Mentor-Mentee Pairing-Finding the Perfect Matching

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ABSTRACT

Mentoring is most often defined as a professional relationship in which an experienced person (the mentor) assists another (the mentoree) in developing specific skills and knowledge that will enhance the less-experienced person’s professional and personal growth.

Keywords: assessment-based and choice-based matching, cross-gender mentoring, flexible approach, compatibility

Mentoring being an important concept is widely practiced by Indian organizations as well but most of the literature on formal mentoring program has originated in the United States, where formal programs have been used by various corporations and government agencies. This paper attempts to scrutinize the challenges faced by Indian organizations to implement mentorship programs effectively, and develop a framework to achieve higher probability of optimal mentor-mentee pairing. There exists three basic types of pairing namely- Administrator – based matching, Choice based matching and Assessment based matching (Blake-Beard et al., 2007). Administrator – based matching tends to be tightly aligned to organizational goals and seems to be more functional in its approach. Choice-based matching is where the mentee is given the opportunity of choosing their mentor. Assessment-based matching gives precise behavioral information so that mentors are able to be appropriately matched.

The framework on the pairing process is a unique combination of assessment-based and choice-based matching. It has been firmly embedded to overcome the challenges prevalent in typical Indian organizations in order to strengthen the canvas of relationship based on clarity of purpose, expectations of mentors and roles of mentors.

Challenges – Mentorship Program In Indian Corporate

Typically organizations concentrate on the four phases of any mentorship program mentioned earlier namely – initiation, cultivation, separation and redefinition while neglecting the most critical antecedent pairing which culminates in a random pairing of mentor and mentee. This could lead to counterproductive results for the organization. First, the mentees might face difficulty in initiating relationship with their respective mentors due to lack of perceived similarity. This could lead to ineffective interactions between them, decrease in frequency of such interactions and escalate into the problems for the employees, thus leading to attrition. Second, in the usual mentorship programs the employees are assigned a mentor and expectations from their relationship are outlined which include periodic meetings and feedback. This process may seem to be forced upon the employee leading to dissatisfaction and could possibly affect the mentoring process. Third, cross-gender mentoring programs might hamper the process due to cultural barriers especially in India. The effect of societal stereotypes is evident in the very few female mentor-male mentee mentoring relationships where men take female mentors for granted. Women are less involved in the top management positions. However, they are more adept in building informal networks, but with other women, not with men. In either scenario, the mentoring relationship tends to fail. Limitations of a cross-gender relationship are attributed to lack of role-modeling potential and also to lesser level of interpersonal comfort. In the Indian context therefore, it would be more pertinent to have same gender matching process which, would have a more significant impact on mentoring outcomes. Last, due to perceived dissimilarity by both mentor and mentee, the mentee might
terminate the relationship and request for a change of mentor.

What does a mentor do?
The following are among the mentor’s functions:

- Teaches the mentoree about a specific issue
- Coaches the mentoree on a particular skill
- Facilitates the mentoree’s growth by sharing resources and networks
- Challenges the mentoree to move beyond his or her comfort zone
- Creates a safe learning environment for taking risks
- Focuses on the mentoree’s total development

Are mentoring and coaching identical?
No. People often confuse mentoring and coaching. Though related, they are not the same. A mentor may coach, but a coach is not a mentor. Mentoring is “relational,” while coaching is “functional.” There are other significant differences.

Coaching characteristics:
- Managers coach all of their staff as a required part of the job
- Coaching takes place within the confines of a formal manager-employee relationship
- Focuses on developing individuals within their current jobs
- Interest is functional, arising out of the need to ensure that individuals can perform the tasks required to the best of their abilities
- Relationship tends to be initiated and driven by an individual’s manager
- Relationship is finite - ends as an individual transfers to another job

Mentoring characteristics:
- Takes place outside of a line manager-employee relationship, at the mutual consent of a mentor and the person being mentored
- Is career-focused or focuses on professional development that may be outside a mentoree’s area of work
- Relationship is personal - a mentor provides both professional and personal support
- Relationship may be initiated by a mentor or created through a match initiated by the organization
- Relationship crosses job boundaries
- Relationship may last for a specific period of time (nine months to a year) in a formal program, at which point the pair may continue in an informal mentoring relationship.

Are buddy systems and mentoring programs the same?
No. Buddy systems are initiated by organizations to help new employees adjust to jobs during their first few months of employment.

Buddies are most often peers in the same department, who assist new employees for short periods of time and require no specialized training as a buddy.

Mentoring is a more complex relationship and focuses on both short- and long-term professional development goals. Though a mentor may be an employee’s peer, most often a mentor is a person at least one level higher in the organization who is not within the mentoree’s direct supervisory line of management.

Why do organizations implement formal mentoring programs?
Interest in mentoring has varied over time and has been affected by economic and social factors. Organizations recognize that workforce demographics have changed dramatically in recent years, as women and members of different minority groups have joined the workforce in greater numbers. In addition, technology has automated traditional employee functions and continues to affect on-the-job performance, altering the way people see themselves within the corporate structure.

With these changes, organizations are finding it difficult to recruit and retain qualified personnel. As corporate downsizing continues, organizations are also experiencing a
flattening of their organizations, challenging them to provide sufficient growth opportunities for employees.

On the plus side, organizations find today’s employees exhibit a more flexible approach to work. On the minus side, employees may feel less loyalty to the organizations for which they work. Organizations now look to mentoring to implement a strategic game plan that includes:

- Recruitment
- Retention
- Professional development
- Development of a multicultural workforce

**Does mentoring happen naturally?**
Absolutely. Informal mentoring occurs all the time and is a powerful experience. The problem is that informal mentoring is often accessible only to a few employees and its benefits are limited only to those few who participate. Formal or structured mentoring takes mentoring to the next level and expands its usefulness and corporate value beyond that of a single mentor-mentoree pairing.

**How are informal and formal mentoring different?**
Informal and formal mentoring are often confused, but they are very different in their approaches and outcomes.

**Informal mentoring:**
- Goals of the relationship are not specified
- Outcomes are not measured
- Access is limited and may be exclusive
- Mentors and mentorees self-select on the basis of personal chemistry
- Mentoring lasts a long time; sometimes a lifetime
- The organization benefits indirectly, as the focus is exclusively on the mentoree

**Formal mentoring:**
- Goals are established from the beginning by the organization and the employee mentoree
- Outcomes are measured
- Access is open to all who meet program criteria
- Mentors and mentorees are paired based on compatibility
- Training and support in mentoring is provided
- Organization and employee both benefit directly.

**What do you mean by “chemistry” and “compatibility?”**
"Chemistry" is an intense, very personal feeling – an initial connection or attraction between two individuals that may develop into a strong, emotional bond. Unstructured and unpredictable, it is the basis for an informal mentoring relationship.

"Compatibility" occurs when individuals work together in harmony to achieve a common purpose. In formal mentoring, that means a more-seasoned person leading someone less experienced through a structured professional-development program in much the same way teachers facilitate learning.

**Why do organizations need a structured mentoring program? Aren’t managers already performing this role?**
While many managers demonstrate mentoring behavior on an informal basis, it is very different from having a structured mentoring program. There is a qualitative difference between a manager-employee relationship and a mentor-mentoree relationship.

**Managerial Role:**
The manager-employee relationship focuses on achieving the objectives of the department and the company. The manager assigns tasks, evaluates the outcome, conducts performance reviews, and recommends possible salary increases and promotions. Because managers hold significant power over employees’ work lives, most employees demonstrate only their strengths and hide their weaknesses in the work environment.

**Mentoring Role**
A mentor-mentoree relationship focuses on developing the mentoree professionally and personally. As such, the mentor does not evaluate the mentoree with respect to his or her current job, does not conduct performance reviews of the mentoree, and does not provide input about salary increases and promotions.
This creates a safe learning environment, where the mentoree feels free to discuss issues openly and honestly, without worrying about negative consequences on the job.

The roles of manager and mentor are fundamentally different. That’s why structured mentoring programs never pair mentors with their direct reports.

**What are the benefits of mentoring?**

Mentoring benefits the organization, mentors and mentorees. A successful mentoring program benefits your organization by:

- Enhancing strategic business initiatives
- Encouraging retention
- Reducing turnover costs
- Improving productivity
- Breaking down the "silos" mentality that hinders cooperation among company departments or divisions.
- Elevating knowledge transfer from just getting information and to retaining the practical experience and wisdom gained from long-term employees.
- Enhancing professional development.
- Linking employees with valuable knowledge and information to other employees in need of such information
- Using your own employees, instead of outside consultants, as internal experts for professional development
- Supporting the creation of a multicultural workforce by creating relationships among diverse employees and allowing equal access to mentoring.
- Creating a mentoring culture, which continuously promotes individual employee growth and development.

**Mentors enjoy many benefits, including:**

- Gains insights from the mentoree’s background and history that can be used in the mentor’s professional and personal development.
- Gains satisfaction in sharing expertise with others.
- Re-energizes the mentor’s career.

- Gains an ally in promoting the organization’s well-being.
- Learns more about other areas within the organization.

**Mentorees enjoy many benefits, including:**

- Gains from the mentor’s expertise
- Receives critical feedback in key areas, such as communications, interpersonal relationships, technical abilities, change management and leadership skills
- Develops a sharper focus on what is needed to grow professionally within the organization
- Learns specific skills and knowledge that are relevant to personal goals
- Networks with a more influential employee
- Gains knowledge about the organization’s culture and unspoken rules that can be critical for success; as a result, adapts more quickly to the organization’s culture
- Has a friendly ear with which to share frustrations as well as successes.

**How does an organization know when it’s ready to implement a formal mentoring program?**

An organization that values its employees and is committed to providing opportunities for them to remain and grow within the organization is an ideal candidate for initiating a mentoring program. Ideally, the organization has an internal structure to support a successful program. Examples include:

- A performance management program
- Developed competencies
- A valued-training function
- Diversity training
- A succession-planning process
- A management development program
- Strategic business objectives

In addition, there should be individuals within the higher ranks of the organization who will champion the mentoring initiative and help make it happen. Advocates may include the organization’s president, vice presidents and other influential executives.
A Mentoring Program Manager (MPM) is also needed to coordinate the mentoring program. The MPM should be someone who is perceived as a facilitator, listener and coalition-builder – a person who is trusted. MPM is not a full-time position, so mentoring responsibilities must be balanced with the MPM's other duties. Typically, such a person works in a Human Resources, Organizational Development, Training or Diversity Department.

**What does a Mentoring Program Manager do?**
Coordinating the mentoring process within the organization means working with a Management Mentors consultant, as well as fellow employees, to design and implement a mentoring initiative that fits the organization’s culture.

The initiative forms the basis for ongoing mentoring. During the pilot, a Mentoring Program Manager (MPM) typically works with 20 to 30 individuals (10 to 15 pairs). The manager contacts them on a regular basis, making sure the relationships are going well and that the mentoring program is achieving its goals. The MPM offers each pair whatever resources may be needed.

The MPM also becomes the organization’s internal mentoring expert, serving as a resource for various departments and divisions that have an interest in pursuing mentoring.

The amount of time this takes varies. Normally, a MPM spends one to four hours per week coordinating the project, depending on how often the mentor-mentee pairs meet.

**How can we create a pilot mentoring program?**
The Mentoring Program Manager forms a task force of 6-8 people. Members of the task force should represent a cross-section of the organization, including potential mentors and mentorees, supervisory personnel and any stakeholders who can bring value to the process. For example, a representative from Human Resources might help tie department goals with the goals of the mentoring program.

The task force:
- Determines the goals of the program
- Chooses the proper mentoring model
- Selects criteria for mentors and mentorees
- Defines other critical components of the program
- Interviews potential candidates
- Matches participants
- Evaluates results at the end of the pilot program

**How can you determine an organization’s need for mentoring?**
Some organizations conduct focus groups, employee surveys or both to determine where the need for mentoring is greatest, and whether there is sufficient support for a mentoring program. Other organizations rely on task force members, who have been asked to participate because of their knowledge of the organization and the population being targeted. The appropriate method depends on what steps an organization has already taken as well as what resources are available. In general, focus groups are relatively low-cost, while surveys can be costly. If you would like Management Mentors to create a focus group or conduct a survey for you, click here.

**Are there different types of mentoring models in a structured program? What are they?**
One of the advantages of mentoring is that it can be adapted to any organization’s culture and resources. There are several mentoring models to choose from when developing a mentoring program, including:

- **One-On-One Mentoring**
The most common mentoring model, one-on-one mentoring matches one mentor with one mentoree. Most people prefer this model because it allows both mentor and mentoree to develop a personal relationship and provides individual support for the mentoree. Availability of mentors is the only limitation.

- **Resource-Based Mentoring**
Resource-based mentoring offers some of the same features as one-on-one mentoring. The main difference is that mentors and mentorees are not
interviewed and matched by a Mentoring Program Manager. Instead, mentors agree to add their names to a list of available mentors from which a mentoree can choose. It is up to the mentoree to initiate the process by asking one of the volunteer mentors for assistance. This model typically has limited support within the organization and may result in mismatched mentor-mentoree pairing.

**Group Mentoring**

Group mentoring requires a mentor to work with 4-6 mentorees at one time. The group meets once or twice a month to discuss various topics. Combining senior and peer mentoring, the mentor and the peers help one another learn and develop appropriate skills and knowledge.

Group mentoring is limited by the difficulty of regularly scheduling meetings for the entire group. It also lacks the personal relationship that most people prefer in mentoring. For this reason, it is often combined with the one-on-one model. For example, some organizations provide each mentoree with a specific mentor. In addition, the organization offers periodic meetings in which a senior executive meets with all of the mentors and mentorees, who then share their knowledge and expertise.

**Training-Based Mentoring**

This model is tied directly to a training program. A mentor is assigned to a mentoree to help that person develop the specific skills being taught in the program. Training-based mentoring is limited, because it focuses on the subject at hand and doesn’t help the mentoree develop a broader skill set.

**Executive Mentoring**

This top-down model may be the most effective way to create a mentoring culture and cultivate skills and knowledge throughout an organization. It is also an effective succession-planning tool, because it prevents the knowledge "brain drain" that would otherwise take place when senior management retires.

What is the role of diversity in mentoring?

Mentoring can be of great value to women and people of color. These are the employees who have often been disenfranchised within organizations and have not been “chosen” by informal mentors.

However, if mentoring is to be successful as a tool for empowering employees, it needs to be truly diverse – representing everyone within the organization and not just women and people of color. By including the broadest spectrum of people, mentoring offers everyone the opportunity to grow professionally and personally without regard to gender or race. A successful mentoring program needs to balance the need for inclusion with the need for fair representation.

For many years, some organizations thought of mentoring only as a tool to help women and people of color, viewed inappropriately as a remedial program, mentoring lacked widespread support within most organizations.

These mentoring programs did not provide mentorees with the assistance they really needed. Good intentions gone astray resulted in a misapplication of mentoring.

Diversity is equally important when choosing mentors within organizations. Because many mentoring programs are geared to management levels, today’s mentor population still tends to be made up of white males.

As organizations seek to devise mentoring programs, they need to include mentors who are both non-white and non-male. Using the resource-based or group-based models, tied to the one-on-one mentoring model, can help diversify the mentor population. For example, one of the mentoring goals might be to learn how to navigate effectively through the organization’s culture. Using the group model, an organization might have a panel of diverse employees meeting with the entire mentor-mentoree population to share how they have successfully navigated that culture.
What results can be achieved in a structured mentoring program?
Though a great deal has been written about mentoring, there is little statistical data supporting its value. Much of the published information available is based on theory alone. Because mentoring is about human relationships, it is more difficult to quantify scientifically.

Using interviews and questionnaires, Management Mentors has evaluated mentoring programs implemented by client companies. The results consistently demonstrate that well-designed programs lead to the acquisition of knowledge and expertise within a trusting and supportive mentoring relationship. For a sample view of what results we achieve, visit, “Results of a Pilot Mentoring Program.”

Why shouldn’t we create a program ourselves?
Creating a structured mentoring program requires a solid understanding of mentoring dynamics. There are myriad examples of mentoring programs that failed because organizations mistakenly believed they fully understood mentoring. Rather than create a successful program, they negatively impacted the careers of both mentors and mentorees. Typically, such programs have put people together without clear guidelines, offered no training about mentoring relationships, lacked internal support, paired employees with the bosses of the employees' immediate supervisors, and violated other fundamentals of mentoring.

The amount of outside expertise needed to establish a mentoring program varies from organization to organization. Most organizations have found that using a consultant to set up a pilot program has made the difference between success and failure.

What does an outside consulting firm offer a prospective client?

Experienced consultants provide:

- Cost effectiveness - reduces the time and effort needed to establish a program
- Successful design - program operates more efficiently based on successful designs employed by similar organizations
- Improved results - focuses on specific competency areas

Higher success rate - previous mentoring expertise helps organizations avoid pitfalls that have derailed many mentoring programs.

Antecedents to Pairing Process
The antecedents of the pairing process in mentoring program would comprise of the following milestones: A) Initiation of Mentoring Process, and B) Orientation of Mentors and Mentees which are identified and supplemented with relevant literature, supporting our objectives, which are amenable to the social environment existing within the Indian context. After these milestones are achieved, Mentor-Mentee Pairing takes place. The Mentor-Mentee Pairing comprises of the proposed framework with a three-level filter to achieve higher probability of an optimal match between mentor and mentee. This serves as the guiding principle to simplify the pairing process and align it to the mentoring objectives.

A) Initiation of Mentorship Program
In Mentor selection phase of mentorship program three factors were considered: a) Mode of selection of Mentors, b) Hierarchal rank of Mentors, and c) Personality traits of Mentor.

Mentors of a higher rank are also likely to enjoy greater respect and admiration for their knowledge by virtue of their position within the organization. Rank differences are important because the mentee finds in the senior a particular image of who he can become. This has also been validated by the research findings that difference in experience leads to maximum learning while similarity of experience leads to minimum learning (see Figure 1)
However the researchers observed that as a part of the organizational practices, the following selection criteria seem to have been adopted:

a) Competency assessment scores & feedback on coaching & mentoring & interpersonal effectiveness.

b) Passion for developing others (as perceived by significant others)

c) Ability to tap (latent) potential of the team members.

d) Commitment to invest considerable time and efforts on people development issues & concerns.

e) Reputation of domain knowledge & expertise in the organization.

The top executives who satisfy the aforesaid criteria were perceived as potential mentors and encouraged to take up the responsibility, based on their suitability and level of commitment & personal willingness assessed through one to one discussion.

B) Orientation of Mentors and Mentees

Training is one of the most common recommendations for formal mentoring programs Training contributes by helping mentees develop appropriate expectations for the relationship, clarifying the objectives of the program as well as parameters of the relationship(e.g., relationship timeline), and conveying the purpose of the mentoring program. Training enhances the amount of mentoring provided and improves the quality of the mentorship. This may be because of increased communication and partner self-disclosure. It is contended that although training for both parties is important, lack of mentor training is the primary reason that most formal mentoring programs fail.

Considering these research findings, an orientation program where mentors would brief about the following points is a prerequisite.

1) Value of mentorship
2) Role of Mentors and Mentees
3) Key benefits, Dos and Don’ts
4) Role of HR in facilitating the relationship
5) Concepts related to mentorship

After the orientation program, the mentors and mentees would be clearer about their roles, benefits, dos and don’ts of the program. The training may deal with more breadth/variety of topics and not just focus on the career – related roles that mentors might fulfill for mentees. It may be designed to provide guidance on how to develop a close interpersonal relationship with mentees.

Thus, the mere receipt of training may not be enough to have a positive impact on mentoring behavior and mentorship quality. Like any other training program, motivation of participants impacts their learning and thereby their mentoring behavior. Therefore managers may need to put greater efforts towards creating interest in mentor-mentee training/orientation programs.

Conceptual Framework on Mentor-Mentee Pairing

Mentor-Mentee pairing is the most difficult, but the most leveraged phase of any mentorship program. Extensive literature
survey revealed many dimensions of mentor mentee pairing where two opposite streams of pairing criteria have been discussed. One approach is that mentor and mentees of similar profiles should be coupled. For this mostly similarity-attraction paradigm is used as a theoretical explanation for why a mentor would be attracted to mentee of similar profile. The similarity – attraction paradigm states that individuals are drawn to and have greater affection for those whom they perceive to be like themselves. Here it should be considered that one’s perception about similarity is dependent upon the demographic characteristics as well as on softer aspects like attitude, values and beliefs.

Three Stage Pairing Framework

First Stage Pairing: In the first stage, the mentors and mentees would be matched on the basis of similarity of their demographic as well as psychographic profiles by preparing a consideration set for each mentor. In the first step of this stage which is based on demographic profiling, the mentees could be a part of consideration sets of more than one mentor, as their demographic profiles can match with more than one mentor. The first step in this level of matching is in line with fact that perceived similarity between mentor and mentee would significantly contribute to the mentoring process. This may result in enhancing the possibility of increased frequency of interactions between them, thereby facilitating the rapport – building process. This perception, at a very surface level, depends largely upon demographic characteristics comprising of gender, interests, educational background, domicile and socio-economic status.

Hence, the need for psychographic profiling of mentees arises for an increased probability of an optimal match of mentor-mentee. In this second step, psychographic profiling of the mentors and mentees is undertaken based on their FIRO-B personality scores which are used to identify the expressed inclusion, control and affection of mentors and wanted inclusion, control and affection of mentees. The three dimensions of personality namely inclusion, control & affection of both mentors & mentees would be examined purely to serve as toll to address developmental needs of the mentees. If a mentor has high expressed inclusion, then the optimal fit occurs when paired with a mentee of high wanted inclusion. Likewise, the cross-pairing could be carried out for affiliation and control dimensions as well. This has also been validated by the research findings that difference in personality leads to maximum learning while similarity of personality leads to minimum learning (see Table 1).

<table>
<thead>
<tr>
<th>Demographic Factors</th>
<th>Psychological Factors</th>
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<tbody>
<tr>
<td>1. Gender</td>
<td>1. Inclusion</td>
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<td>2. Hobbies</td>
<td>2. Control</td>
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<td>3. Educational Background</td>
<td>3. Affection</td>
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<td>4. Domicile</td>
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<td>5. Socio-Economic Status</td>
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Table – 1
Factors considered for matching

Second Stage Pairing: In this second stage, cluster formation would be undertaken on the basis of mentor role profiling. This mentor role profiling has literature support; Kirk posited six roles for a mentor: advisor, coach, explainer, protector, sponsor and valuator. The implications of the various mentor roles are described as: an advisor helps the mentee set and achieve career goals, a coach helps the mentee meet job performance norms, an explainer provides information on the policies and procedures to the mentee, a protector helps the mentee avoid costly career mistakes, a sponsor helps the mentee secure positions and assignments, and valuator provides psychological support to the mentee during transition. The underlying dimensions of developmental relationship includes need to
learn and grow, acquire learning opportunities
Till this stage, the model proposed followed
the subtle psychological process of evaluation
and selection of a person by another person, to
begin an informal relationship, in which the
first stage
Filter comprised of the demographic variables,
personality type and second stage filter of
mentor role profiling. It can be considered as
selecting a partner (mentor or mentee) on
behalf of the other, with the help of their
profiles, for a specific kind of relationship
(mentor-mentee), and coming up with a
consideration set as an aid for final selection
by the person himself. As one of the key
objectives of introducing a mentorship
program in any organization is mentee
development, at this stage, developmental
needs of mentee would be considered while
pairing.

Third Stage Pairing: Researchers have also
reflected upon how to ensure acceptability of
pairing done by a third party among mentors
and mentees. Forced coupling can fuel
discontent, anger, resentment and suspicion,
and it is believed that one of the reasons for
problems associated with formal systems is
that forced pairing violates the true spirit of
mentoring. It is also suggested that formal
mentoring programs should mimic the
interpersonal process underlying informal
mentors.
In this third stage, the very important issue of
acceptability would be addressed. It is
mentioned in the literature that, if mentors and
mentees perceive that they have had a choice
in selection of their partner, the acceptability
of relationship increases immensely. To create
that impression, meetings of mentors and
mentees of each cluster would be organized as
a part of the final stage of pairing process. The
mentors would be given profiles of mentees
and mentees that of their mentors. The
mentors could be provided freedom to choose
any pre-decided number of mentees from their
cluster through discussion of their preferences
with each other. Then consent would be
obtained from those mentees and finally the
mentees are assigned mentors.
While organizations usually design mentoring
programs based on Administrator –based
matching as mentioned earlier, through the
proposed framework a combination of the
benefits of Choice based and Assessment
based matching are achieved. (See fig. 2)

Pictorial Conceptualization of the Optimal
Match Concept
As a consequence of the pairing process
comprising of a three stage filter, the
consideration set of mentors and mentees
would be narrowed down as the
implementation of each stage occurs. This
process leads to a higher probability of an
optimal match between the mentor and
mentee. Figure 3 is a pictorial representation
of the extent to which the mentees needs are
addressed by the mentor in a formal mentoring
program usually conducted by the
organizations. However, Figure 4 highlights the ideal state that could be achieved as a result of successful implementation of the proposed framework. (See Figure 3 & Figure 4)

Figure 4 shows the maximization of learning arising on account of pairing mentors and mentees, by identifying the mentor’s contribution and mentee’s desired mentoring support. This may be specifically applicable to the proposed model opening new vistas of sharing wisdom/ experiences for maximizing & broadening the learning of the mentees.

**Conclusion**
The study primarily focuses on the three-staged pairing process with specific objectives & outcomes at each stage. The first stage is aimed at enhancing the possibility of interactions, because of similar social context of mentor and mentee, through matching of demographic characteristics and psychometric profiling which elicits the developmental needs of mentors & mentees and provides the need for relationship building. The second stage is the mentorship role profiling where the clusters are formed by mentors who can provide a specific mentoring support to the best possible extent to mentees who need that specific mentoring support. The third stage focuses on increasing acceptability of the relationship, through mutual self-selection with formation of “mentoring clusters” & cementing the relationship through a sensitivity training (Human Process Labs). The study also concludes that mentor selection process & orientation programs are important antecedents of the pairing process & has an impact on the mentoring relationship.

**References:**
Keith Davis, op.cit., p.200.