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Assessing the influence of mentoring functions on job satisfaction and organizational commitment of new construction employees: A literature review

Abstract

The business world has long known and relied upon mentoring as a proven technique for developing in house talent. Previous studies proved that the implementation of mentoring programme is beneficial for enhancing employee skills and attitudes. Few researchers are devoted to exploring the impact of mentoring functions on job satisfaction and organizational commitment of new graduates. This paper is aimed at examining the effects of mentoring functions on the job satisfaction and organizational commitment of new construction employees in the influence of mentoring functions in South African construction industry. The study was mainly a literature review, an exploratory study with a special focus on the impact of mentoring functions on job satisfaction and organizational commitment of employees within organizations. The data used in the report was mainly qualitative, based on the historical data. The study indicated that career development and role modelling functions have a positive effect on the job satisfaction and organizational commitment of new employees. However the psychosocial support function was incapable of providing adequate explanation for these work outcomes. The study suggest that graduate managers should improve the career development and role modelling functions of mentoring in order to enhance the job satisfaction, organizational commitment of new employees. The early success of the initiatives described provide useful lessons for the construction industry and executives who recognize that mentoring functions on job satisfaction and organizational commitment are critical for sustaining future organizational performance.

Keywords: Mentoring, Construction, Employees, Graduates, Job Satisfaction, Organizational Commitment.

1. Introduction

Most companies have labour turnover reports that show how turnover has been trended over a period of time and this is a start. To better understand turnover of new employees, organizations will need to rely on more than an aggregate analysis. Organizations need to dissect it from a number of different vantage points. What types of employees are leaving? Losing high performers is far more damaging than average performers, and losing low performers may be seen as a good thing. What might appear to be an acceptable amount of turnover may mushroom into a significant issue if those employees that are leaving are key performers. What does turnover look like by tenure? Losing employees in their first year may suggest issues with the staffing or on-boarding process. Losing employees after 3 and 10

years may indicate a compensation or career development issue. Losing employees after ten years may represent a leadership issue.

With the high turnover incidence among new employees, it is imperative that retention strategies be effective and that these strategies be examined closely. When new employees perform their duties in organizations, they often have little or no experience in the work that they are doing on construction sites, but they are required to bear full responsibility. Owing to limited experience, and full responsibility, new employees would often bear heavy work pressure. Work pressure and new employee attitudes toward jobs have significant impact on job satisfaction and organizational commitment among new construction employees. Researches from various countries have confirmed that job satisfaction and organizational commitment are statistically significant predictors of employee absenteeism or turnover, or their intent to quit (Lee et al., 2009). Thus, in order to reduce the new employee's intent to leave, site managers should urgently address the issue of improving the job satisfaction and organizational commitment of new employees.

Mentoring relationships and formal mentoring programs have received accumulative attention in HRD (Human Resource Development) and related literature over the past several years. Studies examining mentoring involvement have showed that up to two-thirds of employees have engaged in some type of mentoring relationship and that mentoring functions may be especially beneficial for employees because of the greater barriers they often face on construction site. Participation in formal mentoring programs has a variety of benefits for participants (Wanberg et al., 2003). Two of the most emphasized developmental benefits have been psychosocial and career advancement (Kram, 1985). In spite of increasing activity, few empirical studies have been performed examining outcomes of formal mentoring programs (Wanberg et al., 2003).

Purpose of the Study

The purpose of this study is to contribute to a broader understanding of mentoring, mentoring functions and their influence on job satisfaction and organizational commitment on new construction employees. A significant percentage of the workforce, within the construction sector is nearing retirement age over the next ten years where and sources. These employees have acquired a tremendous amount of knowledge about how things work, how to get things done and who to go to when problems arise. Losing their expertise and experience could significantly reduce efficiency, resulting in costly mistakes, unexpected quality problems, or significant disruptions in services and or performance source. In addition, faster turnover among younger employees and more competitive recruiting and compensation packages add significantly to the mounting concern about the organization's ability to sustain acceptable levels of performance. The relationship between mentoring and HRD can be found in the functions of mentoring and how they link to the three realms of HRD. From an organization development standpoint, mentoring can serve as a function of planned change used to improve new employee effectiveness in an organization. Mentoring can serve as a form of on-the-job training to develop key capabilities enhancing employees' abilities to perform their job functions, the defining component of training and development. In terms of career development, mentoring can be used as a strategy permitting employees to shape and perform their work to better achieve their professional goal. This study will

meaningfully contributes by sharing the wisdom and knowledge of transition to retirement employees to ensure corporate knowledge does not simply walk out the door, sharing the collective wisdom and knowledge of the build environment business.

Objectives of the study

- ✚ To examine the effects of mentoring functions on the job satisfaction and organizational commitment.
- ✚ To determine causes of job satisfaction.
- ✚ To evaluate the impact of mentoring on retention of employees within organizations.

1.1 Literature Review

Mentoring can be defined as a developmental and supportive relationship between a senior, more experienced employee and a junior, less experienced employee (Kram, 1985). Mentoring has been associated with salary increase and promotion, higher job satisfaction and self-respect (Allen et al., 2004), and higher organizational commitment (Donaldson et al., 2000). Mentoring from previous studies has highlighted a positive relationship between career mentoring and all dimensions in job satisfaction such as employees, job itself, promotion and supervisors providing a way to retain employees and improve their efficiency. Reinforce mentoring power in order and guideline for the managers on ways to improve employees job satisfaction for positive outcomes (Underhill, 2006).

Human resource management meets the discouraging tasks of employing needed employees into the organizations to match the organization's requirements and anticipations. As a result, there is a formal need to create suitable ideas, develop appropriate strategies to enhance the collaborations between supervisors and new employees, and to complete a broad insight that can support managers of human resource, increase results and enhanced performance. According to Knippenberg and Steensma (2003) suggested that the expectation of a future interaction between the supervisors and juniors would decrease the usage of hard boldness tactics as this may jeopardize the relationship and make it less attractive. Research have evidenced the impact of mentoring in professional and personal development of young employees in the organizations. Existing research has shown that mentoring is one of the best ways in organizational learning and has proved positive results with support (Simmonds & Zammit Lupi, 2010) and job satisfaction. It was noted that protégé's that received mentoring support were able to exhibit better job performance and career development and decrease turnover intention among the employees in the organization mentorship .

Proenca and Shewchuck (1997) show that learning and career development opportunities are two important factors that would influence the retention of new employees. Mentors play a dynamic role in providing these opportunities. Furthermore, mentors can facilitate professional socialization of the new employees, entering the workplace, in the organization; facilitate their transition into the workplace and social culture of the organization; and make them feel welcome in peer groups, with coworkers and the organization . In addition, mentoring can promote the transfer of knowledge and values that support a construction industry mission. Therefore, a mentoring program is seen as a useful method in improving the retention of new employees.

Mentoring programs in organizations can be helpful in improving performance and transferring knowledge, and lead to higher job satisfaction and retention of employees, resulting in higher business productivity. In addition to that, companies that have proper mentoring programs in place are capable to attract job seekers and retain good employees (Allen & O'Brien, 2006). The rapport between supervisors and subordinates could be strengthened through mentoring. Researchers in the past have evidenced that committed protégé demonstrated high job satisfaction and hence unlikely to look for other jobs (Iverson & Buttigieg, 1999). The use of mentoring relationships aimed at new employee development is rapidly increasing in organizations. Some benefits of mentoring relationships include career mobility and advancement, career satisfaction (Chao et al., 1992), career commitment, and career advancement (Scandura et al., 1996), more promotions and higher compensation and higher retention (Viator & Scandura, 1991). Although beneficial to personal and professional development, only a portion of the current literature examines mentoring relationships that are situated at work or in job related contexts. It is necessary to better understand how to utilize mentoring in order to enhance the growth of individuals in organizations.

1.2 Performance of the South African construction industry

Poor capacity, poor quality, low productivity and low profit margins continue to characterize the majority of South African construction firms. These shortcomings are attributable to poor cultural practices that are often associated with construction firms. In an effort to devise strategies intended to improve the performance of South African Construction firms, the study found that there is generally a positive relationship that exists between the corporate culture and performance of South African construction firms. The degree or intensity of the relationship is largely dependent on the size of the organization. Small and medium sized construction firms demonstrated greater appreciation of the positive relationship between corporate culture and business performance (Sidumedi, 2009).

Although South Africa is renowned for its infrastructure especially when compared to University of Witwatersrand. Other African countries, underinvestment on infrastructure over the past 20 to 30 years has led to the considerable deterioration of the older infrastructure base (Bogetic et al., 2005). An ailing power supply, chronic shortages of housing, schools, hospitals and other social facilities, and bulking road networks serve as a constant reminder of the immense obstacles the country has to overcome. In contrast, the construction industries of other developing nations such as India contributed approximately 8.5% to the total of India's GDP in the 2008 financial year. The industry's performance has been consistent since 2006 and has fuelled the creation of 33 million jobs (Indo Italian Chamber, 2008). Management in essence is the ability to direct, guide and motivate people to perform their duties effectively, in unison and harmony, and to excel in the performance of those duties (Stoman, 1999). Construction firms, being project based organizations are faced with major challenges when it comes to employee motivation as employees are usually faced with additional challenges, such as:

- ✚ peaking work
- ✚ loads making it difficult to achieve a work
- ✚ life balance
- ✚ uncertainty about future assignments, including the nature of the assignment, its
- ✚ location and future work colleagues.
- ✚ Matching assignments to career development objectives (Turner et al., 2008)

The role of the HRM department in many construction firms in South Africa is confined to recruitment and other administrative duties. This culture should be uprooted and discarded so the HRM can play a more meaningful role in the recruitment, development

and retention of much needed skills. The results presented in the graph above are a clear indication of the high demand and organizations for less than five years demonstrates that people with the requisite skills are on demand and are unlikely to stay with a single firm for a prolonged period of time. employer employee relations in the South African construction industry. Intertwined with this discussion is the fact that many construction firms have grown rapidly and human resource departments have not kept abreast with the growth. This sudden growth often diverts the focus away from employees and inevitably creates an uncomfortable vacuum between the management and employees.

1.3 Functions of Mentoring at the Workplace

Scandura (1993) did broad research on mentoring at the work environment and found that mentoring has proved that mentors provide certain functions to protégés, namely:-

- ✚ Vocational support
- ✚ Psychosocial support
- ✚ Role modeling.

Vocational support activates the protégé as an dependent, successful professional. The mentor achieves this by providing job-related functions, such as career functions to the mentee. *Psychological* support functions are more personal trusting on an emotional bond between the mentor and protégé (Wanberg *et al.* 2006). *Career functions* include sponsorship, exposure and visibility, coaching, protection and challenging assignments. Sponsorship is where the mentor uses his or her influences to support the mentee's career advancement. In the work place, the mentee, new employee is publicly supported by his or her mentor and actively selected for promotions. The coaching functions include the mentor teaching the ropes to the mentees, for example how work is done in a construction site. The mentor gives the relevant and positive feedback, which is intended at improving the mentee's performance and potential. In the protection functions, the mentor purposes to provide the mentee with support in different situations. The mentor will yield full responsibility for the mistakes made outside the control of the mentee. The exposure functions are when the mentors construct opportunities for the mentees to validate their capabilities where it counts. The mentor improves the visibility of his or her mentees by taking them to important meetings and events, which permits the mentees to develop relationships with key personnel in the organization, permitting them to show their potential for future organizational progress. Challenging work is where the mentor will give the assignments that spring the mentee's knowledge and skills in an attempt to encourage growth and develop specific capabilities in preparation for the future Burgess and Dyer (2009).

Psychological support functions improve the protégé's sense of competence, identity and effectiveness in his or her role, within the organization. Examples of psychosocial functions include *role-modelling, acceptance and confirmation, counseling, and friendship*. *Role modelling* consists of the mentor indicating appropriate behaviour and knowledge, hence earning greater respect and admiration (Lankau *et al.* 2005). According to Burgess and Dyer (2009), the mentor exhibits valued behaviour, attitudes and skills that help the mentee in achieving capability, confidence and a professional identity. The mentor's standards, attitudes and behaviours provide an example for the mentee, who in turn recognizes with the mentor's desirable example and in turn respects and appreciates his or her mentor. In terms of the organizational context, the mentor leads by example. The counseling functions afford helpful and

confident forums for exploring professional and personal dilemmas. The mentor's advice their mentees, allowing them to talk openly about fears and concerns and to explore personal concerns that may inhibit or lessen productivity at work, where they are assigned. Acceptance and confirmation is where the mentor offers ongoing support, respect, and admiration, which permit the mentee to experiment with the new behaviour and self-differentiation. Friendship is where the mentor befriends the mentee through social communications, which will result in mutual caring and intimacy well further than the requirements of their daily work tasks.

1.4 Research Methodology

The study was mainly a literature review, qualitative with a special focus on the effects of mentoring functions on the job satisfaction and organizational commitment on new construction employees within organizations. The data used in the report was mainly qualitative, based on the historical data

1.1.1 The effects of mentoring functions on the job satisfaction and organizational commitment.

Hansford, Ehrich, and Tennent (2003), established that most of the organizations have moved towards institutionalizing mentoring not only because of the apparent benefits to those involved, but also as an affirmative action strategy intended at ensuring that the previously disadvantaged groups in society have access to the mentoring process. Therefore, mentoring can be viewed as human resource intervention aimed at the socializing of new employees, while at the same time permitting senior employees to pass on their accumulated wisdom within an organizational setting.

1.1.2 Organizational commitment

Organizational commitment has attracted significant attention in theory and research because of its attempt to understand the strength and stability of employee commitment to work organizations (Eisenberger et al., 1990). The variety of definitions for organizational commitment with all its different processes shares a mutual notion that organizational commitment is a connection of the individual employee to his or her organization. One of the definition said that Organizational commitment is "the force that binds an individual to a course of action of significance to one or more targets" (Meyer and Herscovitch, 2001). An employee's commitment is a concern to all organizations because it has been linked to reduced turnover (Mathieu and Zajac, 1990), improved knowledge sharing, better organizational citizenship behaviors (Meyer et al., 2002), higher acceptance of organizational change (Iverson and Buttigieg, 1999), ethical behaviour (Wahn, 1993) and condensed absenteeism. Usually, higher or lower levels of commitment have been exposed to be a major driver of employees staying with or leaving an organization.

People are more likely to leave their organization as the age and occupation of employees increase (Hunt et al., 1985). Further (Mathieu and Zajac, 1990) jagged out those employees with higher levels of education display less commitment to their organization. In addition, job position, marital status, and length of service, also clearly influence employee commitment. The degree of employee commitment has been linked with the extent to which certain employee needs have been gratified by the organization.

1.1.3 Benefits to the mentees

Allen, Eby, Poteet, Lentz, and Lima (2004), indicated that there is considerable realistic evidence to suggest that mentoring through initiation and socialization has a number of positive effects on protégés' performance. In the recent meta-analysis, they (Allen *et al* 2004.) established that the mentoring functions are positively associated with compensation, number of promotions, career satisfaction, expectation for advancement, career commitment, high level of job satisfaction and low turnover intent.

2 Job Satisfactions

Junior employees in the current trend have been given substantial independence to establish their goals and assess outcome, the role that is traditionally held by supervisors. In fact, many companies have reinvented themselves in becoming more capable and retiring from the predictable corporate system by giving greater decision making to the lower level of the management. These new tendencies in the work environment underlines the implication of creating and increasing followers' roles in organizational leadership. These tendencies also developed the new concept of leaders' openness to the idea allocating power to their junior employees. Phillips (2003) discoursed that when a minority opinion is documented to a member from the outside of the group, this opinion could have an impact on the majority group. Practical evidence had revealed that value communication is a strong agent of job satisfaction and organizational commitment among executives at the junior level (Chatman, 1991). Job satisfaction denotes to the feelings of positive emotional as a result of the job experiences that the employees faced, within an organization. Previous studies have evidenced that there are several important causes of job satisfaction such as the reward systems in the organization, the distribution of power, individual differences, self-confidence, locus of control (Lankau & Scandura, 2002). It was also distinguished that other aspect of job personalities such as salary, promotion opportunity, clearness of the assigned task, the use of skills are also considerably contributing to employees' job satisfaction in an organization. Previous researches have revealed that junior employees would more often carry out favors that the managers appreciate and they would prefer to maintain a positive and balanced relationship with their supervisors (Wayne & Liden, 1994). Henceforth, proper mentoring system should be in place to warrant employees' job satisfaction.

2.1 Causes of job satisfaction

Smith, Kendall, and Hulin (1969) directed extensive research on the causes of job satisfaction. They found that there are five major measurements to this, attitude that reflect affective responses to particular aspects of a job. *Work itself*, the extent to which the job offers the individual with stimulating tasks, opportunities for learning and personal growth, and the chances to be responsible and responsible for the results. *Remuneration*. According to Phillips and Connell (2003) explain remuneration as the wages, salaries, or compensation given to employees in exchange for the services the employees do for the organization. Job dissatisfaction can occur when there is too great a disproportion between what employees think they should be paid and what organizations spend on compensation.

Opportunities for promotion, according to Porter and Steers (1973) directed that the lack of promotional opportunities is a primary reason for pulling out from the job. Though, Rollison *et al.* (1998) established that promotion is not desired by everybody and so satisfaction in this respect is very strongly influenced by the match between expectation and receipts. Rollison *et al.* (1998) furthermore state that promotion brings an increase in remuneration, and for some people this is the major satisfaction compulsory, while for others it is more linked with self-image and individuality. *Supervision*: The capability of the supervisor to provide emotional and technical

support and guidance to work-related tasks. *Relationships with co-workers*: Phillips and Connell (2003) established that teamwork is created with the purpose and understanding that productivity and effectiveness progress as a result of processing work within organized groups of employees. Satisfaction in this regard replicates the extent to which members of an individual's workgroup are perceived to be socially supportive and capable in their own tasks.

2.2 The impact of mentoring on retention of employees within organizations

Though viewed as a key aspect of mentoring, knowledge transfer has been primarily examined at the interfirm level (Szulanski, 1996), at the interdepartmental level, and at the team level. Grover and Davenport (2001) suggest that much research on knowledge transfer has a more macro focus, examining the transfer of knowledge between and within organizations. Knowledge management articles highlight knowledge transfer as a key mechanism for organizational success, yet a gap exists between practice (Buckman, 1998) and formal research (Grover & Davenport, 2001). A key emphasis of research in knowledge transfer should be on the contribution of individuals to the process (Grover & Davenport, 2001). Little research in the knowledge management literature, however, has explicitly tested mentoring as a means by which knowledge is transferred among individuals.

Mentoring involves a formal or informal developmental partnership where employees receive information, advice, and guidance from an experienced professional, usually within the organization, who has expertise and a strong desire to help others grow in their jobs. Mentoring encompasses coaching, sharing perspectives, and transferring knowledge and wisdom to the mentee(s). The mentor is not a supervisor but a person with whom the employee can communicate freely and honestly without concern about being evaluated. Knowledge transfer is defined as an exchange of organizational knowledge between a source and a recipient (Grover & Davenport, 2001) in which the exchange consists of information and advice about resources and relationships (Szulanski, 1996). This definition suggests that structured information is combined with a recipient's experiences in order to create a capacity for action (DeLong, 2004). A primary mode of knowledge transfer is the direct sharing of knowledge between individuals (DeLong, 2004; Grover & Davenport, 2001) such as mentors and protégés.

Knowledge is defined as a framework derived from one's experience, expert insight, and contextual information (Davenport & Prusak, 1998) and it assists in the evaluation and integration of new experiences and information (Grover & Davenport, 2001; Davenport & Prusak, 1998). Tacit knowledge, as originally defined by Polanyi (1966), is the knowledge of "...more than we can tell" (p.4). In contrast to explicit knowledge which can be clearly stated, tacit knowledge is highly personal and embodied in one's experiences, perceptions, judgments, and intuitions (Polanyi, 1966). Nonaka and colleagues (Nonaka & Takeuchi, 1995) applied the concept of tacit knowledge to business in order to better understand the role of knowledge as a competitive advantage in organizations.

2.3 Mentoring saves money, retains workers, builds leadership, and growth talent

Mentoring contributes to employee growth and tenure. In the long run, a well-organized and managed program can save the company thousands of rands.

- **Reduced turnover and recruiting costs.** Mentoring relationships can help retain talented people because they have a stronger commitment to the organization (Jacka and Quin, 2010). Talent remains much less likely to leave if they feel supported in their work and made aware, for example, of new

opportunities that their mentor suggests. It's not unusual for organizations to hear that their strong mentoring program attracted new talent.

- **Assistance in transferring knowledge from the retiring workforce to new workers.** Many mentoring relationships help younger employees learn from those who will retire soon. Pairing junior staff with more senior staff can reinvigorate the enthusiasm of senior employees as they transfer crucial knowledge to the next generation of workers. This reduces the loss of the tacit knowledge from seasoned veterans leaving the workforce.
- **Helping employees learn skills and gain knowledge.** Mentoring is an excellent example of informal learning, which is the way people learn 80% of the time in the business world (Schooley et al, 2010). A mentoring program reduces training costs due to the mentor/mentee informal learning relationship, which often deals with content one-on-one that otherwise would be covered in a formal course. It also brings new employees up to speed quickly in those first few months of employment. The chief learning and development officer in a global consulting firm confirms the value of mentoring as a learning tool: "People grow more with human interaction on the job, and we are trying to bring that to all our employees. The best way to learn is from a fellow professional."
- **Assistance in career growth, building leadership capacity, and increasing bench strength.** Employees can put their learning on a fast track with mentoring. If they're headed toward management, for example, the mentoring may focus on becoming a better leader and manager. When the mentor shares her own experiences, gives advice, and suggests readings, online courses, or other experiences to help other employees move toward their goals, she builds her own leadership skills in the process. Enhanced bench strength in company leadership ensures successful succession planning and increases productivity.
- **Increasing knowledge and insights about other employees.** Mentoring allows mentors to work with employees of different ages, backgrounds, values, styles of working, and professional expertise. This relationship breaks down barriers and informs mentees about other areas of the business. Mentors increase their employee network at different levels and know more about what's going on in the organization (Schooley et al, 2010).

2.4 Retention

As an outcome of mentoring relationships in workplace settings, retention is of interest in this study because of its importance to organizational performance. For decades, management researchers have emphasized the importance of retaining talented employees through research on turnover. If organizations invest in talented employees through increases in their knowledge, the knowledge transferred to these employees is lost if they leave the organization, and the invest made to them. While recognizing that there will always be some voluntary turnover in an organization, retention rates should be somewhat high so that experienced workers are available to share their organizational knowledge with newcomers in the organization and to use their expertise to directly benefit their organization.

Organizations face significant challenges in retaining valued employees because of the changes in the employment relationship that promote greater job mobility. Traditional research has focused on the influence of job satisfaction on voluntary turnover (Mitchell & Lee, 2001). While the implication of such research is that workers dissatisfied with their jobs will leave and those satisfied with their jobs will remain,

researchers suggest that this view is too simplistic and narrow in explaining what influences turnover and retention (Mitchell & Lee, 2001). To develop alternative theoretical understandings of voluntary turnover and retention, researchers have expanded upon the initial research to explore other constructs. Recognizing that "... less turnover research has focused specifically on how an employee decides to remain with an organization and what determines this attachment" (Mitchell et al., 2001), researchers are beginning to recognize the importance of relationships in retaining workers (Mitchell et al., 2000).

Mentoring is a type of workplace relationship that may assist in promoting the retention of knowledge and talented knowledge workers. Protégés who reported receiving mentoring were more likely to indicate that they did not have plans to leave their organization to go and work in another organization. Increases in knowledge work in today's dynamic workplace require organizations to focus on the retention of talented and potential employees. Knowledge workers are increasingly more important for organizational competitiveness today so the knowledge transfer between employees and the retention of key employees is critically important. Organizations that have not been concerned with retention in the past, however, are now struggling to keep their skilled employees. In professions heavily dependent upon knowledge transfer such as medicine, engineering, and chemicals manufacturing, the pool of skilled workers is shrinking; thus, there is increased competition for the available workers. Organizations with higher levels of mentoring had lower turnover; moreover, they suggested that the mentoring specifically assisted in developing protégés' knowledge and skills. Based on the above research, one may posit that the knowledge and feedback provided to a protégé by a mentor may influence the protégé's turnover intentions. Yet these studies have not investigated the potentially negative effects of mentoring on retention because of knowledge transfer. The researcher expects that knowledge transfer will mediate the effect of mentoring on organizational retention. The type of knowledge transfer to protégés may influence their intentions to remain within an organization. If a mentor transfers knowledge that is specific to the organization (i.e., organizational practices and relationships), then the protégé will be more likely to remain with the organization because the knowledge cannot be applied elsewhere. Based on the above, the researcher propose that knowledge transfer will mediate the relationship between mentoring and protégés' intentions to remain with their organization.

3. Conclusion

Understanding the impact of the mentoring functions on organizational commitment and job satisfaction, permits organizations to make available better formal mentoring experiences to employees. Further important in the formal mentoring programmes are individuals who are chosen as mentors to signify the organization. The results of this study suggest that the organizations should be careful about who they allow or encourage to be a mentor, as having a negative relationship will poorly disturb the organization. Though it was expected that a supportive mentoring function would positively affect the employee's organizational turnover intentions through job satisfaction and organization commitment, the study reveal that the role-modelling mentoring support function has a major impact on job satisfaction and organizational commitment.

The study recommend that, stake holders and human resource managers in the construction industry should improve the career development and role modelling functions of mentoring in order to enhance the job satisfaction, organizational commitment of new employees. The early success of the initiatives described provide useful lessons for the construction industry and executives who recognize that

mentoring functions on job satisfaction and organizational commitment are critical for sustaining future organizational performance. Retaining organizational knowledge in the face of changing workforce demographics is a complex challenge that requires simultaneously confronting the problems created by an aging workforce, a shrinking talent pool and increasingly restless employees. Attention must also be given to understanding the mentoring behavior's that foster a protégé's affective commitment and job satisfaction so as to mitigate the potentially negative effect of knowledge transfer on retention. The provision of mentoring functions to protégés in an organization may assist an organization in meeting two critical goals for ongoing effectiveness: knowledge sharing and retention.

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