

Mentors and Trainees Professional Cooperation Features in Modern Enterprises of Russia

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Abstract: Modern mentoring condition, which revived its traditions in conditions of information technologies and intellectualization of modern enterprises is presented in the article. The meaning of such notions as the coach, mentor, intern, mentoring activities, corporate training, mentors and trainees professional cooperation peculiarities is revealed, selected types of mentoring on the content of activities and time characteristics are outlined and mentoring benefits are identified. The scope of the article's results application covers the practice of mentors corporate training, practice of mentors and trainees cooperation, as well as the results obtained can be used in the development of modern provisions on mentoring.

[Alfiya Rafisovna Masalimova. **Mentors and Trainees Professional Cooperation Features in Modern Enterprises of Russia**. *Life Sci J* 2014; 11(9s):568-572]. (ISSN: 1097-8135). <http://www.lifesciencesite.com>. 112

Keywords: mentors, trainees, mentoring activities, mentoring, professional cooperation

1. Introduction

Existing modern ideas, concepts, approaches, which are focused on vocational education system modernization, do not provide specialists with full training for high-tech manufacture, which is characterized by computerization, intellectualization and emerging techniques and technologies (Shichkov 2013; Plotnikov and Skuridina, 2014). As a result, the graduates of professional educational institutions with more than half of professional knowledge are forced on entering enterprises. Therefore, enterprises, receiving such graduates, have to search for optimal forms of their professional training (Masalimova, et al, 2014; Shaidullina et al., 2014).

One of the forms aimed at developing young personnel professional competences and their corporate culture, facilitating successful social and professional adaptation is corporate training by certified mentoring corps, which allows to accumulate and share their professional experience, knowledge with the young personnel as well as inspire personal potential of young specialists with the purpose of their professional development's individual trajectories definition.

In the sphere of activities, mentoring is referred to the services provision, which includes information and professional experience transferring, the young personnel's personality potential exploration. On functional-purpose application mentoring performs the following functions: organizational-managing, social-pedagogical, information and consultation, the correction-reorganization functions. By the content it is a kind of informal education, in which young employees digest the information, acquire

professional knowledge and experience. On procedural characteristics mentoring involves the obtained, acquired and processed information transformation in a formed professional competence (Klucharev and Pakhomova, 2008).

In the course of research we have seen that the field of mentoring system application is still expanding, and currently, this system is applied to the following spheres:

1. Areas in which technological progress is far ahead the process of professional knowledge and updating skills(IT, manufacture, i.e. sectors where the qualifications of the personnel doesn't demand the needs of the company and adversely affect the results of operations of the entire organization and leads to considerable financial losses).

2. Areas in which practical experience and high skills play a crucial role in professional duties implementation.

3. Professional activities, which are characterized by a high risk degree.

4. The enterprises where routinely technological procedures and equipment are periodically updated (industrial companies).

5. Enterprises, which are characterized by the employee turnover and, consequently, there is a need for mass and operational training of qualified personnel (Andreeva and Nechaev, 2013).

However, as for mentoring system's effective organization, modern companies should be aware of its following characteristics:

- in conditions of modern enterprises, mentoring should be directed not only at professional knowledge and experience transferring, but also to personal potential development of the

employee and to assume a more general training, basic skills;

- mentoring has long implementation period that requires organization and system approach. The fact that the necessary knowledge and skills are not transmitted at once or from time to time, so mentoring is productive when it is specially organized and regularly is controlled;

- mentoring requires investment (mentors financial incentives, methodological training materials, additional supplies with possible defects in the work performance by a young worker etc);

- the process of new employees training requires mentor's additional efforts, in addition to their main duties, what are to be considered when planning their activities, their work motivation system development and the recourses cost should be taken into account (Magura and Kurbatova, 2003).

2. Materials and Methods

The analysis of normative papers of mentoring at the enterprises of Russia, JSC Tatneft, JSC "Severstal", JSC "LUKOIL", Kazan state gunpowder plant has allowed to reveal the essence of the following concepts related to the research problem:

Mentoring is one of the training forms at workplace, aimed at young worker's applied professional and cultural competences development.

Mentoring activities – activities, which are aimed at the formation of corporation and development of applied professional competences of young workers to overcome information and valuable barriers in professional activities and their social and professional adaptation, as well as the young specialists' potential exploration with the purpose of individual professional trajectories defined in their development.

Mentor is an experienced worker who is responsible for planning and organizing trainee's effective professional development program and promoting his trainee's social and professional adaptation at the enterprise.

Intern - young worker or specialist adopts on permanent work and carrying out his professional work under the guidance of the mentor for one year.

Corporate training is the process of employees knowledge, skills and competencies improving at the enterprise on the educational programs developed in cooperation with professional education institutions, research institutes and enterprises in a unite orientation and taking into account the interests of both the students

and the whole enterprise to ensure its innovativeness and competitiveness.

During the research the following methods have been used: the analysis of philosophical, psychological-pedagogical and scientific-methodical literature on the problem of the research, analysis of normative documents and products of activities, monitoring; survey of teachers and students; a survey of employers; systematization and generalization of facts and concepts, modeling, design, method of expert estimates, the study and generalization of the mentoring experience at enterprises of Russia.

3. Results

Any modern enterprise should implement and develop mentoring, because this form is not confined to one profile but aimed at achieving different relevant objectives of the enterprise (Zevunov, 2009). The following advantages of mentoring activity can be pointed out: the improvement of the quality of young workers training at various levels taking into account the real needs and interests of enterprises; reducing of new techniques and technologies mastery time; the creation of a united educational and manufacturing field of the enterprise; reducing of the financial costs on training and staff development; the acceleration of socio-professional adaptation of new employees to the working conditions at the plant and the mastery of their occupation duties and corporate standards.

However, some problems connected with mentors' corporate training to implement their activities can be pointed out in modern mentoring practice: insufficient training of mentoring staff to innovative housing reforms in the content and methods of training; rapid obsolescence of scientific and teaching materials, including textbooks; mentors are interested in manufacturing tasks solving.

During the research we found that young workers need professional advice of specialists of different profiles and turn to other mentors who serve as consultants. In this regard, peculiarities of professional cooperation between trainees and mentors are the manifestation of vocational complementary nature of the cooperation between mentors of different qualifications and levels with young employees, who are interested not only in their professional duties, but also in other spheres (for example, a young specialist - engineer is interested in the economic side of the project. In this case he asks advice from the mentor-economist). Symbiosis in the team, consisting of complementary mentors of different profiles and

levels with the developed competencies for his activity implementation, serves as the technological finding, optimizing the overall structure of specialists' corporate training at the enterprise, allowing any employee to extrapolate the acquired professional experience. Such cooperation between

mentors and trainees promotes deeper mutual problems reflection and leads to a constructive dialogue to solve them, which very effectively impact not only on the professional growth of trainees, but also mentors.

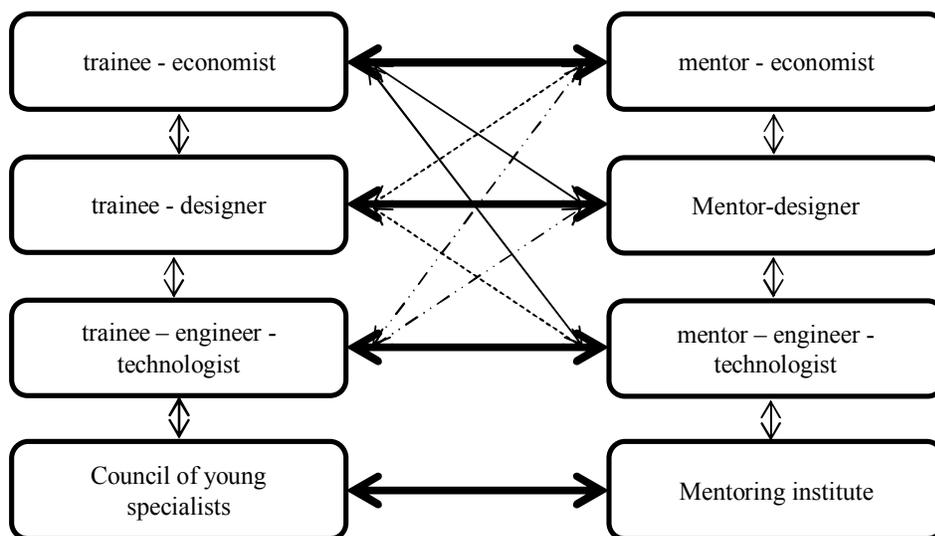


Figure1. Professional cooperation of trainees and mentors

This cooperation becomes relevant in connection with ongoing updates at the enterprise requiring professional and social mobility of its employees, their abilities to work in team for collective decision making and to develop the correct strategy for orientation in non-standard situations.

Mutually beneficial cooperation of young employees and mentors is the Central idea of this cooperation, ensuring the supremacy of the joint actions of the project team, which in its single and independent implementation cannot provide an adequate level of decision of organizational and methodical problems of young professionals' corporate training. The superiority of the project team is that the more diverse the team which is consisted of mentors of different profiles and levels (engineers, technicians, designers, engineers, economists and so on), the larger the result of its work, since it increases the technical, technological and economic levels of young professionals corporate training's problems decision by combining diverse expertise, increasing the amount of the competitiveness of the team project. Such complementary professional collaboration of young professionals and mentors contributes to the enterprises collective knowledge formation.

On the content of activities, there are three most extensive types of mentoring in sociological studies: corporate, professional and social mentoring. *Corporate mentoring* involves corporate values transfer, acquaintance with traditions and history of the company, with the best leaders of manufacture. *Social mentoring* is aimed at young specialists' social and psychological problems solving. The role of social mentor can be executed by any individual possessing the ability and willingness to help others.

Professional mentoring is focused on young specialists professional support in the corporate training process aimed at getting professional qualifications (Rudavina and Ecomasov, 2011).

However, according to the presented mechanism of system and complementary cooperation of corporate training of young specialists, this typology is supplemented with complementary mentoring, representing a complementary professional cooperation of young workers and mentors, contributing to the collective knowledge forming.

By the time characteristics the following types of mentoring are outlined: episodic, implying a temporary, partial implementation of mentoring in connection with new techniques and technologies

implementation in enterprise practice; periodic one, involving discrete nature of mentoring implementation in connection with the periodic introduction of employees in a new status; systematic mentoring with constant and continuous update of intellectual base personnel at the enterprises in connection with informational component increasing.

Mentoring as a mechanism of young specialists' social and professional adaptation to the enterprise is carried out in vocational training, situational advice in professional activity process, knowledge and experience transfer to employees - beginners, their personal potential exploration, manufacture process algorithms demonstration and the results joint analysis.

4. Discussions

The previous researches, which were made by S.Y.Batyshev (Batyshev, 1985), A.G.Vershlovsky, A.A.Wisburg, A.I.Khodakov (Vershlovsky et al., 1987), M.I.Makhmutov (Makhmutov, 1981) are devoted to mentoring forming historical aspects study. Mentoring activities psychological-pedagogical bases are revealed in scientific works, made by A.S.Batyshev (Batyshev, 1985), G.A.Neprimerova, P.N.Osipov (Osipov and Neprimerova, 1978). Mentoring system's organization peculiarities in the sphere of industrial manufacture are revealed in research of A.N.Plotnikov (Plotnikov, 2006), E.V.Charina (Charina, 2004), A.R.Masalimova (Masalimova, 2013).

However, there are only few scientific works, which are devoted to the problem of modern mentoring and they have only discussion character.

5. Conclusion

Professional cooperation between trainees and mentors, involving professional complementary cooperation of different qualifications and levels mentors with the young staff, is directed on its participants' professional and social mobility forming, skills developing to work in team for collective decision making and its behavior's right strategy constructing.

Such mentors and trainees cooperation promotes mutual problems deeper reflection and leads to a constructive dialogue to solve them, that is a very effectively impact not only on the professional growth of trainees, but also mentors.

Professional interaction of trainees and mentors contributes to:

- *in organizational aspect to:* teaching process corporate management implementation; enterprise's all participants' cooperation in the

process of students' corporate training (administration centers providing training; managers; trainers and trainees);

- *in pedagogical aspect:* corporate training's traditional model transformation into innovative one, which is based on reflective-dialogical cooperation of participants in this process; giving opportunities for young personnel professional growth and career development; internal communications system formation, which ensure enterprise cultural norms and traditions transferring;

- *in personal aspect:* professional competences formation of young professionals and mentors; giving opportunities for professional growth, self-realization and career path development; staff corporate culture formation, enterprise's positive image creation;

- *in economic aspect:* possibility of a young specialist getting, who can meet modern requirements of the enterprise, and as a result – time and financial expenses reducing for his subsequent corporate training; own personnel training costs optimization; labor resources deficit compensation through in-service training at the enterprise.

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8/26/2014