

THE ROLE OF MENTORING IN CAREER DEVELOPMENT: BEST PRACTICES AND SUCCESS-HERO MOTO CORP Ltd.

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ABSTRACT

Mentoring is an important human resource development practice that focuses on guiding and supporting employees for personal and professional growth. It involves an experienced individual (mentor) sharing knowledge, skills, and experience with a less experienced individual (mentee) to enhance learning, confidence, and career development. Effective mentoring helps employees understand organizational culture, improve job performance, and develop leadership abilities. Mentoring programs play a significant role in improving employee engagement, motivation, and retention within organizations. Through continuous guidance, feedback, and encouragement, mentors help mentees overcome challenges, build competencies, and achieve their career goals. Organizations that implement structured mentoring programs often experience improved productivity, stronger teamwork, and enhanced knowledge sharing. Overall, mentoring contributes to the development of a skilled and confident workforce while strengthening organizational performance and long-term success. It also promotes a culture of continuous learning, collaboration, and professional development within the workplace.

I. INTRODUCTION

Mentoring is a structured and developmental relationship in which an experienced individual (mentor) provides guidance, support, knowledge, and encouragement to a less experienced person (mentee) to enhance their personal and professional growth. It is a powerful human resource development tool widely used in educational institutions, corporate organizations, and entrepreneurial ecosystems to improve skills, confidence, and career progression.

Mentoring goes beyond simple supervision or training. While training focuses on skill development and supervision ensures task completion, mentoring emphasizes long-term development, career guidance, emotional support, and knowledge sharing. It is based on trust, mutual respect, and open communication between the mentor and mentee.

In organizational settings, mentoring plays a significant role in talent management, leadership development, succession planning, and employee engagement. Senior employees

share their experiences, insights, and industry knowledge to help mentees navigate challenges, improve performance, and achieve career goals. Effective mentoring contributes to higher job satisfaction, improved productivity, stronger organizational culture, and reduced employee turnover.

There are different types of mentoring, such as formal mentoring (structured programs organized by institutions), informal mentoring (naturally developed relationships), peer mentoring (between colleagues of similar experience), and reverse mentoring (where younger employees mentor senior leaders, often in areas like technology).

In today's competitive and rapidly changing environment, mentoring has become an essential strategy for continuous learning and professional development. Organizations that invest in mentoring programs create a supportive work culture that encourages growth, innovation, and long-term success.

Overall, mentoring is not only a method of guidance but also a strategic approach to



developing competent, confident, and capable individuals who can contribute effectively to organizational and societal progress.

NEED FOR THE STUDY:

- To understand the importance of mentoring in employee development.
- To analyze the role of mentoring in improving job performance and productivity.
- To examine how mentoring helps in career growth and skill enhancement.
- To study the impact of mentoring on employee motivation and job satisfaction.
- To evaluate the effectiveness of mentoring in leadership development.
- To assess the role of mentoring in reducing employee turnover.
- To identify the contribution of mentoring in knowledge transfer within the organization.
- To understand how mentoring supports succession planning.
- To examine the relationship between mentoring and organizational commitment.
- To suggest improvements for implementing effective mentoring programs.

OBJECTIVES:

- To examine the concept and importance of mentoring in organizational development.
- To analyze the role of mentoring in enhancing employee performance and productivity.
- To evaluate the impact of mentoring on employee motivation and job satisfaction.
- To study the effectiveness of mentoring in developing leadership and managerial skills.

- To assess the contribution of mentoring in career growth and skill development.
- To identify the relationship between mentoring and employee retention.
- To analyze the role of mentoring in knowledge sharing and succession planning.
- To evaluate the overall effectiveness of mentoring programs in achieving organizational goals.

SCOPE:

The scope of this study is limited to analyzing the concept, importance, and effectiveness of mentoring practices within an organizational context. It focuses on understanding how mentoring influences employee performance, skill development, motivation, and career growth.

The study covers various forms of mentoring such as formal and informal mentoring programs implemented in organizations. It examines the role of mentors in guiding employees and the benefits gained by mentees in terms of professional and personal development.

The scope also includes evaluating the impact of mentoring on leadership development, knowledge transfer, employee retention, and overall organizational performance. However, the study is confined to selected organizations or respondents and does not cover all industries or geographical areas.

Thus, the research primarily aims to assess mentoring as a human resource development tool and its contribution to organizational success within the defined sample and time frame.

II. RESEARCH METHODOLOGY

The research methodology is a systematic way to solve the problem and it is an important component of the study without which researcher may not be able to obtain the facts and figures from the employees.

SOURCE OF DATA:



The study is based on primary as well as secondary data collected from different sources:

A). Primary Data:

The primary data is collected with the help of questionnaires, which consists of twenty questions each. The questionnaires are chosen because of its simplicity and liability. Researcher can expect straight answers to the questions. The respondents are informed about the significant of the study and requested to give their fair opinions.

B). Secondary Data:

Secondary data is collected through the documents provided by the personnel department. The documents include personnel manuals, books, reports, journal, etc.

SAMPLING PROCESS:

A). Sample Unit:

The executives and employed at **Hero MotoCorp Ltd.** (Formerly Hero Honda Motors Ltd.) **PHOENIX MOTORS PVT LTD.** constitute 'universe' of the present study. A part of it is taken as sample unit for the present study. It includes JGMS, AGMS, manager and other employees of **Hero MotoCorp Ltd.** (Formerly Hero Honda Motors Ltd.) **PHOENIX MOTORS PVT LTD.**

B). Sample Size:

The sample size consists of 250 employees and out of all the employees we take 100 as the respondents employed in **Hero MotoCorp Ltd.** (Formerly Hero Honda Motors Ltd.) **PHOENIX MOTORS PVT LTD**

. PERIOD OF THE STUDY:

Since so many years Hero MotoCorp Ltd. (Formerly Hero Honda Motors Ltd.) **PHOENIX MOTORS PVT LTD.** has been following the same procedure of Managements for their executives and employees and for the study of my project last

on-year data has collected on performance Managements.

LIMITATIONS OF THE STUDY:

1. The study is limited to a selected organization or a few organizations, so the findings may not be applicable to all industries.
2. The sample size is limited, which may affect the generalization of the results.
3. The study is based on the responses of employees, which may include personal bias.
4. Time constraints may have restricted detailed data collection and analysis.
5. The research focuses only on mentoring and does not consider other HR practices that may influence employee performance.
6. Some respondents may not have provided accurate or complete information.
7. The study covers a specific time period and may not reflect long-term changes in mentoring effectiveness.

III. REVIEW OF THE LITERATURE MENTORING

Mentoring has been widely recognized in academic and professional literature as a powerful developmental tool that enhances individual growth and organizational effectiveness. Various researchers have examined mentoring from psychological, behavioral, and human resource management perspectives, highlighting its importance in career development, leadership formation, and employee engagement. Early foundational work by **Daniel Levinson (1978)**** emphasized mentoring as a crucial relationship in adult development, describing it as a guiding partnership that supports personal and professional transitions. Levinson argued that mentoring significantly influences career advancement and identity formation.



Similarly, **Kathy E. Kram** (1985)**, in her influential book *Mentoring at Work*, identified two primary functions of mentoring:

1. **Career Functions** – including sponsorship, coaching, protection, exposure, and challenging assignments.
2. **Psychosocial Functions** – including role modeling, counseling, acceptance, and friendship.

Kram's model remains one of the most widely accepted frameworks in mentoring research.

Further studies by **David A. Clutterbuck** (1991)** expanded the concept of mentoring within organizations, emphasizing structured mentoring programs and the strategic role of mentoring in talent development and succession planning. Clutterbuck highlighted that effective mentoring contributes to improved organizational culture and employee retention.

Research by **Lois J. Zachary** (2000)** focused on transforming mentoring relationships into learning partnerships. Zachary emphasized mutual trust, clear expectations, and goal alignment as essential components of successful mentoring programs.

Modern studies also examine mentoring in the context of diversity and inclusion. Scholars have found that mentoring supports underrepresented groups by providing access to networks, guidance, and career opportunities. Additionally, reverse mentoring—where junior employees mentor senior executives—has gained attention as a tool for digital transformation and cross-generational learning.

Empirical research consistently shows positive relationships between mentoring and:

- Employee job satisfaction
- Organizational commitment
- Leadership development
- Knowledge transfer
- Reduced turnover intentions

However, some researchers argue that mentoring effectiveness depends on compatibility between mentor and mentee, organizational support, and

program structure. Without proper planning and evaluation, mentoring programs may fail to achieve desired outcomes.

Overall, the literature indicates that mentoring is a strategic human resource development practice that fosters career growth, enhances performance, and strengthens organizational sustainability. Continuous research in this field highlights the evolving nature of mentoring in response to technological, generational, and organizational changes.

Mentoring techniques

Since the focus of mentoring is to develop the whole person, the techniques are broad and require wisdom in order to be used appropriately.

A study of mentoring techniques most commonly used in business was published in 1995 under the title *Working Wisdom*. In the study, five major techniques or "wisdom tactics" were found to be used most commonly by mentors. These are:

1. Accompanying: This means making a commitment in a caring way. Accompanying involves taking part in the learning process by taking the path with the learner.

2. 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.

3. Catalyzing: When change reaches a critical level of pressure, learning can jump. 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.

4. 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.



5. Harvesting: Here the mentor focuses on "picking the ripe fruit": it is usually learned to create awareness of what was learned by experience and to draw conclusions. The key questions here are: "What have you learned?" "How useful is it?"

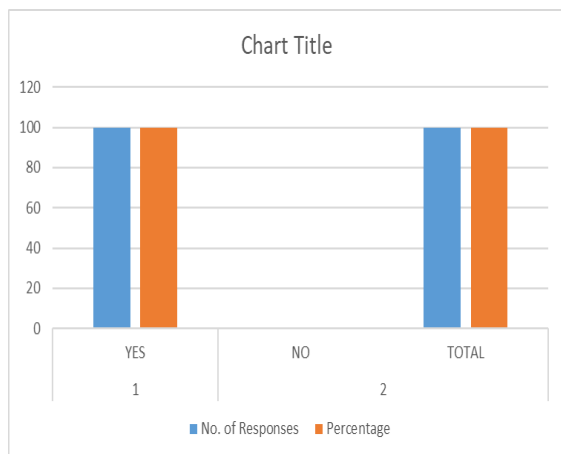
IV. DATA ANALYSIS AND INTERPRETATION

Data analysis has been done by arranging the data in a simple table form and percentages are calculated. The quantitative data has been represented by drawing out the charts where ever necessary.

1. Do you think Mentoring Management is needed in a company?

- (a) YES
- (b) NO

s.no	Options	No. of Responses	Percentage
1	YES	100	100
2	NO	0	0
	TOTAL	100	100



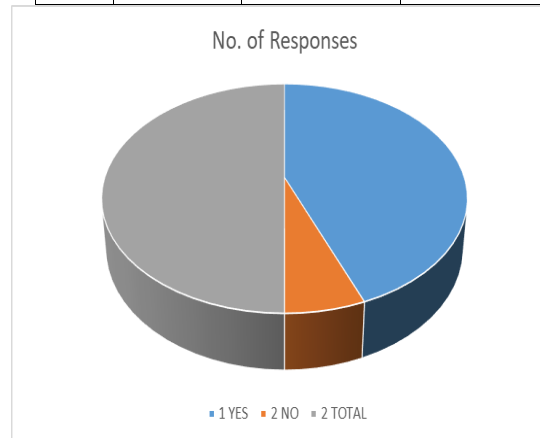
Interpretation:

To above question, almost 100% of the employees thought that the Mentoring Management is needed in a company

4. Do you think that a good workman gets motivated with frequent Performance Management? Is conducted?

- (a) YES
- (b) NO

s.no	Options	No. of Responses	Percentage
1	YES	88	88
2	NO	12	12
	TOTAL	100	100



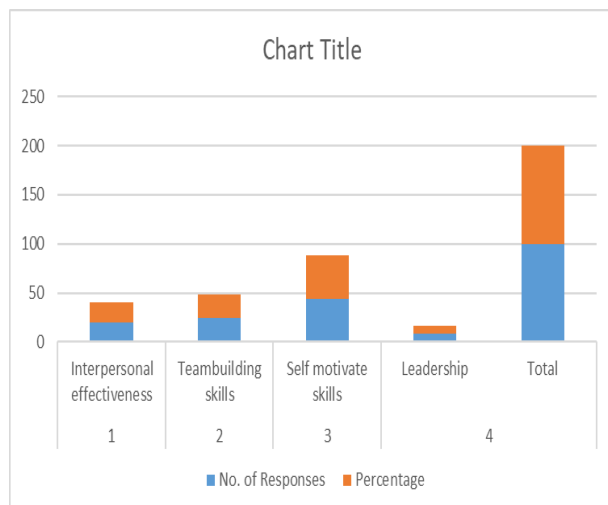
Interpretation:

A majority of 88% of the employees said that a good workman gets motivated with frequent Performance Management and 12% of the employees are not satisfied with above.

5. What are the factors taken into consideration while appraising an individual?

- (a) Interpersonal effectiveness
- (b) Team building skills
- (c) Self motivate skills
- (d) leadership

s.no	Options	No. of Responses	Percentage
1	Interpersonal effectiveness	20	20
2	Teambuilding skills	24	24
3	Self motivate skills	44	44
4	Leadership	8	8
	Total	100	100



Interpretation:

About 20% of employees considered interpersonal effectiveness while appraising an individual, 24% of employees considered Teambuilding skills, 22% of employees considered self motivate skills and 8% of employees considered Leadership. By this we can say that these are the factors taken into consideration while appraising an individual.

V. FINDINGS

- Employees in **Hero MotoCorp Ltd** (Phoenix Motors Pvt. Ltd) are well satisfied with Management towards the proper decision in generating their own ideas working environmental conditions.
- A study portrays that 75% of respondents show improvement in the quality of workmanship, in participating with mentoring.
- The Mentoring management in management provides better understanding to the employees about their roles in achieving the goals of the company.
- The Mentoring management in management acts as a complimentary body to help collective bargaining that creates healthy work atmosphere and legal relations in **Hero MotoCorp Ltd** (Phoenix Motors Pvt. Ltd).

- Every member in the organization are very much well satisfied with the job, in developing their working conditions, and following their rules and regulations at regular intervals of time, conducted by the management.
- A study portrays, 60% of employees rate excellent in maintaining good relations in the organization between workers and management and 25% are well satisfied with the relations maintain by the management towards the workers.

VI. CONCLUSIONS

In the light of the above discussion the following conclusions are made.

1. It is revealed that the executive are getting feedback on their performance though which they can review their Mentoring. Sort on the problems and can overcome the difficulties.
2. The management has a clear understanding about the problem that the workers are the best with moreover, they are eager to solve the problems of the workers as and when they arise.
3. The management was giving requisite training to workers in the areas where they are weak.
4. Workers awareness about the fact that the Management are one of the factor for promotion was cent percent.
5. Mentoring Management system is considered as a means that aim at identifying the areas of improvement, identifying areas of training and development setting Mentoring target for future.
6. The management desire having cordial relations with the work to hold mutual discussions.
7. The Mentoring Management system it exists as it exist now, is properly worked out and appropriately evolved. This



revealed from the opinion given by the majority of the employees.

VII. SUGGESTIONS

Based on the findings of the study and personal discussions held with various executives and employees at **PHOENIX MOTORS PVT LTD.**, Hyderabad possible suggestions and recommendations are given:

- It is recommended that employees should be immediately communicated.
- The result of the Management particularly when they are negative.
- It is recommended that the supervisor should try to analyze the strengths and weaknesses of an employee and advise him on correcting the weakness.
- It is commended to counsel the employees appropriately regarding their strength and weaknesses and assist in developing them to realize their full potential in line with the company's goals.
- The top management is very much committed in implementing the Mentoring Management system as it is. The Mentoring Management system is consider as an essential tool for bridging gap between the top management and the executives it thus helps them to develop cordial relations and mutual understanding.
- It is recommended that the employees should be communicated information about his Mentoring , again his acceptance of it and draw up a plan for future improvement, if necessary.
- It is recommended that the rater must be thoroughly well versed in the philosophy and of the rating system. Factor sales must be thoroughly defined, analyzed and discussed.

To conclude, it is imperative to immunize of the problems or hindrances to strengthen the system.

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