). An organisation's culture is made up of both obvious and subtle traits. The visible traits include customs, legends, dress codes, and the language used inside the organisation. The members' common values, customs, beliefs, and assumptions are referred to as the group's "invisible qualities" (Nieminen *et al.*, 2015).

The culture of an organisation has a big impact on its performance and long-term objectives. Tedler (2016) conducted interviews with several financial analysts working for various firms and sectors and discovered that the culture played a significant role in the financial success of the organisations. Additionally, it affects people since it has an impact on staff morale, dedication, productivity, and mental health (Cameron and Quinn, 2011).

For expatriate mentoring to be effective, the business culture must support its implementation and absorption. Otherwise, mentoring efforts won't be successful since barriers would make it difficult for them to be feasible and survive over time (Jassawalla, Asgary and Sashittal, 2006). However, an organisational culture that values learning, and innovation can not only make this process easier and more seamless, but also increase the effectiveness of the organisation as a whole. It's important to integrate organisational culture with mentoring culture. Because of this congruence, expatriate mentoring will continue to be a priority for MNCs as it develops into a cultural norm and an organisational competency (Tedler, 2016).

According to Al Mazrouei and Pech (2015), several foreign managers were employed to support economic development in the United Arab Emirates. By getting insight into their expatriate experiences, the concerns of skills and cultural awareness among foreign managers working in the UAE with relation to the Islamic faith were investigated. The researchers investigated the challenges that foreigners in top positions experienced and how they dealt with them before successfully assuming their leadership posts. The main issues were all related to language, Islamic beliefs and practices, time management, and a patronising style of management. The researchers placed a strong focus on the appointment of mentors and an efficient mentoring strategy to help the foreign leaders and managers get through these delicate cultural difficulties.

Bock and Schulze (2016) conducted research on the effectiveness of expatriate leaders in the UAE and concluded that despite the difficulties they experienced, these leaders had minimal effect on the system's overall productivity. Barriers based on culture and religion between foreign-born employees and other employees also appeared to be the root of adjustment issues. Other difficulties included a lack of role models, communication problems, opposition to change, and language barriers. The study suggested the implementation of a two-week training and mentorship programme with an emphasis on enhancing the mentoring connection between expatriates and the leaders of the host nation to get beyond these obstacles.

2.9 Mentor-mentee relationship phases

Many researchers, such as Rippon and Martin (2003), Rajuan, Beijaard and Verloop (2007) and Hudson (2013) agree that mentors appreciate a healthy relationship with mentees and that the mentor's skills are important in cultivating successful relationships. The constancy of the mentor-mentee relationship depends on several important elements, including the mentor's professional and personal traits, their interpersonal abilities, and ultimately the calibre of their teaching (Hobson, Ashby, Malderez and Tomlinson, 2009). If implemented properly, mentoring programmes may have a favourable effect on mentees, mentors, and organisations, according to Bidwel (2019). As previously said, successful mentoring initiatives can only be realised when there is a positive mentor-mentee connection. This demonstrates the value of mentor competencies and the mentee's adopting a healthy psychological outlook (Bidwel, 2019).

Relationships between mentors and mentees develop over time. In a qualitative analysis of 18 mentor-mentee pairings, Ragins and Kram (2007) found four different phases: introduction, cultivation, separation, and redefinition. The validity and procedures of these stages were backed up by a further quantitative study by Nicholson *et al.* in 2017 (Bouquillon *et al.*, 2005). Regarding the mentoring process and its relationship phases, there are several points of view. Considering that each of the four stages has significance to the expatriate and UAE national mentoring process in the UAE, earlier research by Bock and Schulze (2016) is particularly essential for the objectives of this study. The four stages are: the start stage, the getting-established stage, the maturation stage, and the conclusion stage. These stages are explained below.

(a) Initiation stage

The mentor aims to become friends with the mentee during the first stage by establishing certain ground rules to strengthen their interactions (Bock and Schulze, 2016). To prepare for the scheduled mentoring sessions, it is crucial for both parties to have a clear understanding of what they intend to learn from the mentoring experience. Metros and Yang (2006) state that this period often lasts between six months and a year.

Initially, mentees frequently have an erroneous perception of the mentor. The mentee views the instructor as either a highly competent individual who provides guidance and assistance or, as “a time server acting out” who lacks confidence. In the first case, individuals feel a connection with the mentor and feel that their friendship and concern for them provides moral support. If the mentor’s initial impression of the mentee is negative, it is up to the mentor to win the mentee’s respect as his personality and challenge become more apparent. The connection is dependent on how the mentor feels (Clutterbuck, 2001).

Mentor and mentee express their expectations, needs, and concerns during the introduction phase, and on this foundation, they start to build rapport (Metros and Yang, 2006). In general, both sides anticipate gaining some priceless personal and professional experience, with the mentee looking for a contact who can offer advice, counselling, and support when necessary, and the mentor looking to learn fresh perspectives by imparting knowledge and experience (Bock and Schulze, 2016).

In the UAE, this is the stage where the foreign worker (mentee) contacts the local mentor for the first time and some broad ground rules are set. The expatriate often receives a peek of the UAE’s cultural environment during this phase. This involves following everyday traditions like shaking hands with people in your community, checking in on family members, and accepting Arabic coffee and dates before engaging in any business-related conversations. Participation in this ceremony by visitors is typically regarded as courteous, which may help the early bonding process.

(b) Getting-established stage

At this stage, the mentee could be feeling uneasy and in need of the mentor’s further support. Once a trustworthy connection has been established, the mentor may guide the protégé through the learning process, resulting in a relationship where the mentor is more comfortable. The agreed-upon operations here go from planning to implementation (Metros and Yang, 2006).

An honest, open, and trusting connection between the two parties defines this growth. At this point in the relationship, the mentor passes on expertise, networks, and protection to the mentee while also gaining loyalty and support and imparting his or

her own beliefs, attitudes, and views. The mentee gains new abilities as a result of learning and growth, and the mentee also learns how to cope with challenges in the corporate world (Bock and Schulze, 2016).

(c) Maturation stage

The mentor acts as a catalyst for the maturation process and encourages the mind to think creatively, solve problems, concentrate on goals or targets, and explore all of the options available while completing a task. The role of the mentor changes during this process, and it is encouraged that the mentor takes more risks and uses fresh insights in novel and creative ways (Metros and Yang, 2006). The mentor will eventually need to take a backseat and give the mentee the freedom to put what they've learned through the mentoring experience into practice.

This stage is sometimes referred to as the separation phase since a structural and psychological detachment between the mentor and the mentee is required. This disengagement happens when the mentor's functions reduce, and the mentor becomes aware that the mentee has grown more self-assured and independent. But occasionally the mentor and mentee are cut off for organisational or geographic reasons before the mentee has achieved the maturity stage, which causes sentiments of bitterness and rage. When the separation occurs at the correct moment and stage in the mentee's growth, it allows the mentee to function without any assistance, and the mentor may take joy in watching the protégé grow (Metros and Yang, 2006; Bock and Schulze, 2016). The final step follows from this.

(d) Termination stage

The connection between the mentee and the mentor will either come to an end sooner than anticipated or naturally at the last stage of the mentoring process. The mentoring relationship may end for several reasons, some of which are for the better. For example, the two partners may have completed the project, attained the necessary goals, and drawn a conclusion on the partnership's potential for progress for either party. In contrast, the mentoring arrangement's quick end (like most AGP cases) may be attributed to a lack of collaboration, personality conflicts, a failure to satisfy the mentees' desires, or a reluctance on either person's part to commit to scheduled sessions (Metros and Yang, 2006).

However, when either the mentee or mentor quits the organisation and the mentee develops into a peer and a lifetime friendship, the connection may continue beyond a formal termination. The relationship in this instance is of an informal character. The previous formal connection has naturally come to an end since mentoring is a goal-oriented process, and closure is an essential element of that process (Clutterbuck and Megginson, 1999; Bock and Schulze, 2016).

There is currently a large turnover of expatriates leaving the business in several Middle Eastern nations that produce oil and gas for a variety of reasons, one of which is the drop in oil prices. Because the mentoring relationship is interrupted or ends before the mentoring objectives are met, a high turnover rate causes a disturbance in the mentoring process (Berry, 2003). Some significant factors that may have an impact on the mentoring relationship are highlighted by Clutterbuck and Megginson (1999). Some of these include:

(a) The social environment in which mentoring relationship take place

Mentoring leaders are likely to follow different relationship dynamics, compared to mentoring in a Western setting. This is chiefly based on cultural and religious restrictions which may have an impact on the mentoring relationship.

(b) The age, expertise, and ability of the participants

Within the context of this study, these variables could influence the mentoring relationship, because some of the host-country mentors are much younger than the newly joined expatriate, or vice versa.

(c) The duration period of the mentoring relationship

The expected and the actual duration period of the mentoring relationship could be anything from a few months to many years in the oil and gas environment. However, the possibility exists that expatriate mentors may not honour this expectation (Jassawalla *et al*., 2006).

(d) The rapport between the mentor and the mentee

One aspect that might impact the mentoring relationship is the bond between the mentoring partners and how it changes over time. This is a crucial component for effective mentorship.

(e) The motivation of both parties to achieve the intended goal

The motivation of the mentors and mentees will affect both the quality of their connection and the achievement of their objectives. In this sense, the reform agenda's intended objective is to help newly hired expatriates strengthen their abilities through a mentorship process (Clutterbuck and Ragins, 2002).

All the characteristics may have an impact on the behaviour patterns of mentors and mentees within the mentoring relationship. The quality of the partnership and organisational expectations, in addition to those, have an impact on a relationship's success (Ragins, 2012).

Mentoring, according to Clutterbuck and Megginson (1999), is a dynamic individual interaction. They believe that this relationship can only be dynamic if the circumstances, goals, and personalities are right. These authors emphasise that one of the fundamental issues in this connection is time, and as time goes on, both sides begin to recognise the benefits of collaboration. Additionally, they emphasise that mentoring relationships can be centred on a variety of beliefs or mentoring approaches. The arbitrary pairing of advisers and mentors, the use of insufficient mentoring plans, or the absence of suitable mentoring processes will all increase the risk of mentoring (Siddiqui, 2019).

2.10 Mentoring implementation phases

If the mentoring programme is not well-supported, appropriately planned, and integrated into the organisation, mentoring might have a negative impact on the business (Sucuoğlu, 2018). As a result, official mentoring programmes must be carried out in a deliberate, methodical, and organised way. Standardised mentorship programmes must also be established, organised, and coordinated. It is the organisation's responsibility to make sure that all members understand the initiative's goals, that the greatest brains and coaches are selected and aligned, and that there

is corporate commitment throughout the business (Ehrich and Hansford, 1999). Berry's (2003) theoretical framework for organisational mentoring lends credence to this idea. This model outlines the nine steps that must be taken and factors to be considered when creating a mentoring programme in an organisation. The model has nine phases, namely: (1) defining programme objectives, (2) identifying management development needs, (3) selection of mentors and mentees, (4) conducting orientation sessions, (5) matching mentors and mentees, (6) establishing a developmental plan, (7) providing feedback and evaluating the relationships, (8) dissolving the relationship, and (9) evaluating the mentoring programme. The phases are explained below.

Phase 1: Defining programme objectives

For purposes of persuading upper management to their strategy, the team in charge of carrying out the mentorship programme must develop SMART (specific, measurable, attainable, realistic, and time-based) objectives. The priorities also serve as the foundation for the programme's upcoming evaluation. In addition to providing top-level managerial assistance, it is important that all host countries and expatriate workers participate in the programme preparation for two reasons. Firstly, HR should ensure that the service serves staff and addresses their needs. Secondly, they feel more responsible for the result by giving staff a say in the planning (Allen, Eby and Lentz, 2006). Without employee participation, Meyer and Fourie (2004) contend that mentoring programmes are doomed to failure.

Phase 2: Identifying management development needs

Mentoring services must be integrated with the management structure and the strategic HR plans of the business in order to guarantee that employees with the appropriate knowledge are made accessible at the appropriate moment. The mentoring strategy for the expatriate must be in accordance with the organisation's strategic structure and supporting the other Human Resources Development (HRD) activities (Meyer and Fourie, 2004). Strategic human resource management (STHRM) is the process of aligning HR goals with organisational strategic goals to boost business performance (Allen *et al.*, 2004).

Two forms of fit or alignment must be recognised as a crucial aspect of STHRM. Fit is defined as "the sequence of planned HR operations and deployments intended to

support the firm's purpose" (Gerhart, 2007). Vertical fit is the alignment of HRM practices with the company's strategic management process, whereas horizontal fit is the consistency between various HRM activities (Gerhart, 2007). In their work, Allen *et al.* (2004) outline how the mentoring plan may be in line with the business strategy to ensure a strategic fit. The corporate mentoring strategy should be developed before the mentoring process and programmes are established, according to their assertion that this mentoring plan should serve as the foundation for the structure.

Prior to developing the plan, a corporate mentoring mission statement and goals should be created to outline the role of formal mentoring within the organisation and the desired results. The development of further methodologies will be followed by a comparable assessment of the internal and external surroundings. To ascertain where formal mentoring should be positioned within the existing processes, internal study is required. Benchmark research should have details about those in other organisations in order to decide which mentorship strategies, practices, and programmes will perform best for the organisation.

Following internal and external evaluations, the strategy creator should be informed about the organisation's strategy, culture, and values. A strategy that acknowledges and clearly articulates a strategic match between the corporate strategy and the formal mentoring strategy must be developed to persuade senior management and acquire the resources necessary to execute and sustain the formal mentoring programmes.

Phase 3: Selection of mentors and mentees

The mentoring requirements for the prior phase were identified through an internal analysis of the existing systems and processes. At this stage, the criterion for choosing mentors and mentees must be determined based on their skill levels (Berry, 2003). According to Ramani, Gruppen and Kachur, mentors need to develop their listening and feedback abilities as well as have clear expectations for their roles (2006). These include the ability to give constructive criticism and the capacity for active listening. To be able to open doors for their mentees, mentors must also be knowledgeable and well-known in their field.

They should be open-minded and considerate of the needs of the mentees. This makes it necessary for them to spend enough time each day with the mentee. To support fruitful mentoring relationships, mentors must be conscious of issues related to gender and the community, such as the comprehension and appreciation of cultural and personal differences and sensitivities. Cross-cultural mentoring relationships will provide more opportunities for mutual learning than conventional ones.

There needs to be a balance between the support and challenge the mentee receives since effective mentors are also able to encourage and push their mentees. Clutterbuck (2005) divided the suggested mentor competencies into each stage of the mentoring relationship, as shown in Table 2.3.

Table 2.3: Mentor competencies per relationship phase

Mentorship relationship phase	Suggested mentor competence
Building rapport	Active listening
	Empathising
	Giving positive regard
	Offering openness and trust to elicit reciprocal behaviour
	Identifying and valuing both common ground and differences
Setting direction	Goal identification, clarification and management
	Personal project planning
	Testing mentee's level of commitment to specific goals

	Reality testing and helping the mentee focus on a few achievable goals rather than on many pipe dreams
Progression	Sustaining commitment
	Ensuring sufficient challenging of the mentoring dialogue
	Helping the mentee take increasing responsibility for managing the relationship
	Being available and understanding in helping the mentee cope with setbacks
Winding down professional relationship	Managing the dissolution process
	Being able to reduce the relationship when it has run its formal course

Source: Clutterbuck (2005)

Based on an earlier study by Clutterbuck (2005), who surveyed HR professionals, executive mentors, and participants in training sessions, the following generic mentor abilities were determined. These skills include relationship management, communication, conceptual modelling, dedication to one's own learning, interest in assisting others in learning, self and behavioural awareness, business and professional knowledge, and a sense of proportion.

Phase 4: Conducting orientation sessions

At orientation sessions, the goals of the programme and the aspirations of mentors and mentees should be covered. The programme's coordinator must specify both the mentor's and the mentee's responsibilities. Furthermore, both parties need to settle on and agree upon the ground rules to demonstrate their commitment to one another going forward (Berry, 2003). The provision of orientation and training, which includes duties like setting expectations and getting participants ready for their new

responsibilities, is linked to mentoring effectiveness, a sense of shared community, and fewer interpersonal problems. The objectives of orientation and training programmes include reducing stereotypes towards mentoring persons of other races or genders, developing developmental connections, and demonstrating a culture of learning and mentoring (D'Abate and Erik, 2007).

Phase 5: Matching mentors and mentees

The compatibility of a mentorship programme with the best coach is one of the most crucial factors. Since a strong mentoring relationship needs both trust and compatibility, mismatching a mentoring pair will have serious consequences. If you let mentees pick their mentor, you'll feel more invested in the relationship and be more committed to it. Although it could be theoretically easy to implement, it is extremely difficult since younger employees lack the contextual awareness to make an informed choice. The following queries from Wanberg *et al.* (2003) aid in creating the matching criteria:

1. Do you want to assign mentors to all students or just a certain group?
2. Must mentees choose their mentors from a predetermined pool of mentors?
3. How formal do you want your matching procedure to be?
4. Should mentoring pairs consist of people from the same department, race, or gender?
5. How can you gauge a partner's compatibility?
6. Should mentor candidates be vetted?
7. Will you demand certain traits from your mentors?
8. In your organisation, what attributes do effective mentees have?
9. What standards will mentees have for mentors?
10. Should teams be matched according to how they lead, behave, work, and learn?

Phase 6: Establishing developmental plans

Mentors who have just been paired up often hurry the process by attempting to establish their own long- and short-term goals for the mentee. It is advised that the mentee and supervisor first discuss the developmental programme before the mentor and mentee meet. The development goals that the mentor and mentee have created serve as the foundation for the initial decisions made between them. This also ensures

that the mentor-mentee connection will meet their expectations for the partnership's outcomes. Mentors should also help mentees transform their broad, unmeasurable goals into SMART targets (Berry, 2003). Pegg (2003) suggests using his Five C approach as presented in Figure 2.1 to help mentors run scheduled sessions.

Figure 2.1: The Five C model

Source: Pegg (2003)

Phase 7: Providing feedback and evaluating the relationship

The method suggests that mentors ask their mentees to prepare a list of topics they want to discuss regarding their concerns, in advance of their sessions. The mentor and mentee discuss the issues and find solutions throughout the meeting. In the model, this is referred to as an option. Mentor and mentee explore the advantages and disadvantages of various actions. The mentor plays the role of a patient listener and assists the mentee in coming up with a creative and perfect response after outlining the consequences of taking a particular course of action. Dates are then set so that the goals developed may be achieved (Pegg, 2003).

After the mentor educates the mentee to build his or her skills and self-perception in step one, both parties evaluate their connection. Through coaching, the mentor helps the mentee elevate his or her feeling of worth. During feedback meetings, the mentor presents extra job opportunities to help the mentee acquire management and other crucial skills. The connection must be continuously evaluated to make sure it is working. However, depending on the type of connection that has been made, the response each side gives may differ. The programme coordinator must make sure that

the mentee and mentor meet regularly because they will decide how their relationship will develop and whether intervention is required (Berry, 2003).

Phase 8: Dissolving the relationship

The mentor-mentee relationship will cease after the mentoring programme's objectives have been met. When goals are achieved, the link must finally end. It is critical to avoid cutting off the relationship too soon since doing so could cause the mentee to experience uncertainty and anxiety. Therefore, a previously agreed upon time frame will enable both parties to plan for the relationship's end. The mentor and mentee should evaluate their relationship before it is formally ended to consider how they feel about it ending, the outcomes it created (or didn't produce), and how their relationship could progress in the future (Berry, 2003).

Phase 9: Evaluating the mentoring programme

Mentoring programmes, according to Ehrich and Hansford (1999), must be continuously assessed and improved. It is crucial to keep an eye on these programmes to see whether they are successful and which policies should be increased and which should be eliminated. Setting SMART goals at the start of the programme, according to Berry (2003), is a requirement for a thorough evaluation of mentoring programmes.

2.11 Summary

The chapter explained extant literature on mentoring drawn from various local and international contexts. It explored the various definitions of mentoring and linked it with the present study. With a focus on various examples of successful mentoring programmes conducted in the UAE, the chapter highlighted the place and functions of mentoring. The types of mentoring were discussed to explore the dynamics in the mentoring relationships and explained different outcomes. The benefits of mentoring to the mentee, mentor competencies, the mentor and the organisation and the parties that benefit from the mentoring process were discussed. Cultural factors and expatriate-oriented environments were also discussed, reflecting on how these contexts shape the mentoring process and outcomes. Lastly, the chapter provided an in-depth discussion of the various stages of the mentoring programme, showing how all three parties involved benefit from the programme.

Chapter 3: Mentoring and the psychological mind-sets of mentors

3.1 Introduction

Mentoring is essentially a process of human interaction and connection, thus drawing on the study of psychology to provide insights into the nature of humans and human interaction. This chapter explores different definitions of psychology and its applicability to the mentoring process. Psychology is a broad field with various applications. For the sake of this study the fields of psychology that apply to mentoring were identified as cognitive psychology, industrial and organisational psychology, educational psychology, positive psychology, and neuropsychology. To show the relevance of these five branches of psychology to mentoring, the relationship between each psychology branch and mentoring will be explored and discussed. Growth mindsets and fixed mindsets and their relationship to motivation have also been alluded to.

3.2 Understanding psychology

The definition of psychology is a contested one, even amongst psychologists. Brazier (2018) defines psychology as the science of the nature, functions, and phenomena of behaviour and mental experience. Psychology has also been defined as study of the mind and behaviour (Cherry, 2020). Hayes (2000) explains psychology as the science of behaviour and mental processes. According to Balaji (2019), psychology is a science that examines mental functions, perceptions, and behaviour in various contexts, and Lawson (2016) notes that psychology can be characterised by behaviour and mental processes. Psychology is multifaceted and characterised by different sub-fields such as human development, social behaviour, cognitive processes and so forth. Through experimental observations, trials, evaluation, and research, psychology seeks to explain human thoughts, behaviour, and the mind.

For both the mentor and the mentee to benefit from the mentoring process, there are psychological factors that should not be ignored. The chapter discusses important theories that help to understand the importance of comprehending human behaviour and the way in which humans interact in the work context.

3.3 Explaining psychological mindsets

Psychological mindsets are linked to psychology and beliefs that individuals hold about themselves (Aditomo, 2015) that can involve basic traits, intelligence, talents, and personality. Cherry (2020) defines psychological mindsets as beliefs that shape how people make sense of the world and themselves. A psychological mindset influences how individuals think, feel, and behave in any given situation.

According to Gunderson, Gripshover, Romero, Dweck, Goldin-Meadow and Levine (2013), mindsets are formed in the formative or childhood stages of individual development. This happens by means of praising (expressing admiration or approval) and labelling (describing a person). For instance, if children are praised and labelled 'smart', the message instils a mentality that they have an ability to do something. On the other hand, a lack of praise and negative labelling can send a message that a child does not have the ability to do something (Cherry, 2020; Dweck, 1999; Gunderson *et al*., 2013). Gunderson *et al*. (2013) explain the development of mindsets as constructs developed during childhood which impact how mentees behave, think and believe regarding the world around them. If the mentor appreciates a mentee's efforts and abilities, the mentee is encouraged to perform even better.

3.4 The psychological roots of mentoring

From a psychology standpoint the following five fields of psychology contribute to the mentoring process, namely cognitive psychology, organisational and industrial psychology, educational psychology, positive psychology, and neuropsychology (Neisser, 2003; Weathington, Bergman and Bergman, 2014). These branches enable a conceptualisation of how mentees acquire new knowledge within organisational and educational settings. Within both contexts, mentor's psychological mindsets tend to influence the mentees' mentality, beliefs, and behaviour to mentoring and learning new concepts (Cherry, 2020). The section below explains these fields and how they apply to mentoring.

3.4.1 Cognitive psychology

Cognitive psychology is a branch of psychology which seeks to understand how people perceive, learn, remember, and think about information (Sternberg and Sternberg, 2012). Neisser (2003) defines cognitive psychology as the study of how

individuals learn, organise, store, and use knowledge. Cognitive psychology emerged from cognitivism, which is the belief that much of human behaviour can be understood from how people think (Sternberg and Sternberg, 2012). Applied to mentoring, cognitive psychology can help to understand the psychological mindsets of mentees, how they learn new concepts, remember them and how they adapt to new organisational and cultural settings.

3.4.2 Organisational and industrial psychology

Industrial/Organisational (I/O) psychology is concerned with studying how individual behaviour influences and is influenced by the physical environment as well as the workplace's organisational culture. I/O psychology is an offshoot of psychology, originating with the work of Walter Dill Scott, Frederick W. Taylor and Hugo Munsterberg in the early twentieth century (Aguinis, O'Boyle, Gonzalez-Mulé and Joo, 2016). It gained prominence during the First World War as organisations had personnel offices that frequently tested and placed employees (Weathington *et al.,* 2014).

There are three major areas which I/O psychology focuses on. These are: (1) human factors psychology (improving the design and function of machines and the work environment); (2) personnel psychology (recruitment, testing, training, placement, and employee evaluation); and (3) organisational psychology (managerial style, employee motivation, and job satisfaction) (Weathington *et al.,* 2014).

Human factors psychology is concerned with scientifically designed worker-training programmes to increase productivity. This emerged because of technological advancement in the workplace, pushing workers to learn more about ways to use technology productively (Weathington *et al*., 2014). The second major area of I/O psychology is personnel psychology. It plays a critical role in identifying individuals with the suitable competencies and skills for a job (Aguinis *et al.*, 2016). Lastly, organisational psychology is concerned with how interpersonal relations in the workplace influence productivity (Aguinis *et al.,* 2016). For instance, issues of abuse in the workplace are addressed as they have a negative effect on production and organisational culture.

3.4.3 Educational psychology

Educational psychology refers to the study of how students see the world, as well as how they comprehend and retain new information (Sung, 2016). It is also described as the area of psychology that focuses on understanding the thoughts and actions connected to human education and learning (Fetsco and McLure, 2005). Zhang and Zhang (2020) and Ramírez, Sayer and Pamplón (2014), understand educational psychology as the study of how human beings process information, the neural aspects in information processing and cognition, and how the brain represents information. The focus of educational psychology is on the nature of mentees and learning, understanding effective mentoring, and how the nature of the mentoring environment influences learning.

3.4.4 Positive psychology

Positive psychology is the study of human ideas, feelings, and behaviour with an emphasis on strengths or positives rather than flaws, growing the good rather than fixing the bad, and supporting ordinary people to thrive rather than only focusing on changing them into what is deemed “normal” (Peterson, 2008). According to Ackerman (2020), the main goal of positive psychology is to positively impact on individuals’ lives. Positive psychology underscores the positive aspects of existence such as individual responsibility, wisdom, creativity, and perseverance. Central to positive psychology as a theory are aspects such as positive emotion, accomplishment, relationships and meaning. Seligman (2010) describes positive psychology as a science that focuses on improving lives through an individual’s strengths rather than pathology. Individuals promote their well-being by developing character strengths (Ackerman, 2020).

Interventions that are rooted to positive psychology aim to promote well-being through character development, strength and resilience (Guse, 2014). Well-being is one of the central focusses of positive psychology. Seligman, Rashid and Parks (2006) consider well-being as something that can be achieved through positive emotion about the past, present and future. Additionally, Seligman *et al.* (2006) emphasised that hope and goal-directed exercise are important in the attainment of hope, optimism and confidence. Using positive psychology in mentoring, the theory explains how mentees can focus on positivity instead of the mentee’s weaknesses.

3.4.5 Neuropsychology

Neuropsychology is the study of the brain and connected nervous system (Schoeman, 2018). The role of the brain is to help humans to adapt to the environment, for instance, learning (Belham, 2018). Mental processes are described as mind and brain processes related to cognition. According to research, when we dream, recall something, or solve a problem, we are using mental mechanisms (Green, 1987; Van Selst, 2013). Reasoning, listening, thought, problem solving, comprehension, and other behavioural processes are examples of mental processes.

Considering the mental processes, the body uses the information to execute physiological activities that appear as responses. When exposed to painful stimuli, the body can respond by moving that part of the body (Modrak, Teodorescu and Gifu, 2014). Indeed, cognitive psychology's basic areas of research include mental processes that affect behaviour. According to Modrak *et al*. (2014), the main components of the mental function are concentration, vision, memory, language, and metacognition. These factors influence how humans behave and function.

There are two types of attention regulation: exogenous control and endogenous control. Endogenous attention is voluntary and sustained while in exogenous control, attention occurs reflexively (Wang, Millward and Goodmayes, 2014). The brain constantly transmits impulses that regulate perception of sensory feedback from the outside world. From a mentoring standpoint, the mentee elicits this sort of focus. As a result, concentration allows the brain to execute its cognitive tasks more efficiently. It filters and selects the most important elements of data. This aids the brain's ability to focus on the different facets of data in the environment.

Divided attention has since become a major subject of psychology as researchers attempt to explain how humans can objectively analyse and process various types of sensory information (Schoeman, 2018). This happens as a result of split focus. For example, when an employee of a company is given several sets of orders, they are required to multitask. Researchers are also trying to work out how the brain chooses attention and uses sensory feedback to generate information (Wang *et al*., 2014). Concentration is important since it removes data overload in the brain. Excessive unfiltered information can cause frustration and poor focus.

Language is an integral part of cognitive function. Language has an impact on how people in an organisation interact with one another. Language is the most common mode of human speech, and it serves as an audible form of sensory feedback (Carruthers, 2012). It is a major force that influences how humans act or respond. The relationship between the mentor and the mentee is formed and strengthened within the mentoring system through direct contact. Without it, the mentoring process will not produce the desired results.

Memory is a vital part of cognitive function. Memory is split into two groups, short-term memory and long-term memory. Short-term memory refers to memory that is retained for a short amount of time and long-term memory refers to memory over a short time interval (Carruthers, 2012). Memory can be influenced by several factors. Individuals recall incidents, objects, and names in various ways. As a result, this effect can help to explain variations in learning rates. Mentoring is a teaching and learning process that strongly depends on memory. The mentee eventually learns new ideas and abilities and understanding them is an integral aspect of the learning process. There are different forms of long-term memory. The semantic memory is a form of long-term memory that people use to remember familiar objects or names (Carruthers, 2012).

Four concepts of experience have been established by psychologists. These principles are: enjoyment, reality, value and creativity (Vasilyuk, 1991; Carruthers, 2012). The most important part of the idea of “experiencing” is a neurological feature of adaptation and power. Experiencing may also be described as any mechanism that results in the resolution of a vital life condition, regardless of how that process is felt personally by the individual. According to Ojose (2008), witnessing is subjective in the sense that only the individual involved will experience the activities, situations, and changes in life.

Only the mentee can grasp the organisational principles that must be mastered, thus making this a highly individual activity. The mentee has the potential to influence the essence of his or her perceptions (Vasilyuk, 1991). This indicates that memory can be manipulated, stimulated, arranged, and guided to provide optimal conditions for it. The purpose of managing the experience process is to enhance and develop an

individual's personality. In the sense of mentorship, the mentee makes a deliberate attempt to cultivate those qualities that contribute to professional development and acceptance within the organisation.

Behaviour is an individual's effort to bring about another state of affairs – either to force a transition from one state of affairs to another or to preserve an established one (Lepri, Salah, Pianesi and Pentland, 2012). An important aspect of behaviour is that it requires a logical parameter (knowledge), in which a person develops distinctions to be acted on. Within an institution, for example, the purpose of the mentoring process may be to effect succession planning. As a result, individuals are attempting to resolve distinct aspects, such as achievement versus failure. Individuals should have the requisite know-how or ability to accomplish those goals (Souders, 2020; Fridman, 2017). The mechanism or procedural elements of action, including all bodily postures, gestures, and procedures, are referred to as performance. Any human action is inspired by a desire to accomplish something or to achieve a desirable situation. In mentoring relationships, for example, the aim of an organisation is to nurture the mentee in accordance with the intended organisational objectives. Personal traits are a component of human behaviour.

Dispositions (traits, personalities, desires, styles, values), forces (abilities, skills), and/or derivatives (statuses/capabilities) are examples of personal characteristics. Mentors examine the mentee's personal traits to determine compatibility, to assess the efficacy of the mentoring process, and to learn about the mentee (Souders, 2020). Finally, understanding human behaviour requires an understanding of the idea of significance. The definition of significance is what a person does, and the behaviour should be considered in the light of the action.

3.5 Linking psychology to mentoring

Given the overall focus of psychology in comprehending human behaviour, it is useful in examining the behaviour of individuals in the organisational context. Although the roles of these branches of psychology overlap, it is important to explore them individually and establish their linkage with mentoring. Existing research identifies four major aims in psychology: to identify, understand, forecast, and change/control human behaviour, all of

which are relevant to mentoring relationships (Avais, Wassan, Chandio and Shaikh, 2014; Lawson, 2016; Khan, 2021).

Firstly, there is a strong relationship between cognitive psychology and mentoring. Mentoring is rooted in cognitive psychology in the sense that the mentor attempts to understand how mentees acquire, store, process and use information (Akbari, Behzadpoor and Dadvand, 2010). Mentors guide mentees on how to use the necessary cognitive strategies to enhance their analytical, problem solving and creative skills (Shin, Eslami and Chen, 2011). Cherry (2020) argues that cognitive psychology helps mentors to understand that every mentee has different mental strengths and grasps information at a different pace. With this knowledge, the mentors' approach is guided by the mentee's mental abilities. This assertion shows that mentors can use cognitive psychology to gain a deeper understanding of their mentees' mental capabilities, and their perceptions about concepts and behaviour.

Industrial/Organisational (I/O) psychology also relates to mentoring as the mentor seeks to develop mentees who have the skills to use technology and machines and who have strong interpersonal relationships (Cable and O'Driscoll, 2010). Personnel psychology helps mentees to develop or train mentees in appropriate ways that makes them fit for a specific role within the organisation. For instance, when accidents are caused by employees' failure to properly operate machines, mentors enhance mentees' skills through training or coaching (Weathington *et al*., 2014). Organisational psychology aids mentors to establish methods of enhancing mentees' skills and competencies on a range of interpersonal relationships such as managing gender, race and cultural differences in the workplace (Aguinis *et al.,* 2016).

There is also a strong relationship between mentoring and educational psychology as the focus is on the mentee, mentoring methods, the mentor's relationship with the mentee, and mentoring outcomes. Educational psychology extends to cognitive processes during mentoring. Educational psychology borrows aspects of cognitive psychology in attempting to understand how mentees master concepts, skills and competencies, internalise and achieve the automatic output of the acquired knowledge (Mukundan and Kalajahi, 2013). Educational psychology is applied by mentors in suggesting ways and means of enhancing the process and outputs of mentoring,

enabling the mentor to employ effective methods while the mentee grasps new concepts with minimum effort. For instance, in the context of UAE, a country with many MNCs that employ highly diverse workforces driven by technological and digital innovation, mentors should find effective methods of mentoring mentees who come from less technologically and digitally advanced environments. As described by Woolward (2010), educational psychology understands mentors as technical experts who have the knowledge and skill to guide the mentee in adjusting to a new reality.

By using the principles of educational psychology, mentors can devise methods of enhancing the mentoring relationships and outcomes. One of the ways mentors can achieve this is through the creation of optimal patterns of stimulus and response (reward and punishment) which are rooted in behaviourism (Skinner, 1968). The concept of reward and punishment is regarded as a motivation for mentees to excel during the mentoring relationships.

Positive psychology also underlies mentoring as it aids mentors to identify ways in which they can positively impact a mentee's life (Ackerman, 2020). This can be achieved in many ways such as: identifying mentees' strengths and unique talents and developing them, increasing the mentees' experience of positive emotions as a way to increase their self-confidence, enhancing mentee's goal setting and goal-striving abilities, creating a sense of hope and helping mentees to develop positive relationships with others, particularly in multicultural settings (Richardson, 2018; Ackerman, 2020).

Neuropsychology can be used to explore the influence of the genetic make-up on the mentoring process. It is important for mentors to understand neuropsychology as it enables them to identify key indicators for mentoring outcomes that offers a scientific basis for evaluating different mentoring approaches (Schoeman, 2018). A study by The Royal Society (2011) provided important insights that can enhance mentor-mentee relationships and the outcomes of the mentoring process. The Royal Society (2011) established that the mentoring process is linked to the new field of 'neuroeducation.' Neuroeducation investigates some of the fundamental processes involved in learning, such as grasping skills as well as the cognitive/mental processes of individuals (The Royal Society, 2011; Schoeman, 2018).

3.6 The Role of mindsets and motivation in mentoring

There are two contrasting beliefs about the potential of the mind to acquire and increase intelligence: on the one hand the belief that human intelligence can be increased through the acquisition of new knowledge and on the other that that intelligence is fixed and cannot be increased. Carol Dweck's (1999) study in the social-cognitive area of self-beliefs and accomplishment motivation demonstrated that mentees must first believe in the likelihood of success in order to be inspired to excel. Dweck's self-theories (i.e. the assumptions people hold about themselves) assist in interpreting life's activities by acting as a relational foundation that affects decision-making and has a profound effect on how mentees participate in the learning process (Dweck and Molden, 2005).

While Dweck's principle was developed especially for the classroom environment, it can be applied to the mentoring process as well. According to Dweck, students' tacit assumptions about the essence of knowledge build a basis for inspiration and academic achievement. Dweck identified the assumptions people hold about themselves as tacit theories of intelligence (Dweck and Molden, 2005). In later endeavours Dweck changed the term "self-beliefs" to "mindsets," informed by subsequent experiments (Almeida, Faria and Queiros, 2017). According to the concept of 'mindsets,' implicit assumptions form divergent structures that affect motivation and achievement in different ways.

According to Dweck (1999), individual mindsets fall into two categories: completely fixed mindsets and fully developed mindsets. Any individual has tacit assumptions about the essence of intelligence, believing that intelligence is a static trait that stays constant (Dweck and Molden, 2005; Dweck, 2016). Applied to mentoring, mentees thus display the mindset: we were born with a set amount of intellect, and there is little we can do to change the amount of information we have (Aditomo, 2015). Alternatively, individuals can also believe that wisdom and knowledge can be acquired through hard work (Aditomo, 2015). These opposing mindsets shape how learners perceive and address learning environments. Individuals with a growth mentality assume their talents can be nurtured, improved, or created (Dweck, 2016). As a result, they out-perform those with a fixed mindset. This is due to the fact that growth mindset learners put more effort into learning new concepts, honing their skills, and gaining

more knowledge (Aditomo, 2015). As a result, in mentoring relationships, the mentee prioritises learning over secondary considerations. According to Dweck's research, mentees who have a predetermined mentality and think they know everything cannot benefit from the mentoring process.

Richardson, Bledsoe and Cortez (2020) performed a study that used Dweck's mindsets theory to examine instructor motivational behaviours and the application of successful teaching methods. The research was carried out at a university on faculty members who teach undergraduate science, technology, engineering and mathematics (STEM) courses. The study's aim was to evaluate fixed versus development (growth) mindsets, engagement levels, and teaching methods. According to the findings of the study, mastery orientation mediates the interaction between instructor mentality and teaching habits. This relational explanation of motivation continues to be useful in interpreting mentoring relationships (Richardson *et al*., 2020). In the context of mentoring, if mentors assume that talent or experience is not predetermined, they are more likely to believe that their mentoring method will influence mentee results (mastery orientation), implying that mentors share responsibility for the mentoring process and outcomes.

Searby (2014) performed an analysis to examine what constitutes a mentoring mentality. Long-serving principals were given mentor training and assigned a mentoring role for one year. The study found that a mentee's mentoring mentality is a condition that can be revealed by the mentee's personalities, strengths, habits, and competencies (Searby, 2014). As a result, a mentee with a mentoring mentality is more likely to take the lead, is generally more motivated to learn, and is goal-oriented, emotional, and analytical because of the rewards associated with such positive attributes. In comparison, the trainer can readily recognise habits, actions, and a lack of competencies, all of which suggest a deficient mentoring mentality in the mentee.

3.6.1 Perspectives on psychological mindsets

With successful economic performances by the government and private companies, the UAE was ranked fifth in the world in 2019 in terms of economic performance. One of the main trends in this success is how organisations are developing a new generation of workers who are competitive and appreciate the market demands

generated by fourth-generation technology. Many companies have acknowledged the benefit of mentoring workers in order to provide them with the information, abilities, attitudes, and competencies necessary to accomplish goals and succeed in a competitive world (Global Business Coalition for Education, 2018). It is critical to examine different viewpoints on psychological mentality in the UAE and link them to mentoring relationships. According to existing literature, the topic of psychological mindsets within organisations is gaining a lot of interest and study (Vandewalle, 2012; Derler, Cardero, Simpson, Grant and Slaughter, 2019).

According to a study by the Global Business Coalition for Education (2018), attempts are being made in the UAE to inspire mentors in the education fraternity with ways to promote development attitude in learners. In 2019, a conference named 'Teaching for Global Excellence' was held in Abu Dhabi, UAE, to address new challenges in the discipline. Most of the subjects covered at the conference involved the development mentality. It was reiterated that mentality development amongst mentees or learners can enable them to enhance their progress with patience and commitment. Pilot research from the Western Cape Growth Mindset initiative in South Africa was used to demonstrate the relevance of growth mindset in learners. The pilot, which ran from 2017 to 2018, resulted in an 11% rise in mathematics performance (Programme for International Student Assessment (PISA), 2018) for high school students (Global Business Coalition for Education, 2018). The UAE education sector has started introducing high-impact projects in low-resource areas, building on the Western Cape's development mentality initiative.

The research, which focused on the UAE, investigated learners' impressions of mindset. According to the study's conclusions, the majority of students who are UAE nationals believed in a growth mindset (Global Business Coalition for Education, 2018). They believe that they can endure to learn and become more intelligent with determination. However, as opposed to students without an immigrant background, immigrant learners or those with an immigrant background had less confidence in the growth mindset. Given that many organisations in the UAE, like AGP, depend on expatriates, the study's results compel further investigation into how expatriate mentees' views regarding the growth mentality differ. As demonstrated by the study showing that mentees from expatriate backgrounds were less likely to believe in

growth mentality, it is crucial for mentees to overcome this deficiency during the mentoring process.

Another study by Tuoq (2020) argues that focusing on the growth mindset alone is not enough; we need a growth system. Tuoq's study expands on Dweck's growth mentality and suggests a growth mechanism, which has already started to be adopted by several organisations in the UAE, most notably the Cabinet Secretariat. The growth system idea was inspired by Microsoft's restructuring success story, as it was a central determinant of the company's success (Shibu and Lebowitz, 2019). The study delves into six factors that the UAE government is focused on in order to build such a growth system (Tuoq, 2020). Development mindsets, growth- journeys, growth assignments, growth experiments, growth councils, and growth management are examples of these components. According to the report, a fixed mentality is the opposite of development. Despite policymakers investing a lot of money to change these mindsets, the study finds that the UAE education systems are still fixed. Second, the report states that the Covid-19 pandemic has provided an impetus for companies to accelerate their adoption of growth mindsets. The growth system used in the UAE is illustrated in Figure 3.1.

Figure 3.1: Six elements of growth systems

Source: Tuoq (2020)

The study emphasises the significance of progressing from recognising growth mindset as a philosophy, to accepting it and its implications. Organisations should emphasise the cultivation, designing, and shifting of actual mindsets. Horne (2016) discusses three critical factors that mentors consider when cultivating a development mindset in mentees. They concentrate on cognitive development, social and emotional development, and identity development.

Tuoq's (2020) report also suggests a drastic change away from old hierarchical patterns focused on licences, predetermined notions of work descriptions, and centralised authority. The UAE is learning about the value of open platforms from several organisations that have effectively adopted them, the most well-known of which is Zappos, an online shoe company (Tuoq, 2020). Zappos revamped certain facets of self-management, maintaining the essence of a revolving hierarchy but

avoiding inefficient sessions. The employees of Zappos said that the rigidity of meetings caused them to become more focused on organisational matters rather than the client. These changing structures are why companies appreciate the mentorship concept, since mentees with a development mindset are nurtured in ways that will enable them and the company to respond to developments in the market and organisational contexts (United Arab Emirates Cabinet, 2021).

The UAE Cabinet Secretariat was in its sixth month of transitioning to growth management in 2019. Within that brief period of time, there were very promising outcomes as people rose in confidence to take on new positions and challenges that they would not have done otherwise (Global Business Coalition for Education, 2018). According to the results of the report, the advantages of growth programmes have resulted in the blossoming of constructive projects by workers at any stage who are not restricted by the bureaucracy of approvals, agendas, and relationships (United Arab Emirates Cabinet, 2021). The importance of the experimental performance of growth systems in the UAE public sector is that organisations such as AGP should consider adopting such systems by mentoring a breed of workers who can successfully adopt the growth systems.

One of the elements of growth systems is growth journeys. The UAE is moving away from the old tradition of performance review and into growth journeys (United Arab Emirates Cabinet, 2021). Many companies around the world are abandoning performance evaluations due to a variety of flaws, including their ineffectiveness in fostering job development, as well as a lack of confidence by both administrators and employees. Employees, on the other hand, find little merit in them and treat performance evaluations as simply an annual tradition. The study establishes that the UAE Cabinet Secretariat designed a new model, moving away from Key Performance Indicators (KPIs) to Key Growth Indicators (KGIs). The study's discovery of a shift toward a growth paradigm suggests that companies should shift their emphasis away from assessing success and toward inspiring growth journeys. The model emphasises the following aspects:

- **Growth dots**: Each dot is made up of three questions. The questions are: what action did you take, measure, or invent in the world? What was the result of this?

And, because of your learning, what did you change? The focus is on the employee's creativity developed from the learning process and should be measurable.

- **Growth types**: Individual, organisational, and industrial growth are represented by colour-coded growth dots. The term "industrial", in the context of UAE's public sector, refers to the rest of the government.
- **Growth maps**: This is where the array of the various aforementioned growth dots enable one to easily visualise different growth typographies.
- **Growth development**: This is where the employees can select from a menu of opportunities – for instance, bonuses, experiences, conferences, training and new 'stretch' projects.
- **Growth stories**: Instead of performance reviews which usually involve the HR and employee, these growth stories are available for everyone in the company to benefit from each other's growth.

The growth systems propose a shift from measuring performance to empowering growth. Growth systems, when viewed in the sense of mentoring relationships, encourage mentees to not only assume that expertise can be grown, but also to use new knowledge to transform the enterprise. The value of mentoring partnerships and results is reflected in an observation by Rock and Jones (2015) on why success evaluations should be discarded in favour of growth programmes. According to Rock and Jones, such development mechanisms tend to be growing individuals more rapidly around the board. It encourages supervisors and staff to hold regular discussions, which are often more frank and transparent because no side wants to justify a ranking at the end of the year (Rock and Jones, 2015; Cappelli and Tavis, 2016). Therefore, the role of mentoring is to prepare and help mentees develop the growth mindset and growth system to cope with the dynamic nature of modern business and organisational settings.

The principle of growth systems argues that companies move away from programmes and into growth experiments. The mentoring concept should draw on these emerging concepts and provide mentees with new insights, habits, and competencies that can be helpful in achieving organisational goals (Cappelli and Tavis, 2016). Growth

systems are not a departure from the growth mindset in the sense that they identify the need for improvements in organisational systems to achieve productivity and performance. The study concludes that instead of concentrating on initiatives that are impossible to get to succeed, companies should begin with an experiment. The most certain way to de-risk our theories is to test and throw something into the universe and then observe, rather than inquire, how the world responds. This principle emerged as a result of mentoring, which empowers the mentee to be bold and optimistic in implementing new methods (Rock and Jones, 2015). The UAE Cabinet Secretariat created the role of 'Head of Innovation,' whose duties include overseeing the transition to a modern growth-management paradigm, assisting workers around the company, and conducting smoother, quicker, and better tests (Tuoq, 2020; United Arab Emirates Cabinet, 2021).

Finally, growth systems advocate for a move away from annual budgets and toward growth boards (Tuoq, 2020; United Arab Emirates Cabinet, 2021). One of the benefits of this feature is that it introduces a new mindset geared toward learning how choices are taken and financial capital is distributed. Instead of allocating annual funds to agencies and programmes, the growth framework provides for money to be distributed depending on a growth criterion (Cappelli and Tavis, 2016; Rock and Jones, 2015; Tuoq, 2020). Mentoring's role in the light of shifting systems is to help mentees accept transition and see it as a source of empowerment.

The UAE Cabinet Secretariat has looked for ways to combine the budgets of some of its non-operational programmes into a growth budget (Tuoq, 2020). It is made up of the "Circle Leads," who double as the budget's board of directors. To gain access to the budget, it allows teams of two or three workers to pitch experiments. If you are good in the experiment, you return and pitch for greater quantities of money. The 'development board' functions as an internal venture capitalist, making smaller investments with a portfolio-driven strategy, awarding funds based on a concept, and posing the right questions at the right time for the proposed idea or solution (Tuoq, 2020).

3.7 Summary

The chapter contextualised the study of psychology and its importance in guiding the mentoring process. The discussion explored the literature related to the meaning of psychological mindsets in the mentoring process. This chapter provided a broad definition of psychology before narrowing the concept to the study's focus. The chapter also discussed the psychological roots of mentoring, namely: cognitive psychology, organisational and industrial psychology, educational psychology, positive psychology, and neuropsychology. The chapter also alluded to the role of mindsets and motivation in mentoring and explored some perspectives on psychological mindsets, supported with case studies.

Chapter 4: Learning theories and styles relevant to mentoring

4.1 Introduction

Learning is a process of engaging and manipulating objects, experiences, and conversations to understand the world (McGill, 2006). Learning builds on already existing knowledge, occurs in a complex social and authentic context and requires motivation and cognitive engagement from the leaner. Learning theories relevant to mentoring are discussed in this chapter. Due to its applicability, it includes the reflective learning theory, situated learning theory and the cyclical learning theory. According to Brockbank and McGill (2007), no one learning philosophy encompasses all of the events that occur during the learning process. Emphasising the importance of learning theories, Brockbank and McGill (2006), highlighted that learning theories help to understand the process of knowledge acquisition.

The aim of this chapter was to reflect on different learning theories that are important to mentoring and to further investigate the relevant learning types using the psychology principle from Chapter 3.

4.2 Learning theories relevant to mentoring

There are three main theories that support the mentoring process, namely: reflective learning theory, situated learning theory and cyclical learning theory. The theories have been identified as they offer explanations on the mentoring process and cognitive processes, which are the focus of this study. These are discussed in detail below:

4.2.1 Reflective learning theory

The reflective learning theory was developed with the aim of aligning it with Blooms's taxonomy of educational objectives (Whalen, 2020; Ryn, 2011). Bloom's Taxonomy assists educators to divide learning objectives from the highest level to the lowest, namely: knowledge, comprehension, application, analysis, synthesis, and evaluation (Nayef, Yaacob and Isamail, 2013). Each category seeks to explain a complex type of cognition that is sometimes understood as being a lower and higher level of learning (Nayef *et al.,* 2013). Each taxonomy component is dependent on the successful completion of the previous levels (Whalen, 2020).

Reflective learning is viewed as a deliberate mechanism in reflective learning theory. It emphasises mediation as a necessary component of deep and meaningful learning. The mentees accept the social context, interact with others, are active members, and are open to new challenges through this period. The end product is not just an entity but also an organisational transition (Brockbank, McGill and Beech, 2017).

The reflective learning theory has two main categories with a total of eight reflection components. The organisation of the theory is generally based on the levels of cognition required (Whalen, 2020). Therefore, each reflection component is reduced to two or three specific criteria directly related to a cognitive process and knowledge dimension outlined in Bloom's Taxonomy. For instance, the reflection category of "recount" includes more lower-level cognitive processes, which correspond to Bloom's Taxonomy for remember, understand, and analyse (Brockbank *et al.*, 2017).

Reflective mentors take their time analysing a current scenario from different perspectives before deciding. They are members of a community. They like, though, to listen to the opinions of team members before sharing their own (Maric, Penger, Todorovic, Djurica and Pintar, 2015). Reflectors work well when they are given the ability to complete tasks in their own time and are not required to lead a squad.

4.2.2 Situated learning theory

According to the situated learning theory, learning takes place in the particular environment, society, and social setting in which the experience and skills are required and will be applied (Schulze, 2009). According to Besar (2018), situated learning theory proposes that knowledge should be delivered in an authentic context. Learning, according to Lave and Wenger (1991), is not merely the transition of information from one individual to another, but is dependent on common knowledge as people collaborate in a social context or culture. Individuals who engage in groups as learner professionals are referred to as legal peripheral involvement, according to the authors. The mentee learns new experience and expertise in these societies, ultimately progressing to complete engagement. The real sense of learning can only be configured when the pupil actively participates within the socio-cultural community (Lave and Wenger, 1991).

According to Bradely-Levin, Lee and Mosier (2016), effective practice, as assessed by trainee learning, is focused on Vygotskian and socio-cultural experiences underpinned by social constructivist mentoring methods. These viewpoints assert that human behaviours are embedded in social interaction and that they are experienced not in isolation, but with the help of others (Bradely-Levin, Lee and Mosier, 2016). Individuals, according to Schreiber and Valle (2013), are active participants in the development of their own understanding in social constructivism. Furthermore, the situated learning theory acknowledges the significance of social and cultural interactions, as well as the role these relationships perform in the organisation of human thought (Thomas, Menon, Boruff, Rodriguez and Ahmed, 2014).

The constructivist view of learning is defined by five concepts, according to Schulze (2009): active involvement in the learning process; generating or inventing knowledge; individually and socially created knowledge; learning as a central factor in the sense-making process; and learning that involves problem solving. Furthermore, according to Vygotsky (1978), social contact is essential for lifelong learning. He believed that social learning contributes to cognitive growth (a concept known as the region of future development).

4.2.3 Experiential learning theory (ELT)

The Experiential learning theory (Kolb, 1984) discusses the key components of learning-by-doing, how it works and the attributes which contribute to meaningful practice (McKimm, Jollie and Hatter, 2007). As a widely accepted theory, educators can incorporate the model to support teaching practice and learner experience. Learning, according to Kolb (1984), is at the core of the mentoring process, and it is equally important for both the mentor and the mentee to recognise it. He emphasises the value of the experiential learning hypothesis, which views learning as a cyclical mechanism. Individuals gain expertise by engaging in an interaction during this process. Participants further draw on their perception and use interpretation and conceptualisation and try to make sense of it. They then make decisions based on the results and, ultimately, decide on the next steps in the process. Learning is thus cyclical and never-ending, according to Kolb (1984), and the learning process is often repeated. Furthermore, Kolb claims that the experiential learning theory offers a

detailed model of the learning process that is consistent with what is known about how people learn, evolve, and improve around the world (McKimm *et al.*, 2007).

Many of the above-mentioned learning theories are important in the framework of this research as the mentoring behaviours, relationships, rewards, and predicted results are seen through the prism of learning theories. The significance of social constructivist and situated learning theories in this research is also focused on the UAE's history, traditions, and societies. Individuals working together and loving one another is a common theme of Arab culture. In 2016, the UAE founded the Ministry of Tolerance (Schulze, 2009).

Concrete experience (CE), reflective observation (RO), abstract conceptualisation (AC), and active experimentation (AE) are the four main learning phases found within the Kolb's learning cycle. We will go through these four steps (Figure 4.1) in more detail.

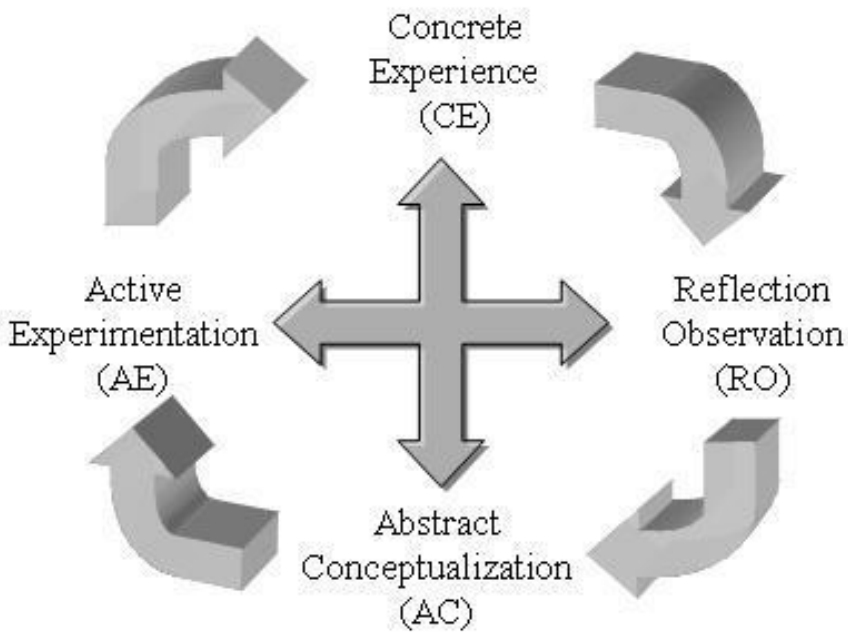

Figure 4.1: Kolb's learning cycle

Source: Kolb and Kolb (2018)

The experiential learning cycle is shown in Figure 4.1, which shows that learning necessitates talents on opposite ends of the continuum. Learners are constantly forced to select which range of skills they can use in a given learning environment. Some people learn new knowledge by feeling the tangible (things they can touch, see, and understand), while others learn new information by abstract conceptualisation (thinking, planning, analysing).

Similarly, when processing a new encounter, some mentees take time to simply observe what is going on around them, while others seize chances without pausing to think. RO is preferred by the former, while AE is preferred by the latter (Marshall and Robinson, 2016). The four stages of the cycle are described in greater depth below in the form of the mentor-mentee relationship in the United Arab Emirates.

Stage 1: Concrete Experience (CE)

During the CE stage, mentees consider real issues from a variety of perspectives. Learning happens as one compares one's own perceptions to those of others. At this stage the mentor is attentive to the wishes and emotions of others. The tutor, for example, is supposed to be attentive to societal norms, such as prayer times at certain times of the day.

The transition of expertise is a requirement of the reform agenda. The tutor is supposed to help the mentee get to the stage where they can succeed without assistance or supervision, and where they can become mentors themselves (Thorne and Reinhardt, 2011). As a result, mentees must be led to a stage where they can help others through concrete mentoring interactions.

Stage 2: Reflective Observation (RO)

RO refers to the practice of analysing a situation from various perspectives and commenting on it before deciding. Since the reflection process allows both the expatriate and host-country mentor to use the collected information to direct their potential mentoring goals, this stage is important to both the expatriate and host-country mentor throughout the mentoring process (Kolb, 1984). As a result, the mentor and mentee look for interpretation by analysing a broad variety of facts in order to

make sense of it or determine if the information they learned would add meaningful significance to the situation (McLeod, 2013).

Stage 3: Abstract Conceptualisation (AC)

The mentees spend time in the third level, known as AC, thinking about the concepts they have learned and applying their intellectual skills to solve challenges, make choices, and discover the right solutions. Mentees study the best solutions by analysing various approaches relevant to their circumstances at this time (Kolb, 1984; McLeod, 2013). In the new professional development model, expatriate workers are encouraged to continue their education by exploring current trends in their field, and while mentors initially incorporate these ideas, mentees eventually take on greater responsibility for their own learning.

Stage 4: Active Experimentation (AE)

Mentees use their authority to inspire people to participate in the work that needs to be completed during the final stage of the cyclical model, known as AE. At this point, the mentees are relaxed with their leadership positions and are playing with how to mentor others using what they have learned through the mentoring process.

The existing career development model is intended to provide prospective employees with leadership support and preparation in the form of tailored instructional programmes over a set period of time (McLeod, 2013). Leaders are motivated to put what they have learned from mentoring to good use and to share what they have learned with their team and others. This is the most satisfying stage for both mentors and mentees because mentors should be able to relinquish influence and mentees should be able to model what they have experienced (Kolb, 1984; Kolb and Kolb, 2018).

Honey and Mumford, cited in McKimm *et al.* (2007), classified four basic learning types that support learning within the mentoring process in relation to Kolb's learning cycle. The activist, reflector, theorist, and pragmatist learning styles are demonstrated during the mentoring period, according to Hatami (2013). These learning patterns, as seen in Figure 4.2, will be discussed in more depth now.

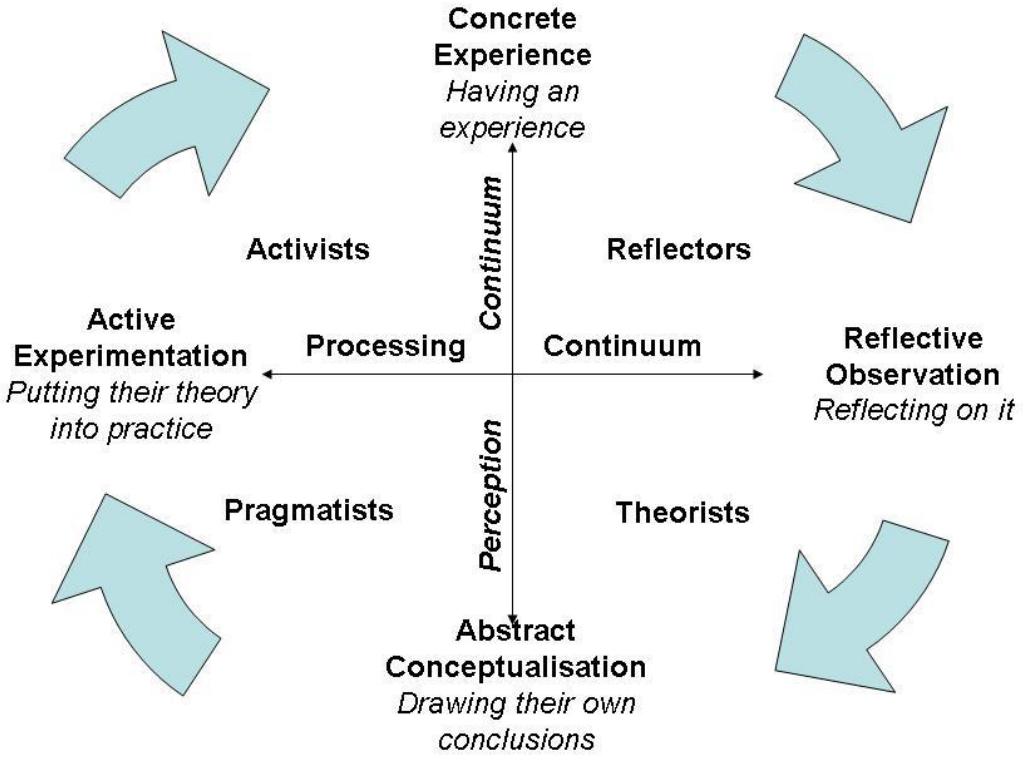

Figure 4.2: The four individual learning styles

Source: Honey and Mumford in McKimm et al. (2007)

The activist seeks out new challenges; the reflector considers options before acting; the theorist organises concepts in a rational order; and the pragmatist is a problem solver who puts new ideas to the test (Bhatrnagar, 2018). It is the mentor's duty to guarantee that the mentee completes a learning period in a mentoring relationship, regardless of the mentee's learning style. The mentor should give the mentee the chance to experiment with different learning styles and choose the one that is better matched to the scenario. Since the mentee will want to skip those points, the mentor should accept the mentee's choice in order to improve the mentoring relationship (Hatami, 2013; McLeod, 2013). Each learning style is now defined in greater depth.

The activist learning style

Activists are individuals who learn by doing. They must participate in the learning process and experience what they are attempting to learn (O'Hara, 2016). From a mentoring standpoint, this sort of mentee usually has an open mind, does not bring

assumptions into scenarios, enjoys brainstorming, and is open to group conversations and problem-solving sessions (O'Hara, 2016). Activists are generally at ease when confronted by unfamiliar situations. Activist mentees love coming up with new ideas, but they lose enthusiasm during the development process. Activists have a tendency to react to problems immediately when studying, without considering the consequences of their decisions (Maric *et al.*, 2015). They love working as part of a squad but prefer to be in charge. Lectures, long descriptions, and strict adherence to orders are not in their learning style. Activists learn better while they are personally engaged in the learning process (AE) and participate in the learning experience, as seen in Figure 4.2 (CE).

Theorist learning is a form of learning that is based on theory

Theorist mentees are rational planners who approach problems in a certain order. This behavioural style is characterised by people who are perfectionists and who feel compelled to validate their learning (O'Hara, 2016). Theorists are logical, seldom show emotion, and work well when confronted with difficult circumstances that allow them to put their talents and experience to use. Working in an unstructured world or where the job needs an emotional component, is challenging for them (Maric *et al.*, 2015). Theorists, as seen in Figure 4.2, spend time dwelling on a scenario (RO) before drawing their own conclusions on the next moves (AC).

The pragmatist learning style

Pragmatists have the belief that what was true yesterday would not be true tomorrow. The supporters of this school of thinking believe that the universe and understanding are still changing (Odeleye, 2017). Pragmatist mentees are keen to pick up new skills. They are thought to be practical people who need to learn skills that can help them in their everyday jobs. They dislike long discussions and prefer activities that allow them to demonstrate their comprehension. They also dislike activities that are purely theoretical which do not enable them to apply what they have learned (O'Hara, 2016). The pragmatists discuss various practical conclusions (AC) in the learning loop outlined in Figure 4.2, which then allows them to test these theories in various environments (AE) (McKimm *et al.*, 2007).

4.3 Theoretical framework

The Positive Emotion, Engagement, Relationships, Meaning, and Accomplishments (PERMA) model of Seligman (2002) specifically applies to this study. The PERMA model is based on positive psychology. As discussed in Chapter 2, positive psychology is focused on the experimental study of optimum human functioning with the goal of discovering and promoting the mechanisms that enable people and societies to succeed. As Martin Seligman selected the term 'positive psychology' for his tenure as president of the American Psychological Association in the early 2000s, it became a recognised field of psychology (Seligman, 2010; Lopez, Pedrotti and Snyder, 2014). Seligman postulated that the degree to which people were knowledgeable of and using their signature strengths (such as confidence, patience, and wisdom) had a significant effect on the quality of their lives. He asserts that positive psychology is concerned with cherished subjective states or positive feelings such as pleasure, excitement, life fulfilment, passion, and so on at the subjective level (Seligman, 2010).

The PERMA model comprises of five components: positive emotions, engagement, relationships, as well as meaning and accomplishments. According to Fulmer (2015) and Richardson (2018), positive psychology helps mentors to ensure that the mentee is not just surviving in a position but thriving. Thriving can evoke feelings of value and intention, which can invigorate mentoring efforts, resulting in optimistic emotions, improved commitment, positive relationships, internal inspiration, and social appreciation for mentees (Richardson, 2018).

Healthy individual behaviour is more likely to promote positive organisational behaviour (Fulmer, 2015). Positive organisational behaviour emphasises the development of an observable positive way of thinking and behaving, leading to desired outcomes. Positive organisational scholarship (Cameron and Spreitzer, 2012), psychological capital (Luthans, Youssef-Morgan and Avolio, 2015) and positive organisational behaviour (Luthans et al., 2015) are all examples of positive psychology in the workplace (Luthans, 2002b). Positive organisational scholarship refers to the analysis of exceptional and extraordinary attitudes, procedures, and results that cause organisations to prosper (Cameron and Spreitzer, 2012).

Mentoring is considered a component of positive organisational scholarship (Ragins, 2012). Positive organisational behaviour focuses on real and concrete constructive individual characteristics and relational tools that are available for career growth and management (Luthans, 2002b). Positive organisational behaviour plays a key role in achieving beneficial organisational outcomes. The PERMA model of Martin Seligman is relevant to this inquiry because mentoring is about establishing and maintaining healthy relationships and promoting employee health (Seligman, 2010).

Positive emotions relate to individual emotions such as joy (Stuart and Jose, 2014). Engagement relates to how immersed individuals are in their work and where individuals experience pleasure associated with their lives and jobs (Butler and Kern, 2016).

According to Seligman, engagement is a state that requires all the individual's powers of cognition, thought and emotion. When an individual lives an engaged life, he/she will be living in a manner that generates virtues (Stuart and Jose, 2014). The individual gets completely absorbed in participating in virtues such as wisdom and knowledge; one can be absorbed by the love of learning.

Relationships refer to the idea that much that is positively experienced in life is related to other people. Positive relationships can be used as well-being indicators (Chopik and O'Brien, 2017; Layard, 2006). For instance, if a mentee fails to develop relationships in the organisation with other employees and is always lonely, it is likely that the mentee has low levels of happiness (Statistics New Zealand, 2015).

Meaning refers to the value that an individual assigns to a pursuit as either meaningful or meaningless (Butler and Kern, 2016). Goodman, Disabato, Kashdan and Kauffman (2017) state that while individuals may look at a single instance in their life as meaningful or meaningless, a retrospective, and somewhat objective perspective can also be applied to those same experiences and, with the application of logic and historical perspective, can provide an alternate construction of events. For example, when a mentee decides to go for a beer-drinking outing with colleagues at the expense of an examination, it may be constructed as meaningful to an individual in the moment. However, a longer-term view and the hindsight of experience may apply a different

evaluation of such an enterprise (Goodman *et al.*, 2017). Such judgements are often applied to historical figures, whose perspectives of meaning associated with their behaviours at any given moment do not convey the full extent of 'meaning' applied to those same behaviours when a broader and later view of history is applied (Butler and Kern, 2016).

Accomplishments is the desire to achieve or accomplish a goal for its own ends, not necessarily because such an achievement will bring happiness, but because it will contribute to a sense of engagement or meaning (Seligman, 2018).

4.4 Conceptual framework

Mentor competencies and psychological mindsets have a direct bearing on mentor-mentee relationships. Apart from possessing the necessary mentoring competencies, mentors also need to display a positive psychological mindset to create positive relationships, display positive emotions as well as contribute to the wellness of mentees. Based on the PERMA model these elements are displayed in Figure 4.3, the conceptual framework for the study.

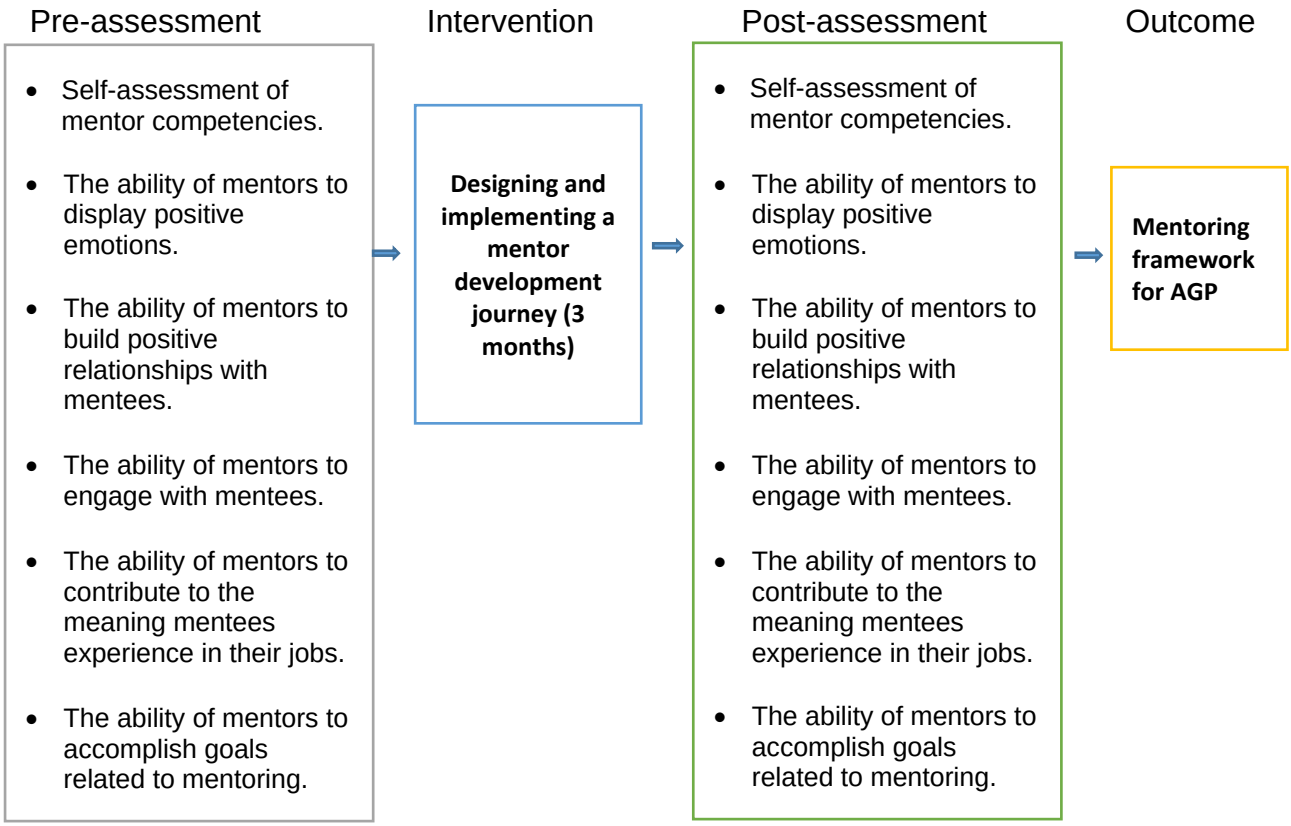

Figure 4.3: Conceptual framework for the study

The conceptual framework for the study builds from the PERMA model. It consists of four key stages in mentor development namely, the pre- assessment, intervention, post- assessment, and outcome. The self-assessment questionnaire was administered before and after the intervention (see Appendix 1). The researcher ascertained the following via in-depth interviews (see Appendix 2): the ability of mentors to display positive emotions, to build positive relationships, engagement with mentees, and whether mentors contribute to the creation of meaning and the accomplishment of goals.

The findings of the investigation informed the design of a customised mentoring framework for AGP.

4.5 Summary

The chapter detailed theories related to learning that can be applied to the mentoring process. The reflective leaning theory emphasised the centrality of mediation and the social context in mentoring; the situational learning theory highlighted the relationship between the social-cultural context and common knowledge and positive psychology focused on the positive influences in mentoring. From these theories, a conceptual framework was developed which will be used to address the research objectives. The next chapter will discuss the methodological approach for the study.

Chapter 5: Research methodology

5.1 Introduction

Research comprises of a logical process through which new knowledge is discovered. This process is designed and executed with the goal of finding answers to issues that are of concern to the researcher (Jansen and Warren, 2020). According to Saunders *et al*. (2007), the term “methods” refer to the techniques and procedures used to obtain and analyse data, while “methodology” refers to the theory of how research should be undertaken. Therefore, research methodology refers to the detailed procedures or techniques employed to establish, select, process, and analyse data (Jansen and Warren, 2020). As Jansen and Warren (2020) point out, methodology is designed to ensure that the results are reliable and respond to the aims and objectives of the study.

The chapter discusses the methodological approach adopted for this study. It describes the research philosophy and provides a detailed explanation of the research approach and design used for the study. The chapter justifies the population, measuring instrument and data collection analysis procedures for the quantitative and qualitative data which informed this study.

5.2 Research philosophy and approach

As alluded to in Chapter 1 the study adheres to the ontological position of pragmatism and the epistemological stance of critical realism (Pulla and Carter, 2018). Furthermore, the mixed-methods research approach applied to this investigation, as a combination of qualitative and quantitative methods, was adopted (Creswell and Poth, 2018). A mixed-methods approach allows the researcher to have a deeper and more informed understanding of connections and/or contradictions between qualitative and quantitative data (Creswell and Poth, 2018). Through the mixed-methods approach, the research participants were empowered and given a voice to share their experiences across the research process.

5.3 Research design

As indicated in Chapter 1, the study employed a descriptive research design using both surveys and interviews. This involved four phases. During phase 1 respondents were requested to complete a self-assessment questionnaire and in-depth interviews

were conducted to ascertain their competencies and psychological mindsets. After the completion of this process mentees were placed on the AGP mentor development journey for a period of three months (phase 2). Once the mentor development journey was completed, respondents were requested to again complete the self-assessment questionnaire, followed by another structured interview (phase 3) to ascertain the development/outcomes that flowed from the mentor development journey (phase 4).

5.4 Population

The target population for this study was 15 AGP mentors that were currently part of AGP's mentoring team. The following departments engage in mentoring and were thus selected for inclusion in this study: operations, maintenance, human capital, and safety. No sampling applied to the study as all the mentors that were part of the mentoring team were included in the study (census).

5.5 Data collection instrument

A research instrument is a tool used to obtain, measure, and analyse data from participants identified for research (Steph, Ger, Gaast, Keestra and Koenders, 2021). As the study employed mixed-methods research, the data gathering was conducted in two phases, a quantitative phase which involved the completion of a self-assessment questionnaire (pre- and post-intervention), and a qualitative phase which involved in-depth interviews with respondents (pre- and post-intervention). This is further explained below.

5.5.1 Quantitative phase: Self-assessment questionnaire

Self-assessment is a process by which a researcher collects information about the perceptions individuals hold about themselves (Panadero, Brown and Courtney, 2013). A self-assessment questionnaire was ideal for this study as it allowed the mentors to reflect on their own competencies. Self-assessments are ideal for both evaluation and enhancing the learning purposes (Tan, 2013; Brown and Harris, 2013). The self-assessment questionnaire was comprised of two sections (see Appendix 1). This is detailed below.

Section A: Demographics

The section contained demographic information about the AGP mentors, which included gender, age, position in AGP, tenure at AGP, years of experience as a mentor, and highest qualification.

Section B: Mentor competencies and psychological mindsets

The self-assessment questionnaire was split into mentor competencies (questions 8.1 to 8.20, Appendix 1) and psychological mindsets (questions 9.1 to 9.17, Appendix 1) based on the research of Berk, Berg, Mortimer, Walton-Moss and Yeo (2005) as well as that by Fleming et al. (2013).

5.5.2 Qualitative phase: Structured interview

The qualitative section involved conducting a structured interview (see Appendix 2) with respondents which aimed to explore their thoughts, feelings, and beliefs. Open-ended questions were used to collect data from research participants. According to Creswell (2013), the advantage of open-ended questions over other methods is that its structure allows the researcher greater understanding of the phenomenon. Kumar, Roberts and Thistlethwaite (2011) add that open-ended questions elicit dialogue between the interviewer and participants.

5.6 Data collection

Before data collection, the researcher sought permission from the AGP Vice-President to carry out the study. After the permission was obtained, all participants were contacted beforehand to secure their participation in the study. Also, as part of the instructions section of the questionnaire, the anonymity and confidentiality of respondents' identity and data were confirmed, and they were assured that their responses would be used for research purposes only. The qualitative pre-assessment interviews were conducted from 1 December to 22 December 2021, with each interview varying from between 30 to 40 minutes.

For the quantitative data, a six-point Likert-type scale was used as a measuring scale, ranging from 1 – strongly disagree to 6 – strongly agree. The self-assessment questionnaire was administered using the Microsoft Forms platform, while respondents received a link to complete the questionnaire online.

The qualitative data (interviews) were gathered by means of face-to-face interviews conducted at AGP Headquarters in Abu Dhabi. All Covid-19 protocols were adhered to (e.g., negative Covid-19 results, wearing of masks, sanitising, and social distancing). The initial plan was to record the interviews but due to AGP's stringent security and confidentiality policies in accordance with the Middle East Oil and Gas regulations, the interviewer did not receive approval to record the interviews. Instead, the interviewer took comprehensive notes during the interviews and on completion of the interview, notes were read back to the candidate to confirm their accuracy.

5.7 Trustworthiness and qualitative findings

This qualitative part of the study was focused on understanding the pre-intervention and post intervention perceptions of AGP mentors regarding mentor competencies. In assessing trustworthy in qualitative research, Schurink, Fouché and De Vos (2021) recommend the use of clear and effective methods. Lincoln and Guba (1999) proposed four strategies for assessing the trustworthiness of qualitative research, namely: credibility, dependability, conformability, and transferability.

Firstly, the researcher ensured that the research findings were credible. According to Trochim and Donnelly (2007), credibility entails demonstrating that qualitative research findings are credible or plausible from the participant's perspective. According to Bryman (2012), guaranteeing the legitimacy of findings requires ensuring that research is conducted in accordance with best practices. To establish credibility, the researcher interpreted and documented the study's findings based on participants' perspectives.

The researcher also ensured the study's credibility by drawing out individual's personal views about mentor competencies to understand their lived mentoring realities (Barusch, Gringeri and George, 2011). To enhance the quality of results, Silverman (2015) recommends that the entire research process and the choice of theory should be transparent so that the steps made can be followed, understood, and reproduced by others. Following Sileyew's (2019) recommendation, the researcher ensured that the choice of interview would address the research questions and the researcher included excerpts from the interview transcripts in the qualitative data analysis section.

Methodological triangulation, which refers to the use of multiple methods to investigate a phenomenon, was also employed in this study. Then, for the qualitative part of the study, the researcher employed an interview pre-intervention, followed by a post-intervention self-assessment interview.

Another aspect that the researcher considered is transferability. Roller and Lavrakas (2015) define transferability as the ability to apply study findings to similar settings or contexts. Although achieving transferability is difficult for qualitative research, the researcher followed Schurink *et al.* (2021) recommendation that the researcher should ensure high quality results and reporting of the analysis process. In the data analyses, the researcher provided clear descriptions of the research participants in terms of their country of origin, gender, academic qualifications, and experience in AGP. In presenting the results, the researcher enhanced trustworthiness by allowing the reader to search for alternative interpretations as recommended by Graneheim and Lundman (2004).

Lastly, dependability is defined by Polit and Beck (2012) as the stability of data over time and under different circumstances or conditions. To enhance the dependability of the qualitative results, the researcher clearly stated the principles and criteria used to select the participants and provided detailed descriptions of the participants (Polit and Beck, 2012). As explained earlier, the demographics of the research participants were detailed in the data analysis chapter which could help researchers interested in replicating the study with the same or similar participants under similar circumstances (Polit and Beck, 2012).

5.8 Data analysis

Data analysis is the application of reasoning to understand the data gathered in an investigation (Zikmund, Babin, Carr and Griffin, 2010). For the quantitative data, a t-test analysis approach was deployed. A t-test is a statistical test that compares the means of two samples. It is commonly used in hypothesis testing, with a null hypothesis that the difference in group means is zero and an alternate hypothesis that the difference in group means is different from zero (Yim, Nahm, Han and Park, 2021). A t-test was applicable to this investigation since the same 15 mentors completed an

identical self-assessment questionnaire before and after the mentor development intervention over a three-month period to determine the impact of the intervention.

Regarding qualitative data, Saunders *et al.* (2007) state that there is no standardised approach to present qualitative findings. Qualitative researchers use inductive reasoning, make observations, and then draw inferences about larger and more general phenomena. For this investigation a thematic content analysis approach was deployed to ensure an in-depth understanding of the collected interview responses. Thematic content analysis is defined as a qualitative research technique used to understand a phenomenon through systematic coding and interpretation (Kim and Kuljis, 2010). The focus of thematic content analysis is the analysis of 'themes and main ideas of the text as primary content' (Mayring, 2000).

To explore the perceptions of mentees regarding mentor competencies and psychological mindsets, collected data was broken down into key themes. Focusing on these themes allowed the researcher to make sense of collective or shared meanings and experiences of mentees (Braun and Clarke, 2006). A major advantage of thematic content analysis is the flexibility it affords the researcher. It can also be modified according to the needs of different studies, providing rich and detailed data (Nowell, Norris, White and Moules, 2017). In this regard, sub-themes were generated, where necessary, due to the nature of the qualitative investigation, namely interviews. To perform the thematic content analysis, the researcher followed the six-phase framework of Braun and Clarke (2006) as set out below:

1. **Become familiar with the data:** The interview data were transcribed, and the researcher scrutinised the recordings and transcripts several times to form initial ideas.
2. **Generate initial codes:** The data were organised in a meaningful and systematic way. Through coding, the data were reduced to smaller chunks.
3. **Search for themes:** At this stage, the codes were organised into potential themes, along with the data relevant to each theme.
4. **Review themes:** The themes identified in step 3 were reviewed, modified, and developed further.
5. **Define themes:** The themes were named, and definitions were provided for each theme.

6. **Write-up:** Quotations from the data were selected to provide evidence of the identified themes.

5.9 Summary

In this chapter the researcher outlined the broad methodological approach adopted for this study. It described the research philosophy, approach, and design. The chapter detailed the population, data-gathering instruments, data collection and data analysis. The chapter also outlined the tools and procedures applied to the planning and organisation conducted to achieve the study aim and objectives.

6.1 Introduction

This chapter focuses on the analysis of the data collected and presents the findings of the empirical section of the investigation. As indicated previously, mixed-methods research strategies were applied to this study, incorporating a quantitative and qualitative phase. The qualitative and quantitative findings of the study are presented in this chapter (see Appendix 1 and Appendix 2). Descriptive and inferential analyses of the quantitative findings will be presented, as well as an in-depth analysis of the qualitative responses.

6.2 Demographic profile of AGP mentors

Firstly, the participants were asked to indicate their gender. Five (5) participants were females (33%) and 10 were males (67%). This distribution can be explained by migration patterns which mainly favour male migration over female migration. Additionally, despite offering abundant freedoms to women to take up employment, the UAE labour market is still dominated by men, as indicated below.

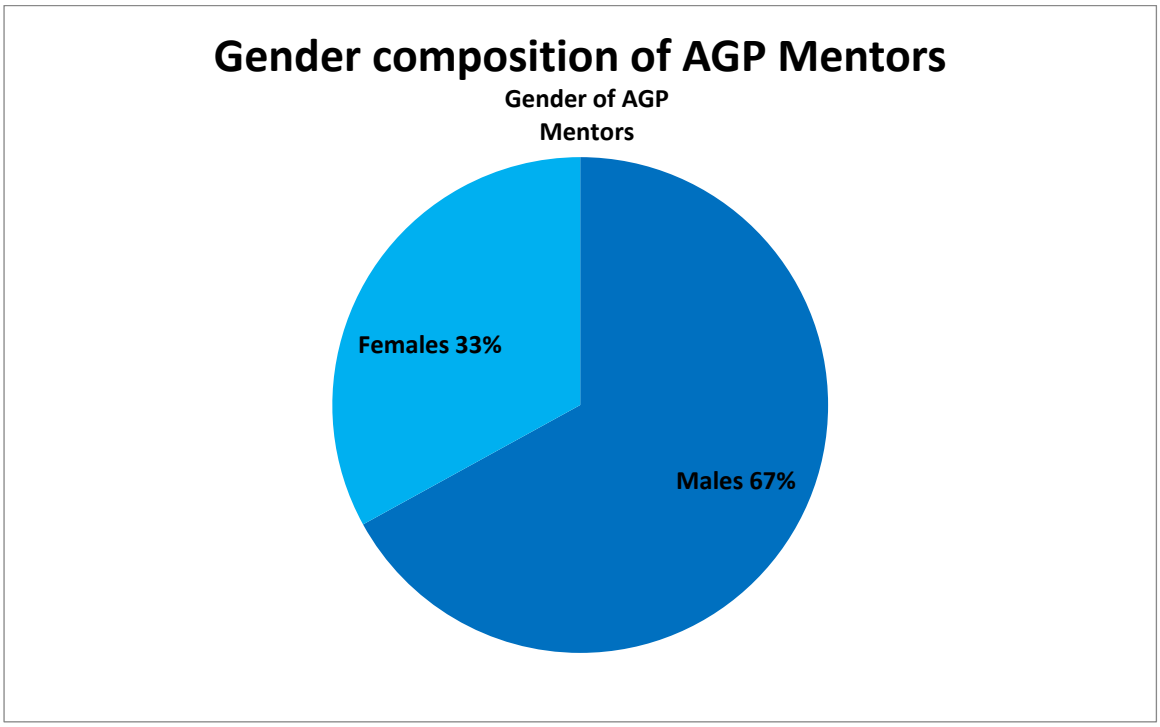

Figure 6.1: Gender composition of AGP mentors

Secondly, the participants were asked to indicate their age. As Figure 6.2 indicates, slightly more than half of the participants (53%) were between 30 and 40 years, while a significant number (27%) of participants were between 41 and 50 years old. A smaller number of the participants (13%) were over 50 years, representing the most senior members of the organisation. The young workforce at AGP reflects UAE's youthful population and migration trends where the youthful population is the most likely to migrate in search of greener pastures.

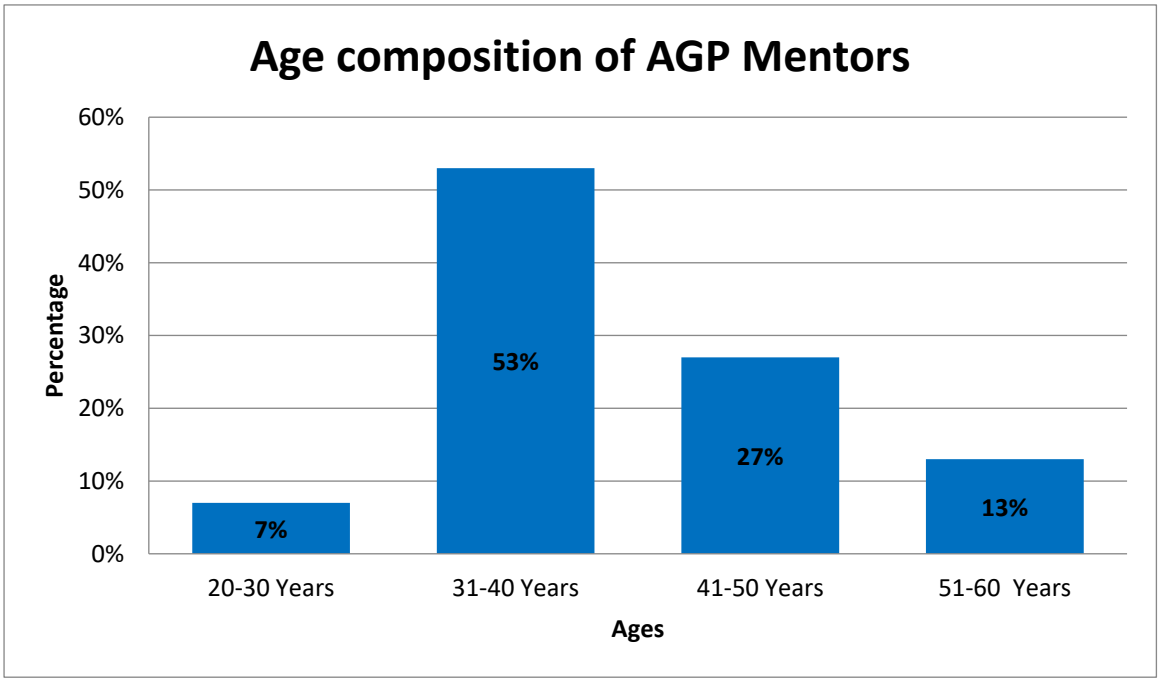

Figure 6.2: Age composition of AGP mentors

Thirdly, the participants were asked to indicate their highest qualification. Figure 6.3 indicates that all the employees at AGP have degrees. More specifically, two participants have bachelor's degrees (13%), three have honours degrees (20%), and seven have master's degrees (47%), while three have doctorates (20%). The qualifications reflect a competitive job market where employability is influenced by the level of education. Many companies are also prioritising the professional development of employees as one of the ways to enhance their skills and competencies.

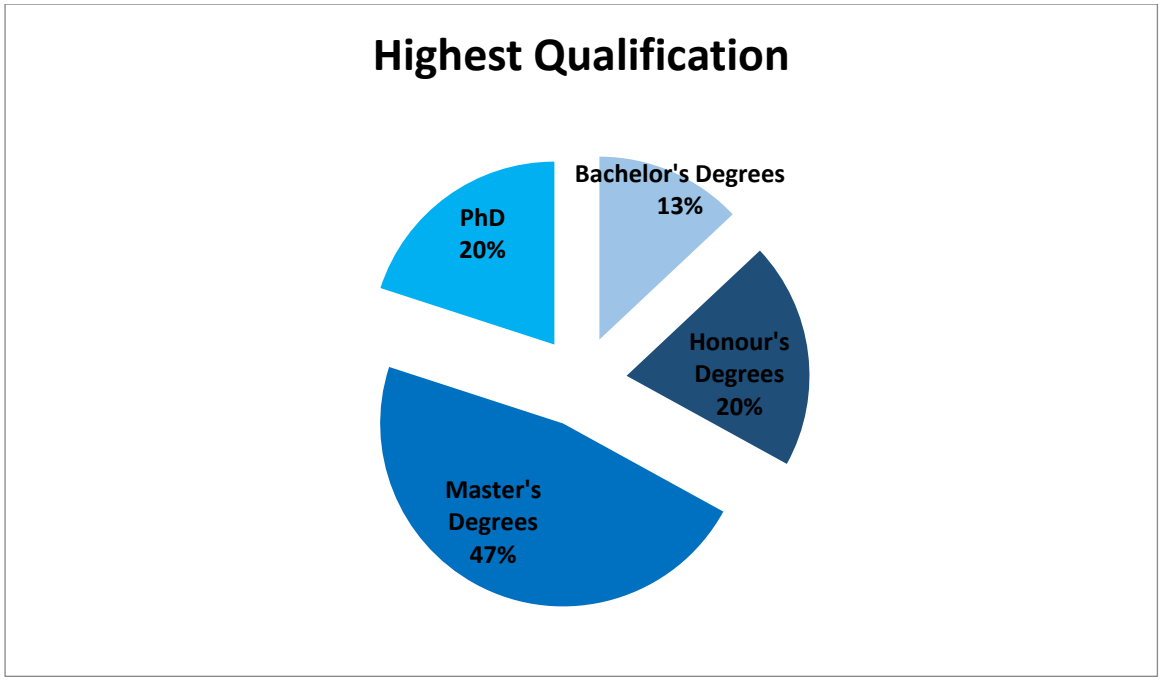

Figure 6.3: Highest qualification of AGP mentors

Fourthly, the researcher requested participants to indicate their employment level in AGP. As indicated in Figure 6.4, the participants occupied six key positions in AGP, namely: senior management (Grade 18), middle management (Grade 17), junior management (Grade 16), specialist/engineer (Grade 15), supervisor (Grade 12) and artisan (Grade 10-11). Most of the participants were specialist engineers (40%), followed by middle management (5), while senior management, junior management, supervisor and artisan positions had one participant each (7%).

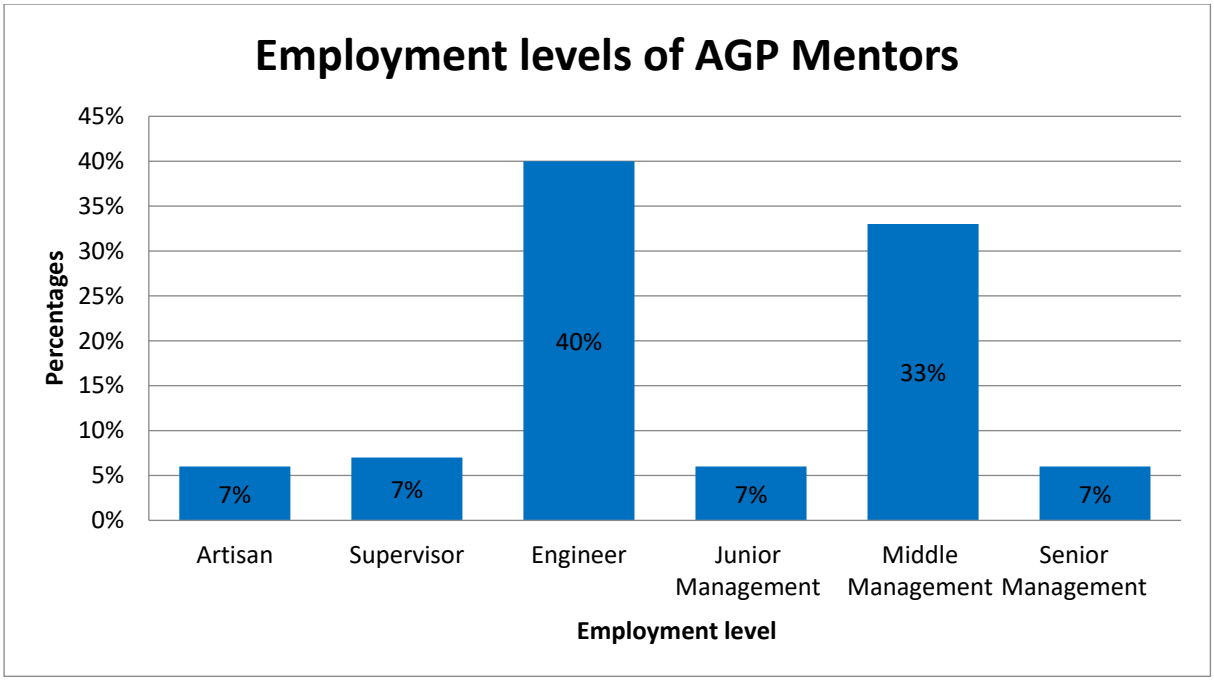

Figure 6.4: Employment level of AGP mentors

The researcher also asked participants to indicate their years of experience in AGP. Two participants (13%) reported having been in AGP for at most 5 years. Most of the participants (40%) had been employed by AGP for 5 to 10 years. Twenty-seven per cent (27%) of participants had been AGP employees between 11 and 15 years. The most senior participants had been in the AGP group for more than 15 years, with 13% between 16 and 20 years and 7% above 20 years. The average number of years that the current group of mentors had been employed in AGP was 11 years, which shows that AGP has highly experienced employees and they have a low staff turnover. The participants' years of work experience at AGP are shown in Figure 6.5.

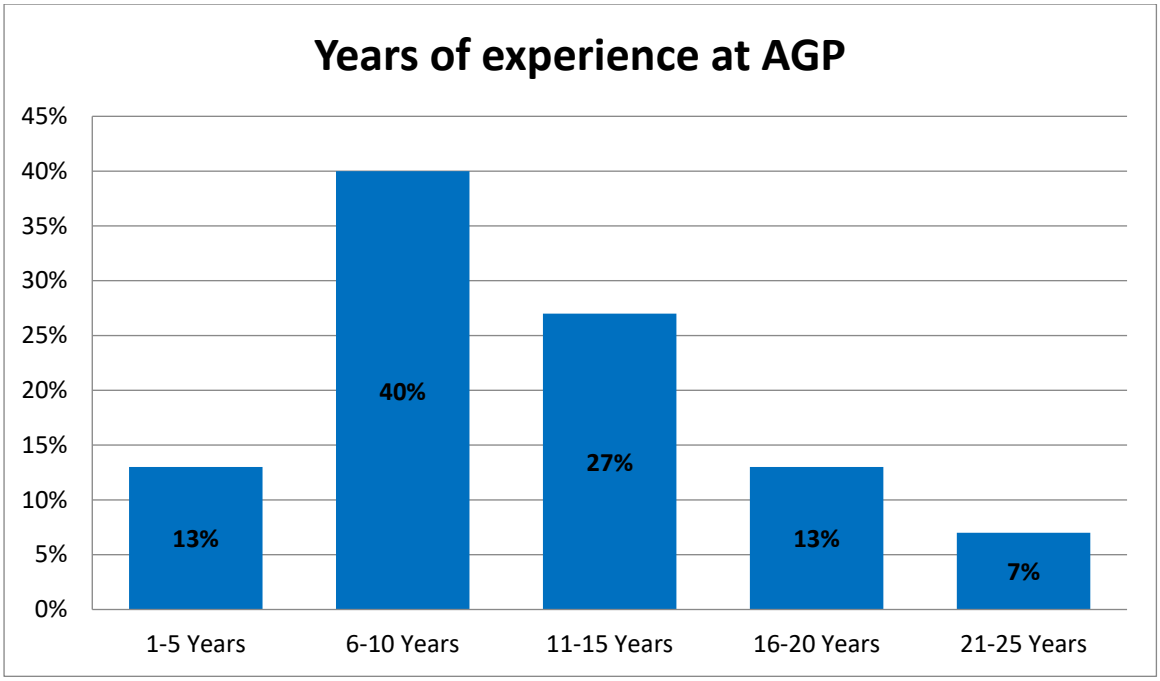

Figure 6.5: Years of experience at AGP

Finally, the researcher asked participants to indicate their years of experience as mentor in AGP. Figure 6.6 indicates that 47% of the participants had 4-6 years' experience, which is the category with most participants, followed by 33% with 1 to 3 years and the rest of the categories at 7% each. Generally, the distribution reveals that most of the participants have accrued significant experience as mentors at AGP.

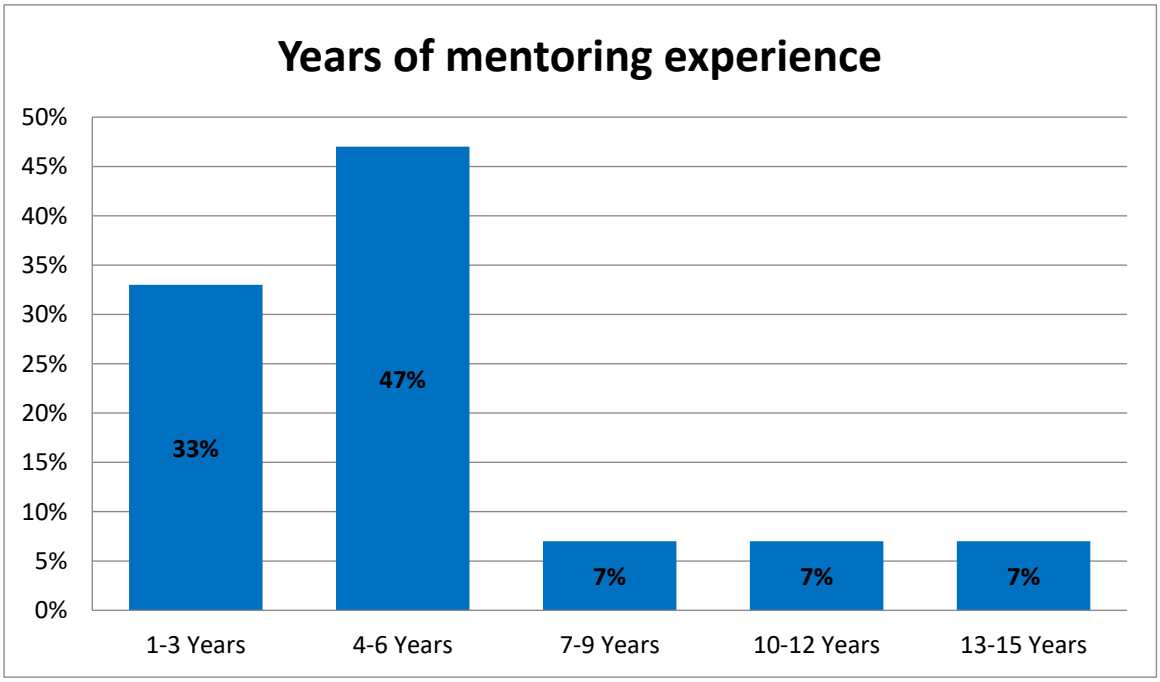

Figure 6.6: Years of mentoring experience at AGP

6.3 Pre-test findings

As described in Chapter 4, data was qualitatively and quantitatively extracted from the participants in two phases, the pre-mentor development journey and the post-mentor development journey. This section first presents the findings from the quantitative data, followed by findings from the qualitative data for both the pre-mentor development journey and post-mentor development journey respectively.

6.3.1 Quantitative findings

In the first phase of the quantitative data collection, AGP mentors were asked to complete the self-assessment questionnaire (Appendix 1). Table 6.1 shows consolidated data from the pre-mentor development self-assessment questionnaire on AGP mentors.

6.3.1.1. Mentor competencies

Table 6.1: Findings on mentor competencies (Pre-assessment)

1 = Strongly disagree; 2 = Disagree; 3 = Slightly disagree;
4 = Slightly agree; 5 = Agree; 6 = Strongly agree

Mentor competencies							
Scale		**1**	**2**	**3**	**4**	**5**	**6**
		Percentage					
6.1.1	My mentoring approach contributes to mentees finding meaning in their jobs.		20	40	33.3	6.7	
6.1.2	I am well acquainted with the roles and responsibilities of being a mentor.		20	33.3	46.7		
6.1.3	I am well acquainted with the roles and responsibilities of mentees.		26.7	33.3	20.0	20.0	
6.1.4	I am able to communicate effectively with mentees from different cultural, language and religious groups.			60	33.3		6.7

6.1.5	I practice empathic listening.		20	26.7	40	13.3	
6.1.6	In partnership with the mentee, I support and guide them to set realistic goals.		6.7	46.7	6.7	33.3	6.7
6.1.7	I am able to provide constructive feedback to mentees.		6.7	26.7	66.7		
6.1.8	I am able to stimulate creativity in mentees.		13.3	20	20	40	6.7
6.1.9	I am able to effectively manage my own time and energy.	6.7	20	40	13.3	20	
6.1.10	I prioritise my mentoring engagements.		26.7	13.3	40	20	
6.1.11	I can effectively support mentees to identify future career opportunities/aspirations.		20	6.7	40	26.7	6.7
6.1.12	I effectively support mentees to bridge developmental gaps.			26.7	26.7	40	6.7
6.1.13	I am well acquainted with the AGP mentoring plans and tools.		40	13.3	20	20	6.7
6.1.14	I follow the predefined AGP mentoring plan.		6.7	33.3	20	33.3	6.7
6.1.15	My mentoring approach helps mentees understand work-related expectations.		6.7	26.7	20	40	6.7
6.1.16	My mentoring approach supports mentees to find innovative solutions to challenges.		13.3	20	26.7	33.3	6.7
6.1.17	I praise mentees when they excel.		1.3	20	26.7	26.7	13.3

Table 6.1 provides pre-assessment questions on mentor competencies and the descriptive statistics for them. The questions focused on the following key areas of mentor competencies: meaning, roles and responsibilities of a mentor, roles and responsibilities of a mentee, communication, empathic listening, realistic goals, feedback, networking, time management, mentoring engagement, mentee support, bridging development gaps, AGP mentoring plans and tools, AGP mentoring plan,

mentoring approach, innovative solutions, and praising mentees. This is explained below.

Meaning

Prior to the mentor development journey (see question 6.1.1), 20% of the mentors disagreed that their mentoring approach contributed to mentees' meaning in their jobs, 40% slightly disagreed, 33.3% slightly agreed and 6.7% agreed. Generally, the majority of the participants' mentoring approach contributed to mentees finding meaning in their jobs.

Roles and responsibilities of a mentor

The mentors were asked whether they were well acquainted with their roles and responsibilities as mentors (see question 6.1.2). Most of the mentors (46.7%) slightly agreed that they knew their roles and responsibilities, 33.3% slightly disagreed and 20% did not know their roles and responsibilities. In general, less than half of the mentors were acquainted with their roles and responsibilities.

Roles and responsibilities of a mentee

Before the mentor development journey, 33.3% of the mentors slightly disagreed with the notion that they were well acquainted with the roles and responsibilities of mentees (see question 6.1.3), 20% slightly agreed and 20% agreed. Most of the respondents disagreed. Overall, the table shows that most of the mentors had limited knowledge of mentees' responsibilities.

Communication

The data showed that 60% of the mentors slightly disagreed that they were able to communicate effectively with mentees from different cultural, language and religious groups (see question 6.1.4). On the other hand, 33.3% of the mentors slightly agreed and 6.7% agreed. Most of the respondents disagreed. This shows that the mentors faced serious challenges in communicating with mentees in a multicultural setting.

Empathic listening

From the self-assessment questionnaire, 0% of the mentors disagreed that they practiced empathic listening (see question 6.1.5), 26.7% slightly disagreed, 40% slightly agreed and 13.3% agreed. This indicates that 53.3% agreed and 46.7% disagreed. For the mentoring relationship to be effective, there is need for mentors to improve interpersonal relationships with mentees through empathic listening.

Realistic goals

The data collected prior to the mentor development journey showed that 6.7% of mentors disagreed with the view that they partner with (see question 6.1.6), support and guide the mentee to set realistic goals. Forty-six per cent (46.7%) of the mentors slightly disagreed, 6.7% slightly agreed, 33.3% agreed and 6.7% agreed with the view. In general, 53.7% disagreed and 46.3% agreed, reflecting a deficiency in setting realistic goals which is a key skill in mentoring.

Feedback

Based on the data, 6.1% of the mentors disagreed with the notion that they provided constructive feedback to mentees (see question 6.1.7), 26.7% slightly disagreed and 66.7% slightly agreed. This data shows that generally, most mentors were able to discuss and give feedback to mentees. Provision of feedback improves the competence of the mentees.

Stimulating creativity

The data for the pre-mentor development journey showed that 13.3% of the mentors disagreed with the statement that they can stimulate creativity in mentees (see question 6.1.8), 20% slightly disagreed, another 20% slightly agreed, 40% agreed and 6.7% strongly agreed. In general, 67.7% of the mentors agreed and 33.3% disagreed. This indicates that, generally, mentors were satisfactorily competent in stimulating creativity in mentees to motivate them.

Networking

The data showed that 13.3% of mentors disagreed that they provide networking opportunities to mentees (see question 6.1.9), another 13.3% slightly disagreed,

26.7% (4) slightly disagreed, 40% (6) agreed and 6.7% (1%) strongly agreed. The data indicates that 11 mentors agreed and 4 disagreed.

Time management

It can be revealed that 6.7% of the mentors strongly disagreed that they were able to effectively manage their time and energy (see question 6.1.10), 20% disagreed, 40% slightly disagreed, 13.3% slightly agreed and 20% agreed. This information highlights that most of the mentors are not able to effectively manage their own time and energy. This limitation can affect how they interact with the mentees.

Mentee support

The data from the pre-mentor development journey indicated that 20% of the mentors disagreed that they can effectively support or identify future career opportunities (see question 6.1.11), 6.7% slightly disagreed, 40% slightly agreed, 26.7% agreed and 6.7% agreed. This indicates that in general, 73.4% agreed and 26.7% disagreed. Most of the mentor's support mentees to identify future career opportunities.

Bridging development gaps

The data from the pre-mentor development journey (see question 6.1.12) showed that 26.7% of the mentors slightly disagreed with the view that they support mentees to bridge developmental gaps, another 26.7% slightly disagreed, 40% agreed and 6.7% strongly agreed. Generally, mentors effectively supported mentees to bridge developmental gaps.

AGP mentoring plans and tools

The data showed that 40% of mentors disagreed that they were well acquainted with the AGP mentoring plans and tools (see question 6.1.13), 13.3% slightly disagreed, 20% slightly agreed, another 20% agreed and 6.7% strongly agreed. The data clearly shows that most of the mentors do not have access to mentoring plans and tools to enhance the mentoring outcomes.

As highlighted from the data, 6.7% mentors disagreed that they follow the predefined AGP mentoring plan (see question 6.1.14), 33.3% slightly disagreed, 20.0% slightly

agreed, 33.3% agreed and 6.7% strongly agreed. As evidenced from the data, generally, some of the mentors followed the AGP mentoring plan.

Mentoring approach

Before the commencement of the mentor development journey, 6.7% of the mentors disagreed with the notion that their mentoring approach helped mentees to understand work-related expectations (see question 6.1.15), 26.7% disagreed, 20% slightly agreed, 40% agreed and 6.7% strongly agreed. The data indicates that some of the mentors' approach in mentoring does not help mentees to understand work-related expectations.

Innovative solutions

Data for the pre-mentor development questionnaire showed that 13.3% of the mentors disagreed with the view that their mentoring approach supported mentees to find innovative solutions to challenges (see question 6.1.16), 20% slightly disagreed, 26.7% slightly agreed, 33.3% agreed and 6.7% strongly agreed. It can be noted that most mentors were not satisfied with their level of competence in supporting mentees to find innovative solutions to challenges.

Praising mentees

The data indicated that 13.3% of the mentors disagreed that they praised mentees when they excelled (see question 6.1.17), 20% slightly disagreed, 26.7% slightly agreed, another 26.7% agreed and 13.3% strongly agreed. This indicates that most mentors praised mentees when they excelled, even though a significant number did not do so.

6.3.1.2. Psychological mindsets

Having analysed the AGP mentors' responses to questions related to mentor competencies, they were asked to indicate their level of competence on psychological mindsets, as indicated in Table 6.2 below.

Table 6.2: Findings on psychological mindsets (Pre-assessment)

1 = Strongly disagree; 2 = Disagree; 3 = Slightly disagree;
4 = Slightly agree; 5 = Agree; 6 = Strongly agree

Psychological mindsets							
	Scale	**1**	**2**	**3**	**4**	**5**	**6**
		Percentage					
6.2.1	I am able to develop good interpersonal relationships with mentees.	6.7	6.7	26.7	26.7	26.7	6.7
6.2.2	I understand inter-cultural differences and associated challenges in a multinational setting.		6.7	26.7	33.3	26.7	6.7
6.2.3	I have the ability to comprehend both the personal and work-related challenges of mentees.		6.7	26.7	26.7	33.3	6.7
6.2.4	I am able to create a safe space for mentees to excel, shine and build confidence.		6.7	33.3	40	20	
6.2.5	I regard myself as a positive role model for other mentors.		6.7	26.7	26.7	33.3	6.7
6.2.6	I am able to gain the trust of mentees.		6.7	33.3	33.3	26.7	
6.2.7	I am able to motivate mentees.		20	26.7	20	26.7	6.7
6.2.8	I can effectively resolve conflict with my mentees.		6.7	33.3	33.3	26.7	
6.2.9	My mentoring approach helps the mentee to develop a clear sense of purpose.		13.3	26.7	26.7	33.3	
6.2.10	I support mentees in developing a growth mindset.		6.7	26.7	40	26.7	
6.2.11	I maintain a positive attitude throughout my interaction with mentees.		13.3	40	13.3	33.3	

6.2.12	In setting goals, I have a clear vision of what I personally want to achieve.		6.7	46.7	13.3	26.7	6.7
6.2.13	I focus on the strengths of mentees rather than their weaknesses.		20	33.3	26.7	13.3	6.7
6.2.14	I interact with mentees in ways that promote positive behaviour.		6.7	33.3	33.3	20	6.7
6.2.15	I maintain meaningful and fulfilling relationships with mentees even after the formal mentoring stops.		20	40	13.3	26.7	
6.2.16	I am able to display compassion and concern towards the challenges faced by mentees.		13.3	33.3	33.3	13.3	6.7
6.2.17	I am receptive to ideas from mentees.			40	26.7	33.3	
6.2.18	I invite and welcome feedback from mentees for my own developmental purposes.		6.7	26.7	33.3	26.7	6.7

Table 6.2 displays the pre-assessment questions on psychological mindsets and the descriptive statistics. The questions focused on the following key areas of psychological mindsets: interpersonal relationships, understanding cultural differences, comprehending the work-related challenges of mentees, safe spaces, role modelling, trust, motivation, conflict resolution, sense of purpose, growth mindset, positive attitude, mentees' strengths and weaknesses, positive behaviour, meaning, compassion and mentors' ability to listen to mentees' ideas. The responses are explained below.

Interpersonal relationships

The findings show that 6.7% of mentors strongly disagreed that they were able to develop good interpersonal relationships with mentees (see question 6.2.1), another 6.7% disagreed, 26.7% slightly disagreed and 6.7% strongly agreed. This indicates that a larger percentage of mentors develop good interpersonal relationships with mentees, even though a significant proportion reported not having this competency.

Understanding cultural differences

Regarding awareness and understanding of cultural differences (see question 6.2.2), 6.7% of participants disagreed that they understood inter-cultural differences and associated challenges in a multinational setting, 26.7% slightly disagreed, 33,3% slightly agreed, 26.7% agreed and 6.7% strongly agreed. The highest proportion slightly agreed, which indicates that most mentors were not very sure about inter-cultural differences or how to handle these differences during mentoring.

Comprehending the work-related challenges of mentees

The findings show that 6.7% of the mentors disagreed with the statement regarding their ability to comprehend both the personal and work-related challenges of mentees (see question 6.2.3), 26.7% of the mentors slightly disagreed, another 26.7% slightly agreed, 33.3% agreed and 6.7% strongly agreed. Generally, the mentors were able to comprehend both the personal and work-related challenges of mentees. However, a significant proportion of the mentors were still not able to fully comprehend these challenges.

Safe spaces

Understanding that the work environment should be a safe space for the mentees (see question 6.2.4), only 6.7% of mentors disagreed that they were able to create a safe space for mentees to excel, shine and build confidence, 33.3% slightly disagreed, 40% slightly agreed and 20% agreed. The data indicated that a higher percentage of mentors were able to create a space for mentees to excel. However, a significant number reported not being able to create a safe space.

Role modelling

As revealed by the data, 33.3% of mentors agreed that they were positive role models for other mentees (question 6.2.5) and 26.7% slightly agreed. However, it can be noted that a significant number of mentors did not regard themselves good role model for the mentees.

Trust

As the findings show, 33.3% slightly disagreed that they were able to gain the trust of their mentees (see question 6.2.6) and another 33.3% slightly agreed. This points towards a deficiency in building interpersonal relationships between the mentor and the mentee.

Motivation

The findings revealed that 20% of the mentors disagreed with the statement that they were able to motivate mentees (see question 6.2.7), 26.7% slightly disagreed, 20% slightly agreed, 26.7% agreed and 6.7% strongly agreed. The data indicates that nearly half of AGP mentors were unable to motivate mentees.

Conflict resolution

Before the mentor development journey, 6.7% of the mentors disagreed that could effectively resolve conflict with mentees (see question 6.2.8), 33.3% slightly disagreed, another 33.3% slightly agreed and 26.7% agreed. This indicates that a significant proportion of mentors were unable to resolve conflicts with mentees.

Sense of purpose

The data highlighted that 13.3% of the mentors disagreed with the statement that their mentoring approach helped mentees to develop a clear sense of purpose (see question 6.2.9), 26.7% slightly disagreed, 26.7% slightly agreed and 33.3% agreed. This indicates that a significant percentage of AGP mentors (40%) were not able to help mentees develop a clear sense of purpose.

Growth mindset

From the pre-mentor development questionnaire, 6.7% of the mentors disagreed with the statement that they were able to support mentees in developing a growth mindset (see question 6.2.10), 26.7% slightly disagreed, 40% slightly agreed and 26.7% agreed. Although most of the mentees said they were able to support mentees in developing a growth mindset, a notable number of experienced challenges in this area.

Positive attitude

Information from the pre-mentor development questionnaire showed that 13.3% of mentors disagreed with the statement they maintained a positive attitude throughout their interaction with mentees (see question 6.2.11), 40% slightly disagreed, 13.3% slightly agreed and 33.3% agreed. This information indicates that most of the mentors lacked the competence of maintaining a positive attitude in interacting with mentees.

Clear goals

From the data, 6.7% of the mentors disagreed with the statement that when setting goals, they have a clear vision of what they personally want to achieve (see question 6.2.12), 46.7% slightly disagreed, 13.3% slightly agreed, 26.7% agreed and 6.7% strongly agreed. Generally, the information indicated that a larger proportion of mentors did not have a clear vision of what they wanted to achieve when setting goals.

Mentees' strengths and weaknesses

As revealed by the data, 20% of the mentors disagreed with the statement that they focused on the strengths of mentees rather than their weakness (see question 6.2.13), 33.3% slightly disagreed, 26.7% slightly agreed, 13.3% agreed and 6.7% strongly agreed. In summary, most of the mentors placed greater emphasis on mentees' weaknesses as opposed to their strengths.

Positive behaviour

The information gathered prior to the mentor development journey indicated that 6.7% of the mentors disagreed with the statement that they interacted with mentees in ways that promote positive behaviour (see question 6.2.14), 33.3% slightly disagreed, 33.3% slightly agreed, 20% agreed and 6.7% strongly agreed. The information indicated that a significant number of mentors faced challenges in building a communication avenue with mentees.

Meaning

As revealed by the data, 20% of the mentors disagreed that they maintained meaningful and fulfilling relationships with mentees even after the formal mentoring had ended (see question 6.2.15), 40% slightly disagreed, 13.3% slightly agreed and

26.7% agreed. It can be noted that most of the mentors did not maintain a meaningful and fulfilling relationship with mentees.

Compassion

The data showed that 13.3% mentors disagreed with the statement that they display compassion and concern towards the challenges faced by mentees (see question 6.2.16), 33.3% slightly disagreed, 33.3% slightly agreed, 13.3% agreed and 6.7% strongly agreed. The information indicated that nearly half of the mentors were not able to display compassion and concern towards the challenges faced by mentees.

Ideas from mentees

The data showed that 40% of the mentors slightly disagreed with the statement that they were receptive to ideas from mentees (see question 6.2.17), 26.7% slightly agreed and 33.3% agreed. The data indicated that even though a large proportion of mentors were receptive to ideas from mentees, a significant number were not receptive.

Feedback

Data collected before the mentor development journey indicated that 6.7% of the mentors disagreed that they were able to invite and welcome feedback for their own developmental purposes (see question 6.2.18), 26.7% slightly disagreed, 33.3% slightly agreed, 26.7% agreed and 6.7% strongly agreed. This indicates that a larger percentage of mentors already had the ability to be receptive to ideas from others before the mentor development journey.

6.4 Qualitative findings

Perceptions of mentors regarding their competencies prior to the mentor development journey

As alluded to previously, before the mentor development journey had started, the researcher engaged the participants in a face-to-face interview to understand their perceptions about mentorship and their mentor competencies. Following the interview, the following findings emerged:

Reasons for becoming a mentor

Question 1: Reflect on why you chose to become a mentor.

The researcher was firstly interested in understanding what motivated the participants to become mentors in AGP. Three key themes emerged from discussions with the participants, namely personal development, helping others to develop, and job-related obligations. Most of the participants indicated that they had decided to be mentors for personal development. They believed that being a mentor came with opportunities for gaining new knowledge, skills and competencies about leadership for themselves and their fellow employees. These views were echoed by Participant 1 who said:

> *I mainly chose mentoring in order to contribute to the organisation through personal development and development of others. While being a mentor, I will be gaining new knowledge and skills which I can also use to develop others to grow and reach their true potential. It can also be viewed as helping the organisation implement succession planning.* (Participant 1)

Similar views were raised by Participants 5 and 10 who indicated:

> *I have a passion for helping others grow. Therefore, being a mentor, I get an opportunity to interact with mentees and develop their skills and competencies for them to become better in delivering their work commitments. …I would like to be a better leader and shape leaders of tomorrow.* (Participants 5 and 10)

Participant 15 added:

> *My decision to become a mentor was motivated by my desire to become a role model. I believe that as a mentor, I am helping mentees to develop professionally in ways that earns them a good reputation.* (Participant 15)

Based on the views expressed by the participants, it can be concluded that mentoring is an activity that goes beyond individualist or personal benefits such as personal growth but impacts on the careers of mentees.

Some of the participants expressed that they became mentors due to job-related obligations. They highlighted that they became mentors to fulfil a request by their superiors. Commenting on the influence of management on the decision to take up mentoring, Participant 2 expressed:

I was requested by my line manager to consider becoming a mentor. He pointed out that mentoring would help the organisation manage succession planning by developing the skills and competencies of junior employees. (Participant 2)

Offering another related reason, Participant 6 highlighted:

New employees who felt they had a gap in terms of experience, skills and expertise of the oil and gas industry asked me to help them through mentorship. I agreed as this would also secure my position in the company. (Participant 6)

From the participants' views, mentorship is seen as a responsibility which highly experienced members of the organisation take on to help both the organisation as well as junior and less experienced employees. Additionally, by taking up this responsibility, they will also be enhancing their reputation and position in the organisation.

Key competencies expected from mentors

Question 2: Reflect on the competencies that are, according to you, required from mentors.

Most of the participants expressed awareness about the competencies expected from a mentor. Some of the key competencies raised include ability to identify a fixed mindset and growth mindset, identify individual learning preferences that mentees have (learning styles), understand different personality types, emotional intelligence (EQ) and psychological safety. Commenting on mentor competencies, Participants 13 and 2 indicated:

As a mentor, I ensure that I understand key concepts of mentoring and implement them in practice. For instance, I should be able to identify mentees with a growth mindset and fixed mindset. I should be able to identify and differentiate individual levels of emotional intelligence in mentees. …I have to know my mentees well so as to know which learning method to apply on them. (Participants 13 and 2)

Participant 3 added:

> *A mentor should be someone who can develop new habits and discard old habits in the mentee. This calls for the mentor's skills to build relationships with mentees, building rapport and generating trust with mentees.* (Participant 3)

Based on what the participants indicated, it can be concluded that skills and competencies expected from a mentor are interrelated and in the absence of some key competencies such as ability to build rapport, it may be difficult to impact effectively on the mentee.

Other participants concurred with Participants 1, 2 and 3 but added other competencies that are essential in a mentor. For instance, Participants 7 and 8 focused on a set of interpersonal skills that include effective communication, empathic listening and the ability to provide and seek feedback. Participants 7 and 8 commented thus:

> *A good mentor should be a good communicator, able to influence the mentee through these skills. …more importantly, a mentor should also be a good listener and someone who can communicate effectively to seek and give feedback regarding the mentoring journey*. (Participants 7 and 8)

Participant 10 provided a list of the competencies expected from a mentor, saying:

> *A mentor should have the following qualities: motivation and encourage personal growth in mentees, effective questioning skills, have difficult performance conversations, fostering collaboration and engagement with mentees and manage your own time and energy.* (Participant 10)

Participants also indicated that a mentor should be able to manage conflicts, possess empathy, be committed, help the mentee to take responsibility, identify, clarify and manage goals and offer positive regard to the mentee. What can be concluded from the participants' perceptions is that they were aware of the competencies expected in a mentor. This awareness indicates that the mentors are aware of their strengths and weaknesses.

Level of mentor competencies

Question 3: Indicate to what extent you possess the above-mentioned competencies.

The researcher asked participants about the level of mentor competencies they think they possessed. As indicated in their earlier responses, they were all aware of mentor competencies. Mostly, mentors indicated they needed improvement in all elements since they never really received formal development to enhance the required skills.

Participant 5 said:

> *I only have two years' experience as a mentor, and I believe I still need to develop and improve my mentor competencies by a formal development programme and experience.* (Participant 5)

Participant 7 added:

> *I am generally satisfied with the improvement I have had so far with regards to mentor competencies. One of the challenges we face is that we have not received formal mentor development programmes.* (Participant 7)

Participant 9 echoed similar sentiments:

> *I feel I am still lacking in a lot of competencies such as on performance conversations with the mentees, encouraging the mentee in the face of setbacks, and clearly establishing the appropriate mentoring methods for the mentee. (*Participant 9)

Most of the participants with one to five years of experience as mentors lamented the lack of support in terms of resources and mentor development plans. They reported that the little experience they had acquired came through reading literature on mentoring and peer support. Even the experienced mentors indicated that they still felt inadequate due to a lack of mentor development where they would learn about emerging mentoring issues.

Mentor's ability to display positive emotions

Question 4: Reflect on your ability to display positive emotions.

One of the key attributes of mentorship is the display of positive emotions towards the mentees. Most of the participants acknowledged that they were aware of the impact of positive emotions on the mentees. However, some participants indicated that, at times, they did not know how to handle certain situations, which could be discouraging to the mentee. Most of the mentors who had been in the role for more than five years indicated that while they had satisfactory expertise displaying positive emotions to mentees, they bemoaned the lack of support in terms of resources from the organisation and development opportunities to grow in this regard. Participant 13 commented on the ability to display positive emotions, saying:

> *I understand the impact of displaying positive emotions to a mentee but sometimes there are situations which are difficult to handle. For example, we often encounter situations where the mentee continuously fails to get things right and I fail to get anything positive and encouraging to say.* (Participant 13)

Participants 2 and 5 added*:*

> *I cannot really say I am great in showing positive emotions to mentees. With little experience as a mentee, sometimes I am clueless on how to display positivity on a mentee, especially during the early stages of the mentoring relationship when I know very little about the mentee. …sometimes mentees may be showing lack of interest in the mentoring relationship and in such situations, it is difficult to display positive emotions.* (Participants 2 and 5)

Unlike the mentors with between one and two years of experience in the role, the participants with eight or more years as mentors indicated that they were satisfied with their ability to show positive emotions. However, they indicated that situations differ and the mentees' personalities, attitude, and abilities to learn differ. Participant 9 expressed these sentiments:

> *I have been in mentoring for 15 years, but I still haven't learnt everything. Every mentoring relationship comes with totally new situations and challenges which might affect my ability to show positive emotions to the mentee. There are some situations which I may not be prepared to handle, hence the need for more mentor development initiatives and guiding tools.* (Participant 9)

Participants indicated that showing positive emotions to the mentee is a skill which mentors learn through practice. However, the different nature of the situations and the mentoring relationships that mentors have can influence their ability to display positive emotions to mentees.

Positive relationships with mentees

Question 5: Reflect on your ability to build positive relationships with mentees.

Most participants were satisfied with their ability to build positive relationships with mentees. Most of the participants expressed that in mentoring, good communication is of essential importance in building a positive working and development relationship. Good communication skills between both the mentor and mentee can support the mentee to comprehend directions and to process feedback from the mentor, causing him/her to feel that the mentor understands them, respects them and also feeling motivated to learn from the mentor.

Commenting on positive relationships, Participant 4 indicated:

> *As a mentor, I make effort in ensuring that the mentee understands what we want to achieve, grasp instructions. Even if he struggles, I correct in a respectful manner. That way helps the mentor to look up to me as a role model.* (Participant 4)

Participant 6 added:

> *What I have learnt as a mentor is that positive relationships are built on effective communication. However, effective communication doesn't only entail providing information or giving advice. It also involves being good at asking questions, being an active listener, being open-minded and understanding to a mentee's concerns and assisting in solving problems. While I am not excellent, I believe I try to demonstrate these attributes to a fair degree but would welcome an opportunity to further grow in all of these areas.* (Participant 6)

From the responses, it can be concluded that the participants possessed a satisfactory level of relationship building skills. They demonstrated awareness regarding the

importance of mentors endeavouring to effectively communicate with mentees in order to gain the mentees' trust and comfort.

Ability to engage with mentees

Question 6: Reflect on your ability to engage with mentees.

Mentors were aware of the role of engagement in mentoring relationships. Most participants focused on the outcomes of engagement as a more accurate measure of a mentor's ability to engage with mentees. As the participants indicated, engagement should result in increased levels of energy in carrying out activities, dedication, and absorption, where the mentee is deeply immersed in a work activity.

Reflecting on ability to engage with the mentees, Participant 8 indicated:

> *I think engagement is best measured by its outcomes and, so far, I can say I still struggle with engagement.* (Participant 8)

Participant 11 added:

> *I am an average mentor when it comes to engagement. I still face challenges in ensuring that the mentee maintains dedication to tasks. I believe engagement can be a very wide topic and will require lots of development to master the art of engagement.* (Participant 11)

Related views were echoed by Participant 13 who said:

> *Engagement with the mentee is facilitated by effective communication, showing empathy, and really understanding what is expected by both parties. I ensure that the communication lines are open between myself, and the mentee and I use interpersonal communication skills to keep the mentee dedicated.* (Participant 13)

Although most of the participants understood the concept of engagement, they felt that they continued facing challenges in ensuring that mentees remained engaged through the mentoring journey.

Meaning

Question 7: Reflect own your ability to contribute to the meaning mentees experience in their jobs.

The concept of meaning in mentoring was not well understood by mentors and they did not fully express convincing levels of awareness around the concept. Most of the participants expressed that they had challenges in effectively helping mentees to understand the value of activities or programmes they undertake. These sentiments were expressed by Participant 10, who commented as follows:

> *I personally understand the meaning of activities and programmes we do at AGP. However, for a mentee who has no experience, it takes time to generate the same understanding.* (Participant 10)

Similar views were expressed by Participant 11:

> *Cultivating an understanding of meaning in mentees is still a challenge for me but I can say I try to make them understand processes and the goals in the activities that we do.* (Participant 11)

Participant 14 added:

> *I am fairly able to encourage the meaning/purpose within mentees in relation to their jobs. I do so by effective communication, asking questions to mentees, providing feedback, helping mentees understand the goals and objectives of the organisation, certain tasks, or programmes. I feel a gap exists in line managers, mentors, and mentees to relate how their contribution feeds into the bigger picture of the organisation or department goals which have a negative effect in terms of meaning and belonging.* (Participant 14)

The study found that the participants generally felt that their efforts to cultivate meaning in mentees' work experiences was dependent on other mentor competencies such as effective communication, but, most importantly, how it all fits together in the organisation.

Accomplishing goals

Question 8: Reflect on your ability to accomplish goals related to mentoring.

Most mentors indicated that they managed to achieve set goals related to mentoring. One of the aspects they alluded to was that they planned the mentoring programmes to be completed in relation to available time and resources. Given that the mentors were responsible for planning the mentoring program, they felt that they could not fail to achieve mentoring objectives. However, there were exceptional cases where mentors indicated that management had imposed mentoring goals, some of which were difficult to achieve. Participant 12 said:

> *If I am allowed to set the goals, I look at the available time and resources to accomplish a mentoring programme. I rarely miss set goals in such circumstances.* (Participant 12)

Participant 13 added:

> *From my experience as a mentor, I can set my success rate in fulfilling set goals at 80 per cent. Of course, there are other unforeseen disruptions such as Covid-19, other illnesses and company programmes that affect the achievement of set mentoring goals.* (Participant 13)

There were, however, a few participants who felt that the fulfilment of mentoring goals was often affected by interference and through the imposition of mentoring programmes by senior management in the organisation. These views were aptly echoed by Participant 6 who said:

> *Personally, I have struggled to meet set goals because every time, the management sets goals for me even if they are unrealistic and I am not sure that the best practices or tools are used to craft SMART goals.* (Participant 6)

Participant 15 concurred:

> *Management sometimes serves as a stumbling block to fulfilling set mentoring goals. They take over the design and approach of the mentoring programme and plan without really understanding the concept of mentoring.* (Participant 15)

Relating to the fulfilment of set mentoring goals, the findings showed that there are two existing situations; one where mentors have the freedom to set goals and the other

where goals are set by management. Mentors were generally able to do better when they were responsible for setting the goals than when it was a top-down approach.

6.5 Discussion of the pre-test findings

Before the mentor development journey, many participants were not aware of their roles and responsibilities. Most participants became mentors due to job-related obligations. They revealed that they had become mentors to satisfy a request by their superiors. Both the qualitative and quantitative findings (Tables 6.1 and 6.2) indicate that before the mentor development journey, the mentors lacked understanding of their roles and responsibilities.

A significant number of participants were satisfied with their ability to build positive relationships with mentees. Before embarking on the mentor development journey, most mentors were unable to communicate effectively with mentees from different cultural, language and religious groups.

The study established that before the mentor development journey, most of the mentors' faced challenges in helping mentees understand the concept of meaning and realise it during the mentoring journey. A mentor development journey was designed to address the gaps in mentor competencies and psychological mindsets identified in mentors.

6.6 Designing the mentor development plan

From the pre-test findings and the literature reviewed in Chapters 2 and 3, mentoring in multinational contexts is complex and there is a need for mentor development programmes to address the gap in mentor competencies and psychological mindsets. Most of the mentor development literature focuses mostly on the following aspects: advantages of mentoring and the importance of good mentor-mentee relationships (Wanberg *et al.*, 2003; Clutterbuck, 2005; Vanderbilt, 2010; Taglieber, 2011; Pam and Lomas, 2015; Bidwel, 2019; Cox, 2022; Bagnoli, Estache and Fourati, 2021), and challenges that may be experienced during the mentor development programme (Clutterbuck, 2005). Mezius and Scandura's (2005) research on mentoring was rather prescriptive. The study suggested ways to provide expatriates with the required mentoring to enable them to adjust to the new culture, both at work and on a personal

level. However, there is a dearth of research on developing individual mentoring competencies and psychological mindsets of mentors. The following theoretical perspectives informed the mentor development journey, which revolves around Bloom's Taxonomy.

Application of Bloom's Taxonomy during the mentor development journey

The following steps were followed in implementing Bloom's Taxonomy during the mentor development journey:

Level 1: Remembering

For this level, the researcher targeted the cognitive rigour of mentors. Therefore, each module included a component that tasked mentors to recall key information. For example, mentors were asked to outline the qualities of a mentor.

Level 2: Understanding

The mentor development journey was designed to improve the mentors' level of understanding. This was done by including memory sessions during the programme, where mentors would be asked to offer a recap of previously learnt aspects. For example, the first 20 minutes of each module were dedicated to a recap of aspects concerning the module taught in the previous session. The programme posed situations which prompted mentors to demonstrate their understanding of mentoring aspects taught in previous sessions.

Level 3: Applying

The modules included application of taught mentoring aspects. This involved sessions which aimed to assess mentors' knowledge and understanding of mentoring and applying the knowledge and understanding to different mentoring situations. Therefore, the most applicable methodology for this activity was role play.

Level 4: Analysing

Following the application of mentoring kills, the next stage was to allow the mentors to analyse their application. During the analysis of the role play sessions, group discussions and individual reflection were employed. These methods helped mentors

to draw connections between ideas, thinking critically, and to break information down into the sum of its parts.

Level 5: Evaluation

After the analysis, an evaluation session of the mentoring activity was conducted. During this activity, group discussions were employed as mentors made accurate assessments or judgements about different concepts. Mentors made inferences, found effective solutions to problems and justified conclusions, while drawing on their knowledge and understanding of mentoring.

Level 6: Creating

This is the aim of the mentor development journey. As indicated by Bloom's Taxonomy, this final stage tasked mentors with demonstrating what they had learnt by creating something new; either tangible or conceptual. This included activities such as writing a report, creating a mentor plan, or revising the current mentor development programme to improve its results.

6.7 The mentor development journey

The quantitative and qualitative findings from the pre-mentor development assessment questionnaire and interviews were aligned with the findings from a study that the AGP talent management team conducted in 2016. The aim was to identify the root cause of the numerous failed mentoring programmes which resulted in failed assignments, increased staff turnover and ultimately a loss of revenue for the organisation. As indicated before, the findings of the internal investigation illustrated a lack of mentor competencies and positive psychological mindsets as key challenges (Kutlay, 2016; Al Hosani, 2019).

More specific challenges that emerged included poor mentor-mentee relationships due to a lack of resources (training and tools) and competency gaps specifically in terms of communication, giving and seeking feedback, conflict resolution, planning and interpersonal skills. Considering the above-mentioned shortcomings, a three-month mentor development journey was designed. The three-month journey was aligned with Mentor's (2005) recommendations that what is important are credit hours for the mentoring programme and not necessarily the number of months or years that

the programme lasts. According to Mentor (2015), at a minimum, mentors and mentees should meet regularly – at least four hours per month, which translates to a total of 60 hours per year. In the case of the mentor development journey for this study, there were 25 core modules (see Table 6.3), two modules being delivered per week with a total of six hours of direct teaching. Therefore, at the end of the three-month journey, mentors had undergone 150 hours of training. The mentor development journey was conducted over a 3-month period from 1 December 2021 to 1 March 2022. All 15 mentors were part of the programme.

The AGP mentor development journey adopted a modular blended learning approach. Blended learning is a concept that includes the framing of teaching and learning process that incorporates both face-to-face teaching and teaching supported by Information Communication Technology (ICT) (Lalima and Dangwal, 2017). Blended learning was chosen as the ICT component helped to minimise instructor-mentor physical contact as part of the health measures during the Covid-19 pandemic. The blended learning approach also allowed instructors and mentors an online or offline mode, so that mentors could have more time for creative and cooperative exercises. A range of delivery methodologies (as indicated below) were spread out across the different modules to ensure mentor engagement and accelerate mentor development. This included:

- ✓ Concept development through in-person instructor-led training sessions.
- ✓ Concept development through virtual instructor-led training sessions.
- ✓ Simulations and case studies.
- ✓ E-learning.
- ✓ Role plays and interactive learning using mentoring toolkits; and
- ✓ Experiential learning through application.

The mentor development journey included formal modular competency assessments using the AGP SAP Success Factors Learning Management System. All modules contained post-competency assessment consisting of 10 questions (comprising of a combination of explanatory questions and multiple-choice questions) to ensure understanding and deal with identified competency gaps. The minimum pass mark for all modular competency assessments was 80%. Mentors were allowed retake the assessment if they scored less than 80%, until they demonstrated understanding at

the required level. Table 6.3 details the modules that formed part of the mentor development journey.

Table 6.3: Mentor development journey modules

Modular overview	
Module 1	Introduction to mentoring (types, functions and benefits)
Module 2	Difference between coaching and mentoring
Module 3	Roles and responsibilities of mentors and mentees
Module 4	Mentoring pitfalls and risk management
Module 5	Mentee goal setting and Personal Development Plans
Module 6	Fixed mindset vs growth mindset
Module 7	Individual learning preferences (learning styles)
Module 8	Myers-Briggs personality types
Module 9	Brain-based conversation theories
Module 10	NLP techniques 101
Module 11	Emotional intelligence and psychological safety
Module 12	Habits (developing new and discarding the old)
Module 13	Mentor-mentee relationship management
Module 14	Building rapport with a mentee
Module 15	Building and maintaining trust with a mentee
Module 16	Conflict management
Module 17	Effective communication and influencing
Module 18	Empathic listening (listening for potential)
Module 19	Giving and seeking feedback
Module 20	Motivation and encouraging personal growth in mentees
Module 21	Effective questioning skills
Module 22	Having difficult performance conversations
Module 23	Fostering collaboration and engagement with mentees
Module 24	AGP mentoring plan and tools
Module 25	Managing your own time and energy

6.8 Post-test findings

The next section presents the findings of the assessment of mentees after the completion of the mentor development journey.

6.8.1 Quantitative findings

After the mentor development journey which covered the modules highlighted in Table 6.4, the mentors were asked to respond to a self-assessment questionnaire (Appendix 1).

6.8.1.1. Mentor competencies

The first segment of the self-assessment questionnaire addressed the mentor competencies which are presented in Table 6.4 below.

Table 6.4: Findings on mentor competencies (post-test)

1 = Strongly disagree; 2 = Disagree; 3 = Slightly disagree;
4 = Slightly agree; 5 = Agree; 6 = Strongly agree.

Mentor competencies							
Scale		**1**	**2**	**3**	**4**	**5**	**6**
		Percentage					
6.4.1	My mentoring approach contributes to mentees finding meaning in their jobs.			6.7	33.3	26.7	33.3
6.4.2	I am well acquainted with the roles and responsibilities of being a mentor.				13.3	40	46.7
6.4.3	I am well acquainted with the roles and responsibilities of mentees.					80	20
6.4.4	I invite and welcome feedback from mentees for my own developmental purposes.			20	26.7	26.7	26.7
6.4.5	I am able to communicate effectively with mentees from different cultural, language and religious groups.				33.3	40	26.7
6.4.6	I practice empathic listening.				33.3	40	26.7
6.4.7	In partnership with the mentee, I support and guide them to set realistic goals.				26.7	46.7	26.7
6.4.8	I am able to assist mentees to develop strategies to achieve their goals.				26.7	46.7	26.7
6.4.9	I am able to provide constructive feedback to mentees.				40	40	20
6.4.10	I am able to stimulate creativity in mentees.			26.7	13.3	53.3	6.7

6.4.11	I provide networking opportunities to mentees.				33.3	46.7	20
6.4.12	I am able to effectively manage my own time and energy.		6.7	33.3	13.3	33.3	13.3
6.4.13	I prioritise my mentoring engagements.				46.7	33.3	20
6.4.14	I can effectively support mentees to identify future career opportunities/aspirations.			6.7	20	53.3	20
6.4.15	I effectively support mentees to bridge developmental gaps.				33.3	53.3	13.3
6.4.16	I am well acquainted with the AGP mentoring plans and tools.			6.7	20	40	33.3
6.4.17	I follow the predefined AGP mentoring plan.			6.7	33.3	46.7	13.3
6.4.18	My mentoring approach helps mentees understand work-related expectations.			6.7	20	53.3	20
6.4.19	My mentoring approach supports mentees to find innovative solutions to challenges.			6.7	6.7	60	26.7
6.4.20	I praise mentees when they excel.			6.7	20	40	33.3

Table 6.4 displays the post-assessment responses related to mentor competencies. The questions focused on the following key areas of mentor competencies: meaning, roles and responsibilities of a mentor, roles and responsibilities of a mentee, communication, empathic listening, realistic goals, feedback, networking, time management, mentoring engagement, mentee support, bridging development gaps, AGP mentoring tools, AGP mentoring plan, mentoring approach, innovative solutions and praising mentees. This is explained below.

Meaning

Following the mentor development journey, 6.7% of the mentors slightly disagreed with the statement that their mentoring approach contributes to mentees finding meaning in their jobs (see question 6.4.1), 33.3% slightly agreed, 26.7% agreed, and

33.3% strongly agreed. This indicates that most of the mentors now felt satisfied with their mentoring competencies in helping mentees to find meaning in their jobs; marking a significant improvement as compared to the pre-mentor development phase.

Roles and responsibilities of a mentor

The data showed that post-mentor development journey, 13.3% of the mentors slightly agreed that they were now well acquainted with their own roles and responsibilities (see question 6.4.2), 40% agreed, and 46.7% strongly agreed. This indicates that after mentor development, each mentor became acquainted with his or her roles and responsibilities.

Roles and responsibilities of a mentee

The findings revealed that 80% of the mentors were now well acquainted with mentees' roles and responsibilities after the mentor development journey (see question 6.4.3), with 20% indicating strong agreement. The data reflects that the mentor development journey had improved mentor competencies regarding knowledge of the roles and responsibilities of mentees.

Feedback

Data collected post-mentor development journey indicated that 20% of the mentors slightly disagreed that they were able to invite and welcome feedback for their own developmental purposes (see question 6.4.4), 26.7% slightly agreed, 26.7% agreed and 6.7% strongly agreed. This indicates that a larger percentage of mentors developed the ability to be receptive to ideas from others during the mentor development journey.

Communication

After the mentor development journey, 33.5% of mentors slightly agreed that they were now able to communicate effectively with the mentees from different cultural, language and religious groups (see question 6.4.5), 40% agreed and 26.7% strongly agreed. This data indicates that every mentor was able to communicate effectively with mentees after the mentor development journey.

Empathic listening

According to the findings, 33.3% of the mentors slightly agreed that they were now able to practice empathic listening (see question 6.4.6), 40% agreed and 26.7% strongly agreed. This shows that mentoring competencies had greatly improved because of the mentor development journey, as all the mentors were able to practice empathic listening.

Realistic goals

After the mentor development journey, 26.7% of the mentors slightly agreed with the statement that, in partnership with the mentee, they were able support and guide them to set realistic goals (see question 6.4.7), 46.7% agreed and 26.7% strongly agreed. Generally, the mentor development journey supported and guided mentees to set realistic goals.

Strategies to achieve their goals

The data showed that after the mentor development journey, most of the mentors (26.6%) slightly agreed, (46.7%) agreed and (26.7%) strongly agreed with the statement that they were now able to assist mentees to develop strategies to achieve their goals.

Feedback

From the data, 40% of the mentors slightly agreed that they were now able to provide constructive feedback to mentees (see question 6.4.9). Forty per cent (40%) of the mentors agreed and 20% strongly agreed. The finding shows that the mentor development journey enabled mentors to provide constructive feedback to mentees.

Stimulating creativity

The findings show that after the mentor development journey, 26.7% of the mentors slightly disagreed that they were able to stimulate creativity in mentees (see question 6.4.10), 13.3% slightly agreed, 53.3% agreed and 6.7% strongly agreed. The majority of mentors were able to stimulate creativity in mentees after being part of the mentor development journey.

Networking

Following the mentor development journey, 33.3% of the mentors slightly agreed with the statement that they were now able to provide networking opportunities to mentees after undergoing the mentor development journey (see question 6.4.11). Of the mentors, 46.7% of them agreed and 20% strongly agreed. In general, all the participants were able to provide networking opportunities to mentees. This highlights the significance of the mentor development initiative.

Time management

Of the mentors, 6.7% of them disagreed that they were able to effectively manage their own time and energy (see question 6.4.12), 33.3% slightly disagreed, 13.3% slightly agreed, 33.3% agreed and 13.3% strongly agreed. Findings show that time management remains a challenge for mentees.

Mentoring engagement

The findings showed that 46.7% of the mentors slightly agreed that they prioritised their mentoring engagements (see question 6.4.13), 33.3% agreed and 20% strongly agreed. The data highlights that all the mentors who participated in the mentor development journey managed to improve on the way they prioritised mentoring engagements.

Mentee support

The data indicated that 6.7% of the mentors slightly disagreed that they could effectively support mentees to identify future career opportunities (see question 6.4.14), 20% slightly agreed, 53.3% agreed and 20% strongly agreed. This indicates that the mentor development journey was effective in terms of helping the mentors to support mentees in identifying future career opportunities.

Bridging development gaps

The findings revealed that 33.3% of the mentors slightly agreed that they were now able to effectively support mentees to bridge developmental gaps (see question 6.4.15), 53.3% agreed and 13.3% strongly agreed. The data shows that after the mentor development journey, all the mentors were able to support mentees to bridge developmental gaps.

AGP mentoring plans and tools

The results showed that 6.7% of the mentors slightly agreed that they were acquainted with the AGP mentoring plans and tools (see question 6.4.16), 20% slightly agreed, 40% agreed and 33.3% strongly agreed. This highlights that the mentor development journey enhanced mentors' understanding of AGP mentoring plans and tools.

AGP mentoring plan

The data showed that that after the mentor development journey, 6.7% of the mentors slightly disagreed that they were now able to follow the predefined AGP mentoring plan (see question 6.4.17), 33.3% slightly agreed, 46.7% agreed and 13.3% strongly agreed. In general, it can be noted that a significant number of mentors gained knowledge on how to follow an AGP mentoring plan designed for mentors.

Mentoring approach

According to the data, 6.7% of the mentors slightly disagreed that their mentoring approach helped mentees to understand work-related expectations (see question 6.4.18), 20% slightly disagreed, 53.3% agreed and 20% strongly agreed. This indicates that the mentor development plan enhanced mentors' ability to employ mentoring approaches which helped mentees to understand work-related expectations.

Innovative solutions

Based on the findings, 6.7% of the mentors slightly disagreed that their mentoring approach supported mentees to find innovative solutions to challenges (see question 6.4.19), 6.7% slightly agreed, 60% agreed and 26.7% strongly agreed. The data reflects that the mentor development journey was effective in improving mentors' competencies regarding selection and the use of the best approaches to support mentees to find innovative solutions to challenges.

Praising mentees

Data reveals that 6.7% of the mentors slightly disagreed that they praise mentees when they excel (see question 6.4.20), 20% slightly agreed, 40% agreed and 33.3% strongly agreed. The findings show that after the mentor development journey, mentors understood the value of positive emotion which can be attributed to praise. The mentor development journey helped mentors to be able to praise mentees when they excelled.

6.8.1.2. Psychological mindsets

Having analysed the AGP mentors' responses on questions related to mentor competencies, they were asked to indicate their level of competency on psychological mindsets, as indicated in Table 6.5 below.

Table 6.5: Post-test findings on psychological mindsets

Psychological mindsets							
Scale		**1**	**2**	**3**	**4**	**5**	**6**
		Percentages					
6.5.1	I am able to develop good interpersonal relationships with mentees.			13.3	20	53.3	13.3
6.5.2	I understand inter-cultural differences and associated challenges in a multinational setting.				26.7	33.3	40
6.5.3	I have the ability to comprehend both the personal and work-related challenges of mentees.				33.3	66.7	
6.5.4	I am able to create a safe space for mentees to excel, shine and build confidence.				46.7	33.3	20
6.5.5	I regard myself as a positive role model for other mentors.			6.7	33.3	40	20
6.5.6	I am able to gain the trust of mentees.			6.7	20	60	13.3

6.5.7	I am able to motivate mentees.			6.7	33.3	46.7	13.3
6.5.8	I can effectively resolve conflict with my mentees.				20	60	20
6.5.9	My mentoring approach helps the mentee to develop a clear sense of purpose.			13.3	46.7	33.3	6.7
6.5.10	I support mentees in developing a growth mindset.				20	60	20
6.5.11	I maintain a positive attitude throughout my interaction with mentees.			6.7	53.3	33.3	6.7
6.5.12	In setting goals, I have a clear vision of what I personally want to achieve.			26.7	20	40	13.3
6.5.13	I focus on the strengths of mentees rather than their weaknesses.				33.3	46.7	20
6.5.14	I interact with mentees in ways that promote positive behaviour.				26.7	60	13.3
6.5.15	I maintain meaningful and fulfilling relationships with mentees even after the formal mentoring stops.		6.7	33.3	20	33.3	6.7
6.5.16	I am able to display compassion and concern towards the challenges faced by mentees.			6.7	33.3	46.7	13.3
6.5.17	I am receptive to ideas from mentees.			6.7	26.7	53.3	13.3
6.5.18	I invite and welcome feedback from mentees for my own developmental purposes			20	26.7	26.7	26.7

Table 6.5 displays the results of the self-evaluation after respondents had completed the mentor development journey. The questions focused on the following key areas relating to psychological mindsets: interpersonal relationships, understanding cultural differences, comprehending work-related challenges of mentees, safe spaces, role modelling, trust, motivation, conflict resolution, sense of purpose, growth mindset, positive attitude,

mentees' strengths and weaknesses, positive behaviour, meaning, compassion and mentors' ability listen to mentees' ideas. This is explained below.

Interpersonal relationships

The results showed that 13.3% of the mentors slightly disagreed that they were able to develop good interpersonal relationships with mentees (see question 6.5.1), 20% slightly agreed, 53.3% agreed and 13.3% strongly agreed. This clearly indicates that most of the mentors gained skills for building interpersonal relationship with mentees during the mentor development journey.

Understanding cultural differences

The findings showed that 26.7% of the mentors slightly disagreed that they understood inter-cultural differences and associated challenges in a multinational setting (see question 6.5.2), 33.3% slightly agreed and 40% agreed. The data shows a marked change from the pre-mentor development figures which reflected that most mentors did not fully understand how to handle mentoring in multicultural settings. After the mentor development journey, most of the mentors were able to navigate multicultural differences during the mentoring journey.

Comprehending work-related challenges of mentees

Following the mentor development programme, 33.3% of the mentors slightly agreed that they were able to comprehend both the personal and work-related challenges of mentees (see question 6.5.3) and 66.7% agreed. This data shows that the mentors gained a better understanding of the challenges of mentees after completing the mentor development journey.

Safe spaces

The data indicated that 46.7% of mentors slightly agreed that they were able to create a safe space for mentees to excel, shine and build confidence (see question 6.5.4). Of the mentors, 33.3% of them agreed and 20% strongly agreed. This data indicates that the mentor development journey assisted mentors to create safe spaces for mentees to excel.

Role modelling

The responses from the mentors showed that 6.7% of the mentors slightly disagreed that they regarded themselves as a positive role model for other mentors (see question 6.5.5), 33.3% slightly agreed, 40% agreed and 20% strongly agreed. Most respondents regarded themselves as role models after completing the mentor development journey.

Trust

The data revealed that 6.7% of the mentors slightly disagreed with the statement that they had gained the trust of the mentees (see question 6.5.6), 20% slightly agreed, 60% agreed and 13.3% strongly agreed. Based on the findings, mentors indicated they were able to gain the trust of mentees better than before the mentor development journey.

Motivation

The results showed that 6.7% of the mentors slightly agreed that they were able to motivate mentees (see question 6.5.7), 33.3% slightly agreed, 46.7% agreed and 13.3% strongly agreed. The findings highlight that more than 90% of the mentors were better able to motivate the mentees after completing the mentor development journey.

Conflict resolution

The data revealed that 20% of the mentors slightly agreed that they were now able to effectively resolve conflicts with their mentees after undergoing the mentor development journey (see question 6.5.8), 60% agreed and 20% strongly agreed. This clearly indicates that the mentor development journey was effective in helping mentors with conflict resolution skills.

Sense of purpose

According to the data, 13.3% of the mentors slightly disagreed that their mentoring approach helped the mentee to develop a clear sense of purpose (see question 6.5.9), 46.7% slightly agreed, 33.3% agreed and 6.7% strongly agreed. The information clearly indicates that most of the mentors were able to assist the mentees to develop a clear sense of purpose after undergoing the mentor development journey.

Growth mindset

Responses from mentors showed that 20% of the mentors slightly agreed that they were able to support mentees in developing a growth mindset (see question 6.5.10), 60% agreed and 20% strongly agreed. It can be concluded that the mentors gained an increase in knowledge and skills from the mentor development journey as there was an improvement in their competency in supporting mentees to develop a growth mindset.

Positive attitude

After the mentor development programme, 6.7% of the mentors maintained a positive attitude throughout their interaction with mentees following the mentor development journey (see question 6.5.11), 53.3% slightly agreed, 33.3% agreed and 6.7% strongly agreed. Most of the mentors were able to better maintain a positive attitude throughout their interaction with mentees.

Clear goals

The data indicated that 26.7% of the mentors slightly disagreed that in setting goals they were able to have clear vision of what they personally wanted to achieve (see question 6.5.12), 20% of the mentors slightly agreed, 40% agreed and 13.3% strongly agreed. As a result of the mentor development journey, most of the mentors were able to formulate a clear vision of what they wanted to achieve.

Focus on mentees' strengths not weaknesses

According to the data, following the mentor development journey, 33.3% of the mentors slightly agreed that they were able to focus on the strengths of mentees rather than their weaknesses (see question 6.5.13), 46.7% of the mentors agreed and 20% strongly agreed. This clearly indicates that mentors were able to focus better on the strengths of mentees after completing the mentor development journey.

Promoting positive behaviour

The findings showed that 26.7% of the mentors slightly agreed that they were able to interact with mentees in ways that promoted positive behaviour (see question 6.5.14), 60% agreed and 13.3% strongly agreed. It can be concluded that the mentor development

journey was effective in helping mentors to improve their approach in influencing positive behaviour in mentees.

Relationship with mentees

The results revealed that 6.7% of the mentors disagreed that they maintained meaningful and fulfilling relationships with mentees even after the formal mentoring had ended (see question 6.5.15), 33.3% slightly agreed, 20% slightly agreed, 33.3% agreed and 6.7% strongly agreed. Based on the data, it can be concluded that the mentor development journey was effective in helping mentors to understand the importance of keeping in touch with mentees after the mentoring journey had been completed.

Compassion

The findings indicated that, following the mentor development journey, 6.7% of the mentors slightly disagreed that they were able to display compassion and concern towards the challenges faced by mentees (see question 6.5.16), 33.3% slightly agreed, 46.7% agreed and 13.3% strongly agreed. The data clearly indicates that most mentors were able to display compassion and concern towards the challenges faced by mentees.

Receptiveness to ideas from mentees

The findings showed that 6.7% of the mentors slightly disagreed that they were receptive to ideas from mentees after the mentor development journey (see question 6.5.17), 26.7% slightly agreed, 53.3% agreed and 13.3% strongly agreed. The data indicates the effectiveness of mentor development programmes in becoming receptive to ideas from mentees.

Feedback

After the mentor development journey, 20% of mentors were now able to invite and welcome feedback from mentees for their own developmental purposes (see question 6.5.18). There seems to be equal distribution among those who slightly agreed, agreed and strongly agreed with 26.7%. Overall, most of the mentors drew benefit from the mentor development journey as they were able to invite and welcome feedback from mentees.

Table below 6.6 indicates the t-test results to indicate respondents' pre- and post-test scores.

Table 6.6: Results of the mentor development intervention relating to mentor competencies (pre-test and post-test)

Item	Mentor competencies	N	Post-mean	Pre-mean	Mean difference	Z-value	p-value
6.6.1	My mentoring approach contributes to mentees finding meaning in their jobs.	15	4.87	3.27	1.6	3.097	0.002
6.6.2	I am well acquainted with the roles and responsibilities of being a mentor.	15	5.33	3.27	2.06	3.220	0.001
6.6.3	I am well acquainted with the roles and responsibilities of mentees.	15	5.20	3.33	1.87	3.209	0.001
6.6.4	I can communicate effectively with mentees from different cultural, language and religious groups.	15	4.93	3.53	1.4	3.111	0.002
6.6.5	I practice empathic listening.	15	4.93	3.47	1.46	3.236	0.001
6.6.6	In partnership with the mentee, I support and guide them to set realistic goals.	15	5.00	3.87	1.13	2.984	0.003
6.6.7	I can provide constructive feedback to mentees.	15	4.80	3.60	1.2	3.140	0.002
6.6.8	I can stimulate creativity in mentees.	15	4.40	4.07	0.33	1.667	**0.096***
6.6.9	I provide networking opportunities to mentees.	15	4.87	4.13	0.74	2.230	0.026
6.6.10	I can effectively manage my own time and energy.	15	4.13	3.20	0.93	2.739	0.006
6.6.11	I prioritise my mentoring engagements.	15	4.73	3.53	1.2	2.694	0.007
6.6.12	I can effectively support mentees to identify future career opportunities/ aspirations.	15	4.87	3.93	0.94	2.558	0.011
6.6.13	I effectively support mentees to bridge developmental gaps.	15	4.80	4.27	0.53	1.705	**0.088***

Item	Mentor competencies	N	Post-mean	Pre-mean	Mean difference	Z-value	p-value
6.6.14	I am well acquainted with the corporation's mentoring plans and tools.	15	5.00	3.40	1.6	3.114	0.002
6.6.15	I follow the corporation's mentoring plan.	15	4.67	4.00	0.67	2.140	0.032
6.6.16	My mentoring approach helps mentees understand work-related expectations.	15	4.87	4.13	0.74	2.157	0.031
6.6.17	My mentoring approach supports mentees to find innovative solutions to challenges.	15	5.07	4.00	1.07	2.539	0.011
6.6.18	I praise mentees when they excel.	15	5.00	4.07	0.93	2.558	0.011

***Indicates no statistically significant difference between the pre- and post-intervention scores**

Table 6.6 indicates that the mentor development journey had a positive impact on all mentor competencies, except for two items 'I can stimulate creativity in mentees' (0.096) and 'I effectively support mentees to bridge developmental gaps' (0.088).

Table 6.7: Pre- and post-mentor development results for psychological mindsets

Item	Psychological mindsets	N	Post-mean	Pre-mean	Mean difference	Z-value	p-value
6.7.1	I invite and welcome feedback from mentees for my own developmental purposes.	15	4.60	3.93	1.22	-2.232	0.026
6.7.2	I can develop good interpersonal relationships with mentees.	15	4.67	3.80	1.32	-2.266	0.023
6.7.3	I understand inter-cultural differences and associated challenges in a multinational setting.	15	4.13	4.00	1.07	-.707	**0.480***
6.7.4	I can comprehend both the personal and work-related challenges of mentees.	15	4.67	4.07	1.10	-1.983	0.047
6.7.5	I can create a safe space for mentees to excel, shine and build confidence.	15	4.73	3.73	0.88	-2.762	0.006
6.7.6	I regard myself as a positive role model for other mentors.	15	4.73	4.07	1.10	-2.332	0.020

Item	Psychological mindsets	N	Post-mean	Pre-mean	Mean difference	Z-value	p-value
6.7.7	I can gain the trust of mentees.	15	4.80	3.80	0.94	-2.719	0.007
6.7.8	I can motivate mentees.	15	4.67	3.73	1.28	-2.547	0.011
6.7.9	I can effectively resolve conflict with my mentees.	15	5.00	3.80	0.94	-3.166	0.002
6.7.10	My mentoring approach helps the mentee to develop a clear sense of purpose.	15	4.33	3.80	1.08	-2.271	0.023
6.7.11	I support mentees in developing a growth mindset.	15	5.00	3.87	0.92	-3.213	0.001
6.7.12	I maintain a positive attitude throughout my interaction with mentees.	15	4.40	3.67	1.11	-2.653	0.008
6.7.13	In setting goals, I have a clear vision of what I personally want to achieve.	15	4.40	3.80	1.15	-2.251	0.024
6.7.14	I focus on the strengths of mentees rather than their weaknesses.	15	4.87	3.53	1.19	-2.862	0.004
6.7.15	I interact with mentees in ways that promote positive behaviour.	15	4.87	3.87	1.06	-3.035	0.002
6.7.16	I maintain meaningful and fulfilling relationships with mentees even after the formal mentoring stops.	15	4.00	3.47	1.13	-2.271	0.023
6.7.17	I can display compassion and concern towards the challenges faced by mentees.	15	4.67	3.67	1.11	-2.683	0.007
6.7.18	I am receptive to ideas from mentees.	15	4.73	3.93	0.88	-2.762	0.006

***Indicates no statistically significant difference between the pre- and post-intervention scores**

Table 6.7 indicates that the mentor development journey had a positive impact on all psychological mindset factors of the mentors except for one: ‘I understand inter-cultural differences and associated challenges in a multinational setting’ (0.480).

6.8.3 Qualitative analysis

After completing the mentor development journey, the researcher was interested in understanding the impact of the programme on mentees. The mentors were interviewed

regarding their perceptions on mentor competencies and psychological mindsets after they had undergone the mentor development journey (see Appendix 2).

6.9 Assessment of mentor competencies and psychological mindsets of mentors after the mentor development journey

6.9.1 Refection on mentor competencies

Question 1: Upon completing the AGP mentor development journey, reflect on the competencies that, according to you, are required from mentors.

After undergoing the mentor development journey, most of the participants indicated that they had learnt valuable aspects related to mentor competencies. Of these competencies, they indicated some which they had acquired during the mentor development journey which are important for a mentor to have.

Empathic listening

Most of the participants highlighted the mentor development journey had helped them to understand the value of empathic listening in mentoring. They indicated that empathic listening is the most basic mentoring skill which the other mentor competencies build on and require. Expressing the importance of empathic listening, the participants highlighted the following:

> *When you listen well, you demonstrate to your mentees that their concerns have been heard and understood. As a result, they feel accepted by you, and trust builds.* (Participant 1)

Participant 3 added:

> *The way you indicate you're listening intently is by performing several observable behaviours. For example, if you're an empathic listener, you should be able to express emotions that speak to the mentee's emotions. This is what I gained from the mentor development sessions.* (Participant 3)

Based on the above sentiments from participants, it can be concluded that the modules they covered during the mentor development journey helped them to increase their knowledge and application of mentor competencies.

Feedback

The participants regarded the mentor's ability to invite and welcome feedback from the mentees as one of the mentor competencies that helps to build trust between the mentor and the mentee. Most of the participants indicated that the mentor development modules were helpful in improving their ability to invite and give feedback to mentees. Commenting on the impact of the mentor development journey, Participant 4 expressed:

The modules helped me to appreciate the value of feedback on mentees and their attitude to the mentoring relationship. Inviting feedback from them as well as giving them feedback helps to build trust between mentor and mentee. The more your mentors and mentees trust you, the more devoted they will be to your collaborative efforts, and the more effective you will be. (Participant 4)

Sharing similar views, Participant 8 said:

> *One important lesson I learnt from the mentor development journey is to understand that mentoring can only be effective if the two-way communication process is strengthened through feedback. Also, that, as a mentee, I should be humble enough to accept feedback from the mentee as this helps me to address my limitations which may affect the mentoring journey*. (Participant 8)

Evidently, the mentor development journey had a significant impact on mentors' ability to handle feedback. Some participants, who were initially uncomfortable with inviting feedback from mentees for fear of feeling undermined by negative feedback, indicated that they were finally able to invite feedback regardless of its nature.

Identification of realistic goals

Following the mentor development journey, the participants were satisfied with their new-found ability to identify realistic goals. The dominant perception which the participants

raised was that both the mentor and mentee should have a personal vision, specific goals, and a good grasp of current reality. Participant 9 commented thus:

> *I learned that as a mentor, you must be clear about and communicate with your mentees about their aspirations, dreams, and career/life goals. They'll be interested in your present reality (your perception of your own strengths and limits, as well as the current reality of events inside your business) and will want assistance in recognising their own.* (Participant 9)

Participant 12 added that mentees should also have the skill to set realistic goals:

> *As a mentee, you will also require this competence. Before you ask for support, you should be aware of your tentative objectives, strengths, areas for improvement, and the precise assistance you require. You should talk to your mentors about this. The more conscious you are of these, and the more correctly you can communicate them to possible assistance, the more likely they will be to assist you with your next steps.* (Participant 12)

The above transcripts indicate that the mentor development journey was effective in improving the mentors' skills and competencies with regards to setting realistic goals. One of the key aspects of this competency is engagement between mentor and mentee. Through this relationship, the mentor and mentee can share ideas, goals, challenges and ways to address these challenges.

Praise

Most of the participants expressed that their understanding of the role of praise on mentees' positive emotions and execution of this competence had significantly improved after the mentor development journey. The participants felt that one skill that separates effective mentors from poor mentors is an ability to inspire their mentees to greatness by praising them when they excel. Participant 14 commented on the impact of the mentor development journey on ability to praise mentees as follows:

> *By leading by example and rewarding your mentees for even the tiniest accomplishments, you may guide them down routes that thrill and drive them well beyond their initial goals.* (Participant 14)

Another participant shared related views:

> *In the past (before the mentor development journey), I used to ignore small achievements by my mentee, such as managing time. After the mentor development journey, I now understand that the simple act of acknowledgement and praise of the mentee's achievement helps to show that their effort is recognised and then they are inspired to do even better next time*. (Participant 15)

The findings indicate that mentees were impressed by the improvement in mentoring skills after going through the mentor development programme. They confirmed that they better understand the impact of praising a mentee.

Positive emotions

Question 2: Indicate to what extent you possess the above-mentioned competencies upon completing the AGP mentor development journey.

The participants indicated that the mentor development journey had helped them to deal with their weak areas. For instance, most of the mentees faced challenges in engaging mentees in a manner that suited their situation. After undergoing the mentor development journey, most of the mentors reported an improvement in imparting positive emotion to mentees. Participant 2 expressed:

> *What I have learnt on this subject is that each time I engage the mentee, I should ask myself, are my actions triggering positive or negative exchanges? This helps me to promote a positive experience during my interaction with the mentee.* (Participant 2)

Participant 4 concurred and noted:

> *Before the mentor development programme, I would sometimes interact with the mentee in a high-pitched voice, especially when he is not meeting my*

expectations. But after the mentor development programme, I now understand that more relaxed interactions can easily become positive experiences. (Participant 2)

Other participants acknowledged they had improved in their ability to show positive emotions but felt that, periodically, they needed more of these mentor development programmes. Participant 10 said:

Before the mentor development journey, I used to allow my personal life challenges to dampen my spirit at work and I tended to have a negative view of my abilities as a mentor as well as that of mentee. I should say, there was a slight improvement as now I make a habit of finishing each day by writing down what my mentee has done well and what I have done well as well. This has helped me to counteract my natural bias to ruminate about what went wrong. However, I believe that we need more time and to have regular mentor development programmes or mentoring workshops. (Participant 10)

Based on the above findings, it can be concluded that the mentor development programme had a positive impact on the mentees' understanding of positive emotions and offered them ways to overcome negative emotion.

Positive relationships

Question 3: Reflect on your ability to build positive relationships with mentees upon completing the AGP mentor development journey.

In the pre-mentor development journey interview, most of the participants indicated that they were satisfied with their competency in terms of developing positive relationships with mentees. Based on this strength, the mentor development journey expanded their knowledge and competencies. The majority of participants regarded their skills level with regards to ability to build positive relationships as excellent. Participants 6, 7 and 8 shared similar views about their competency level after the mentor development journey.

I am now excellent in terms of engaging the mentee and coming up with realistic goals. I have established that by having an open discussion with the mentee about goals, a trusting relationship develops between us. With this trust, I can help the mentee identify and set appropriate goals. (Participant 6)

Participant 7 added:

I am able to show respect to the mentee. The mentor development journey gave me more insights on how to build a positive relationship with the mentee. I learnt that in order to gain respect from the mentee, I should also show respect to the mentee and understand his or her needs. I also learnt that I should allow the mentee to guide what we discuss and how we discuss it and not to ask too many personal questions. (Participant 7)

The above findings indicate that participants appreciated the mentor development journey as it enhanced previously acquired positive relationship competencies.

Engagement with mentees

Question 4: Reflect on your ability to engage with mentees upon completing the AGP mentor development journey.

Most of the participants expressed that the mentor development journey was an opportunity for them to improve the way they engaged with mentees. Most of the participants were impressed that they had added a set of new skills and knowledge about engagement. Participant 8 and 11 expressed satisfaction with their gain in skills in terms of engagement. They said:

I learnt that a mentoring relationship is about achieving progress. This progress can be achieved through feedback and guiding the mentee regularly. When I give criticism to the mentee, it should be constructive so as to improve on the mentee's proficiencies. (Participant 8)

Participant 9 added:

> *The mentor development programme helped me to improve in terms of how I engage the mentee. Key to this engagement was that I should keep a record of the mentee's progress made in the relationship to ensure the partnership is productive*. (Participant 9)

Participant 12 highlighted the importance of setting realistic time frames during engagement with the mentee:

> *I can say I emerged from the mentor development journey with the skills to clearly define the time frame for set goals. I am now able to ensure that the time frame is realistic, taking into account available time and resources and other factors.* (Participant 9)

As indicated by the above transcripts, it can be concluded that mentors came out of the mentor development programme much improved in their ability to engage with mentees. This knowledge is revealed by their knowledge of key elements of engagement which lead to effective mentoring.

Meaning

Question 5: Reflect on your ability to contribute to the meaning mentees experience in their jobs upon completing the AGP mentor development journey.

Before the mentor development programme, most of the participants indicated that they had faced challenges in helping mentees to understand the concept of meaning and realise it during the mentoring journey. They believed that the mentor development journey had been effective in enhancing their understanding of the concept of meaning and how to impart the skill to mentees. Participant 10 commented thus:

> *Unlike before, I now ensure that before we embark on any activity with my mentee, I take time to make the mentee understand the value of the action. For example, why do we have to carry out performance appraisals? How do the appraisals help the employee and the organisation? Once the mentee understands this, I have realised that they develop interest in the activity*. (Participant 10)

Participant 11 added:

> *I believe I am now able to communicate effectively with the mentee about projects, activities and decisions so that they own the project, activity and decision. Without this ownership, the mentee is demotivated and sees no meaning in pursuing it.* (Participant 11)

Based on the views expressed by participants above, it can be established that prior to the mentor development journey, most of the participants had a vague understanding of the concept of meaning. The mentor development journey helped them to better understand meaning and its impact in generating positive emotion.

Accomplishing goals

Question 6: Reflect on your ability to accomplish goals related to mentoring upon completing the AGP mentor development journey.

The biggest impediment to the fulfilment of mentoring goals identified by participants during the pre-mentor development journey interview was the interference of top management in goal setting. Participant 6 said:

> *I strongly believe the mentor development journey helped me to set realistic goals by considering the available resources, time and ability of the mentee. But on the issue of interference by top management, I think the mentor development programme did not address that because they did not invite managers to attend.* (Participant 6)

Participant 8 shared similar views:

> *The managers are the biggest problem that hinder us on our path. They should have been called up to attend this programme so that at the end of the day, both managers and mentors have the same level of understanding regarding goal setting.* (Participant 8)

The above sentiments indicate that top management were excluded from the mentor development journey on the subject of goal setting, where they had been identified as an

impediment. The implication for this exclusion is that they are likely to remain a challenge in future as their weaknesses remain unaddressed.

Strategies used during the mentor development journey

Question7: What were the most useful strategies to develop your mentor competencies during the mentor development journey?

Various methods were used during the mentor development journey. However, the participants differed on which method was impactful in their understanding of concepts. For instance, Participant 1 indicated that role plays were the most useful activity for understanding mentoring situations and how to handle them.

> *Application of mentoring skills using a given situation presents a practical situation to show my mentor competencies. Learning by doing is effective because one quickly reads the situation and responds accordingly. If the situation is repeated in future, the previous experience will be easily used*. (Participant 11)

Participant 12 indicated that memory sessions were very useful:

> *For me it's the memory sessions. I know they can be very humiliating if you fail to recall simple things, but they were very effective in ensuring that I remember learnt concepts.* (Participant 12)

Participant 13 shared a different view:

> *I particularly felt that group discussions were very helpful as a teaching method. During the evaluation sessions, we would use group discussions to critique situations and mentoring problems raised during the session. The interactive nature of group discussions helped me to internalise concepts at the same time.* (Participant 13)

Overall, participants were impressed with the methods that were employed during the mentor development journey. They felt that these methods were effective in enhancing their understanding of mentoring and the acquisition of mentor competencies and psychological mindsets.

Recommendations for future mentor development journeys

Question 8: What else would you have liked to be included in the mentor development journey to further enhance your mentor competencies?

One of the limitations of the mentor development journey that most of the participants raised concerns the exclusion of top management from the programme. The participants felt that when concepts such as goal setting were taught, it would be beneficial to have the managers invited to attend those sessions so that they also learn how to assist mentors regarding goal setting. Participant 3 recommended the following:

> *We indicated that we fail to fulfil goals because of the imposition of goals by management. So, if the management is not attending the mentor development programme, who will teach them to change their top-down management practice in setting goals?* (Participant 3)

Participant 4 added:

> *I believe I have benefitted a lot from the mentor development programme. We last had a similar programme five years ago. I think we need to have mentor development programmes or related programmes periodically. This keeps mentors updated on emerging trends in the field.* (Participant 7)

Participant 10 shared:

> *I think the teaching methods should adopt more simulation so that mentors have a sense of a practical mentoring environment as they learn and practice.* (Participant 10)

Based on the above views expressed by participants, the mentor development programme had some limitations which, if addressed, the mentor development programme could fully help mentors to acquire new mentoring competencies and psychological mindsets.

6.10 Discussion of post-test findings

Based on the findings from the post-test, it is evident that the mentor development journey enhanced mentors' ability to support and guide mentees in setting realistic goals. In addition, the mentor development journey assisted mentors to effectively support mentees to bridge developmental gaps and to maintain a positive attitude throughout their interaction with mentees. After the mentor development journey, findings revealed that most of the participants regarded good communication as essential in building a positive working and development relationship. This concurs with the findings of Montgomery (2017) that good communication skills help mentors to effectively transmit experience to the mentee.

Trust also emanated as an important component of the mentor-mentee relationship. This finding confirms the view that mentoring could be enhanced with a collaborative culture of sharing ideas and experimentation with such ideas between the mentor and the mentee (Nokes, Bullough, Egan, Birrell and Hansen, 2008). Overall, the findings have revealed that the mentor development journey addressed skills and competency gaps that mentors had, and such programmes are necessary for effective mentoring.

6.11 Summary

This chapter focused on the data analysis and presented the findings of the empirical section of this investigation. The chapter commenced with the demographic profile of the respondents followed by the data yielded during the quantitative and qualitative phases (both pre- and post-test) of the study. The pre-test findings illuminated the competency and psychological mindset challenges of mentors, which led to the development of the mentor development journey. The mentor development journey lasted 12 weeks after which a post-test was administered on mentors. The chapter presented the pre-test and post-test findings. The next chapter presents the conclusions, the proposed mentoring framework for AGP, and makes recommendations.

7.1 Introduction

The purpose of this chapter is to present the conclusions that emanated from both the qualitative and quantitative analyses. This chapter presents conclusions for each of the research objectives.

7.2 Conclusions

The demographic composition of the participants showed that most were males, and the majority were between 31 and 40 years of age. Most participants were from middle management and the majority had a tenure of between 6 and 10 years. Forty-seven per cent (47%) of participants had mentoring experience of between 4 and 6 years and twenty per cent (20%) had a PhD qualification.

Research Question (RQ) 1: What are the current competencies and psychological mindsets of AGP mentors?

In an internal investigation, the talent management team of AGP identified lack of trust/rapport between mentors and mentees, ineffective communication, a lack of mentoring commitment and low levels of engagement displayed by mentors as factors affecting mentors. The study employed an intervention-based approach following four phases, namely the pre-test questionnaire, pre-test interview, post-test questionnaire and post-test interview with AGP mentors. The pre-test questionnaire and interview helped the researcher to assess the level of mentor competencies. This informed the design of the mentor development journey.

Summary of pre-test findings related to mentor competencies

Table 7.1 below presents a summary of the conclusions drawn from the pre-test qualitative findings (see section 6.4) and quantitative findings (see Table 6.1) related to mentor competencies.

Table 7.1: Conclusions on the mentor competencies pre-test findings

Mentor competencies	Conclusions
Mentoring approach	Most of the mentors felt that their mentoring approach did not contribute to mentees finding meaning in their jobs.
Roles and responsibilities of being a mentor	Most of the mentors were not well acquainted with the roles and responsibilities of being a mentor.
Roles and responsibilities of mentees	Generally, mentors were acquainted with the roles and responsibilities of being a mentee but nearly half of them still lacked the knowledge.
Communication with mentees in multicultural settings	Most of the mentors faced challenges with communicating effectively with mentees from different cultural, language and religious groups.
Empathic listening	The majority of mentors were able to display empathic listening. However, a significant number still lacked this competency.
Setting realistic goals	Most of the mentors faced challenges in working with the mentee and guiding them to set realistic goals.
Feedback	The majority of mentors were able to provide constructive feedback to mentees. The minority indicated they experienced challenges in giving feedback.
Stimulating creativity	Most of the mentees were able to stimulate creativity in mentees; the minority were not able to stimulate creativity in mentees.
Managing time and energy	Most of the mentors were not able to effectively manage their time and energy during mentoring.
Prioritising mentoring engagements	Most of the mentors were able to prioritise their mentoring engagements. The minority of mentors were not able to prioritise mentoring engagements.

Mentor competencies	Conclusions
Supporting mentees in identifying future career opportunities/aspirations	The majority of mentors were able to effectively support mentees to identify future career opportunities/aspirations.
Supporting mentees to bridge developmental gaps	Most of the mentors were satisfied with their level of competence with regards to supporting mentees to identify developmental gaps.
Acquaintance with the AGP mentoring plans and tools	Most of the mentors were acquainted with the AGP mentoring plans and tools. However, not all mentors fully understand AGP mentoring plans and tools.
Following the predefined AGP mentoring plan	The majority of mentors were not able to follow the predefined AGP mentoring plan.
Mentoring approach	Most of the mentees believed that their mentoring approach helped mentees to understand work-related tasks as well as to find innovative solutions.
Praising mentees	Most of the mentors were able to praise mentees when they excelled.

The qualitative findings (see section 6.4) as well as the quantitative findings (Table 6.1 on mentor competencies revealed that most mentors had low mentor competence levels before the mentor development journey had been conducted.

Summary of pre-test findings related to psychological mindsets

Table 7.2 below presents a summary of the conclusions drawn from the pre-test qualitative findings (see section 6.4) and quantitative (Table 6.2) findings on psychological mindsets.

Table 7.2: Conclusions on the psychological mindset pre-test findings

Psychological mindsets	Conclusions
Developing relationships with mentees	Most of the mentors were not able to build personal relationships with mentees during the mentoring relationship.
Inter-cultural differences and associated challenges in a multinational setting	Most of the mentors were acquainted with inter-cultural differences and associated challenges in a multinational setting.
Comprehending personal and work-related challenges of mentees	Most of the mentors indicated that they were able to comprehend both the personal and work-related challenges of mentees.
Creating a safe space for mentees to excel, shine and build confidence	The majority of mentors were not able to effectively create a safe space for mentees to excel, shine and build confidence.
Being a role model for other mentors	The majority of the mentors felt they were not positive role models for other mentors.
Building trust with mentees	Most of the mentors were able to gain the trust of mentees.
Motivating mentees	Most of the mentors were not able to motivate mentees. The minority were not able to motivate mentees.
Resolving conflict with mentees	Most of the mentors were unable to resolve conflicts with mentees.
Mentoring approach	The majority of mentors felt that their mentoring approach did not effectively help mentees to develop a clear sense of purpose.

Psychological mindsets	Conclusions
Supporting mentees develop a growth mindset	Most of the mentors were unable to support mentees develop a growth mindset.
Positive attitude	The majority of mentors expressed satisfaction with their ability to maintain a positive attitude during mentoring. The minority faced challenges with maintaining a positive attitude.
Setting goals	Most of the mentors were satisfied with their ability to create a clear vision of what they wanted to achieve personally when setting mentoring goals.
Focusing on strengths rather than weaknesses	More than half of the mentors were able to exhibit a growth mindset by focusing on the mentee's strength rather than weaknesses.
Meaningful and fulfilling relationships with mentees	The majority of mentors felt that they were able to maintain meaningful and fulfilling relationships with mentees even after the formal mentoring had stopped.
Compassion and concern towards the challenges faced by mentees	Most of the mentors were able to show compassion and concern towards the challenges faced by mentees.
Receptive to ideas from mentees	Few of the mentors were able to accept ideas from mentees. The majority felt that they were not receptive to ideas raised by mentees.
Feedback	Most of the mentors were able to welcome feedback from mentees for their own developmental purposes.

The qualitative findings (see section 6.4) as well as the quantitative findings (Table 6.2) on psychological mindsets showed that most mentors had low competence levels related to psychological mindsets.

Overview of conclusions relating to pre-test mentor competencies and psychological mindsets

The findings showed that, prior to the mentor development journey (see section 6.4 and Table 6.2), most of the mentors indicated that they had a satisfactory level of competence in the following areas: helping mentees to develop a sense of meaning, praising mentees when they excel, knowledge of a mentor's roles and responsibilities, receiving and giving feedback, following the AGP mentoring plan, mentee support, supporting mentees to bridge developmental gaps, stimulating creativity in mentees, and networking. The findings further revealed that the mentors indicated a lack of proficiency in communication, empathic listening, the ability to set realistic goals, time management, the application of AGP's mentoring plans and tools and the use of a mentoring approach that helped mentees to understand work-related experience. Building a trusted and strong mentoring relationship requires effective communication. The mentor must be able to comprehend the mentee's sentiments and personality (Van Laar, Alexander, Van Dijk and De Haan, 2020). The mentor and mentee's strong communication skills, as well as pleasant communication, exert a favourable influence on the mentee's knowledge and decision-making (Van Laar *et al.*, 2020).

Research shows that communication, support, and mentee performance are independent but closely connected components within a mentoring programme paradigm (Azman and Jui, 2014). Furthermore, empathic listening is critical in mentoring relationships, acting as an incentive for mentees to participate in the programme (Rodriguez and Brady, 2019). According to Rodriguez and Brady (2019), empathy appears to be a result of the programme for mentees and helps other processes that sustain the mentoring relationship over time, such as friendship and reciprocal understanding.

The qualitative findings revealed that the major factor related to the low level of mentor competence was the lack of training and development opportunities. The mentors

strongly felt that they needed training opportunities to improve their mentor competencies. Another factor raised by mentors involved their tenure at AGP. Firstly, mentors who had been working for AGP for less than five years displayed the lowest level of mentoring competence. They felt that the lack of mentor development programmes was a major cause. This conclusion emphasises the significance of mentors' expertise in a specific setting for good mentoring relationships to occur (Aderibigbe, Gray and Colucci-Gray, 2018). According to Trevethan (2017), a mentor's experience determines the capacity to engage in meaningful cooperation with the mentee.

Mentors displayed some areas of strength even before the commencement of the mentor development journey (Table 6.1). The findings show that most mentors were not able to communicate with mentees in multicultural environments. It can be concluded that good communication skills can empower the mentors to improve the ways in which they engage with mentees. Azman and Jui (2014) highlight the overall value of mentor development programmes in improving mentors' capacity to correctly acquire skills and competencies that may result in favourable mentee outcomes.

Another area in which mentors showed satisfactory abilities was the ability to accomplish goals. This competency is linked to time management. In both the qualitative and quantitative findings (Table 6.1), mentors were satisfied with their ability to accomplish goals and manage their time. Sainz, Ferrero and Ugidos (2019) argue that, in mentoring, it is essential to know how the mentors use their time as this enhances autonomy and critical skills.

The qualitative findings showed that mentors did not fully understand the concept of enhancing meaning and how to help mentees develop a sense of meaning. As a result of the lack of understanding, they were unable to effectively impart the competency to their mentees. At its core, meaningful work enhances the motivation, effort, and productivity of employees as they adopt attitudes of ownership, responsibility, and citizenship toward their organisation, while simultaneously experiencing greater well-being, health, and sense of belonging (Rosso, Dekas and Wrzesniewski, 2010). To access these talents

among its employees, organisations must provide fertile conditions for the creation of meaningful work, such as effective employee mentorship (Hagmaier and Abele, 2012).

Research Question (RQ) 2: What mentor development journey can be designed and implemented to develop the competencies and psychological mindset of mentors?

After the pre-test assessment, the researcher established key competencies and psychological mindsets that the mentors lacked and used these findings to develop a mentor development journey. The mentor development journey consisted of 25 core modules. Two modules were delivered per week, meaning that the mentor development journey lasted for 12 weeks. To ensure that the mentor development journey was impactful, the teaching methodologies were carefully selected. The researcher employed a blend of methods that included:

- *Concept development through in-person instructor-led training sessions:* Instructor-led mentoring sessions have been found to be helpful to mentors. The advantages include experienced instructors that facilitate the presentation of instructor-led training and instructor-led mentoring. This allows mentors to immediately get feedback from the instructors (Gross, Ling, Richardson and Quan, 2022).

- *Concept development through virtual instructor-led training sessions:* Instructor-led virtual training entails mentor teaching via recorded videos that can be accessed at any time (Stöhr, Demazière and Adawi, 2020). Given that the study was conducted during the Covid-19 outbreak, instructor-led virtual learning enabled participants to communicate in real time. The epidemic increased interest in synchronous virtual online training (AlAteeq, Aljhani and AlEesa, 2020).

- *Simulations and case studies:* Simulations and case studies were adopted as teaching methods during the mentor development journey. The advantage of simulations is that they provide mentors with the opportunity to practise solving job-related challenges. The simulation experience presented mentors with the chance for reflection and feedback on

the decisions made throughout the simulation, resulting in enhanced comprehension of the problem and potential solutions (Daggett and McNulty, 2014).

- *E-learning:* Unlike instructor-led virtual training, e-learning offers a broader environment in which to find mentorship resources. Among these were the utilisation of YouTube videos, Blackboard, social media, and other internet-based learning applications. According to Mohsin and Sulaiman (2016), e-training equips mentors with problem-solving, analytical skills, specialised knowledge, and the character attributes required to build successful and competent mentees who will benefit the organisation.

- *Role plays and interactive learning using mentoring toolkits:* In a multinational context, the usage of role plays during the mentor development journey was suitable. Role playing is a strategy that allows mentors to gain expertise by acting out roles in certain situations and providing practice and feedback (Lekhi and Nussbaum, 2015). The relevance of role playing in transforming theoretical ideas into an actual format for mentoring is emphasised by Chlup and Collins (2010). Mentors were able to place themselves in circumstances that they had never encountered before, allowing them to empathise with and comprehend other people's motivations, affecting behavioural and attitudinal changes (Chlup and Collins, 2010).

- *Experiential learning through application:* The experiential learning paradigm emphasises the relevance of mentee engagement in all learning processes and addresses the question of how experience influences learning (Zhai, Gu, Liu, Liang and Tsai, 2017). The mentor development journey used experiential learning to improve mentors' conceptual knowledge. Experiential learning is recognised as a powerful tool for effecting positive changes in a training or learning programme by allowing mentees to apply what they have learned to real-world challenges (Guo, Yao, Wang, Yang and Zong, 2016). Giving mentees additional authority and responsibility, as well as integrating them directly in the mentoring programme, forms part of this.

The researcher also considered the theoretical lenses which guided the mentor development journey. To that end, the researcher employed Bloom's Taxonomy. This

assisted the researcher to design the mentor development journey following a hierarchy that describes several orders of thought, beginning at the lowest level and progressing to the highest level. Bloom's Taxonomy was an appropriate method to utilise based on the research objective of designing a mentor development journey that would enhance the mentors' competencies and psychological mindsets. Using the theory, the mentor development journey emphasised categories that include comprehension, application, analysis, synthesis, and assessment (Crowe, Dirks and Wenderoth, 2008).

Research Question (RQ) 3: Did the mentor development journey impact mentor competencies and psychological mindset over a three-month period?

After progressing through the mentor development journey, mentors had to perform a complete reassessment. Firstly, the quantitative findings for mentor competencies (Table 6.4) and psychological mindsets (Table 6.5) revealed that mentors had improved significantly after completion of the mentor development journey.

The findings of the post-mentor development journey revealed that mentors had improved in all mentor competencies (Table 6.4) and psychological mindsets (Table 6.5) they had previously found challenging. Most of the responses reflected those participants had developed stronger convictions about their mentoring abilities in the following areas: helping mentees to develop a sense of meaning, praising mentees when they excelled, improved understanding of a mentor's roles and responsibilities, receiving and giving feedback, following the AGP mentoring plan, providing mentee support, bridging developmental gaps, stimulating creativity and improved networking. The findings further revealed that the mentors had significantly improved in terms of their ability to communicate, show empathic listening, set realistic goals, time management, the use of AGP mentoring plans and tools, and the use of a mentoring approach that helped mentees understand work-related experience (see Table 6.6).

The qualitative findings revealed similar results as the quantitative findings. After undergoing the mentor development journey, most of the mentors felt they had significantly improved in terms of mentor competencies and psychological mindsets. They

indicated that the mentor development journeys should be a continuous process in the organisation.

In addition, the findings showed that the mentor development journey resulted in significant improvement in mentors' abilities to engage with mentees, communication, and engagement with mentees. Mentees also developed strong convictions about their competencies to accomplish goals and effectively apply time management skills. The mentors were able to increase their abilities in empathic listening, providing feedback, setting realistic goals, accomplishing goals, praising mentees, exhibiting positive emotions, building positive relationships, being more engaged and experiencing meaning in their jobs.

Research Question (RQ) 4: What mentoring framework can be designed for AGP?

Mentoring programmes are vital to the success of organisations. As indicated in the findings, mentors who have been working at AGP for less than five years faced many challenges related to mentor competencies and psychological mindsets as these apply to mentoring.

Based on the findings of the study, it emanated that the mentor development journey improved the competencies of mentors as well as gave them a more positive psychological mindset towards mentoring. According to Garza, Reynosa, Werner, Duchaine and Harter (2019), an effective, comprehensive mentoring programme should include essential components such as in-depth professional development for both the mentor and the mentee, effective resources that are not only readily available but also current, goal setting, clear evaluative guidelines, and specific criteria for mentors and mentees.

Professional growth is central to mentor development. It is critical to briefly examine the significance of professional development and the elements linked with successful professional development programmes. The organisation must commit and support time and appropriate resources for mentor/mentee professional growth and collaboration. Mentoring programmes must provide professional development opportunities that are

tailored to the needs of the organisation, mentors, and mentees (Garza *et al.,* 2019). Professional development themes should range from how to integrate technology not only during the mentorship programme but also in the organisation's everyday activities to optimise reflective practices.

The teaching methods used during the mentor development journey included the following:

- The use of technology-enhancement tools that foster reflective activities, such as videotaping and peer evaluation.
- Exposing mentors to offering effective feedback to mentees by employing a variety of tactics such as role play activities, recapping the content of previous sessions and asking probing questions.
- The use of educational material such as developmental literature for mentors and mentees to enhance professional growth and self-improvement.
- Enhancing the communication skills of mentees to foster better mentoring relationships.
- Best practices were identified, notably designing meeting agendas, facilitating successful teamwork, employing mentorship tactics like feedback, active listening and inspiring the mentee. Each module provided easy access to resources and information as well as formal assessments on the content of each module.

The mentor framework consists of two constructs, namely: mentor competencies and psychological mindsets. Figure 7.1 illustrates the proposed mentor framework.

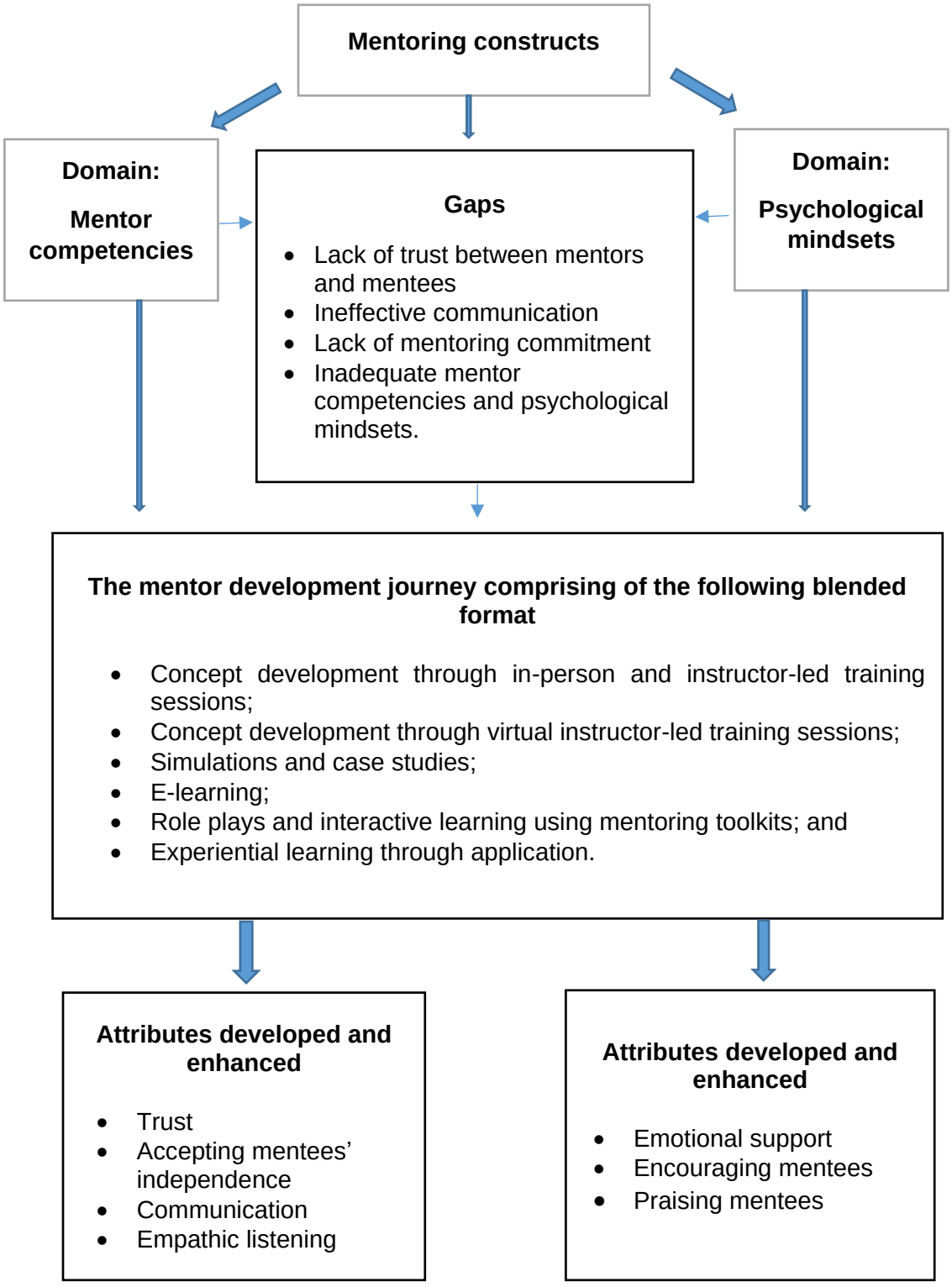

Figure 7.1: Mentoring framework for AGP

As demonstrated in Figure 7.1, two broad domains of mentoring, namely mentor competencies and psychological mindsets, were explored in the literature review as well as in the findings. The predominant gaps pertaining to these two domains have been identified as a lack of trust and commitment, ineffective communication and low levels of required skills relating to mentoring competence and psychological mindsets, which informed the design of the mentor development journey.

The mentor development journey comprised of several blended formats such as concept development through in-person and virtual instructor-led training sessions, simulations, case studies, e-learning modules, experiential learning through application and ultimately role plays and interactive learning using mentoring toolkits.

The goal of mentoring is to develop attributes and behaviours in mentees which are aligned to organisational culture. Forehand (2008) notes that the specific behaviours and attributes that mentoring seeks to achieve include: integrity, abilities including those in the cognitive, emotional, and relational domains, and competence related to knowledge and the employment of skills. To that end, the mentor's task is to provide both technical and emotional support. The mentoring framework focuses on specific behaviours and attributes that AGP mentoring seeks to achieve.

The mentor competencies domain includes qualities and skills in building and sustaining interpersonal relationships, and the values, attitudes, and affects involved in mentoring.

Trust: An important personal attribute that mentors should invoke is trust. Mentees are more likely than mentors to detect trust in a mentoring relationship, probably due to age disparities between mentee and mentor. Trust is essential because it allows both mentor and mentee to continue to explore the potential for intellectual and personal development that their connection provides, without fear of exploitation or game playing. Although the findings showed that mentees were able to build trust with mentees, they were not able to maintain relationships that would result in the strengthening of trust with their mentees (Table 6.1).

Mentees' growing independence: Another crucial characteristic is the mentor's acceptance of the mentee's developing independence. The mentor must gradually relinquish control over the student's learning, while the learner must accept greater responsibility for that learning. The findings showed that most of the mentors were not able to accept ideas from mentees (Table 6.1). This reveals that they were unwilling to accept the independence of their mentees.

Communication: Poor communication can result in distrust, confusion, and poor outcomes. The findings revealed that mentors faced challenges with communicating effectively with mentees from different cultural, language and religious groups (Table 6.1). In addition, the problem statement highlighted poor communication as one of the setbacks to effective mentoring at AGP.

Empathic listening: Active listening on the part of both mentor and mentee is an important aspect of communication in this mentoring context. From the findings (Table 6.1), mentors were able to show empathic listening to mentees. However, a significant number still lacked this competency. To that end, mentoring should focus on building mentor-mentee relationship that develop collegiality and mutuality, predicated on trust and open communication.

Psychological mindsets: The second construct of the mentoring framework focuses on psychological mindsets. The mentor should help mentees with their self-esteem, confidence in their talents, self-image, and trust in developing their professional competence. This is especially important when the learner is facing failure and dealing with feelings of guilt and insecurity. When mentors contribute both emotional support and intellectual help to the problem, mentees are more realistically able to reassess their position and make judgments about next actions. Although most of the mentors were able to support mentees and identify developmental gaps, a significant number of them lacked these competencies (Table 6.2).

Encouraging mentees: Encouraging employees entails praising and motivating mentees, as well as supporting them to develop a growth mindset, all of which are aimed at

encouragement of the mentee. The findings of the study (Table 6.2) revealed that a significant number of mentors faced challenges in encouraging mentees. To that end, the mentoring framework should ensure that appropriate methods are employed during mentoring to encourage mentees to do better.

7.3 Suggestions for further research

The research was focused on the mentor competencies and psychological mindsets of AGP mentors. A mentor development journey was developed to help mentors enhance their competencies. After the mentor development journey, mentors were assessed on whether they had registered an improvement. The researcher is of the view that the assessment of mentors could have been more effective and reflective of the mentors if mentees were included in the assessment of the mentors. Therefore, future research should consider triangulation by obtaining data from mentors, mentees and management.

7.4 Conclusion

The chapter provided conclusions that were informed by the findings from the quantitative and qualitative findings. Based on these conclusions, a mentoring framework was designed, and its constructs explained. In addition, the limitations of the study were highlighted. The study concluded by offering suggestions for future research.

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Appendix 1: Self-assessment Questionnaire

This questionnaire relates to your experiences as a mentor in AGP. The completion of the questionnaire is anonymous and your willingness to assist is highly appreciated. Please tick the applicable block.

Section A: Demographics profile of respondents

1. Gender:

Male		01
Female		02
Other		03

2. Please indicate your age in years:_____

3. Position in AGP:

Entry level (Grade 7 – 9)		01
Artisan (Grade 10 – 11)		02
Supervisor (Grade 12 – 14)		03
Specialist / Engineer (Grade 15)		04
Junior management (Grade 16)		05
Middle management (Grade 17)		06
Senior management (Grade 18 – 20)		07

4. Indicate how many years you have been employed by AGP:_____

5. Indicate how many years have you been serving as a mentor:_____

6. Indicate your highest educational level:

Completed secondary school		01
In-house training		02
Completed 1-year certificate		03
Completed 1-year diploma		04
Completed an advanced diploma		05
Completed a 3-year B degree		06
Completed a 4-years B degree		07
Completed an honours degree		08
Completed a master's degree		09
Completed a PHD or Dr s degree		10

Section B: Mentor self-evaluation questionnaire

7. Please assess your own mentor competencies by indicating the level of agreement with each of the statements.

Respond on the scale from 1 to 6:
1 = Strongly disagree; 2 = Disagree; 3 = Slightly disagree.
4 = Slightly agree; 5 = Agree; 6 = Strongly agree.

Mentor Competencies							
8.1	My mentoring approach contributes to mentees finding meaning in their jobs.	1	2	3	4	5	6
8.2	I am well acquainted with the roles and responsibilities of being a mentor.	1	2	3	4	5	*6*
8.3	I am well acquainted with the roles and responsibilities of mentees.	1	2	3	4	5	*6*
8.4	I invite and welcome feedback from mentees for my own developmental purposes.	1	2	3	4	5	*6*
8.5	I am able to communicate effectively with mentees from different cultural, language and religious groups.	1	2	3	4	5	*6*
8.6	I practice empathic listening.	1	2	3	4	5	*6*
8.7	In partnership with the mentee, I support and guide them to set realistic goals.	1	2	3	4	5	*6*
8.8	I am able to assist mentees to develop strategies to achieve their goals.	1	2	3	4	5	*6*
8.9	I am able to provide constructive feedback to mentees.	1	2	3	4	5	*6*
8.10	I am able to stimulate creativity in mentees.	1	2	3	4	5	*6*
8.11	I provide networking opportunities to mentees.	1	2	3	4	5	*6*
8.12	I am able to effectively manage my own time and energy.	1	2	3	4	5	*6*

8.13	I prioritise my mentoring engagements.	1	2	3	4	5	*6*
8.14	I can effectively support mentees to identify future career opportunities/aspirations.	1	2	3	4	5	*6*
8.15	I effectively support mentees to bridge developmental gaps.	1	2	3	4	5	*6*
8.16	I am well acquainted with the AGP mentoring plans and tools.	1	2	3	4	5	*6*
8.17	I follow the predefined AGP mentoring plan.	1	2	3	4	5	*6*
8.18	My mentoring approach helps mentees understand work-related expectations.	1	2	3	4	5	*6*
8.19	My mentoring approach support mentees to find innovative solutions to challenges.	1	2	3	4	5	*6*
8.20	I praise mentees when they excel.	*1*	*2*	*3*	*4*	*5*	*6*

8. Please assess your own psychological mindset by indicating the level of agreement with each of the statements.

Respond on the scale from 1 to 6:
1 = Strongly disagree; 2 = Disagree; 3 = Slightly disagree.
4 = Slightly agree; 5 = Agree; 6 = Strongly agree.

Psychological mindsets							
9.1	I am able to develop good interpersonal relationships with mentees.	1	2	3	4	5	6
9.2	I understand inter-cultural differences and associated challenges in a multinational setting.	1	2	3	4	5	*6*
9.3	I have the ability to comprehend both the personal and work-related challenges of mentees.	1	2	3	4	5	*6*
9.4	I am able to create a safe space for mentees to excel, shine and build confidence.	1	2	3	4	5	*6*

9.5	I regard myself as a positive role model for other mentors.	1	2	3	4	5	*6*
9.6	I am able to gain the trust of mentees.	1	2	3	4	5	*6*
9.7	I am able to motivate mentees.	1	2	3	4	5	*6*
9.8	I can effectively resolve conflict with my mentees.	1	2	3	4	5	*6*
9.9	My mentoring approach helps the mentee to develop a clear sense of purpose.	1	2	3	4	5	*6*
9.10	I support mentees in developing a growth mindset.	1	2	3	4	5	*6*
9.11	I maintain a positive attitude throughout my interaction with mentees.	1	2	3	4	5	*6*
9.12	In setting goals, I have a clear vision of what I personally want to achieve.	1	2	3	4	5	*6*
9.13	I focus on the strengths of mentees rather than their weaknesses.	1	2	3	4	5	*6*
9.14	I interact with mentees in ways that promote positive behaviour.	1	2	3	4	5	*6*
9.15	I maintain meaningful and fulfilling relationships with mentees even after the formal mentoring stops.	1	2	3	4	5	*6*
9.16	I am able to display compassion and concern towards the challenges faced by mentees.	*1*	*2*	*3*	*4*	*5*	*6*
9.17	I am receptive to ideas from mentees.	*1*	*2*	*3*	*4*	*5*	*6*

Appendix 2: Mentor interview guide

Section C: Mentor interview guide: Prior to mentor development intervention

1. Reflect on why you chose to become a mentor.
2. Reflect on the competencies that are, according to you, required from mentors.
3. Indicate to what extent you possess the above-mentioned competencies.
4. Reflect on your ability to display positive emotions.
5. Reflect on your ability to build positive relationships with mentees.
6. Reflect on your ability to engage with mentees.
7. Reflect on your ability to contribute to the meaning mentees experience in their jobs.
8. Reflect on your ability to accomplish goals related to mentoring.

Section D: Mentor interview guide: Post the mentor development intervention

1. Upon completing the AGP mentor Development journey, reflect on the competencies that are, according to you, required from mentors.
2. Indicate to what extent you possess the above-mentioned competencies upon completing the AGP mentor Development journey.
3. Reflect on your ability to display positive emotions upon completing the AGP mentor Development journey.
4. Reflect on your ability to build positive relationships with mentees upon completing the AGP mentor Development journey.

5. Reflect on your ability to engage with mentees upon completing the AGP mentor Development journey.

6. Reflect on your ability to contribute to the meaning mentees experience in their jobs upon completing the AGP mentor Development journey.

7. Reflect on your ability to accomplish goals related to mentoring upon completing the AGP mentor Development journey.

8. What were most useful to develop you mentor competencies during the mentor development journey?

9. What else would you have liked to be included in the mentor development journey to further enhance your mentor competencies?

10. Which areas do you feel you still need to improve on to be the best mentor you can possibly be?

Thank you for your participation.

Appendix 3: Research ethics approval letter

Central University of Technology, Free State

FACULTY RESEARCH AND INNOVATION COMMITTEE

FACULTY OF MANAGEMENT SCIENCES

RESEARCH ETHICS APPROVAL LETTER

Date: 25/07/2022

This is to confirm that:

Applicant's Name	Thomas Frederick Dreyer
Supervisors' Name[s] for Student Project (where applicable)	Prof D Kokt
Level of Qualification for Student Project (where applicable)	Doctor of HR
Tittle of research project	MENTOR COMPETENCIES AND PSYCHOLOGICAL MINDSETS IN THE CONTEXT OF A MULTINATIONAL CORPORATION: AN INTERVENTION-BASED STUDY

Ethical clearance has been provided by the Faculty Research and Innovation Committee in view of the CUT Research Ethics and Integrity Framework, 2016 with reference number **FMSEC03/20**

The following special conditions were set:

[X] None

[ ] Specific conditions

The following specific conditions apply:

1. _____NA_____
2. _____NA_____
3. _____NA_____

We wish you success with your research project.

Digitally signed by Crispen Chipunza
Date: 2022.07.25 15:24:35 +02'00'

Professor C Chipunza
FRIC Chairperson

Central University of Technology, Free State

DHRM - Final

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