ENHANCING LEADERSHIP COMPETENCIES: THROUGH MENTORING PROCESS

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ABSTRACT
Mentoring is becoming extremely crucial in today’s age. Organizations are taking mentoring as an important means of success for the organization as well as for the individual. We tested to what extent the Mentoring enhances the leadership competencies. This paper provides preface indication that the appropriate mentoring at different life stages enhances the leadership competencies which facilitates in leading the organization and leading the self in managing change, solving problems and making decisions, managing politics and influencing others demonstrating ethics and integrity, displaying drive and purpose. The appropriate mentoring at different life stages have significant impact on the leadership competencies and it support in achieving the business objectives of the company.

Keywords: Leadership, Competencies, Mentoring.

INTRODUCTION
Leadership competencies are leadership skills and behaviors that contribute to superior performance. By using a competency-based approach to leadership, organizations can better identify and develop their next generation of leaders. A focus on leadership competencies and skill development promotes better leadership. However, skills needed for a particular position may change depending on the specific leadership level in the organization. Competency approach, organizations can determine what positions at which levels require specific competencies are essential leadership competencies that are consistent among organizations. Leadership competencies are essential to all firms, an organization should also define what leadership attributes are distinctive to the particular organization to create competitive advantage.

REVIEW OF LITERATURE
Kahle-Piasecki, L. (2011) in the research paper titled making a Mentoring Relationship work: What is required for organizational success states that in MBTI, personality types include preferences for extraversion/introversion (EI), sensing or intuition (SN), thinking or feeling (TF), and judging or perceiving (JP). Describing the preferences further, the EI preference focuses on whether an individual’s general attitude toward the world is oriented outward to other persons and objects or is internally oriented. The SN preference reflects whether a person prefers to rely primarily on observable facts detected through one or more of the five senses or intuition or relies on insight. The TF preference distinguishes between individuals who prefer to use logic when making decisions or prefer to consider the people involved or
special circumstances. The JP preference deals with the outside world in decision-making; it is the difference between making decisions to get things done or staying open to new ideas and options.

Høigaard, R., Mathisen, P. (2009) states in their research paper titled Benefits of formal mentoring for female leaders that The lack of females in senior executive positions and in board positions is a common phenomenon in Western cultures. Mentoring may be one suitable approach to overcoming gender related barriers and fostering the career advancement of female leaders. Mentoring relationships have been recognized as one organizational tool for increasing leader performance and career advancement. Those who are mentored often report higher salaries, greater awareness of their organizations and a higher rating of employment and life satisfaction than those who are not mentored.

Watson (2008) states in his research paper titled the Role of Protégé Personality in Formal Mentoring Programs that a few important personality characteristics have been identified including extraversion, locus of control, Type A personality and emotional stability. While these characteristics are useful in predicting who will be successful in mentoring relationships, many more personality variables still need to be investigated. Two such personality variables that could affect mentoring outcomes are proactive personality and need for achievement.

D. Allen, T. (2007) in his research paper Mentoring Relationships from the perspective of the mentor states that altruism and organization-based self-esteem were significantly correlated with motivation to mentor others. Individuals who were interested in elevating their own careers were also more willing to support the careers of others through mentoring than were those less interested in upward career moves.

LEADERSHIP

Leadership has been described as "a process of social influence in which one person can enlist the aid and support of others in the accomplishment of a common task". Developing successful leader is a competitive advantage for multinational organizations. In addition to essential leadership competencies, global leaders face special challenges that require additional competencies. To clarify, a leader is commonly defined as someone that cultivates business in a foreign market, sets business strategy at a global level and manages globally diverse and diffused teams. The classifications of competencies are done into three parts as for leading the organization, leading the self and leading others in the organization. The Fig 1 shows the diverse competencies at three different levels required for the leaders and all these competencies can be developed by mentoring process.
MENTORING

Mentoring is a process for the informal transmission of knowledge, social capital, and the psychosocial support perceived by the recipient as relevant to work, career, or professional. Mentorship is a personal developmental relationship in which a more experienced or more knowledgeable person helps to guide another person. However, true mentoring is more than just answering occasional questions or providing ad hoc help. It is about an ongoing relationship of learning, dialogue, and challenge.

MENTORING TECHNIQUES

The focus of mentoring is to develop the whole person and so the techniques are broad and require wisdom in order to be used appropriately. A 1995 study of mentoring techniques most commonly used in business found that the five most commonly used techniques among mentors were: Accompanying: making a commitment in a caring way, which involves taking part in the learning process side-by-side with the learner. Sowing: mentors are often confronted with the difficulty of preparing the learner before he or she is ready to change. Sowing is necessary when you know that what you say may not be understood or even acceptable to learners at first but will make sense and have value to the mentee when the situation requires it. Catalyzing: when change reaches a critical level of pressure, learning can escalate. Here the mentor chooses to plunge the learner right into change, provoking a different way of thinking, a change in identity or a re-ordering of values. SHOWING: this is making something understandable, or using your own example to demonstrate a skill or activity. You show what you are talking about, you show by your own behavior. Harvesting: here the mentor focuses on "picking the ripe fruit": it is usually used to create awareness of what was learned by experience and to draw conclusions. Different techniques may be used by mentors according to the situation and the mindset of the mentee, and the techniques used in modern organizations can be found in ancient education systems.
MENTORING BENEFITS

A mature organization has a certain culture about it that the experienced employee is comfortable with and knows how to navigate through. Not only does the mentor have the opportunity to teach, they have the ability to learn themselves. Being an effective teacher requires knowledge about the areas the teacher is teaching. Being a mentor provides the opportunity to enhance soft skills such as coaching, counseling, listening, and leadership. Mentoring and leadership go together, a mentor will demonstrate leadership skills through the mentoring process. Part of leadership is being able to resolve conflict in a way that is most beneficial to all parties. When leaders function as mentors, they are acknowledging the generational differences between the two, and can help resolve differences that may occur because of generational gaps. As the mentor passes on knowledge, he/she can help shape the future of the organization for the better. This is one case of one person making a big difference. If the mentor is successful with helping the employee, they can affect every person in the organization.

RELATIONSHIP BETWEEN MENTORING AND LEADERSHIP COMPETENCIES

Today mentoring leadership competencies is the key areas of concern. How do we develop leadership competencies and keep the best young talent in an organization? The answer is using a mentoring program. By using an effective mentoring program, the leaders of today can help develop today’s talent into tomorrow’s leaders. Companies that leverage the leadership and experience of senior employees can develop and maintain the talent they have in-house. Mentoring will represent the experienced employee offering professional advice to a younger employee, while serving as a teacher, advocate and counselor. Functioning as a mentor is different from being a coach. A coach is a person who helps a person achieves a specific goal. The function of a mentor is not to correct and remediate work behavior. The role of a mentor is to offer professional advice and help the employee to understand the corporate culture. Mentoring is a great way for senior employees to help the future leaders of tomorrow, and provides a way to give back to the organization and facilitates the organization to achieve its business objectives.

CONCLUSION

Leadership competencies can be used to effectively select, develop and promote leaders in an organization. Certain factors such as business strategy and future trends should be taken into account when creating leadership competencies. All business strategies are different and HR practitioners should use the business strategy, including the global business strategy, to drive the use of competencies in selecting and developing leaders. By effectively building a unique set of skills for the organization's leaders, the firm will sustain competitive advantage. The mentoring process should start and develop the leadership attributes in a leader. The mentoring partnership may be the first hands on experience with leadership for the leader. There are many similarities between leadership and mentoring. If the mentor is effective, the will be eager to follow the guidance of the mentor. Having people willingly follow a mentor and believing in the mentor is an attribute of leadership. The mentor must provide a sense of trust in the aspect will slowly build the confidence of the as he/she starts to move towards his/her goals. A leader wants to show how great their team is, so the mentor looks to socialize
the good works of the leader. A good leader takes charge when the situation calls for it. The leader must own some of the mentoring processes, and this is a step towards building leadership. Forcing to take responsibility can start to plant the seeds of leadership. Being a mentor is a form of leadership. The mentoring partnership allows interacting with a leader and starting building leadership skills. The mentor should slowly start to see leadership traits starting to appear in the leader and should see a change in the mentor. The leadership provided by the mentor is a great way to help the future.

REFERENCES


