

THE IMPORTANCE OF MENTORING IN EMPLOYEE WORK ENGAGEMENT – BASED ON RESEARCH OF COMPANY EMPLOYEES IN POLAND

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Abstract

Background. The success of a company, in addition to today's very turbulent and demanding external environment, is influenced by internal organisational factors. In particular, a pivotal role in a company's success is undoubtedly played by human capital, where engagement at work manifests itself through employees with identified approaches, attitudes, views, and behaviours. Research indicates that mentoring can be an effective tool for supporting employees, because it influences not only development, in the broad sense, of the employees themselves, but also the development of the entire organisation. By affecting employees' attitudes and behaviour, it influences their commitment to work, which can contribute to the success of the whole organisation.

Research aims. The purpose of this article is to examine the relationship between employees' use of mentoring in the company and their engagement at work.

Methodology. A quantitative study was conducted on a non-probable sample of 1,010 employees of companies operating in Poland** who had participated in a mentoring programme in their company. Only employees who had completed a mentoring programme were selected for this study. Data collection was achieved through a questionnaire survey. The method used allowed the author to obtain aggregate and comparable data by using standardised questions. This research made use of Schaufeli's frequently employed concept of work engagement. The questionnaire used in this study was the Utrecht Work Engagement Scale.

Key findings. The findings demonstrate the importance of the mentoring process in shaping employee engagement in work. The involvement of employees in the mentoring process was found to affect their engagement. According to statistical analysis of the obtained results, the work engagement of employees is positively correlated with in-house mentoring programme participation.

Keywords: mentoring, work engagement, employees.

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** The term "companies in Poland" used in this work refers to companies that are both registered in the Polish National Court Register and who conduct their business activities in Poland.

INTRODUCTION

The success of a company, in addition to today's very turbulent and demanding external environment, is influenced by internal organisational factors. In particular, a pivotal role in a company's success is undoubtedly played by human capital, where engagement at work manifests itself through employees with specific emotions, attitudes, and behaviours (Juchnowicz, 2010a). Research indicates that mentoring is an effective tool for supporting employees. It influences not only development, in the broad sense, of the employees themselves, but also the development of the entire organisation. By affecting employees' attitudes, emotions, and behaviour, it influences their work engagement, thereby contributing to the success of the business (Harter et al., 2006). Engagement from the perspective of the organisation can manifest itself in a variety of forms: a commitment to the institution, the employer; a commitment to one's work and profession; and a commitment to the social environment in which the employees function (Juchnowicz, 2010b, pp. 57–58). For the purposes of this study, one form of employee engagement was analysed, namely, their commitment to work.

This article aims to identify the relationship between the employee's experience of in-house mentoring and their work engagement.

In order to do so, a quantitative study was conducted of a non-probability sample of 1,010 employees of companies operating in Poland, who participated in in-house mentoring programmes.

The article is divided into three parts. The first, a literature review, concerns the characteristics of mentoring in terms of how it engages employees in their work. The second presents the methodology of the empirical research, the characteristics of the research sample, and an overview of the statistical analysis. The third part is a discussion of the results of the research as well as conclusions that ensue.

MENTORING AS A TOOL FOR EMPLOYER PROFESSIONAL SUPPORT

Mentoring, in the broadest sense of the term, is a way to help individuals and organisations achieve business objectives based on the potential of the mentee to make use of the knowledge and experience

of the mentor (Coaching Center, 2016). Mentoring is a purposefully implemented process meant to support the employees of an organisation (Baran, 2016).

According to many authors, mentoring is an effective tool for employee development (Kram, 1983; Clutterbuck, 2002; Ragins, 2002; Parsloe, 2000; Garvey & Alred, 2001). Here it is worth clarifying the concept of a “mentoring process”: it is a process launched intentionally within the organisational context (Garvey et al., 2009). Mentoring features all sectors and is designed to address a wide range of purposes (Hansford et al., 2002; Gravells, 2006; Megginson & Stokes, 2004). It produces benefits for the whole organisation as well as for the mentor and mentee (Wilson & Elman, 1990; Clutterbuck, 2002; Hansford & Ehrich, 2006; Allen, 2007). By actively participating in the mentoring process, an employee can effectively meet their own goals as well as the goals of the organisation (Friday & Friday, 2002; Irving et al., 2003; Higgins, 2000). Mentoring can be effective at every stage of an employee’s career (Fajana & Gbajumo-Sheriff, 2011). It also creates added value for the company: for example, the development of organisational competencies and an improved atmosphere encourages employees to become more engaged in their work, thereby increasing levels of motivation) (Parsloe, 2000; Klasen & Clutterbuck, 2002; Baran, 2014).

The literature review allowed the author to describe the effects of an employee participating in the mentoring process in terms of their work and professional career. Studies on the so-called “career-related outcomes” can be found in the work of Eby et al., 2006 (Ragins and Cotton, 1999; Ragins and McFarlin, 1990; Allen & Eby, 2004, e.g. Collins and Scott, 1978; Roche, 1979; Zey, 1988). Mentoring has been shown to improve the productivity of mentees, speed up their career advancement, often raise their salaries, encourage them to work more, and boost satisfaction with their work (Allen & Eby, 2004; Chao, 1997; Dreher & Ash, 1990; Fagenson, 1989). Among the analysed mentoring outcomes, two categories can be distinguished:

- Extrinsic career success (Johnson & Scandura, 1994; Allen & Eby, 2004).

This includes better career advancement (Koberg et al., 1994), higher pay increases (e.g.: Dreher & Ash, 1990; Scandura, 1992); an above average level of earnings (Dreher & Ash, 1990; Turban & Dougherty, 1994).

- Intrinsic career success

The most common outcome of this category is the professional satisfaction of mentees, which includes increased satisfaction with professional life (Fagenson, 1989; Scandura, 1992), increased job satisfaction, decrease in job burnout, and increased work engagement (Higgins, 2000).

THE ESSENCE OF WORK ENGAGEMENT

The scholarly literature on the subject shows that the term “work engagement” is understood in a variety of ways. The literature review indicates that an unequivocal definition of this term does not exist.

A.M. Saks (2006, pp. 601–602) identifies work engagement as effort invested in work, which, rather like the idea of dedication, expresses the intellectual and emotional commitment to an organisation. In turn, Britt (1999, pp. 696–706) believes that work engagement is an attachment to work and a sense of responsibility towards work because an engaged worker feels a personal responsibility for the outcomes of the tasks performed. Work engagement may also be related to the performance of daily duties. Gierveld and Bakker (2005) found that engaged employees had a greater impact on their work, and could perform additional tasks beyond their core responsibilities with their superiors even willing to assign them difficult tasks (Smythe, 2009, p. 234; Gierveld & Bakker, 2005). Of course, the intensity of engagement may vary. It can manifest itself in the constant effort to work conscientiously, or it can surpass such effort by undertaking activities that go above and beyond planned goals and targets (Bakker & Bal, 2010, pp. 189–206; Meyer & Smith, 2000, pp. 319–332).

On the other hand, Robinson, Perryman, and Hayday (2004) note that engagement can be viewed as a positive attitude towards the company in which one works. The key then is the mutual interaction between the employee and his/her company, a relationship based on transparent principles, a single business value system and the joint pursuit of goals. Such work engagement from the employee is also perceived as a state in which the employee functions optimally in the organisation (Schaufeli & Van Rhenen, 2006). Increasing job demands or an imbalance between work and personal life can reduce employee engagement, sometimes even leading to burnout (Schaufeli

et al., 2008). Therefore, work engagement is often thought of as the opposite of burnout (Maslach et al., 2001, pp. 397–422).

Engagement is equally often understood as a positive, fulfilling, work-related state of mind, that according to Schaufeli's conceptualisation consists of three factors: the employee's feelings of vigour while doing work, their dedication to work, and their absorption in work. Vigour is understood as the experience of high energy levels and psychological endurance during work as well as resistance to diverse distractors. It also incorporates a desire to work even in the face of emerging adversities and difficulties. Dedication to work means doing it enthusiastically, experiencing a sense of its importance, and feeling pride for the very opportunity of being able to do it. As for absorption in work, this refers to feelings of full concentration and immersion, which may be accompanied by the perception of time passing unnaturally quickly (Schaufeli & Bakker, 2003, pp. 4–5).

Shirom (2011, pp. 50–64), by contrast, in defining engagement, speaks of vigour manifested by a feeling of physical strength, emotional energy, and cognitive liveliness during work. Russel (2003, pp. 145–172) indicates a range of positive emotions accompanying work engagement, i.e. excitement, enthusiasm, satisfaction, a feeling of being energised, pleasure, and happiness.

THE IMPACT OF MENTORING ON WORK ENGAGEMENT

Mentoring is referred to as the transfer of knowledge, attitudes, and values such as loyalty, engagement, quality, and respect (Clutterbuck, 2002; Higgins, 2000). Loyal, motivated, and engaged employees influence the development of the organisation by building positive relations not only inside the organisation, but also with the outside environment, thereby contributing to the organisation's image. Managers often wonder how to increase their employees' satisfaction, work engagement, and loyalty. The answer to these questions may well comprise mentoring. Since managers are aware that a satisfied and engaged employee contributes to the success of the organisation, they recognise that a mentor not only works on an employee's overall development, but above all on their attitude to work-related tasks. Furthermore, it has been proven that an engaged employee may exert influence on other

less engaged colleagues and thus impact the quality of their work (Van Knippenberg, 2000). It turned out that people engaged in their work are seen as a source of inspiration and positivity, particularly in situations where jobs produce a lot of employee frustration. A study by Schaufeli and Bakker (2004) demonstrated significant and positive relationships between engagement and productivity, and between creativity and leadership skills. They showed that the people studied (engaged) exhibited transformational leadership characteristics: that is to say, they inspire, excite, and influence the development of their colleagues.

Whatever the situation, mentors help mentees take key decisions, and offer advice on both the mentee's personal development and on managing their career. In most organisations, overall performance is the result of the combined efforts of individual employees. Given colleagues can positively influence each other and the engagement of even one person is of the utmost importance to the team. As a result, such a person's impact on those immediately around them has a positive effect on the efficiency of the entire team (Westman, 2001; Sy et al., 2005; Barsade, 2002).

In addition, studies have shown that the level of employee engagement in work is correlated with their rate of efficiency (Bakker & Bal, 2010) and that engagement is one of the most important factors responsible for organisational success (Harter et al., 2006). Furthermore, there are studies that show that employee engagement positively correlates with investing more effort in work. Known as "extra-role performance", such effort involves carrying out tasks that go beyond the responsibilities ordinarily assigned to the job (Halbesleben & Wheeler, 2008). It has also been shown that engagement in work is linked to the company's functional efficiency (Harter et al., 2002; Salanova et al., 2005; Kruse, 2012).

The mentoring process aimed at increasing work engagement may therefore contribute to an increase in effort when employees undertake assigned tasks, increase company performance and efficiency, and underscore the values of the organisation, which subsequently contribute to the achievement of success and competitiveness in the market. Furthermore, engagement-oriented mentoring leads to an increase in employee well-being, triggers positive emotions, reinforces self-esteem, and boosts optimism. Mentoring affords the opportunity to be inspired for the employees. What is crucial in this process is the

relationship between mentor and mentee. If it is based on a partnership, understood as a friendly relationship incorporating respect and trust, then the process of mentoring can succeed and increase work engagement. Research by Hakanen, Bakker, and Schaufeli (2006) revealed that work engagement is positively correlated to self-esteem. Positive emotions related to engagement not only make people feel good at any given moment, but also help them view their future positively. Such engaged people exude high energy, have a sense of self-efficiency, have optimistic attitudes towards their work, and boast high self-esteem (Schaufeli et al., 2002). Studies also show that engaged employees often experience positive emotions (Schaufeli & Van Rhenen, 2006), which can impact their performance.

Happy people are more likely to be open and helpful to others, as well as being confident and full of optimism (Cropanzano & Wright, 2001). Engaged employees are better able to motivate themselves to do their work, which in the future may result in even greater engagement and improved performance at work (Schaufeli et al., 2008; Luthans et al., 2008).

Mentoring based on partnership may also help to create a positive atmosphere in the organisation. Through a mentoring relationship, the mentee is guaranteed the opportunity to exchange thoughts on professional topics, and the freedom to search for solutions to problems encountered in the workplace. When risky or problematic situations arise, or if quick changes are needed, engaged employees can more effectively motivate themselves and act under pressure compared to employees with lower levels of engagement (George, 2010). Resolving problematic and critical situations is undeniably more effective when a mentoring process is put into practise in the organisation.

The implementation of mentoring programmes, therefore, is of the utmost importance with respect to the functioning of the entire organisation, as well as to individual members. A mentoring programme fosters staff attitudes conducive to achieving organisational success, increases loyalty of employees, and acts as an inspiration for employee professional development. Mentoring is used as a tool to encourage engagement in work, which increases the employee's sense of satisfaction with their own professional achievements. Engaged employees are more willing to get the job done, are devoted to it, work more efficiently, and accomplish their professional goals faster (Luthans et al., 2008).

In conclusion, mentoring, as demonstrated by this literature review, can translate into work engagement and, consequently, into an employee's professional success. The question thus arises as to whether there is a direct relationship between the employee's participations in a mentoring programme and their engagement in work.

METHODOLOGY

Methodology of the study

In the first quarter of 2017, a quantitative study was conducted on a non-probable sample (as described by Babbie, 2003; Frankfort-Nachmias & Nachmias, 2001) of 1,010 employees from companies operating in Poland* who had participated in a mentoring programme in their company. The criterion of the employee's participation in the study was the completion of the mentoring process in the company. Data collection was achieved through a questionnaire survey. The method used allowed the author to obtain aggregate and comparable data by using standardised questions (Babbie, 2003).

This research made use of Schaufeli's frequently employed concept of work engagement (Schaufeli et al., 2002). The questionnaire used in this study was the Utrecht Work Engagement Scale (UWES) (Schaufeli et al., 2006). The questionnaire consists of 9 statements related to the respondent's work (see Table 1), with replies ranging from 0 to 6 (0 – never, 6 – always), subdivided into 3 sections: vigour, absorption, and dedication.

Sample characteristics

1,010 company employees took part in the survey including 655 women (64.9%) and 355 men (35.1%). 65.0% of the respondents were aged 20–29, 21.7% were 30–39, 10.7% were 40–49, and 2.3% were 50–60. Three of the respondents (0.3%) were over 60 years old. 514 respondents (50.9%) had completed higher education, while 496

* The term "companies in Poland" used in this work refers to companies that are both registered in the Polish National Court Register and who conduct their business activities in Poland.

(49.1%) had completed secondary education. 199 people (19.7%) worked in managerial positions, 308 (30.5%) were specialists, 93 (9.2%) were manual workers, 288 (28.5%) were white-collar workers, 83 (8.2%) were sales representatives and 39 (3.9%) worked in other positions. 211 people (20.9%) had been employed for less than a year. 391 people (38.7%) had been employed for a period of 1–3 years, 225 (22.3%) for 3–5 years, 96 (9.5%) for 5–10 years, and 87 (8.6%) for over 10 years. As for the respondents' industrial sector, 40.2% worked in service companies, 9.6% in manufacturing companies, 21.9% in trading companies, 167 (16.5%) in mixed companies, and 119 (11.8%) in other companies. 664 people (65.7%) worked in companies with Polish capital, 224 (22.2%) in companies with foreign capital, and 122 (12.1%) in companies with mixed capital. 141 people (14.0%) worked in micro-enterprises (with up to 9 employees), 263 (26.0%) in small companies (with 10–49 employees), 232 (23.0%) in medium companies (with 50–249 employees), and 374 (37.0%) in large companies (with at least 250 employees).

Overview of the statistical analysis

First a principal component analysis was conducted on the results obtained from mentoring experience questions and on those obtained from work engagement questions. This analysis allowed the author to determine whether the use of mentoring and work engagement could be analysed as a single relationship or whether it was necessary to differentiate subcategories in order to analyse different dimensions of mentoring and/or employee work engagement. The decision about the number of extracted dimensions is based on independent values for consecutive (subsequent) components. In order to examine whether the sample size was suitable for undertaking a factor analysis, the Kaiser-Meyer-Olkin (KMO) measure of sampling adequacy was calculated. Also the correlation matrix determinants were calculated to determine if some of the questions about mentoring or some of the questions about work engagement do not correlate with each other much more strongly than the remaining questions. The reliability of measurements of work engagement and mentoring use was verified by calculating Cronbach's alpha estimate of reliability.

Next the relationship between mentoring use and work engagement was analysed by calculating the Spearman's rank correlation coefficient.

The relationship between mentoring use and general work engagement was analysed by working out the Pearson correlation coefficient.

An analysis was also conducted on the relationship between mentoring use and gender, age, education, position, type of business, the origin of company capital, and the number of employees in the company. The analysis was conducted using one-way analysis of variance followed by the Gabriel post hoc test. The Gabriel test results revealed which of the compared groups of respondents differed from the rest in a statistically significant manner.

MENTORING USE AND WORK ENGAGEMENT – A REVIEW OF RESEARCH RESULTS

The first stage of the analysis involved verification of the applied research tools. The results from questions about employees' experience of mentoring were put through a principal component analysis. Since only the first component had an eigenvalue greater than 1 (see Figure 1), this particular dimension of mentoring – accounting for 53.78% of variation – was thus selected for further analyses.

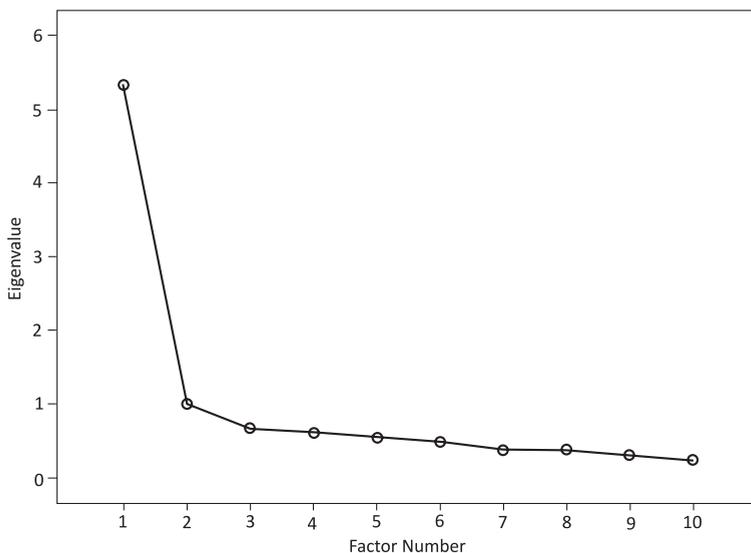


Figure 1. Scree plot – experience of mentoring

Source: diagram based on the author's research.

A similar analysis was conducted on the results from questions about work engagement. Here as well, only the first component had an eigenvalue greater than 1 (see Figure 2). Thus one dimension of work engagement, accounting for 61.01% variation, was selected.

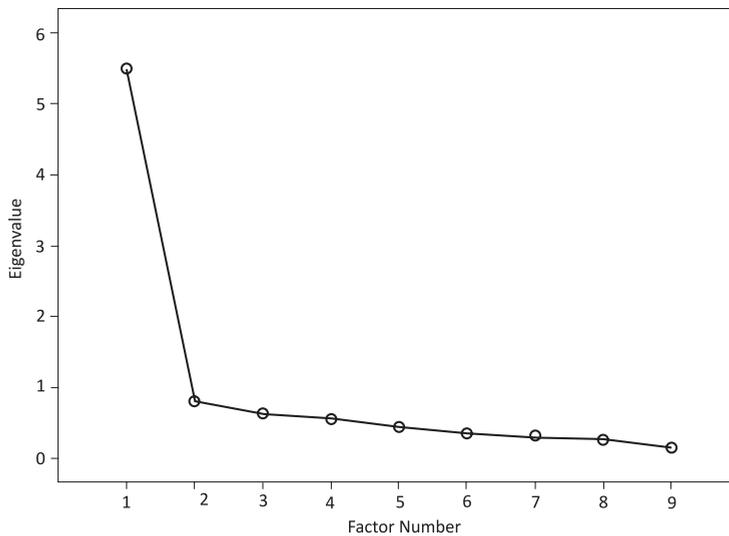


Figure 2. Scree plot – satisfaction from work

Source: diagram based on the author's research.

Then the research sample size was verified to see if it was suitable. The KMO measure of sampling adequacy was calculated in relation to the experience of mentoring. This came to 0.92, compared to 0.91 for work engagement. In both cases the index exceeded 0.5, the threshold above which the size of the sample is considered to be sufficient.

The correlation matrix determinant in the analysis of mentoring was 0.007 and in the analysis of work engagement it was 0.003, with both cases exceeding the required threshold of 0.00001. The result shows that the questions used in the research tool correlate with each other with similar coefficients. Then, to confirm the accuracy of the tools and the previous results, Cronbach's alpha test was used. At 0.90, the accuracy of the measurement of the overall level of mentoring use, as measured by Cronbach's alpha test, was high. The accuracy of the measurement of the overall level of work engagement was also high and came to 0.92.

An in-depth statistical analysis sought to discover if there is a correlation between mentoring use and the overall level of work

engagement and the relationship between mentoring and the results from separate questions and the scales studying work engagement. Table 1 shows the Spearman's rank correlation coefficient ρ between mentoring use and the results of individual questions that measure the level of work engagement.

Table 1. Spearman's rank correlation coefficient ρ between mentoring use and the results of individual questions that measure the level of work engagement

Work Engagement	Use of Mentoring
Vigour	0.344***
At work I feel that I am bursting with energy	0.317***
At work I feel strong and full of energy	0.330***
When I get up in the morning, I feel like going to work	0.275***
Dedication	0.308***
I am dedicated to my work	0.228***
My work inspires me	0.262***
I am proud of the work I am doing	0.310***
Absorption in work	0.287***
I feel happy when I work hard	0.230***
I am preoccupied with my work	0.257***
I lose track of time when I work	0.212***

*** $p < 0.01$

Source: table based on the author's research.

Significant positive correlations were obtained between mentoring use and all aspects of work engagement. This means that employees who participate in mentoring programmes feel engaged in the work. Mentoring also positively correlates with individual questions as well as the three aforementioned engagement scales (vigour, dedication, and absorption).

The next more advanced statistical analysis calculated the correlation between mentoring use and the overall level of engagement in work. Also, the value of the Pearson correlation coefficient r revealed a significant positive correlation between the experience of mentoring use and the overall level of work engagement: $r(1008) = 0.361$, $p < 0.001$.

The result shows that people involved in the mentoring process exhibit greater *overall* engagement in work, and as such, positive correlation is not limited to particular questions or dimensions.

Relationships between mentoring use, work engagement, and the age and position of the employee

The aim of the next in-depth statistical analysis was to examine whether there is a statistically significant relationship between mentoring use, work engagement, and the age of the employee. Table 2 shows Spearman's rank correlation coefficient ρ between mentoring use and the results of individual questions that measure the level of work engagement in three age groups.

Table 2. Spearman's rank correlation coefficient ρ between mentoring use and the results of individual questions that measure the level of work engagement in three age groups.

Work Engagement	Use of Mentoring (Mentoring experience)		
	20–29 years of age	30–39 years of age	≥ 40
Vigour	0.401**	0.322**	0.231**
At work I feel that I am bursting with energy	0.369**	0.311**	0.134
At work I feel strong and full of energy	0.360**	0.339**	0.213**
When I get up in the morning, I feel like going to work	0.344**	0.250**	0.236**
Dedication	0.393**	0.298**	0.113
I am dedicated to my work	0.295**	0.221**	0.047
My work inspires me	0.335**	0.267**	0.085
I am proud of the work I am doing	0.384**	0.262**	0.194**
Absorption in work	0.372**	0.245**	0.131
I feel happy when I work hard	0.307**	0.176**	0.097
I am preoccupied with my work	0.331**	0.209**	0.119
I lose track of time when I work	0.269**	0.185**	0.102

* $p < 0.05$; ** $p < 0.01$; *** $p < 0.01$

Source: Table based on results from the author's research.

Correlations for the oldest age group were the least statistically significant, indicating that the mentoring experience translated to fewer areas of work engagement (i.e. vigour and absorption) for this particular cohort.

Therefore mentoring appears to be less important for the over forties when it comes to increasing work engagement.

Pearson's correlation coefficient r showed that there was a significant positive correlation between the experience of mentoring use and the overall level of work engagement. This correlation was statistically significant for the 20–29 age group, where $r(653) = 0.439$ and $p < 0.001$; and as well as for the other cohorts, $r(218) = 0.366$ and $p < 0.001$ for the 30–39 age group, and $r(132) = 0.223$ and $p < 0.05$ for the 40+ age group.

In the next in-depth statistical analysis, the relationship between mentoring use, work engagement, and job position was examined. Table 3 shows Spearman's correlation coefficients ρ between mentoring use and results from individual work engagement components in three job cohorts: managers, specialists, and manual/clerical workers.

Table 3. Spearman's correlation coefficients ρ between mentoring use and results from individual work engagement components in three job cohorts: managers, specialists, and manual/clerical workers.

Work Engagement	Position		
	Managers	Specialists	Manual/clerical
Vigour	0.224**	0.332**	0.391**
At work I feel that I am bursting with energy	0.225**	0.268**	0.375**
At work I feel strong and full of energy	0.260**	0.288**	0.374**
When I get up in the morning, I feel like going to work	0.174**	0.332**	0.278**
Dedication	0.139**	0.319**	0.372**
I am dedicated to my work	0.073	0.252**	0.267**
My work inspires me	0.134	0.265**	0.312**
I am proud of the work I am doing	0.149**	0.311**	0.373**
Absorption	0.161**	0.305**	0.323**
I feel happy when I work hard	0.125	0.254**	0.250**
I am preoccupied with my work	0.129	0.292**	0.285**
I lose track of time when I work	0.111	0.180**	0.266**

* $p < 0.05$; ** $p < 0.01$; *** $p < 0.01$

Source: Table based on the author's research.

However, Pearson's correlation coefficient r showed that there was a significant positive correlation between mentoring use and the overall level of work engagement. This correlation was statistically significant for all three job cohorts: for managers $r(197) = 0.198$ and $p < 0.01$; for specialists $r(305) = 0.378$ and $p < 0.001$; and for manual/clerical workers $r(501) = 0.400$ and $p < 0.001$. Thus it is clear that managers, specialists, and manual/clerical workers participating in the mentoring process are all generally engaged in work. This analysis, though, did not address the three separate work engagement components (vigour, dedication, and absorption).

Mentoring with respect to gender, age, and education

The aim of the next in-depth statistical analysis – a one-way analysis of variance – was to identify the relationship between mentoring use and gender, age, and education.

There was no statistically significant difference between women and men with respect to participation in the mentoring process, where $F(1,1008) = 3.19$ and $p > 0.05$; nor was there any between people with secondary education and people with higher education, where $F(1,1008) = 1.89$ and $p > 0.05$. This means that the decision to partake in the mentoring process is not affected by the employee's gender or education.

However, a statistically significant relationship was found to exist between mentoring use and the age of the subject, where $F(2,1007) = 10.98$ and $p < 0.001$. It can be ascertained from the results of the study that on average the use of mentoring received, at most, 30 points. The Gabriel post hoc test found that there were statistically significant differences between people aged 20–29 and those aged 30–39 ($t = 2.78$ and $p < 0.05$), as well as between people aged 20–29 and those aged 40 or over ($t = 4.26$, $p < 0.001$). The average level of mentoring use in the youngest age group was 25.01 with a standard deviation of 6.23. This was higher than the average values obtained in both the 30–39 age group (23.61 with a standard deviation of 7.01) and the 40 or over age group (22.41 with a standard deviation of 6.35) – see Figure 3.

Since the average value of the level of mentoring use in the youngest cohort was high and close to the 30 point scale maximum, one can deduce that the youngest people had participated more in the mentoring process. One can conclude, therefore, that the level of mentoring use was highest in the youngest age group.

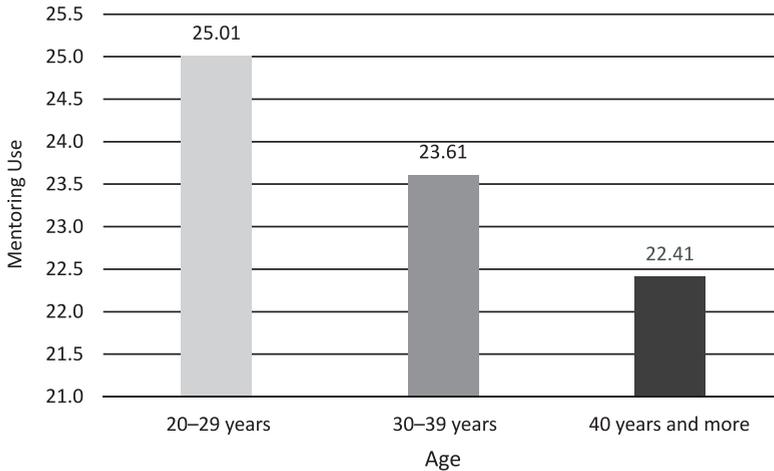


Figure 3. Average levels of mentoring use in different age groups

Source: Diagram based on the author's research.

On the other hand, there was no statistically significant relationship between mentoring use and the duration of employment, where $F(2,1007) = 2.26$ and $p > 0.05$; thus the decision to participate in the mentoring process appears to be taken regardless of employment duration.

The use of mentoring and the employee's job position

A statistically significant relationship was found to exist between mentoring use and the subject's position in the company, where $F(2,1007) = 3.30$ and $p < 0.05$. The Gabriel post hoc test revealed that the average value of results on the mentoring use scale (max. average 30 points) was higher for managers than for specialists: the former amounted to 25.41 with a standard deviation of 6.49 and the latter came to 24.00 with a standard deviation of 6.24, where $t = 2.37$ and $p < 0.05$ (see Figure 4).

Since the average value of the level of mentoring use in the managerial cohort was high and close to the 30 point scale maximum, one can deduce that managers had participated most frequently in the mentoring process.



Figure 4. Average level of mentoring use for managers and specialists

Source: Diagram based on the author's research.

The use of mentoring and the type of business, origin of capital, and business size

A statistically significant relationship was found to exist between mentoring use and the origin of the company's capital, where $F(2,1007) = 5.11$ and $p < 0.01$. The Gabriel post hoc test revealed that the average value of results on the mentoring use scale (max. average 30 points) was lower for employees in Polish companies than for employees in companies with foreign capital: the former amounted to 23.89 with a standard deviation of 6.45 and the latter came to 25.35 with a standard deviation of 6.33, where $t = 2.92$ and $p < 0.01$.

Since the average value of the level of mentoring use for employees in companies with foreign capital was high and close to the 30 point scale maximum, one can deduce that these employees had participated most frequently in the mentoring process.

One can therefore conclude that the average level of mentoring use was lowest for employees in Polish companies in contrast to those in companies with foreign capital.

As for the industrial sector and company size, no statistically significant relationships were established either between mentoring use and the company's field of activity, where $F(4,1005) = 0.37$ and $p > 0.05$, or between mentoring use and the number of employees, where $F(3,1006) = 1.77$ and $p > 0.05$. This means that the level of

mentoring use did not exhibit a statistically significant correlation with either the company's field of activity or with its number of employees.

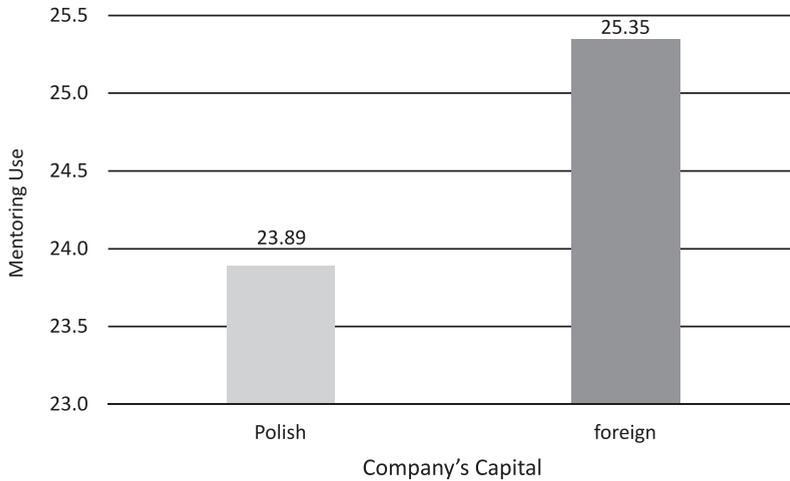


Figure 5. Average level of mentoring use for employees in Polish companies and for employees in companies with foreign capital

Source: Diagram based on the author's research.

CONCLUSIONS

The involvement of employees in the mentoring process was found to affect their engagement in work. This means that employees who participate in mentoring programmes feel engaged in the work. Mentoring also positively correlates with each aspect of work engagement (vigour, dedication, and absorption). According to the statistical analysis of the obtained results, the work engagement of employees is positively correlated with in-house mentoring programme participation. The value of the Pearson correlation coefficient r revealed a significant positive correlation between the experience of mentoring use and the overall level of work engagement. That result shows that people involved in the mentoring process exhibit greater *overall* engagement in work.

On the basis of the study's results, one can also make the following specific conclusions:

1. Participation in the mentoring process is associated with greater work engagement;

2. Mentoring impacts work engagement less for the over forties;
3. Mentoring impacts work engagement less for managers;
4. Participation in the mentoring process was the highest for the youngest cohort;
5. Participation in the mentoring process was the highest for those in managerial positions;
6. Participation in the mentoring process was lower for those employed in Polish companies compared to those employed in companies with foreign capital;
7. Participation in the mentoring process did not exhibit a statistically significant correlation with the employee's gender, how long they were employed, the field of activity of their company, or the size of their company.

The findings demonstrate the importance of the mentoring process in shaping employee engagement in work. Data from this study can be used to support future research on the effects of mentoring programs from the employees' perspective.

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ZNACZENIE MENTORINGU DLA ZAANGAŻOWANIA PRACOWNIKÓW W PRACĘ – NA PODSTAWIE BADAŃ PRACOWNIKÓW PRZEDSIĘBIORSTW W POLSCE

Abstrakt

Tło badań. Na sukces przedsiębiorstwa wpływają uwarunkowania wewnętrzno-organizacyjne, jak i otoczenie zewnętrzne, które współcześnie jest bardzo turbulentne i wymagające. Niewątpliwie jednak kluczową rolę w osiąganiu przez firmę sukcesów odgrywa kapitał ludzki, a więc pracownicy z określonymi emocjami, postawami i zachowaniami, w których przejawia się zaangażowanie pracowników. Badania wskazują, że jednym ze skutecznych narzędzi wspierania pracowników jest mentoring. Wpływa on nie tylko na szeroko pojęty rozwój samych pracowników, ale także na rozwój całej organizacji. Poprzez oddziaływanie na postawy pracowników, ich emocje, zachowania, wpływa na ich zaangażowanie, sprzyjając sukcesowi przedsiębiorstwa.

Cel badań. Celem artykułu jest zbadanie zależności pomiędzy korzystaniem przez pracowników z mentoringu w firmie, a ich zaangażowaniem w pracę

Metodologia. Przeprowadzone zostało badanie ilościowe na dużej próbie 1010 pracowników przedsiębiorstw funkcjonujących w Polsce, którzy brali udział w procesie mentoringowym w swojej firmie. Kryterium udziału w badaniu było ukończenie przez pracownika procesu mentoringowego. Stosowaną techniką badawczą była technika ankietowa. Zastosowana metoda pozwoliła autorce dzięki standaryzacji pytań, uzyskać zbiorcze i porównywalne ze sobą dane.

Na potrzeby prowadzonych badań oparto się na często wykorzystywanej koncepcji zaangażowania w pracę autorstwa Schaufeli. W badaniu wykorzystano kwestionariusz Praca i Samopoczucie UWES – Utrecht Work Engagement Scale.

Kluczowe wnioski. Udział pracowników w procesie mentoringu wpływa na ich zaangażowanie w pracę. Jak wynika z analizy statystycznej uzyskanych wyników badania, zaangażowanie pracowników w pracę jest dodatnio skorelowane z korzystaniem przez nich z procesów mentoringowych w przedsiębiorstwie.

Słowa kluczowe: mentoring, zaangażowanie w pracę, pracownicy.