Review of Literature

S.J. Armstrong, in his article, “An Examination of the Effects of Mentor/Protégé Cognitive Styles on the Mentoring Process” published in the Journal of Management Studies, 2002, concluded that traditionally the concept of mentoring is rested in informal systems where linkages form almost by chance when a protégé randomly seeks help. Mutual feelings of trust, respect and caring may then emerge even if the people concerned are not normally sympathetic to formal superior-subordinate relationships in the organisation. He believes that one of the reasons for problems associated with formal systems may be that forced pairing violates the time spirit of mentoring. The results of this are evident in the work of others who found that protégés with informal mentors reported that their mentors provided more career development and psychosocial functions then did protégés with formal mentors. It has been found through research that one important variable affecting the success of interpersonal working relationships may be cognitive style. He has defined cognitive style as “an individual’s characteristic and consistent approach to organising and processing information”. This feature is relatively static and in-built within an individual. The mentoring process is clearly a critical element in building careers. His study reveals that the congruence between the cognitive styles of mentors and protégé depends on the analytical skills of the mentor.

D. Bolton and R. Nie, in their article, “Creating Value in Transnational Higher Education: The Role of Stakeholder Management” published in Academy of Management Learning and Education, 2010, illustrated the opportunities associated with delivering transnational higher education services through a collaborative alliance between a Chinese and an Australian university in a global environment in which the interests of stakeholders are constantly shifting. The education industry should not only prepare its students to operate in a complex and a dynamic business environment, it must also operate within the constraints and challenges of that environment. As a consequence, new forms of Transnational Higher Education (THNE) have emerged that provide value of international standards to students seeking mobility or add an international dimension to their higher education experience. Collaborative partnerships offer the opportunity to build unique forms of joint social capital that support better understanding of stakeholders’ interests and related value propositions. One challenge for the partners is to maintain consistency between the strategic goals of respective universities and relevant aspects of the TNHE model.
Roger Pearmen, in his article, “The Leading Edge: Using Emotional Intelligence to Enhance Performance” published in MHS Emotional Assessments, 2011, observed that emotional intelligence (EI) can make a difference to leadership. One aspect that all leaders have in common is followers. Relationships between a leader and his followers are the life blood of leadership achievement. The best way to understand and enrich this relationship is through the lens of emotional intelligence. Organisations using EI find that their communication is clearer and overall employee engagement and satisfaction are greatly improved. Leaders who utilise relationships, empathy and problem solving behaviour are likely to understand followers needs and know how to communicate information in a way that can be heard better. All such behaviours are fortunately, learnable. One needs to understand this in order to bring a cultural shift in the organisation. The leaders, therefore, need to be more emotionally intelligent. EI can give an organisation the leading edge. EI behaviours should be made commonplace in everyday organisational life.

J.G. Stead and W.E. Stead, in their article, “Sustainability Comes to Management Education and Research: A Story of Co-evolution” published in Academy of Management Learning and Education, 2010, pointed out that Co-evolution is the elegantly simple idea that means that entities evolve together in an intricate interaction that changes each and all forever. The article explores the rationale behind bringing the natural environment to the forefront of management research and education. Since 1991, Organisations and Natural Environment Division of the Academy of Management (ONE) has emerged with the intention of integrating the natural environment into management curricula. Almost two decades ago, a few passionate and dedicated scholars wrote a few books and articles espousing environmental responsibility for organisations, designed a few new courses to teach what they had learned. Now these institutional entrepreneurs have evolved into an Academy division and those courses have evolved into a wide range of sustainability – based on undergraduate and graduate programmes across the globe. This co-evolutionary process has helped open the door for the widespread development of sustainability – based management curricula that teach managers to account for the greater society and ecosystem in their decisions and actions. The curriculum in Management should allow such sensitivity to build in the skills sets of potential managers. Students learning management should be made to appreciate the need for a strong interface between the environment and an organisation.
J.M. Kams and A.S. Engel Brecht, in their article, “the Influence of Emotional intelligence on Diversity Complexity cognition and Attitude towards Diversity” published in the S. African Journal of Business Management, 2010, observed that workplace diversity is an increasing reality and organisations need to be able to manage this phenomenon successfully as this diversity is also becoming increasingly complex. If organisations could identify the effect of positive attitude towards diversity, these employees could develop skills vital to effective social interaction and teamwork. Perceptions that are more complex cover multiple aspects of diversity. This enables an individual to relegate differences into social-order factors, in favour of shared value, beliefs and attitudes. Emotional Intelligence (EI) plays a vital role in establishing relationships. Employees with high EI are able to master their interactions with others more effectively and maintain a more positive attitude towards diversity. EI is one key to developing the ability to manage and appreciate individual differences. Organisations should provide employees with adequate training in EI to enhance mentor’s understanding, appreciation and acceptance of individuality and others. Organisations should train their employees to value diversity. Managers who have a higher EI can understand and diagnose their employee’s attitude towards diversity and are able to predict the level of success of their diversity interventions. Diversity initiatives can be seen as linked to other aspects of organisational development which will eventually lead to a healthier work environment.

B. Kidwell, D.M. Hardesty and T.L. Childers, in their article, “Consumer Emotional Intelligence: Conceptualisation, Measurement and Prediction of Decision Making” published in the Journal of Consumer Research, 2007, concluded that consumer EI can be defined as a person’s ability to skilfully use EI to achieve desired outcome. Consumer’s ability to resolve emotion-laden trade-off can have an important impact on consumer’s choice of strategy. A better understanding of these emotional abilities can provide a means to subsequently improve the quality of consumption decision. Consumers who understand emotional ability can make better quality decisions related to their health and product choices. There are four emotional processing abilities of EI that are important for consumers. First, the ability to perceive, appraise and express emotions accurately. Second, ability to access, generate and use emotions to facilitate thought. Third, ability to analyse complex emotions and to form emotional knowledge. Fourth, ability to regulate emotions to promote desired outcome.
These four emotional processing abilities of EI are similar to cognitive processing abilities in that they represent and are present across every domain but are likely to elicit different magnitude based on the unique context. Certain contexts create unique needs to access and interpret EI.

N. Bozionelos and G. Bozionelos, in their article, “Mentoring Received by Protégés’: Its Relation to Personality and Mental ability in the Anglo-Saxon Organisational Environment” published in the International Journal of Human Resource Management, 2010, pointed out that dispositional characteristics, including personality and mental ability, play a substantial role in interpersonal relationships. Within the organisational context, mentoring refers to a developmental relationship between two individuals, the protégé, and a more experienced member of the organisation, the mentor, who provides career and socio-emotional support. Mentoring is a social phenomenon that appears to exist in every culture, its functions and nature displaying considerable similarities even between national cultures with substantially different characteristics. Personality pertains to the way behaviours of others are interpreted, to the way individuals react to actions of others, as well as to individual’s pro-active behaviour in the social environment. Therefore, it should play a role in the formation and course of relationships with mentors in the workplace. And mental ability, which relates to job performance and quality of decision making is likely to play a role in mentoring receipt, as obtaining a mentor is partly a career enhancement decision and may be facilitated by good job performance.

D.J. Moberg and M.Valasquez, in their article, “The Ethics of Mentoring” published in the journal of Business Ethics, 2004, observed that the current popularity of mentoring reflects a confluence of interests among jobholders in search of career success and organisations in search of an effective mechanism for developing and retaining employees. The role of mentor is a quasi-professional role in three fundamental respects. Firstly, the role of mentor can be defined in terms of a service relationship that one person, the mentor has towards the other person, the protégé. Secondly, like the professions, the mentoring relationship is characterised by power distance. The mentor derives his power from the greater experience, knowledge and senior standing of the mentor. Thirdly, the role of mentor involves an intellectual component. The ethical responsibility of mentors rests on four categories of mentor principles, namely, utilitarian principles, rights principles, principles of justice and principles of caring. The obligations of
mentoring include beneficence, nonmaleficence, autonomy, confidentiality, loyalty, fairness and concern. Business ethics can be productively applied to develop a moral understanding of an informal organisational role. The mentor’s role generally falls outside the formal system of rules and controls. Therefore, this role should come with clear ethical parameters.

J.C. Meister and K. Willyard, in their article, “Mentoring Mill” published in Harvard Business Review, 2010, pointed out that the global workforce is undergoing a seismic shift. In the next few years, millennials (born between 1977 to 1997) will account for nearly 50% of the employees in the world. In the US alone 88 million millennials vastly outnumber Gen Xers who are just 50 million strong. A research was conducted to find the expectations and need of these millennials wherein it was understood that though these millennials want constant stream of feedback and were in hurry for success, their expectations from their employers are not as outsized as one may assume. And the question and challenge is how to mentor this generation. Work plays a key role in the life of a millennial and they place strong emphasis on finding work that is personally fulfilling. Work should give an opportunity to make friends, learn new skills and help them connect to a large purpose. The sense of purpose is a key factor in their job satisfaction. There are three kinds of mentoring models that have been identified which will prepare millennials for success. These models are: Reverse mentoring, Group mentoring and Anonymous mentoring. Reverse mentoring shifts the responsibility for organising mentoring to line employees, who learn from senior executives by mentoring them. It is an effective way of giving junior employees a window into the higher level of the organisation so that when the mentees retire the young generation has a better understanding of the business. Group mentoring is less resource intensive but still an effective way of giving feedback to the millennials. It can be led by more senior managers or can be peer-to-peer. The company sets up a technology platform that allows employees to define mentoring in their own terms. Anonymous mentoring uses psychological testing and a background review to match mentees to train mentors outside the organisation. Exchanges are conducted entirely online and both mentees and mentors are anonymous to each other. The article concludes that an organisation should improve its abilities to provide honest, timely and useful mentoring to all its employees. As every employee wants to feel valued, empowered and engaged in work, it is all the more necessary for an organisation to mentor its’ employees. Organisations that explain what one can learn, may have a competitive advantage in attracting, developing and keeping future talent.
H.J. Rotfield in his article “Adventures in Misplaced Mentoring” published in the Journal of Consumer Affairs, 2010, observed the lapses in the student’s doctoral education, their mentoring processes. Faculty mentors, Ph D Guides, do not take their role very seriously. There should be greater involvement from their end. This would improve the quality of research papers and dissertations.

Dalip Singh, in his book titled “Emotional Intelligence at Work – A Professional Guide”, 2001, found out that it is generally observed that for high IQ manager with sound technical knowledge, being uncomfortable with themselves and making people around them feel uncomfortable becomes a fatal handicap. In fact, managers who fail are almost always high in expertise and IQ lack emotional intelligence. Success has no standard definition. Synonyms for the word ‘successful’ include flourishing, thriving, prosperity, booming, growing, lucrative and advancing. Success is when preparation meets an opportunity. EQ can give a new dimension to success in business and industry. In the marketing world, it is realised that the customer is the centre of the universe where they say that we are not bothered whether one’s staff is a graduate from Harvard, Stanford, Mumbai or Delhi, we will go where we are understood and treated with respect. Such a response is forcing B-schools to rework and redesign their conventional and stereotyped course curriculum that has already outlived its practical utility. After empirical study, Dalip Singh found that Indian business is still dominated by a family environment and is run on emotional ties. A typical Indian executive’s personality reflects a distinctive management style that is more empathetic, understanding, non-manipulative and benevolent. A national-level interactive workshop was organised by the PHD Chamber of Commerce and Industry in New Delhi on 16 August, 2002 to discuss the theme ‘Emotional Intelligence at Work’. The participants in the EQ seminar included more than hundred chief executives and managing directors of leading business organisations. At the end of the workshop, the participants were asked to capture any five components/characteristics/traits that they thought constituted emotional intelligence. Based on the consolidations of findings, it was found that these were three key dimensions that were found to contribute emotional intelligence, namely, emotional competency, emotional maturity and emotional sensitivity.

Bob Lee Wall in his book titled “Coaching for Emotional Intelligence – The Secret to Developing the Star Potential in your Employees”, 2007, concluded that in jobs of medium
complexity, such as clerical workers and mechanics, top performers are twelve times more productive than those at the bottom. In jobs that are more complex, such as insurance sales and management of financial accounts, top performers are 127 per cent more than those whose performance was judged to be average. Daniel Goleman found that the differences in performance can best be understood as function of differences in emotional intelligence. When L’Oreal used emotional intelligence as one of the aspects while recruiting its salesforce, it found that this generated a dramatic increase in sales and also huge savings, in terms of reducing employee turnover. A doctoral dissertation on the effectiveness of military teams showed yet another aspect of emotional intelligence. Studies of 422 military personnel from 81 teams demonstrated that that the emotional intelligence of the team leader led to development of emotionally competent group norms. These norms resulted in enhanced team performance.

Technical knowledge and intellectual brilliance are not sufficient to assure success. It is useful for a person to make a list of the unique personal and interpersonal qualities that made some of the people known to you successful and then, evaluate yourself on the same characteristics.

GeetuBharwaney, in her book titled “Increase Your Emotional Intelligence – Strategies for Emotionally Intelligent Living”, 2008, observed that it is generally accepted that it takes a minimum of five years to create a valid and reliable measure of emotional intelligence. There are a large number of available instruments and measures, of which, two measures have been covered in her book, namely, The Bar-On Emotional Quotient Inventory™ (EQ-I™) and The Mayer Salovey Caruso Emotional Intelligence Test™ (MSCEIT™). The Bar-On EQ Inventory™ was officially launched in 1996 in North America by Multi-Health systems and has been published in fourteen languages. This instrument is supported by close to two decades of research studies conducted in Argentina, Canada, Germany, Nigeria, South Africa, India, Sweden and United States. This instrument is powerful for starting a conversation about ‘what is really going on in a person’s life’. The Mayer Salovey Caruso Emotional Intelligence Test™ measures one’s ability to identify, use, understand and manage emotions. Results are simple to understand and specific, so development needs can be identified easily. After going through the above two available measures of Emotional Intelligence, it is important to know how to choose the best measure for a given specific research objective.
Melville Leedham and Eric Parsloe, in their book titled “Coaching and Mentoring – Practical Conversations To Improve Learning”, 2010, pointed out that the main purpose of coaching and mentoring is to help and support people to take control and responsibility for their own learning. It is believed that coaching and mentoring need to be an essential part of a learning organisation, which could be small, medium or large. In the ‘Power of Learning’, Mays and Lank (1994) offered a definition as follows: “A learning organisation harnesses the full brain power, knowledge and experience available to it, in order to evolve continually for the benefit of all its stakeholders.” Since development depends on learning agility, learning needs to be equal to or greater than the rate of change. The most important motivation for a learner is his perception of the rewards and punishments involved. ‘The more you learn, the more you’ll learn’, has become a recognised phrase. A person’s social and career successes, as well as his future aspirations, are also important motivational influences. Research suggests that learners are motivated more by the interest, enjoyment, satisfaction and challenge of the learning process (intrinsic motivators) rather than simply by the rewards and punishments (extrinsic motivators) related to learning. Also, an individual’s self-confidence and general personality have to be taken into account. Building self-confidence, self-awareness and self-esteem are critical parts of a mentor’s role.

Richard Luecke, in his book titled, “Coaching and Mentoring – How to Develop Top Talent and Achieve Stronger Performance”, 2001, concluded that mentoring implies offering of advice, information or guidance by a person with useful experience, skills or expertise for another person’s personal or professional development. The main difference between coaching and mentoring is that while coaching is about a person’s job, mentoring is about his career. The benefits of mentoring can only be realised when mentors play their parts well. They should set high standards, make themselves available and have a good chemistry with their protégé. If mentors do just a few things very well, their mentoring relationships will be more effective: Walk the talk – Mentees learn as much, if not more, from observing their mentors then from what mentors tell them. Give actionable advice and feedback – The advice and feedback should point to things that are within the capabilities of the mentee. Resist the temptation to solve the protégé – A mentor’s job is to help other people help themselves. Protégé won’t learn to help themselves if the mentor comes to the rescue whenever they encounter problems. Criticise their behaviour, not the person – When a protégé is going off track, the mentor has an obligation to
bring the fact to his attention in an observational way. Challenge the protégé to develop a plan for success – The protégé should be challenged to develop a plan for rising from his current position to one in which he can make a large contribution to the organisation. Protégés should be responsible for their own developmental plans. The initiative must come from them.