

Impact of Mentoring Functions on Career Development: Moderating Role of Mentoring Culture and Mentoring Structure

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Abstract

Facilitating the development of students' professional skills for the professional insertion in the education system, by reducing the gaps between educational theory and the concrete realities of practice school. This goal aims to create a link between practice initial training, tutoring and professional insertion of future students teachers, in relation to the requirements of education reforms and standards Europe. The Romanian education system has as a priority objective professionalization of the teaching career on the component of initial training and continuous teaching staff.

Key words: mentor, initial training, professional development, partnership, professional debut

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1. Introduction

This work starts from the appreciation we have for the teaching profession and from the reflection on the reality that surrounds us in this stage of reforms in all areas. Young people who have opted for becoming a teacher often faces what adults call it the experience. We hear and say: "experience is the best scale for human knowledge". Experience must be based on knowledge, information, skill and mastery in the operationalization of information and, also on adopting an appropriate attitude to what needs to be done we achieve to be recognized competent, each in the field in which we carry out the activity.

Of course every profession is important in society, but if not we invest in the noblest of them, that of teacher, educator, cadre didactic, who will guide our learning, who will train us, who will determine to gain experience?

These are just a few general-human arguments that we invoke them to provide motivation to young people who are preparing to become teachers, but also those in charge of education who are due to interact to form a high-performance training system and viable.

2. Literature review

Following the studies carried out by various researchers in the field, both current and historically older, are included the reports and analyzes associated with the proposed topic. Through the studied works, the necessity and importance of mentoring in the career development of any employee are brought to the present.

In 2014, Yang Y. conducted a study, entitled "What forms of mentoring programs are available to other large companies?", In which he presented the importance of achieving clear, necessary and, at the same time, important goals for companies. in carrying out mentoring programs. Yang Y. believes that "both mentors and mentees, novices, should be actively involved in the whole process,

with senior leaders acting as key stakeholders and the human resources department as administrator and coordinator."

In 2013, researchers Sirivastava S. and Thakur MK, in the article "The influence of the mentoring relationship on role-based performance", pointed out that for the mentor, "motivation is an important variable in the guidance literature". because the mentor must not be influenced by anything in his guidance activity. He must clearly set his goals, the goal he pursues. The activity carried out by the mentor must be reflected in the results obtained, because depending on the type of mentoring offered to the novice, the proposed objectives will be achieved, and he will be properly advised and guided in connection with his future career.

In research conducted in 2007, entitled "Mentoring: theory and practice" by Judy McKimm, Jollie Carol and Hatter Mark, mentoring is seen as "an old concept in a new idea." According to the authors mentioned above, mentoring first appeared in Greek mythology, when Telemachus, the son of Odysseus, was left in the care of the goddess Athena, who had taken the human form of her old friend, Mentor.

From then until now, in all fields, novices have been supported and guided by experienced, mentors.

3. Research methodology

Our main research aim is to define, identify and establish the role of the mentor in the organization and how it influences the novice in career development. The approach of scientific research is based on the causality between the skills of the mentor and the career development process under his guidance.

The objective from which we started the research is to identify the mentoring functions and to define the mentoring in the development of the individual's career within the organization.

The research was carried out within the three educational units, with preschool level.

The group of subjects was represented by 49 teachers, distributed as follows: 12 mentoring teachers and 37 mentored teachers. The 12 mentoring teachers are teachers with higher education in the field of education and first degree, while the mentored teachers, those who need career guidance are grouped into three categories:

- Beginner teachers with secondary education in the field of education (9 people);
- Beginner teachers, with secondary and higher education, other than in the field of education, but who are in the process of qualification (6 people);
- Teachers with secondary and higher education in the field of education, aged between 2 and 14 years, who are enrolled and will take the exams for obtaining teaching degrees in education (22 people).

The research methods used were direct observation, meetings and direct advisors depending on the proposed topics, analysis of the results obtained.

3. Results

The results obtained showed that following the mentoring program, both the mentor and the mentee had something to gain.

Through the meetings between the two actors, it was observed that if the former develops an open communication, an excellent empathy, has an open attitude and thinking, develops patience in listening to him and encourages him in front of him, he will develop a relationship. correct mentoring.

All this develops an unfair relationship with the one he guides, does not deviate from his role, knows and guides his novices correctly, offering suggestions and recommendations based on his own experience, but at the same time, he has the ability to giving the guided person new perspectives on a situation or problem, leads to achieving a desired level of performance in the career.

The fact that those who were mentors in our research did not learn the role of psychologist and knew how to keep a distance between personal and professional problems helped those who were mentored to make the right decisions about their career development.

A study conducted by Arifeen in 2010 highlighted that career advancement is closely linked to the existence of a mentor, which demonstrates that mentoring functions are essential in the development of the individual within the organization.

Also, the fact that, in the research, the subjects were different, their level of knowledge was different, required each mentor to develop a well-planned mentoring program for each person guided, as the needs of each were different. For the 9 beginning teachers, at the beginning of their career, having only the high school (secondary education) in the field of education, the program, but also the counseling was different because, compared to the 7 beginner teachers who, although they had secondary and higher education (but not in the field of education), the adaptation to the environment and the educational requirements of the school organization were more difficult, as they did not know how to apply the necessary methodologies.

Compared to these two categories, the third category is totally different, as teachers already have experience in the field, with higher education in the specialty, and the exams in which they participate have required a completely different guidance and counseling.

At the end of the study it is discussed with all the participating staff and we asked them to describe how it helped them participate in this program in their career use.

The subjects answered the following questions:

1. Do you think that a mentoring program developed in your organization can help you in your career development?
2. In the mentor-apprentice relationship, the mentor is the person who ...
3. How do you think minors should be selected in your organization?
4. Among the people proposed as mentors, who would you prefer and why?
5. In the future, do you want to become a mentor? Why?

Thus, information is obtained about: 36 people come to conclusions to participate in this program to encourage interest, and the relationship is nurtured to create a maintenance to create a basis to help, to be able to help, to be able to assure, should be responsible, empathetic and sincere. 7 of many people consider that, after participation, they can become more responsible, calmer, more organized, and 4 teachers and declarants that, after that, then it is possible to schedule to accommodate more and can quickly in school organization. However, there were also 3 care teachers, considering that this mentoring program is not a help for help, declaring that it is considered a personal authorization.

When asked "How do you think mentors should be chosen", 29 of the teachers participating in the study believe that mentors should be chosen not only according to their studies and teaching degrees, but also according to their qualities and skills. 10 of the subjects consider that mentors should be selected following a well-established competition, both with practical and theoretical tests.

When the subjects were asked if they preferred a specific person to guide them, 35 considered that they had no preferences and were glad that they discovered and formed a new relationship, and 4 teachers refused to answer, not specifying the reason.

To the last question people who answered that they do not need a mentor to help them in their career, do not want to become mentors, because they believe that they will not have the patience and calm necessary for it.

Instead, 36 teachers believe that in the future the role of mentor will suit them, because when you are at the beginning of the road, in any activity, whether you register to participate in the teacher's degree exam or you are at the beginning On the road to your career, the mentor is the person who supports and encourages the beginner.

4. Conclusions

To understand the new concept of quality in education, in the spirit its generation and promotion, in order to be able to apply what I have presented as guidance in the initial and in-service training of teachers, we need to focus on results as performance. For this it is necessary that all educational actors be trained in the field in which they work activity and in the field of legislation in force on quality in education, of the currently applied quality management systems (ISO, EFQM, CQAF).

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