RESEARCH ARTICLE

DEVELOPMENT OF MENTORING MODEL FOR LEADERSHIP IN YYZ COMPANY BASED ON MENTORING PROGRAM IN COMPOSITES TECHNOLOGY RESEARCH MALAYSIA (CTRM)

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Abstract

This study is to identify affected components in order to develop mentoring model for leadership in YYZ Company based on mentoring program in Composites Technology Research Malaysia (CTRM). Even though there a lot of research and study in mentoring but lack of research in mentoring implementation in CTRM since most of the previous research have been conducted and focus on school's students, teachers, and senior management. Mentoring have been a common tool to use in developing leadership in organization and based on YYZ Company condition, they are facing leadership crisis and need a new leadership development program to improve or enhance their employee's leadership. Therefore, the paper studies on the related literature and components influenced development of mentoring model also to review on the additional component based on mentoring program in CTRM in order to develop mentoring model. The findings will reveal that the components are affected to mentoring model development.

1.0 INTRODUCTION

The tenacity of mentoring is to pair a person who has a lot of experience and knowledge with someone who does not have the same experience or knowledge. By having someone who knows more than you, who can guide you, give advice, and be a sparring partner for your thoughts, you can benefit from experiences beyond your own. Whether in life or career, having a mentor is important for continued growth and development. One of the earliest explanations on the mentoring is found in Homer's Odyssey, where the personal development of Odysseus' son Telemachus from childhood to mature man is defined, with Telemachus relationship with Athena (who appears as a human, as a Mentor) helping in the process of development and able to control even in worst situations (Lattimore, 1965). The role of mentor is to transfer or guide the mentee based on their own knowledge and experience the mentor has gained in the profession and in life, in order to support the mentee in the profession and in life.

2.0 BACKGROUND

Mentoring also can be described as an all-inclusive model that fulfill to personal development, professional and corporate (Clutterbuck, 2001). Formal mentoring relations are originated through an organizational program where it identifies mentors, mentees and coordinates the implementation of development activities within specific days and times. (Wanberg, Walsh & Hezlett, 2003). Normally it will be implemented through traditional, hierarchical, one-to-one mentoring approaches, and the mentee is always younger or below the level of the mentor in the organization. There is also various type of mentoring such as team mentoring, peer relationships, or mentoring circles (Douglas & McCauley, 1999). There is reviews on the mentoring writings (Hobson & Sharp, 2005) that determine on the efficiency of mentoring for new leaders. Yet, other opinion mention that mentoring gives an important assistance for leaders such as: role socialization, reduced feelings of isolation, professional development, increased job satisfaction, improved leadership skills and leadership- capacity building (Browne-Ferrigno & Muth, 2004; Fagan & Walter, 1982).

Leaders should act as a mentor to improve leadership while creating good work attitudes and meet the career expectations of mentees (Terri, 2002). In YYZ Company, leadership is one of the lowest drive scores and decrease gradually for the last 2 years based on the YYZ Employees Engagement Survey. It

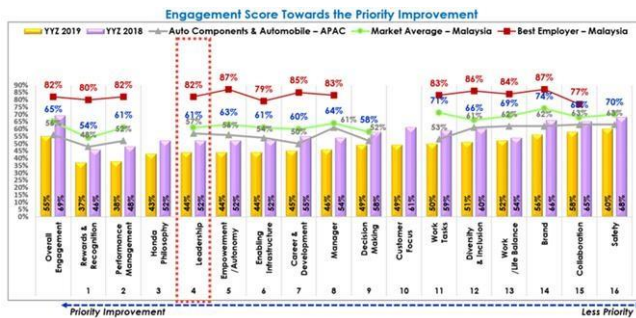leadership drive also below industry market average. The explanation above will be shown in figure 2.1.

Figure 2.1 YYZ Employees Engagement Survey

Based on this survey, few factors contribute to the result such as inexperience leaders, poor communication, biased in making decision, poor management in manage the project and lack of leadership development program.

In terms of experience leaders, in YYZ Company there are huge gap in terms of age between senior management level and junior management level. Average age of senior management is 50 years old but for junior management their average age is 40 years old. This is common for every company to have this data but due to most of the project implementation is manage by junior management in YYZ company it is important for the company for them to improve their leadership skills as soonest.

There are lot of training and development in leadership has been implemented in YYZ Company Such as Manager Development Program (MDP), Leadership Competency Based Training and Facilitating Change Training however the leadership score in Employees Engagement Survey still decrease. Henceforth, there is a critical need to have more comprehensive studies on the development of mentoring model for leadership in YYZ Company whereby mentoring program should be one of the tools that proved to be the effective medium to improve leadership in YYZ Company. Development of this mentoring model will be based on the successful implementation of Mentoring Program in Composites Technology Research Malaysia (CTRM).

3.0 LITERATURE REVIEW

There is a wide range of topics that have been explored in mentoring research over the period from 1980 to the present day, with some shifts in emphasis and focusing during this time. Although more studies on formal mentoring have been published in recent years, it should be noted that the topic was addressed quite early in the writings and that there were at least some researchers examining formal mentoring programs in each time. Noe's (1988) study of an analysis of the successful factors of mentoring relationships. Later, similar research by Chao, Walz, and Gardner (1992) analyzed both informal and formal mentoring in relative to mentoring roles and career progress achieved by mentees, and Weinberg & Lankau (2011) study on a longitudinal, mentor-centred examination of formal mentoring relationships. Many other researchers are also examining the connection on mentoring and development, quality of knowledge or experience sharing, and more. Nowadays, mentoring is being implemented in the organizational environment and it is becoming more practical to implement as the organizations can see the advantage of it to become tool for employee's development and career advancement to retain targeted employees (Finkelstein & Poteet, 2008). Mentoring can be described as a one-to-one relationship between an older or experienced person, called a mentor, and a younger or less experienced person, called a mentee, in an organization. A mentor is usually a more senior or higher ranking and influential person who can offer guidance, advice, and support for the mentee's growth (Van Emmerik, Baugh, & Euwema, 2005). To support on employee's development, some companies, conducted formal mentoring programs where mentors and mentees being connected in a variety of ways. This can be done by providing formal opportunities aimed at developing this connection. (Day & Allen, 2004). In terms of type of mentoring and characteristic related to it will be elaborate in next subchapter.

3.1 Type of Mentoring

Formal Mentoring can be described as structured, intentional, and well planned. It stated the goals and normally provide mentors, objectives, tools by an organization (Weinberg & Lankau, 2011). Formal mentoring become most common choice for mentoring in the workplace nowadays. It involves mentor and mentee meeting up for regular face-to-face mentoring sessions on a within duration given by the company. Informal Mentoring relationships are originated by the mentor and mentee itself and been motivated by the necessities of the mentor and the mentee. (Allen & Eby, 2007). It happens, mostly due to the in deep feeling or chemistry between the mentor & mentee (Mullen, 2007). It always targets to gains knowledge, friendship, insight, and wisdom from trusted person or sometime mutual benefit from this activity. Informal Mentoring is more beneficial than Formal Mentoring. Informal mentors provided variety of career development such as coaching, providing stimulating assignments, or increasing mentees exposure and visibility (Cotton & Ragins, 1999).

Group Mentoring can be identified when one or several mentors work or been paired with group of mentees. Group Mentoring focus on how the learning is achieved, not just what is learned (Mullen, 2005). Group Mentoring is a method to share the expertise and knowledge of mentor and to provide other mentees with exposure to their specific know-how. Group mentoring always avoids the perception of bias that can make the mentoring program become

unsuccessful.

Diverse mentoring here refers to "cross-sex mentoring" (Johnson, 2016). Also, Reedick and Young (2012) refer it as "race-conscious mentoring" whereby mentor and mentee match with differ demographically (e.g., gender, race). It is naïve as well as irrational to assume that only mentors of color can mentor colleagues of same color or female mentors can mentor female colleagues.

3.2 Characteristic of Mentoring

Mullen (1994) pointed out that to measure the achievement of the mentoring connection, mentor's characteristics must be considered. Based on a case study in which young entrepreneurs participating in a mentoring program stated that they appreciated on advice on business issues but it too general (Deakins, 1998), they criticized that their mentors usually lacked knowhow and that their advice sometimes came very late because they had little time to spend with their mentee. In another study, listening skills and empathy were found to be vital for mentors in building the relationship (Sullivan, 2000). Research on organizational mentoring has also acknowledged the importance of prior experience for mentors providing career guidance (Allen & Eby, 2004).

Mentee play an important part to make sure the mentoring is success. Research has shown that entrepreneurs do not like to ask for help and tend to be biased towards external consultants or in this study we can defined it as mentor, considering that their guidance is not suitable to be applied, not tailored to their situation, too costly, or given by people who are not familiar enough with small businesses. (Devins, 1999; Zinger, 1996). Without mentee willing to accept the guidance and advice the mentor can't play their parts effectively. Also based on research by Allen and Eby (2004), female mentees seem to receive more psychological support from their mentors than their male counterparts, and male mentees receive more career development support than their female counterparts

3.3 Previous Research

There is a paucity study in YYZ Company on mentoring model and in the same time there also limited study on mentoring implementation in CTRM. This study will elaborate on research study in others organization.

3.3.1 Mentoring Implementation in School

Based on research by David W. Denton (2019) on Characteristics of development program for mentors of preservice teachers, it applies various method to identify and to determine the characteristics of an effective program for mentors of preservice teachers. The findings suggest that areas of development focus on communication, e.g., training that promotes mentor-

mentee exchanges, and on relationships, e. g., emphasizing mentor and mentee roles and responsibilities. This study also provides insight into mentors' preferences for the timing, frequency, format, and duration of developmental activities.

3.3.2 Mentoring Implementation in Workplace

Eli Lejonberg and Dijana Tiplic (2016) come out research on Clear Mentoring: Contribution to mentees' careers, e.g., self-confidence and intention to stay in their profession. This study shows that Clear Mentoring is a constructive form of mentoring. The findings suggest that newly qualified teachers who perceive a higher level of mentoring, characterized by the opportunity for the mentee to emulate their own practice, openness to other methods of teaching and an atmosphere of relational trust, are more likely to report lower levels of self-competence. On the other hand, mentees who perceive a higher level of mentoring, characterized by clear communication of advice and feedback seem more likely to report on higher levels of self-competence and lower intent to quit.

3.3.3 Mentoring Implementation Focus in Senior Management

"Mentoring: A model for leadership development?" (Valerie Stead, 2005). This research evaluates and presents a case study of a mentoring program for Finance Directors (UK National Health Service). It analyzes the key elements of Director Leadership in the three general classes of effectiveness, sustainability and pragmatism and offers a case study specifying the pilot mentoring program. Challenges and values are considered as a model for leadership development, leading to the documentation of eight overarching tensions related to leadership mentoring. The study provides lessons for further initiative and identifies key insights into the management of mentoring and executive mentoring that are likely to be of use beyond the scope of this study.

4.0 THEORETICAL FRAMEWORK

Based on the previous research, there is lack of research in mentoring implementation in CTRM since most of the previous research have been conducted and focus on school's students, teachers and senior management. This research focuses on mentoring implementation to a new teachers, workplace and senior managements and it emphasis on communication, trust, effectiveness and sustainability. Therefore, this study will explore in mentoring implementation in CTRM and to understand its component that can be related to development of mentoring model for leadership in YYZ Company. The framework must be developed in order to assist and have a clear picture of connection are as shown below (Figure 4.1).
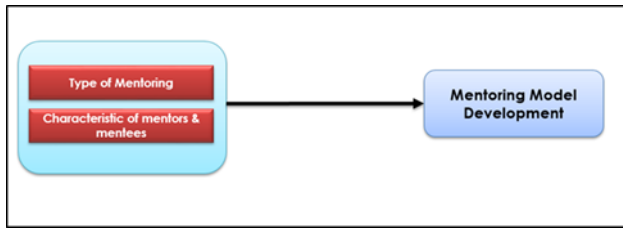
Figure 4.1 Research Framework

Based on figure 4.1, there are 2 components from previous research for mentoring model development. In this study, will focus on research to identify others affected or influenced component based on Mentoring Program in Composites Technology Research Malaysia (CTRM)

5.0 RESEARCH METHODOLOGY

In general, research methodology means a preparation to plan and execute research (London & Sage, 1998). The researchmethodology is the important part of the research as its emphasis on the four important elements: conceptual framework, strategy, identification of thesubjects to be studied and topics to be investigated,and the procedures and instruments to be used to collect and analyze the data.

In this study, the researcher used qualitative research method based on case study. This method was established for the social sciences to assist researchersto research on cultural study and social such as observe thoughts, feelings, the belief of the mass society and behaviors (Ramesh Babu, 2008). In thisresearch it will focus on CTRM case study as to know on how they create and implement mentoring in theircompany as to be a reference for YYZ mentoring model

6.0 DATA COLLECTION METHOD

The researcher used two methods of data collection. This was done to collect sufficient and relevant data to achieve the research objectives of this study. Nevertheless, the researcher used a qualitative research method.

Field research combines a range of research methods to address existing research problems, such as interview, case study, and observation (Walliman, 2011). This research takes on the method of interview;the researcher identified a range of the participantsfor an interview. In this interview, researcher used aPurposive Sampling technique. It is a samplingtechnique which researcher trusts on participant's judgment when selecting members of population totake part in the research.

The reason to choose Purposive Sampling techniques due to it one of the most cost-effective and time-effective sampling methods that available. Also, it very appropriate due to limited number of participants that have the required information who can contribute to the research. Also, it is effective in exploring situationin

deep where the participants will explain details on important data required for this research (Kramer & Burns, 2008). All involved respondents from CTRM forthe interview are mentioned in the table 6.1:

Interviewee	Profession
Che Zulhaimee Abdullah	Ex-General Manager, Group Human Capital & Administration CTRM
Haileena Husin	Ex-Manager, Group Human Capital & Administration CTRM
Munirah Abdul Rahman	Executive, Organizational & Development CTRM

Table 6.1 List of Respondents

All respondents are selected due to these group of people are responsible in developing the mentoring model in CTRM. They also are the one that do the implementation of mentoring in CTRM and are the right respondents to explain on the main component, difficulties, implementation, and the effectiveness of this mentoring.

Also in this qualitative research, document analysis requires the data to be studied and constructed to stimulate the understanding, sense, gain andestablish experiential knowledge (Corbin & Strauss, 2008) Document as a data source in this research isimportant due to most data and information on mentoring implementation in CTRM have been recorded in guideline, proposal, and effectiveness.

In this research, Qualitative content analysis will be assisted by ATLAS.ti software. Processing large amount of data, coding original data sources, keeping track of interrelations and even picturing their importance in their coding scheme is best using the qualitative analysis software. ATLAS.ti can be described one of the most reliable software for qualitative analysis today

7.0 STUDY CONCLUSION

As for mentoring program, currently it becomepopular development tool to assist in build leadership skills, learn new perspectives, understand the workingculture, and enhance the communication skills. In organization, poor leadership skills seriously affect employee morale and even cause the downfall of the organization or company. It leads to employees demotivates, low employee retention and low productivity but high internal conflict. By developing mentoring model for leadership growth in organization, the impact of inexperience leaders, poor communication, biased in making decision, poormanagement in manage the project and lack of leadership development program in the organizationmay be mitigated or reduced.

There is a comprehensive studied in mentoringresearch across the time span from 1980 until now thatfocus on type of mentoring and characteristic of mentors and mentees that affect the effective mentoring model. As for the type of mentoring, there are formal, informal, group and diverse mentoring,where each type has its own advantages and disadvantages based on the goal of developing the mentoring model. For

characteristic of mentors and mentees, based on research there are certain characteristic compulsory for mentors and mentees to equip or practice have been identified to support the mentoring model.

In this study, development of the mentoring model should focus to identify suitable components based on the previous research have been conducted and mentoring implementation in CTRM that can be related to development of mentoring model for leadership in YYZ Company. YYZ Company suffers from leadership weakness, according to an employee engagement survey. Developing a mentoring model gives new hope for improving leadership skills and indirectly helps YYZ Company to become one of the best performing companies in Malaysia.

The development of this mentoring model will be beneficial not only for YYZ Company but also for other companies, organizations, institutions or communities. This mentoring model will guide the mentoring implementation process in terms of mentor and mentee selection, characteristics, tools, and effectiveness.

Acknowledgement

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