

## **The Impact of Gender and Generation Type on Mentoring Functions: A Study of MSMEs**

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### **ABSTRACT**

The aim of this study is to investigate the Impact of gender and generation type on Mentoring Functions. For the data collection a questionnaire survey was used. The total sample size was 290 and stratified sampling was used. Statistical tools frequency, percentage, t-test has been used for data analysis. The finding of our study reported that there is significance difference in role modeling function between male and female and no difference in career and psychological function and there is significance difference between first and second generation entrepreneur regarding career function and psychological function and no difference in role model function.

**Keywords:** Career, Psychological, Role Model and Mentee.

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## **INTRODUCTION**

Mentors are typically described as more seasoned workers who have risen to a certain level of hierarchical achievement within a company and help less seasoned workers with their careers. To promote growth and achieve profitability, entrepreneurs must overcome numerous obstacles. The importance of mentoring relationships for people's professional and personal growth inside organizations has been recognized. The traditional definition of a mentor has included a wide range of responsibilities, such as advising, counseling, coaching, and sponsorship, which frequently dilutes the role's potential and real significance in corporate organization. So here, we attempt to investigate the impact of age on mentoring functions.

Being a mentor to a team member with less experience is one strategy advocated as a means for older persons to continue participating in the workforce. organization (Capowski, 1994; Hunt & Michael, 1983). As they transition into new organizations or industries, older workers can be more likely to find themselves in need of a mentor.

The goal of career-related mentoring is to progress the mentee's within the organization. The five career-related mentoring aspects, which comprise a variety of behaviors like sponsorship, exposure-and-visibility, coaching, protection, and giving demanding work tasks, are directly correlated to the mentor's seniority level within the firm. In particular, sponsorship refers to the mentor openly promoting the mentee's career. This assistance can be demonstrated by taking steps like proposing the mentee's for an important training program or making a lateral transfer within the organization. Interactions with more senior employees of the organization need to be promoted in order to provide the mentee's exposure and visibility. A mentor could propose a project to the protégé that would help him or her network with senior management and rise to prominence.

The goal of psychosocial mentoring is to strengthen the identity and competence of the mentee's. The roles of role modeling, acceptance and affirmation, counseling, and companionship all fall under the umbrella of psychosocial mentoring, which is connected to the interpersonal relationship between the mentor and mentee's. Role modeling entails the mentor giving the protégé a positive example of a group of ideal attitudes, values, and conduct. The

protégé is content to follow in the mentor's footsteps. Acceptance-and-confirmation entails the mentor and protégé each growing into their own selves with the help of the other.

This encouraging relationship fosters an atmosphere in which the protégé feels secure taking chances and trying out novel behaviours. The mentor's role as a counselor entail being a resource for the protégé to openly discuss their worries, fears, and anxieties. The mentor will do this by actively listening to the protégé while also offering criticism and counsel based on their own prior experiences. The relationship's psychosocial functions—which are based on the development of the protégé's identity, self-worth, and self-efficacy—include actions that support their professional and personal development. They include mentoring actions including delivering acceptance and confirmation as well as giving advice, being a friend, and setting an example.

## **REVIEW OF LITERATURE**

**Melenie J. Lankau (2002)** studied learning's antecedents and effects in the context of mentoring relationships, and the findings affirm the significance of the part that individual learning about other people's viewpoints and new abilities may play in the development of higher job role clarity and overall job satisfaction. While specific skill development learning tends to have an impact on organizational turnover in reality, learning about one's connections to others within the business may help lessen thoughts of leaving. These results underline how crucial it is for mentors to manage mentoring relationships actively in order to make sure that they lead to personal learning.

**Ms. Lisa Finkelstein (2003)** This study used both quantitative and qualitative methodology to investigate the role of age and age diversity in mentorships. Based on information from non-faculty workers at a large university, it was discovered that perceptions of reciprocal learning and the career mentoring given were all influenced by the protégé's absolute age. In comparison to younger protégés, older ones had shorter relationships, less career-related mentorship, were at a higher level with their mentor, and reported more reciprocal learning.

**Tammy D. Allen (2004)** Existing empirical data on the advantages of mentoring for the protege's career was reviewed and summarized using meta-analysis. Professional outcomes were

looked at from both an objective (such as pay) and subjective (such as career satisfaction) perspective. Along with connections between results and mentorship provided, comparisons between groups that had mentors and those that had not were included. Although effect sizes for objective outcomes were modest, the results largely supported the advantages of mentoring. Additionally, there was some evidence that the outcomes examined varied in the strength of their connection to the sort of mentorship offered (i.e., career or psychosocial).

**John Cull(2009)** explored the true nature of the mentor-client connection and how it affects a young person's success in both their personal and professional lives. This study uses two diverse sets of mentors, young entrepreneurs, and program managers from two different nations as its sample and investigates what causes success using a case study methodology. The emerging themes demonstrate how the relationship's character is impacted at three crucial points: the beginning, middle, and end. The findings also demonstrate that mentors must approach entrepreneurs in a way that decreases dependency and boosts confidence. The results point to a mentorship approach that becomes less directive and more empowering as the client's business begins to expand.

**Etienne St-Jean(2009)**This study investigates mentoring-based entrepreneurial learning. 53 learning objectives that new entrepreneurs gained through their mentorship connection have been coded. Affective learning advantages include a higher sense of self-efficacy, confirmation of one's entrepreneurial self-image, and a decreased sense of loneliness, all of which may ultimately have an impact on entrepreneur resilience.

**Etienne St-Jean (2011)**, we want to know if the benefits that beginning entrepreneurs receive from their mentoring relationships are influenced by the mentor intervention techniques. An empirical study involving 360 mentees who had received mentoring services reveals that the best outcomes were obtained by an intervention method that combined an unconditional approach with mentor involvement. This approach encouraged the establishment of specific mentee outcomes and allowed the mentor to take a more active role in the relationship. Directors of mentoring program can educate mentors on the value of their mentoring approach to maximize results for beginning business owners.

## RESEARCH METHODOLOGY

### Sample Size

On the basis of stratified sampling, 290 entrepreneurs from Haryana were included in the sample.

### The Instrument

Primary data are the foundation of the investigation. The literature review aids in determining the study's goal. In order to accomplish the goal of the study, primary data is gathered using a questionnaire. The survey using the Likert scale has a range of options. 1 as highly agreeing, 2 as disagreeing, 3 as neutral, 4 as agreeing, and 5 as strongly agreeing Owners of MSMEs provide the primary sources of data collection.

### Statistical Techniques

The data gathered by the questionnaire survey were examined using the SPSS for Windows 13.0 application. T- test is used for analysis.

## RESULTS AND DISCUSSION

Table 1 represents the demographic characteristics of the respondents selected as the sample.

**Table 1: Demographic Profile of the Respondents**

	Categories	Frequency	Percentage	Cumulative Percentage
Gender	Male	220	75.9	75.9
	Female	70	24.1	100.0

	<b>Total</b>	<b>290</b>	<b>100.0</b>	<b>100.0</b>
<b>Generation Type</b>	First Generation Entrepreneur	168	57.9	57.9
	Second Generation Entrepreneur	122	42.1	100.0
	<b>Total</b>	<b>290</b>	<b>100.0</b>	<b>100.0</b>

The demographic data of the respondents are shown in Table 1. Out of the 290 total respondents, 75.9% are the males and 24.1% are the females while 57.9% of the respondent comes under first generation entrepreneur and 42.1% of the respondent are the second generation entrepreneur.

### I. Comparison of Mentoring Function on the basis of Gender

Table -2: Comparison of Mentoring Function on the basis of Gender

Mentoring Function	Gender	N	Mean	Std. Deviation	t-value	Sig. (2-tailed)	Mean Difference
Role Model	Male	220	4.1477	.56616	-2.772	.006	-.31656
	Female	70	4.4643	1.36883			
Career Function	Male	220	4.0409	.56209	-.026	.979	-.00195
	Female	70	4.0429	.48262			
Psychological Function	Male	220	3.9682	.55910	-.299	.766	-.02325
	Female	70	3.9914	.59314			

Table 3 shows that that in role model function there is a significance difference between male and female. In career function and psychological function there is no significance difference between male and female. Across all three functions, the mean scores of female entrepreneurs are

higher as compared to male entrepreneurs which suggest that they have more positive outlook towards these functions.

## II. Comparison of Mentoring Function on the basis of Generation Type

Table -3: Comparison of Mentoring Function on the basis of Generation Type

Mentoring Function	Generation	N	Mean	Std. Deviation	t- value	Sig. (2-tailed)	Mean Difference
Role Model	First Generation Entrepreneur	168	4.1860	.54167	-.905	.366	-.09063
	Second Generation Entrepreneur	122	4.2766	1.13263			
Career Function	First Generation Entrepreneur	168	3.8917	.55234	-5.812	.000	-.35587
	Second Generation Entrepreneur	122	4.2475	.45784			
Psychological Function	First Generation Entrepreneur	168	3.8286	.52951	-5.363	.000	-.34520
	Second Generation Entrepreneur	122	4.1738	.55682			

Table 3 shows that mentoring functions such as Career function and psychological function has found significance difference between first generation entrepreneur and Second Generation entrepreneur while in Role Model function, no significance difference found between first and second generation entrepreneur. Across all three functions, the mean scores of Second Generation Entrepreneur are higher as compared to First Generation Entrepreneur which suggest that they have more positive outlook towards these functions.

## CONCLUSION

A deeper understanding of the function mentorship plays in the life of a beginning entrepreneur would be possible with more knowledge of these problems. The study concludes that there is significance difference in role modeling function between male and female and no difference in career and psychological function and there is significance difference between first and second generation entrepreneur regarding career function and psychological function and no difference in role model function. Research broadened the theoretical purview of mentorship. These insights provide an interesting look at the modern definition of mentoring. This study helps us to understand the precise and beneficial changes in the development of mentoring relationships.

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