IMPOTANCE OF EFFECTIVE MENTORING OF CONSTRUCTION GRADUATES IN THE SOUTH AFRICAN CONSTRUCTION INDUSTRY

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Abstract

It is important to critically analyse the concept and to highlight the distinctive elements of effective mentoring of graduates or youth, in the construction industry. The aim of this paper is to look at the experiences and problems contributing to effective mentoring of young graduate’s construction employees within construction companies. This study will examine how construction graduates employees are mentored, who is supposed to mentor them and how effective and essential mentoring can be used to enhance performance in the construction industry which has become very competitive and complex. It will look at the important characteristics of mentors, potential negative outcomes or problems in mentoring of young graduates. The study is mainly a literature review with a special focus on the human resource management and leadership, the data used in the report is mainly qualitative, based on the content analysis, case studies and historical data. The study will indicate whether or not young graduates’ construction workers are they being mentored or not, are they involved in any form of mentoring, within their construction companies and that communication skills, knowledge sharing, and correcting mistakes or giving negative feedback are important for an effective mentor in the construction industry and also that mentoring is an important tool that can enhance career and personal growth when conducted effectively.

Keywords: Youth Mentoring, Graduates workers, Construction Industry.

1. Introduction

Mentoring nowadays is a key element within national and local strategies for working with graduates, especially those who are viewed as ‘socially excluded’ (Philip, 2000). As yet, few methodical evaluations of new entry employees have taken place in UK to enable contrasts to be made between projects and with other forms of graduate’s involvement, in this new entry construction employees. Regardless of one’s title/qualification, graduates take part in designing, creating, constructing and maintaining today’s modern technology and infrastructure. A Question remains, can a graduate employee
who hasn’t been mentored by an experienced engineer/technologist/technician be able to tackle the above mentioned tasks? Hence, some groups of young people are often constructed as a threat rather than as a resource for the future (Jeffs and Smith, 1999), meaning giving more information to the graduate, knowledge transfer, they will know further than their mentors. Simultaneously concern about the defenselessness of graduates has led to unprecedented levels of observation over some groups (Harden et al, 2000), this can be a black or white group. Though it is only recently that mentoring has become a feature of social policy, people were not aware of it; it is a notion that has been around for an extensive period of time. Most modern interest has derivative from the business world, where mentoring is used in the orientation of new entry employees into the culture of the organization, in educating communication between different levels of management, and in positive access for groups that are traditionally left out from senior management positions (Clutterbuck, 1985), mentoring can also be used as an instrument to communicate with those employees that are not open, in regard to their performance, to break down the ice in an employee.

Mentoring differs from industry to industry. The construction industry treats mentoring a bit differently, due to different or changing work environment and conditions, Construction jobs or projects can be extremely short or extremely long, that can put pressure on a mentor or mentee. Mentoring is a matter of concern, not having mentors and mentees serves as a hindrance to progress which is why mentoring is of vital importance. Being a mentor has benefits such as (Nkomo and Thwala 2014):

- Financial gain (salary increase)
- Promotions
- And self-respect

The above mentioned benefits (not limited to) of being a mentor bring rise to whether an individual should become a mentor with the aim of mentoring and grooming young junior employees or for personal gain.

Who exactly should be allowed to mentor young, less experienced employees? Nkomo and Thwala (2014) stated that the construction industry is highly competitive and it brings economic growth. Therefore, mentoring is important in order to groom potential construction leaders thus; mentors have to possess certain characteristics before they are certified as effective mentors. The above mentioned benefits (not limited to) of being a mentor bring rise to whether an individual should become a mentor with the aim of mentoring and grooming young junior graduate’s employees or for personal gain.

Who exactly should be allowed to mentor young new entry, less experienced graduate’s employees? Nkomo and Thwala (2014) indicated that the construction industry is highly competitive and it brings economic growth. Therefore, mentoring is important in order to groom potential construction leaders thus; mentors have to possess certain characteristics before they are certified as effective mentors. Although many studies (Scandura, Tejeda, Werther and Lankau, 1996; Miller 2015; Russell, 2006; Nkomo and Thwala, 2014) have been conducted on mentoring in engineering and the construction industry, the issue of mentoring of new entry engineering graduate’s employees has not yet received
sufficient attention. Furthermore, few studies have addressed or dealt with the effects of having an effective mentor. The Construction Industry has become overcrowded and competition is becoming increasingly tough. In order to be the best or compete with the best, graduates employees need to be mentored effectively in a way that will enhance their skills and knowledge. Mentoring is a tool that’s crucial in everyone’s career development. An effective mentor has to be in place in order for career growth/development to take place.

2. Purpose of the study

Mentoring, if done correctly and effectively has a potential to build up future young leaders of tomorrow in the construction industry. Mentoring is of vital importance and should be taken into consideration in order to ensure career development and growth of new entry graduates employees. This study may be useful to employees and employers in the construction industry as it provides information on how important mentoring is and methods that can be followed or adhered to in order to ensure effective mentoring. Furthermore, the will add value to the construction industry by educating employers and employees on how to use mentoring to groom potential construction leaders.

3. Objectives of study

- To investigate the mentoring of young graduates construction employees within organizations, whether they are being mentored or not.
- To determine the problems encountered while mentoring new entry graduates employees.
- To determine the important characteristics of effective mentor’s, potential negative outcomes.
- To examine the ways in which mentoring benefits contributes to producing motivated young construction workers within the industry.

4. Literature Review Findings

Over the past three decades, mentoring in the workplace has become the focus of much research and discussion (Ploeg et al., 2008). (Raabe and Beehr, 2003). Mentoring can be well-defined as a developmental and supportive relationship among a senior, more experienced employee and a junior, less experienced employee (Kram, 1985). Amelink (2010), mentoring as a relationship between an experiences person and an inexperienced person. The more experienced person is called a mentor and the less experienced person is a mentee. The relationship is meant to enhance both parties professional or career development, even though the mentee is perceived to gain more, the mentor gains as well.

Mentoring has been linked with salary increase and promotion (Chao et al., 1992), higher job satisfaction and self-respect (Allen et al., 2004; Underhill, 2006), and higher organizational commitment (Donaldson et al., 2000). Positive career developments have been associated with mentoring as people who were mentored effectively reported of how they received career guidance and support; increased salaries and job satisfaction (Nkomo and Thwala, 2014). The above mentioned reports might give an
impression that mentoring has a positive impact on an individual’s growth. However, Stead (1997), raised another question that cannot be ignored, “Does everyone need a mentor?” He further stated his case by discussing how students are able to form partnerships on their own as the union brings academic support and the union may be able to replace possible mentors.

The above findings have underlined the need to identify the characteristics that are necessary to be an effective mentor. Though, most studies on mentor characteristics to date have concentrated on white-collar workers in industries such as education, health care, technology, finance, and communications (Milner and Bossers, 2004; Smith et al., 2005).

Due to its vibrant nature and complex organization of work, the construction industry is different from other industries (Ringen et al., 1995a), particularly from typical white-collar jobs. Previous research has suggested mentoring as a key component of construction work and has recognized the necessity for mentoring programs to develop leaders in the construction industry (Rogers, 2007). Yet, no empirical research to date has thoroughly examined and identified the critical characteristics of mentors in the construction industry, which would offer ultimate information for the development of mentoring programs. Seeing that the construction industry plays a major role in national economies (Behm, 2008), and its trade training is primarily constructed upon a mentorship model for apprentices (Melia´ and Becerril, 2007; Sobeih et al., 2006), the present study tries to identify what constitutes an effective mentor from the perspective of construction professionals. Discovering the answer to the above question is critical to the success of any mentoring program, as it can escort program developers in their decisions about whom to target, what content to include, and the methods needed to develop capable and effective mentors in the construction industry. In this study, we methodically identified and examined a list of characteristics that distinguished good from average and poor mentors in the construction industry, drawing on mentoring, coaching, and emotional intelligence writings.

One of the objectives of this study is to determine the important characteristics of mentors in the construction industry, to examine the ways in which mentoring benefits and contributes to producing young motivated employees. In the following section, we debate the definition and benefits of mentoring. Then, we review past research literature on mentoring characteristics and the starring role of mentoring in the construction industry.

5. Mentoring benefits and definition

The word “mentor” and the conception of mentoring date back to Greek mythology, when Odysseus assigned his son, Telemachus, to a close friend, who would watch over not only his professional development but also his personal and social growth (Hamilton, 1942). This friend named Mentor, has since become a symbol of physical, intellectual, social, and administrative development (Clawson, 1959). Mentoring, as defined by Amelink (2010) is viewed as a relationship between an experienced person and an inexperienced person. The more experienced person is trained as a mentor and the less experienced person is the mentee. The relationship is created with the main aim of enhancing the mentee’s personal development and growth, professionally and socially. (Miller, 2015) further defined mentoring as a mutually benefiting relationship between two people who are both interested in working together. He further stated how a relationship between a mentor and a mentee can never be
forced to take place. It is not up to senior management to create such unions, but it is up to the mentor and mentee to base their relationship on mutual respect, trust and a shared objective.

The present study used Kram’s (1985) new and adequately broad definition of a mentor as a senior more experienced employee, who serves as a role model and helps in the relationship, has been recognized as an alliance that increases the competency and performance of protégés through the spread of formal knowledge such as the organization’s politics. In most circumstances, the mentee may approach and initiate a relationship between oneself and the mentor. It takes admiration and respect to select a possible mentor, but it is still a mentor’s duty to find a mentee who will be willing to work with him/her. Mentoring is a matter of concern. Not having mentors and mentees serves as a hindrance to progress, which is why mentoring is of vital importance in the construction industry. In order to secure a healthy and productive mentoring relationship, it is very important for a mentee and mentor to share a common objective. Both parties should be eager and determined to share knowledge transfer and experience. The mentor must be more than willing to give knowledge and experience that they have acquired, at the same time, the mentee must also be willing to receive and use the shared knowledge and experience. The knowledge and experience being transferred is more than just mere information, it should be treasured by both parties. Mentoring is nothing new. According to Russel (2006), mentoring has been around for a long time. Most of us have gained knowledge from more experienced people, for example in a work place, academics etc., even though we might have just called them a friend or they might have been a family member.

Mentoring has been positively linked with many career and psychosocial outcomes (Allen et al., 2004; Chao et al., 1992; Underhill, 2006). For example, Chao et al. (1992) found that employees partaking in informal mentorships stated more career-related support, advanced salaries, and higher job satisfaction than those who had no mentoring relationships. In their meta-analysis, Allen et al. (2004) similarly found positive associations between mentorship and job and pay satisfaction. In another current meta-analysis, individuals who had been mentored felt more respect from their co-workers, had a further positive self-image, and felt less work stress and work-family scuffle (Underhill, 2006). In addition, mentored individuals incline to feel more job security and have more positive views of technical and distributive justice than non-mentored individuals (Scandura, 1997). Mentoring it is also been associated with a lot of positive career developments. People who were mentored and currently being mentored reported of how they received career guidance and support; increased salaries and job satisfaction. Research has similarly examined the benefits of having a mentoring program in an organization. The presence of a formal mentoring program is now being used as a criterion for determining the “Best Companies to Work for” (Branch, 1999). Constant with this, Allen and O’Brien (2006) found that job searchers are more fascinated to organizations that have formal mentoring programs compared to those that do not have them.

Mentoring is predominantly valuable within the context of the Employment Equity and Skills Development legislation. Due to the dissimilarity of the South African managerial profile, the reality is that the majority of managers are white and the majority of employees are black. In order to amend this profile, transferences of skills are critical and this is exactly where mentoring can play an imperative role. In fact, without effective mentoring most companies will brawl to achieve their employment fairness
targets. The worth of mentoring lies in the circumstance that mentoring is the quickest way to transfer skills and thus quickening empowerment in the workplace. No quantity of formal training and informal courses can accomplish what mentoring can do. Through mentoring a member of a labelled group targeted for a higher-level position can work with a mentor to attain the skills necessary to function at a more senior level. A mentor’s role is dual: firstly (1), to offer career development opportunities such as coaching, giving challenging assignments, sponsoring advancement, and nurturing the protégé’s prominence; secondly (2) they offer psychosocial support such as counselling, support and role modelling. Without a mentor, a new entry employee (graduate) will learn not as much of, more slowly or not at all.

According to the above stated reports, it might be safe to say that mentoring has a positive impact on an individual’s growth and development, be it the mentor’s growth or the mentee’s growth. However, Stead (1997), differed with the above mentioned statement by raising a question, “Does everyone need a mentor?” He further stated his case by mentioning how students are able to form partnerships together as students and the union brings about academic support and eliminates the possibility of mentoring relationships.

6. Mentoring of new entry graduate employees in the Construction Industry

Mentoring is a key component in construction work (Rogers, 2007). For example, it is very mutual on construction jobsites to have experienced workforces, who oversee and mentor less experienced employees. Though, the relationship between a mentor and his/her protégé in the construction industry may be dissimilar from the mentoring relationships typically observed in other industries, due to continually changing work environment and crews, dissimilar and rapid tasks, and the short-term relationships that protégé’s have with their mentors (Ringen et al., 1995b). Jobs in the construction industry can be from a few days to a few years, so the length of any mentor-protégé.

7. Effective Mentoring

The construction industry is extremely busy and its scope of work is usually complicated. This industry is very different to your typical everyday office jobs. Due to it being a complex and highly competitive industry, it is important for effective mentoring to take place in the construction industry in order to develop, train and groom future leaders that could run and lead the industry. Through the process of mentoring, mentors assist mentees or students into discovering where they really are and what they have to offer in the construction sector; mentees are also showed how to use the theoretical knowledge they acquired at tertiary level; mentees are also guided in defining and pursuing their career goals (Russel, 2006). As graduates employees are fully armed with theoretical knowledge from the University and lacks practical exposure.

(Hamlin and Sage 2011) recommended that the effectiveness of any mentoring relationship established depends highly on the characteristics possessed by parties involved for example (mentor and mentee) and also on whether both parties know how to take advantage of opportunities presented or opportunities brought forth by either party. The quality of the relationship between a mentor and a mentee
is a key factor to ensuring successful mentoring. In order for effective mentoring relationships to take place, mentors need to adopt a “carting” and “pushing” style. This can be described as offering a safe place where the mentee feels able to share and express their agendas, interests and goals; where support is offered by listening; asking the right relevant questions; stimulating the mentee’s thinking in such a way that they arrive at answers to their problems; offering ideas, challenges, knowledge, tools and techniques, productive thinking and wisdom. According to (Devojine and Harris ,2001,p35), mentors can help to develop effective mentoring relationships by; Creating a safe environment; listening attentively without passing judgement; agreeing on objectives rather than approaches; and accepting and appreciating differences.

The above mentioned reflect back on what Stone (2007) listed as the characteristics of an excellent mentor in order for a mentoring relationship to be effective, such as; Strong interpersonal skills; Recognizing others’ accomplishments; Being an excellent supervisor; Accepting risks that are associated with mentoring and willingness to be available to help another individual advance in an organization. (Hamlin and Sage, 2011) added the following characteristics to the list; Active listening and asking questions; Conceptual modelling; Setting clear goals; Being flexible; and Building and maintaining close and harmonious relationships with management through trust, focus, empowerment and understanding. The mentor can’t take all the responsibility in ensuring that a mentoring relationship is effective. The mentee also has to take charge of the relationship. (Stone, 2007) agreed with the statement above by listing the characteristics that an excellent mentee should possess in order to secure an effective mentoring relationship, such as; demonstrating intelligence; Showing initiative; and taking responsibility for own development. (Hamlin and Sage, 2011) added the following characteristics; Expressing needs clearly and helping to identify development goals; Seeking input from the mentor; demonstrating commitment by following up on points set in meetings; Making time to attend meetings; Maintaining confidentiality; and Seeking to understand roles, responsibilities and boundaries.

(Amelink, 2010) supported the above mentioned statement by further listing the benefits of effective mentoring. Effective mentoring assists in developing a mentee’s career as they get exposed to the practical aspect of their career by their mentor. While being close to a mentor, a mentee is able to mingle with organizations that could possibly assist in career growth and future employment. Further more mentoring has been known to assist in career development, but effective mentoring can also help in personal development as well. Having an effective mentor has been known to increase self-confidence, increase self-esteem and increased job satisfaction. (Amelink, 2010). It can be said that in order for effective mentoring to take place, healthy mentoring relationships need to be established.Listed below are positive characteristics associated with mentoring as given by Klasen and Clutterbuck (2002, p19).

- Mentoring relationships facilitate the application of contents of theoretical knowledge in real life practical contexts
- It brings about purposeful change and increases the return on the investment in learning. It emphasizes the statement, “Whoever learns together, grows together”.
8. **Characteristics of mentors in the construction industry**

Though the studies stated earlier generated lists of characteristics important for mentors in the construction industry, these lists were not the same, and it is therefore possible that these lists were not comprehensive. Thus, to create a complete list of characteristics for this study, additional literature linked to mentoring characteristics was accessed. Evidence from research on executive coaching suggests that the characteristics for both mentors and executive coaches are comparable; though, executive coaches also retain characteristics such as being interpersonally understanding, having a customer focus, and taking appropriate action during crisis (Brotman et al., 1998). Preceding, an examination of each of the lists of characteristics revealed that all of them affected on the idea of emotional intelligence as being essential, for example by affirming that characteristics such as “empathic,” “understands others,” “interpersonally understanding” and “articulates emotions naturally” were important. The concept of emotional intelligence states to the ability of a person to monitor one’s own and others’ feelings and emotions, to discriminate among them, and take appropriate actions based on these observations (Salovey and Mayer, 1990). Emotional intelligence was later well-defined as consisting of four separate parts: appraisal and expression of emotion in oneself, appraisal and recognition of emotion in others, regulation of emotion in oneself, and usage of emotion to facilitate performance (Mayer and Salovey, 1997).

In the construction industry, the constricted deadlines, working with and around other trades and the prospective dangers of the job can create an atmosphere of tension and apprehension. A mentor in construction with emotional intelligence could possibly control these emotions and balance them, while meeting deadlines and finalizing tasks safely. A study directed by Law et al. (2004) supports this impression, as peers’ rankings of emotional intelligence were analytical of supervisory ratings of in-role and extra-role enactment in an employee sample. Past research from these parts will assist in the development of a comprehensive list of possible characteristics for mentors in the construction industry. In addition to making a distinctive list that syndicates different literatures, the current study takes a marginally different method to detect the key mentor characteristics as perceived by construction professionals.

Although these limitations, the consequences from the current study indicate that communication skills, knowledge sharing, and correcting mistakes/giving negative feedback are significant for an effective mentor in the construction industry. The results from this study can be used to enhance current mentoring research and afford a starting point for mentor-assisted development in construction. The outcomes on new knowledge worker’s perspective towards their mentors’ characteristics is in in agreement with the studies of Gray and Smith (2000) and Elzubeir and Rizk (2001). The findings designated that mentors should be welcoming, self-confident, show desire to be a mentor, provide honest feedback, self-knowledgeable and being committed to mentoring, were viewed to be extremely significant characteristics. The other characteristics, that are, being a visionary, exposing the protégé to future prospects, understanding, respectable, patient, being a good role model, compassionate and showing reliability were seen as significant characteristics for the mentor to have.
9. Potential negative outcomes or problems in mentoring new entry employees

Mentoring relationships are not always easy; there are challenges to face as a mentor or mentee. There are different factors that influence the challenges experienced by parties involved in a mentoring relationship. Some factors are external to the mentoring association, such as the objectives of the formal mentoring relationship and time issues. For example, a mentoring relationship that is established in a company that is downsizing will be different to a mentoring relationship that is established in a company that is expanding. Time issues relate to certain limitations, such as; Work demands, personal demands, financial constraints, or scheduling problems.

Although the benefits of mentoring indicated in the literature, this does not prevent the possibility that mentoring relationships involve problems or negative outcomes (Eby et al., 2000). Early research on social-psychological and interpersonal relationships summaries that hostile incidents are common and often are neglected aspect of all relationships, these ranges from insignificant episodes, such as quarrelling, to serious incidents, such as physical or psychological abuse (Marshall, 1994). According to (Pinho, Coetzee and Scheuder, 2005), a mentee may develop negative attitude towards a mentor when a mentor overworks the mentee and takes credit for the accomplishments (Eby et al. 2000) in there study on negative mentoring capability revealed that protégés experience: Divergent personality and habits, mismatch within the dyad, self-absorption, work style, distancing behavior, manipulative behavior, unfortunate delegation of duty, intentional exclusion, credit taking, politicking, that is, self-promotion, technical incompetence, lack of mentor expertise, that is, interpersonal incompetency, sabotage of any efforts, general dys-functional, that is, bad attitude, personal problems and deception. (Pinho, Coetzee and Scheuder, 2005) further elaborated on the challenges faced in mentoring relationships. These relationships can become dysfunctional as they can bring rise to overdependence, resentment, deception or harassment. The mentoring relationship can also be regarded as negative in terms of fairness as challenged may see it as a strategy to get ahead. This deals head on with cross-gender and cross-race relationships.

The researchers supported the need for further research in the area of negative mentoring in individual disciplines which might be different from one industry to another. Problems or negative outcomes were uncommon between mentors and new entry or knowledge employees, apart from dissimilar personality and habits which was seen as a problem or negative outcome demonstrating that this problem happened fairly many times. General dysfunctional, that is, bad attitudes, personal problems for example, alcohol abuse, family problems etc. and deception, that is, not being truthful were never a problem to the new entry or knowledge workers as there predisposition was towards occasionally and never occurring (Agumba and Fester, 2010). As per the finding it can be noted that if mentoring functions are sufficiently achieved then problems or negative outcomes are infrequently experienced. Studies conducted by Eby et al. (2000) and Ragins et al. (2000) on dysfunctional mentoring relationships are not fully sustained by this finding.

The problems or negative variables in a mentoring relationship were acquired from related literature review, directed by Nkado and Mbachu (2002), that new knowledge workers or new entry employees (graduates) seldom experienced problems during mentoring. Dissimilar behavior and habits,
was seen as the main problem as it fell in the mean band between 2.60 - 3.40 representing that it happens fairly many times. General dysfunctional, that is, bad attitudes, personal problems for example, alcohol abuse, family problems etc. and deception, that is, not being truthful were never a problem to the new knowledge workers as they clear-fell in the mean band between 1.00 - 1.80.

10. The reasons why mentoring relationships fail

Even though mentoring was described by Amelink (2010) as being known to assist in career development, mentoring relationships sometimes fail to produce the desired results. (Clutterbuck, 2011) categorized the main reasons why mentoring programs or relationships fail into the following: Contextual, Interpersonal and procedural. Contextual problems relate to issues where purpose or supportiveness of the organizational environment are not clearly defined for mentoring relationships. Mentoring relationships require support and backing from within the company. Some companies penalize mentors and mentees for taking time to have their meetings. When top management lacks expressed interest, mentoring relationships are more likely to fail. (Clutterbuck, 2011). Interpersonal problems occur/are caused by people who are not part of the mentoring relationship, such as; the mentee’s line manager and peers. It is important to include line managers and explain the benefits of the relationship to them. These problems can also cause resentment (Clutterbuck, 2011). Procedural problems are problems that occur from the way that the programme or relationship is managed. Relationships or programs that are heavily over-managed are often problematic. (Clutterbuck, 2011). a mentor should be communicative, which is why a mentoring relationship will fail if a mentor dictates and fails to communicate effectively with the mentee. Starr (2015) further elaborated on why and how certain mentoring relationships fail. Listed below are reasons why some mentoring relationships fail, as given by Starr (2015)

When senior employees/employers are used to engaging with junior less experienced individuals within a company and giving them direct orders. When they start talking to the mentee as if they work for them it becomes a problem and serves as a recipe for a failing mentoring relationship. A mentee may not fully understand the role of a mentor. As a mentee, it is possible to become used to deferring to managers more senior than themselves and adopt a subordinate posture while engaging in conversations. When this happens, mentees are less likely to request anything.

Changing the focus of the role causes both parties to move from the true original intention of mentoring. An effective mentoring relationship is dependent on both parties involved, willingness to assist from the mentor and respect from the mentee. When the mentor focuses more on what to offer the company, it becomes an issue as the mentee may become worried that the mentor may use his/her own opinions to try to influence their (mentee) choices. Failing to maintain engagement. In order for a mentoring relationship to thrive and remain aligned with the aims of the mentoring relationship, good levels of engagement are of vital importance. Like any other failure, the reasons listed above can be avoided. As given by (Clutterbuck, 2011), the following can be done to minimize the risk of possible mentoring relationship failures:
Preparation- It is essential to think through what the partnership is meant to achieve and how it is intended to be achieved.

Selection- Not everyone can become an effective mentor, potential mentors should possess certain qualities.

Training-Successful mentoring relationships often go through training or a briefing (face to face) as to what they can expect.

Measurement- It is important to review the relationship and analyze what each party is gaining from the union

Starr (2015) listed what can be done to save a mentoring relationship that is on the verge of failing:

- It is important to know when a mentoring relationship becomes a managing relationship where the mentor becomes a manager instead of a mentor. The following tends to happen:
  - The mentor takes credit for results obtained by the mentee
  - Every conversation between the mentor and the mentee begins with what the mentee has done for the mentor.
  - The mentor feels the need to have a sense of personal growth
  - Conversations focus on getting the job done with less discussion of personal beliefs; and principles and values

When the above mentioned happens, the mentee may be responsible for having a formal/informal discussion with their mentee in order to address their concerns.

11. Conclusion and Recommendations

Mentoring is usually undermined and often mistaken as managing and assigning work. Although these limitations, the results from the current study designate that communication skills, knowledge sharing, and correcting mistakes/giving negative feedback are important for an effective mentor in the construction industry. The results from this study can be used to enhance current mentoring research and offer a starting point for mentor-assisted development in construction. We are compatible in our understanding of the role that race and racism play in the construction industry and society. We recognize that although our racial differences are a necessary part of our daily interaction, we also can connect as people. We have learned that the first step in getting beyond the barriers and boundaries of race is not to pretend that they do not exist.

This study is predominantly the authors’ description of the extensive learning and development process for graduate engineers that has been advanced and embedded within Kentz Engineers and Constructors and other construction companies. Though, some evaluative conclusions can reasonably be drawn. These are:
- In global engineering and construction skills scarcities are real and the largest constring on growth in the sector.
Companies are contending for skills and within this context those seeking to be “Favoured employers” are investing in learning and development and the infrastructure to upkeep career development. Engineering graduates are in a strong spot when choosing employers. Mentoring, if done correctly can not only enhance an individual’s professional growth but also assists in personal growth.

- The effort necessary to sustain the process should not be undervalued – it is an exercise in organization, expectancy, and will, supported by systems and infrastructure. For example, a prudently planned experiential learning programme is vital, yet challenging to sustain without a combination of on the ground buy-in and support with reporting and observing. Some of the best business decisions are made in times of insufficiency when the value of resources becomes fully understood. Investment in the development of graduate engineers or new entry employees and indeed in all Kentz employees and other construction companies is a strategic importance, and the organization is the better for it. Kentz mentoring process is a work-in-progress – all mentoring processes will continue works-in-progress if they are to remain applicable to changing business needs. It is to be hoped that the experiences related will vibrate with others, and that lessons learned may have more general application, although every organization will have its own exceptional needs and circumstances. Among these lessons are that mentoring has permanent benefits, but that formal programmes can be unsuccessful to mirror this. An organization-wide mentoring process needs to balance the needs for consistency with elasticity, needs to foster responsibility, and needs to be refined in the light of practical actualities. Above all it needs people who are committed to stick with the process in order to guarantee its success. Study has proved that mentoring is important in new entry graduates and certain characteristics need to be in place in order for a mentoring relationship to be successful and effective. Further research should be conducted on the effect that construction job’s duration have on mentoring relationships.

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