

Effect of Mentoring Program on Mentee Outcomes at Malaysian Institutions of Higher Learning in Sarawak

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Abstract:

Purpose: This study was conducted primarily to measure the relationship between mentoring program and mentee outcomes.

Design/methodology/approach: A survey method was employed to gather 250 usable self-report questionnaires from undergraduate students at Malaysian institutions of higher learning in Sarawak, Malaysia.

Findings and Originality/Value: The main outcome of SmartPLS path model confirmed that mentoring program does act as an important

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determinant of mentees' psychosocial and academic performance in the studied organizations.

Practical implications: Organizations can benefit from the results and recommendations of this research. In improving their mentoring programs, organizations should practise communication openness and provide adequate support both to mentors and mentees. These initiatives may lead to sustainable and increased performance of institutions of higher learning.

Originality/value: This study reveals that management is responsible to appropriately implement communication and support in mentoring relationships can enhance mentees' psychosocial and academic performance in Malaysian institutions of higher learning.

Keywords: Communication, support, psychosocial and academic performance

1. Introduction

Mentoring is progressively seen as a central factor contributing to a successful academic achievement, career advancement and improved softskills (Dimitriadis, von der Borch, Störmann, Meinel, Moder, Reincke, & Fischer, 2012). It basically involves two parties i.e., the mentor and the mentee. Kram (1985) noted that mentoring involves an authoritative relationship in which a senior or more experienced person (the mentor) offers two roles for a junior person (the mentee) i.e., firstly, providing advice or showing a good model for career development behaviors such as academic advancement, and secondly, encouraging positive personal support, especially psychosocial development. Traditionally, the word 'mentoring' was first mentioned in the classic story of 'The Odyssey' written by Homer, about 700 BC. In his story, Mentor (a person who has great wisdom and trustworthy) was a friend and a servant of Odysseus, who was responsible for teaching, guiding, and instructing Odysseus's son named Telemachus (a mentee who basically has less experience) (Edlind & Haensly, 1985; Ismail, Hasbullah, Bakar & Boerhanoeddin, 2005; Ismail, Hasbullah, Bakar & Junoh, 2006; Merriam, 1993). This story suggests that mentoring became an important tool in learning and training (Little, Kearney & Britner, 2010; Johnson, Geroy & Griego, 1991) as well as in guidance and counseling (Gregson, 1994; Zuraidah, Zaiton, Masniah, Jamayah, Sabasiah & Abdul Halim, 2004). In short, mentors are the elderly with wisdom and experiences, or a father