

Designing a Model of Human Resource Mentoring System Based on a Mixed Approach, With the Aim of Increasing Productivity

Somayeh Sabet ¹

Mehrdad Goodarzvand Chegini ²

Hamidreza Rezaei Klidbari ³

Morad Rezaei Dizgah ⁴

Abstract

In recent decades, mentoring has been hailed as an important human resource management strategy, a career tool, and a learning activity in the workplace, and has played an important role in enhancing the positive outcomes of a high-performance work system. Therefore, the purpose of this study is to provide a model of mentoring system in the Ministry of Interior based on a mixed approach. First, based on the data theory of the foundation, 12 experts were interviewed. Sampling was done purposefully with a network of experts and continued until the theoretical saturation was reached. According to the research model, causal, pivotal, contextual, interventionist, strategic and consequences variables were identified. The results showed that mentoring will have consequences such as increasing knowledge sharing, organizational performance excellence, productivity, job satisfaction, psychological well-being, client satisfaction, increasing public trust in the organization, increasing trust in government and improving political understanding. For quantitative validation of the model and study of component relationships, the structural equation modeling approach was used using the partial least squares method using smart-PLS software. The statistical sample of this department was 237 managers and experts of the Ministry of Interior. The results of the quantitative step showed that the relationships in the model with appropriate impact coefficients were confirmed.

Keywords

Mentoring, Human Resources Mentoring System, Increasing Productivity, Mixed Approach, Ministry of Interior

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^{1,2,3,4} Department of Public Administration, Faculty of Management and Accounting, Rasht Branch, Islamic Azad University, Rasht, Iran

² Corresponding author: goodarzvand@iaurasht.ac.ir

Introduction

Organizations around the world have a special focus on human resources, and how to maximize the potential of all current and future employees is one of the key issues among human resource professionals. Managers of any organization are always looking for how to increase the productivity of human resources in the organization (Jo & Park, 2016.392). Management ability, by virtue of its very nature and content, can be transferred experientially and hence management education has got to be essentially an interactive process between the mentor and the mentee. In the past few years, most organizations have adopted human resource practices such as recruitment and selection, training and development, motivation and morale of employees to achieve organizational goals (Huselid, 1995: 637). In this context, mentoring plays an important role in increasing the positive consequences of a high-performance work system. The benefits of mentoring are not only work-related, but can also provide an opportunity for individuals to raise their cultural awareness, scientific understanding, and potential for meaningful living in the organization. Mentoring helps the organization to get to know its employees personally and gain the necessary knowledge about their personal and work needs (Jyoti & Rani, 2019, 166). This high-performance work system includes a set of HR practices such as empowerment practices (training and skills training), motivation enhancement practices (high pay, career development, and information sharing) and promotion opportunity practices (employee participation and teamwork). Providing sustainable competitive advantage for the organization helps (Pereira et al, 2018, 49). Given the importance of this, organizations, especially government agencies in third world countries that need a major leap in productivity and efficiency, should provide the ground to confidently employ talented employees to advance organizational goals (Sanford, 2009, 55). Evidence of studies in this study from the perspective of public management indicates that in the public sector a theoretical gap between organizational processes and levels of organizational strategies, especially alignment with

human resource management strategies in the context of organizational training and mentoring and the characteristics of Iranian government organizations in achieving effectiveness. There is organization; because the existing models in this field are in themselves in line with the culture and values of societies that are the birthplace of theory and have been proposed and implemented according to the needs of society and industry. Therefore, it seems that the existing models and frameworks, despite the positive aspects, will not meet the needs of all communities and organizations with different situations and natures, especially the public sector in Iran. In fact, these models do not have a universal nature and character in the action stage and it should be said that they have been designed taking into account the conditions and context of their organization and society; Therefore, the lack of an efficient and indigenous mentoring model, which is the basis for staff development and coordination between training units, manpower planning and mentoring, providing other departments and subsystems of human resource management, is a big disadvantage and if such a process is achieved, Deserving will be nurtured who will plan and manage the future. Accordingly, the Ministry of Interior of Iran, as one of the government departments with macro and strategic goals at the national and international level, in line with the assigned missions to achieve the Vision 1404, needs a conceptual and practical framework for mentoring strategies, in line with human resource development. And it is indigenous characteristics and the need to focus on human resource mentoring policies with a strategic approach is one of the basic requirements of Iran's public administration in the age of globalization. Therefore, this study seeks to extract a centralized, comprehensive and indigenous model of mentoring through its study by the Ministry of Interior and formulate and present a conceptual and practical framework. The main question of the research is that the” What is the appropriate model of human resource coaching system based on a mixed approach, with the aim of increasing productivity in the Ministry of Interior”?

Background

The American Dictionary defines a mentor as a "trusted counselor" who provides a unique opportunity for a mentor to work on progressing and assisting a mentee (shah, 2017, 1). On the other hand, in English, the relationship between mentor and mentee is called mentoring and is defined as follows: "A personal, two-way relationship in which an experienced person acts as a guide, role model, teacher, and supporter for an inexperienced person" (White et al., 2018, 3). Mentoring is a social support mechanism that is based on helping a person grow and develop and is referred to as helping one person to another to make fundamental changes in that person's knowledge, work or thinking. In addition, it expresses an interactive social relationship between the mentor and the mentee, in which the mentor acts as a wise and trustworthy advisor, a confidant of secrets, and a role model. This relationship is facilitated by the mentor's encouragement, emotional support, and guidance, and is influenced by the level of respect, trust, and genuine relationship between the couple (Sandardos & Chambers, 2019, 144) and is commonly known as mentorship and allows the experienced person to do so To guide and support the less experienced through the development of specific competencies in him (Silke et al, 2019,7). Types of mentoring in Mr. Gregg's (1999) category include: Face-to-face, electronic, combination, team or group mentoring, triple, research, inverse and formal-informal (Gregg, 1999, 188).Mangan (2012) also divides the types of mentoring based on the level of the relationship. According to him, the type of mentoring is added to the level of friendship and the stage of mentoring and depends on many factors, but time, distance, friendship level and / or mentoring stage are not among these factors. At each stage, several types of mentoring are possible based on the relationship level (Mangan, 2012, 1324).Which includes: traditional, transient, virtual, group, peer, inverse, situational and supervisory And in the table below, each one is named for what happens at that stage. For example, in the "Getting to Know You" group, you are in the process of trying to achieve or improve a quality from

a series of mentoring stages or a normal level of friendship .And the kind of mentoring that is usually done can be momentary, group, peer, situational, or supervisory. In the next section, examples of how the type, level, and step work simultaneously to provide mentoring are provided.

Table 1.

Types of Mentoring Based on Relationship Level (Bynum, 2015,71).

	Mentoring stage	Friendship level	Type of mentoring
Introductions	Initiation	Acquaintances	Flash, group, situational
Getting to know you	Cultivation	Casual	Flash, group, peer, situational, supervisory
You make me better	Separation	Close	Traditional,flash,group,peer, reverse,situational,supervisory
Equals	Redefinition	Intimate	Traditional,flash, group, peer, reverse,situational,supervisory

Based on the studies conducted in this research, it is intended to provide a background of internal and external research related to the research topic and to get acquainted with the consequences and effects of mentoring on other organizational variables.

Table 2.

Background of Internal and External Research Related to Mentoring

Researchers	Research title	Results
Daneshmandi, Fathi Vajargah, Khorasani, Ghelichli (2017)	Analysis of Mentor and Menti actions in mentoring new faculty members of universities: A qualitative approach	Findings indicate that mentor and mentor actions in mentoring new faculty members of universities include three categories of initial (introductory) measures, teaching-learning (developmental) measures and feedback measures.
Yousefi; Mashali and Manti (2017)	Investigating the possibility of implementing a coaching model in human resource training based on the	In order to establish a coaching model in the staff training process, the organization needs to create the required organizational culture and value this training strategy, and the best way to create this culture is to introduce

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Researchers	Research title	Results
	data theory of the foundation (Case study of the Tax Affairs Organization)	this training model properly and operationally and the achievements to be achieved.
Ahmadzadeh et al. (2017)	Designing a Model for Managing a Manager as an Instructor in the Iranian Public Sector: A Synergistic Approach	Developing a manager as a coach in the public sector is the result of a synergistic relationship (not a zero-sum relationship) between the organization and the individual, which together nurtures a manager as a coach in an interactive and synergistic relationship.
McBride et al, (2018)	Does the previous mentoring experience affect the next mentoring?	The results showed that one style of mentoring alone does not apply to everyone and that it is necessary to use an individual development program.
Yüksel, & Bahadır-Yılmaz (2019)	The effect of coaching program on university adjustment and stress coping methods in nursing students: a quasi-experimental study.	The result is that this program can be used to increase adaptation to the university and methods of coping with stress in nursing students.
Kachaturoff et al (2020)	Investigating the effect of mentoring programs on stress and nervous tension of Russian hospital nurses	Mentoring has led to a reduction in job stress and a decrease in nurses' stress.
John et al, 2020	Investigating the effect of implementing mentoring programs on the perceived attitude and perceived benefits of nurses in China	The implementation of mentoring programs has a positive and significant effect on perceived attitudes and benefits, and it was found that the amount of positive attitudes and benefits received between experienced nurses and new nurses.

Reviewing the research background and reviewing previous research in this field, it becomes clear that in some of the introduced researches, the concept of mentoring and its role in relation to organizational issues have been considered. But in particular, the issue of mentoring and strategies based on it in the field of leadership and organization, has not been much discussed. Although different coaching models were introduced and

reviewed in the previous sections; However, some researchers have critically examined these models and believe that the use of models is more limited to novice trainers and experienced trainers do not limit themselves to the use of these models, so to speak, they have freed themselves from the shackles of models. These researchers believe that these models are only reassuring to novice trainers and guide them to move in the right direction and perform all the steps. At best, novice trainers can use these models to structure the coaching process; But experienced coaches can use innovative methods or change the model used in any specific situation to improve the coaching process; Therefore, this needs to be considered in new research.

Method

The present research is developmental and applied based on the result; It is descriptive in purpose and hybrid in terms of how data is collected and analyzed. Therefore, in the implementation of this project, the combined research method was used. "Combined" research methods are most widely used today and include both the collection and analysis of qualitative and quantitative data (Clark & Creswell, 2008, 16). The type of combined research method in this research is the tool development plan, the main purpose of which is to develop or complete the tool with regard to qualitative and quantitative findings. In this plan, first, based on qualitative studies, the structure or the desired concept will be explained and analyzed, so that the framework and factors of that structure are extracted and indicators are developed for it, and finally, using quantitative data, the validity and evaluation of the tool has taken action (Hakimzadeh and Abdolmaleki, 1390). The general plan of the research in this research, according to the objectives, subject and approach of the research; it is Mixed Method with a Sequential Exploratory Strategy. This strategy, like sequential explanation, has two stages of data collection and analysis for both qualitative and quantitative approaches. In this strategy, contrary to the sequential explanation, the first stage of the analysis is based on

qualitative data and the research continues with the collection and analysis of qualitative data. Therefore, priority is given to the qualitative aspect of research. The findings of the quantitative and qualitative approaches are combined in the interpretation phase. The goal of this strategy is to use quantitative approach findings to support the interpretation of qualitative findings. Although sequential explanation schemes are used to explain and interpret the relationships between variables, the basic focus of sequential exploratory research is on the exploration of phenomena. This research is a quantitative-qualitative method. Qualitative strategy based on Grounded Theory Method and quantitative sector strategy has been done using structural equation model based on Glaser and Strauss model. They define it as a general method that seeks to arrive at an inductive theory in a real realm through the systematic analysis of data. (Glaser & Strauss, 2017, Glaser, Strauss & Strutzel, 1968). The method of qualitative research is the foundation data method. In this study, interview questions were designed and the validity of the questions was examined by supervisors and other experts. After confirmation, in-depth and semi-structured individual interviews were conducted; At this stage, through a semi-structured interview, the researcher discussed various angles of the research topic with the interviewees and recorded the answers. In the theoretical literature section, the library method and the study of research books and articles were used. The target population of this study included experts and experts in the field of mentoring in the country. Sample selection in this study was purposeful and based on sampling of a network of experts and continued until the theoretical saturation. Since the sample framework should be such that it includes different groups involved with related experiences to saturate the data in terms of its diversity and adequacy, so the sample was selected in a typological way, a suitable combination of researchers, policy makers And includes managers who have tried to be managers of the Ministry of Interior. The sampling process continued until a new feature emerged (Charmaz, 2008); And provide theoretical saturation. Considering that no new concepts or categories were introduced by the

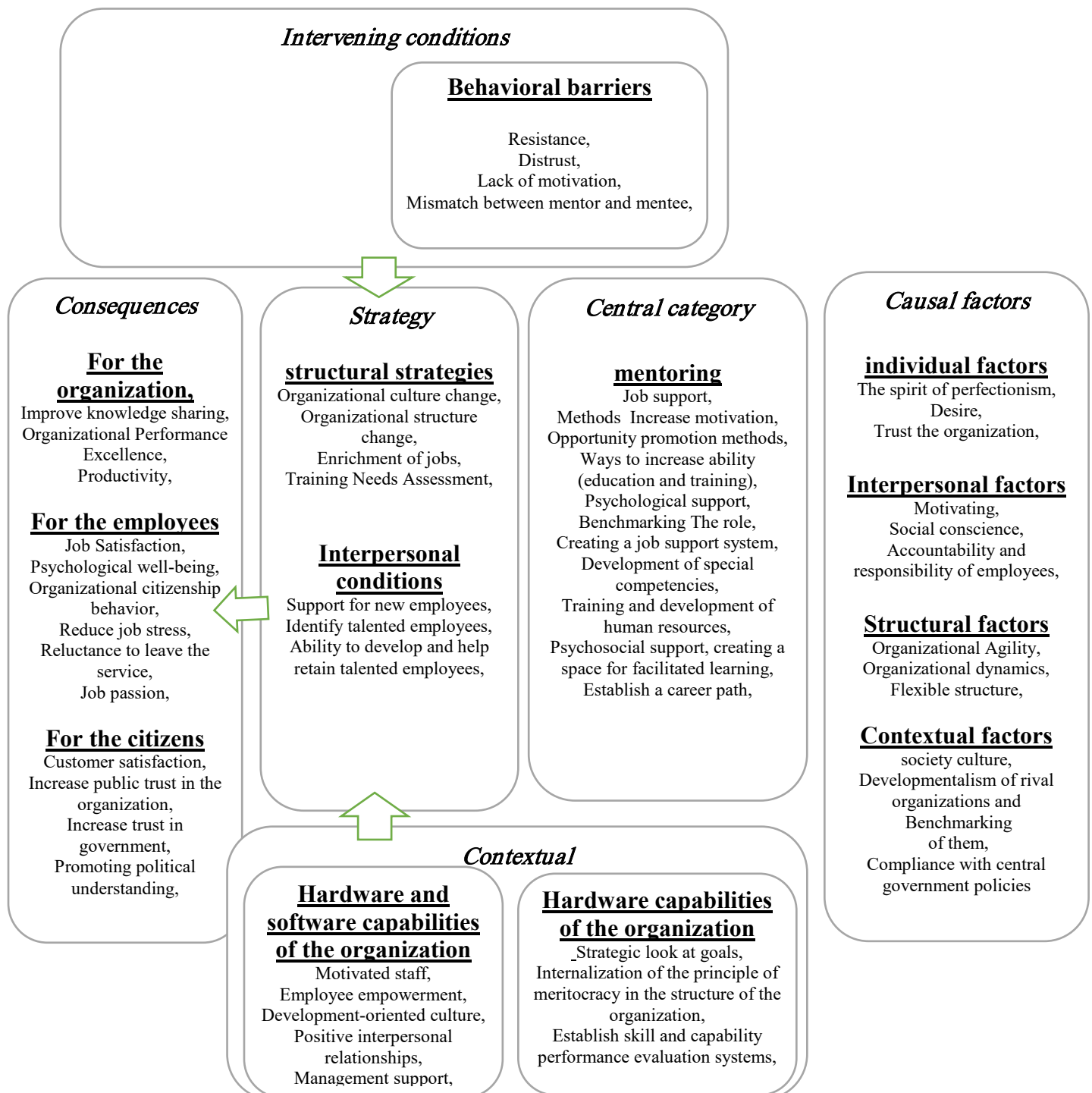
participants in the last 3 interviews, 12 in-depth exploratory and semi-structured interviews were conducted. Quantitative research method has been the use of structural equation modeling using partial least squares method based on variance. In the second phase of the study, which aims to quantitatively test the model among managers and experts of the Ministry of Interior, the Cochran sampling formula was used for a limited community, in which the confidence level was 0.95 and the estimation error was 0.5. According to Cochran's formula, the minimum sample size is determined according to the statistical population of 471. However, due to the availability of members of the statistical community and the possibility of collecting more samples, 237 questionnaires were distributed among members of the community. The data collection tool was a researcher-made questionnaire obtained from the qualitative part, ie the data model of the foundation, which was 53 questions, and after collection, its validity and reliability were calculated. Also, the process of forming the questionnaire was such that after confirming the relationship of the concepts extracted from the qualitative part of the research, the extracted open codes were presented in the form of questions or the next steps of coding (axial and selective coding and selection). In order to validate the proposed model and explain the relationships between the variables in the model and present the final model, structural equation modeling (SEM) with partial least squares approach and Smart PLS software was used. In the data analysis algorithm in PLS method, measurement models, structural model and general model were fitted, respectively. To evaluate the fit of measurement patterns, three criteria of index reliability, convergent validity and divergent validity were examined. Significant coefficients of t-value and criterion R^2 were used to fit the structural model and GOF criterion was used to fit the general pattern.

Findings

According to the foundation data theory, for the analysis of qualitative data, coding should be done in three stages of open coding, axial coding

and selective coding to finally express an accurate and objective image of the generated theory. In such a way that the concepts of identification are developed according to their specificity and dimensions. In the open coding stage, 219 initial conceptual propositions were identified. In the second step of the research, the axial coding process was performed. This step involves combining and converting similar code into a community concept. The title chosen was chosen mainly by the researcher himself and tried to have the most relevance and consistency with the data it represents.

Figure 1.
Paradigm Model of Mentoring



Accordingly, the relationship between the main categories and the appropriate paradigm of mentoring was formed in the Ministry of Interior of Iran. Finally, the categories revealed in the form of the six dimensions of the paradigm model, with the relationships that exist between them, in the form of causal conditions (individual factors, interpersonal factors, structural factors and contextual factors), central category (mentoring), strategy (structural strategies and Interpersonal conditions (contextual (hardware and software capabilities of the organization)), intervening conditions (behavioral and structural barriers), consequences (for the organization, employees and citizens) were included. To evaluate the fit of measurement patterns, three criteria of index reliability, convergent validity and divergent validity are examined. In order to evaluate the reliability of the index, factor load coefficients, Cronbach's alpha, combined reliability and common values should be considered. Factor loads are calculated by calculating the correlation value of the characteristics of a structure with that structure, and if its value is equal to or greater than $\frac{1}{\sqrt{N}}$. This indicates that the variance between the structure and its characteristics is greater than the variance of the measurement error of that structure and the reliability of that measurement model is acceptable. By executing the PLS Algorithm command in the first step, the factor loads related to all research indicators were confirmed and there was no need to delete any questions or indicators that are shown in Table (3) of the factor load factor.

Table 3.

Factor Loads, Significance Coefficients of Data Model Categories

	Mean variance extracted	Combined reliability coefficient	Cronbach's alpha coefficients	Approve or reject	Significance coefficients	Factor load
The spirit of perfectionism	0/721	0/809	0/774	Approved	6/666	0/718
Desire	0/659	0/766	0/737	Approved	6/812	0/746
Trust the organization	0/573	0/882	0/854	Approved	6/879	0/805
Motivating	0/531	0/791	0/757	Approved	5/448	0/769

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	Mean variance extracted	Combined reliability coefficient	Cronbach's alpha coefficients	Approve or reject	Significance coefficients	Factor load
Social conscience	0/619	0/777	0/719	Approved	5/419	0/809
Accountability and responsibility of employees	0/631	0/790	0/737	Approved	7/773	0/733
Organizational Agility	0/648	0/781	0/717	Approved	6/472	0/751
Organizational dynamics	0/663	0/803	0/741	Approved	7/823	0/782
Flexible structure	0/567	0/794	0/748	Approved	5/519	0/836
society culture	0/541	0/802	0/763	Approved	5/668	0/782
Developmentalism of rival organizations and Benchmarking of them	0/602	0/822	0/751	Approved	6/508	0/734
Compliance with central government policies	0/588	0/819	0/782	Approved	5/449	0/763
Job support	0/572	0/825	0/744	Approved	5/517	0/812
Methods Increase motivation	0/594	0/831	0/769	Approved	7/122	0/760
Opportunity promotion methods	0/631	0/794	0/737	Approved	7/311	0/882
Ways to increase ability (education and training)	0/673	0/853	0/795	Approved	7/445	0/843
Psychological support	0/644	0/817	0/766	Approved	7/633	0/818
Benchmarking The role	0/628	0/825	0/783	Approved	6/809	0/757
Creating a job support system	0/656	0/785	0/712	Approved	5/664	0/749
Development of special competencies	0/578	0/794	0/721	Approved	5/437	0/738
Training and development of human resources	0/549	0/772	0/733	Approved	7/219	0/812
Psychosocial support, creating a space for facilitated learning	0/610	0/793	0/718	Approved	7/337	0/879
Establish a career path	0/544	0/790	0/741	Approved	7/455	0/766
Support for new employees	0/568	0/833	0/788	Approved	7/618	0/809

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	Mean variance extracted	Combined reliability coefficient	Cronbach's alpha coefficients	Approve or reject	Significance coefficients	Factor load
Identify talented employees	0/595	0/799	0/753	Approved	5/675	0/856
Ability to develop and help retain talented employees	0/619	0/854	0/794	Approved	5/822	0/840
Organizational culture change	0/637	0/790	0/736	Approved	6/707	0/843
Organizational structure change	0/641	0/848	0/785	Approved	5/631	0/762
Enrichment of jobs	0/547	0/866	0/791	Approved	5/712	0/757
Training Needs Assessment	0/616	0/813	0/766	Approved	5/830	0/732
Strategic look at goals	0/636	0/852	0/763	Approved	5/342	0/746
Internalization of the principle of meritocracy in the structure of the organization	0/706	0/896	0/832	Approved	5/388	0/712
Establish skill and capability performance evaluation systems	0/583	0/855	0/808	Approved	5/611	0/713
Motivated staff	0/648	0/864	0/797	Approved	5/701	0/749
Employee empowerment	0/609	0/888	0/845	Approved	6/789	0/803
Development-oriented culture	0/619	0/748	0/721	Approved	5/555	0/700
Positive interpersonal relationships	0/673	0/803	0/766	Approved	5/436	0/746
Management support	0/655	0/754	0/703	Approved	5/717	0/792
Administrative bureaucracy	0/634	0/814	0/781	Approved	5/319	0/738
Inflexible structure	0/628	0/769	0/714	Approved	5/488	0/779
Lack of budget investment	0/632	0/788	0/735	Approved	5/712	0/818
Resistance	0/609	0/804	0/771	Approved	5/393	0/844
Distrust	0/713	0/818	0/768	Approved	5/477	0/783
Lack of motivation	0/645	0/828	0/790	Approved	5/366	0/755
Mismatch between mentor and mentee	0/582	0/816	0/777	Approved	6/835	0/712
Improve knowledge sharing	0/570	0/802	0/764	Approved	6/414	0/778

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	Mean variance extracted	Combined reliability coefficient	Cronbach's alpha coefficients	Approve or reject	Significance coefficients	Factor load
Organizational Performance Excellence	0/519	0/800	0/751	Approved	5/277	0/766
Productivity	0/544	0/813	0/762	Approved	5/377	0/794
Job Satisfaction	0/588	0/847	0/783	Approved	5/832	0/775
Psychological well-being	0/519	0/866	0/716	Approved	5/688	0/736
Organizational citizenship behavior	0/578	0/859	0/745	Approved	5/818	0/719
Reduce job stress	0/593	0/842	0/784	Approved	5/493	0/743
Reluctance to leave the service	0/585	0/781	0/733	Approved	5/666	0/772
Job passion	0/544	0/864	0/790	Approved	5/345	0/785
Customer satisfaction	0/518	0/788	0/741	Approved	5/315	0/803
Increase public trust in the organization	0/563	0/819	0/766	Approved	5/669	0/841
Increase trust in government	0/514	0/845	0/780	Approved	5/738	0/869
Promoting political understanding	0	0/808	0/752	Approved	5/418	0/850

On the other hand, the Cronbach's alpha value is higher than $\frac{1}{6}$. Indicates acceptable reliability. Of course, some experts (such as Moss et al., 1998) for variables with a small number of questions, the value of $\frac{1}{6}$. Has been introduced as the limit of Cronbach's alpha coefficient. As shown in the table above, Cronbach's alpha coefficient values for all structures except one are greater than $\frac{1}{7}$. Which shows the proper fit of the measurement models. Combined reliability (CR) is another important criterion for evaluating the reliability of structures, and if its value for each structure is higher than $\frac{1}{6}$. Indicates a suitable internal stability for the measurement models and the value is less than $\frac{1}{6}$. Shows the lack of reliability (Davari and Rezazadeh, 1396: 59). According to the table above, all composite reliability values of structures are higher than $\frac{1}{6}$. In this way, the proper fit of the measurement models is confirmed. Convergent validity is the second criterion used to fit measurement models in PLS. The

value of the extracted mean variance (AVE) or the degree of correlation of a structure with its indices indicates that the higher the correlation, the greater the fit. This index was proposed by Fornell and Larker (1981) with a minimum value of 0.5. According to the table above, the average variance extracted for all structures is more than / 5. Contract. To evaluate the divergent validity, Fornell and Larker methods were used in which the correlation of a structure with its indices was compared with the correlation of that structure with other structures. Given that the value of the AVE root of the variables hidden in the research is greater than the correlation between them, the divergent validity of the model is appropriate. Divergent validity is another criterion for examining the fit of measurement models, which covers two issues: A) Comparing the degree of correlation between the indices of a structure with that structure and in contrast the correlation of those indices with other structures; B) Comparing the degree of correlation of a structure with its characteristics versus the correlation of that structure with other structures. The index that is examined in the study of divergent validity is Fronel and Larker method. The degree of relationship of a structure with its characteristics is compared to the relationship of that structure with other structures. Divergent validity of a model will be acceptable when the structure has more interaction with its characteristics than other structures (the number displayed in the diameter of this matrix must be larger than the other numbers in the same column).

Table 4.

Fronel and Larker Divergent Validity Assessment Matrix

	Causal factors	Applied factors	Strategic factors	Underlying factors	Interfering factors	Consequences
Causal factors	0/786					
Applied factors	0/557	0/820				
Strategic factors	0/505	0/599	0/809			

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	Causal factors	Applied factors	Strategic factors	Underlying factors	Interfering factors	Consequences
Underlying factors	0/608	0/490	0/386	0/796		
Interfering factors	-0/533	-0/316	-0/405	-0/312	0/792	
Consequences	0/564	0/412	0/627	0/634	-0/274	0/794

To evaluate the fit of the structural model of the research, the first criterion is the significance coefficients of Z or t-values, which must be greater than 1.96 in order to confirm their significance at the 95% confidence level. All path-related coefficients are greater than 1.96, which indicates the significance of the paths and the appropriateness of the structural model. Also, the R Squares criterion, which is used to connect the measurement part and the structural part of structural equation modeling, shows the effect that an exogenous variable has on an endogenous (dependent) variable. This criterion is calculated only for endogenous structures of the model and for exogenous structures, its value is zero. The higher the value of this criterion for the endogenous structures of the model, the better the fit of the model. In the table above, the coefficient values are reported and indicate the suitability of the structural part of the model. According to the obtained results, obtaining the value of GOF= 0.339484 indicates a medium to high fit for the model. In this section, using Smart PLS statistical software, the effect of causal factors on mentoring characteristics (model 1) and mentoring strategies on outcomes (models 2, 3 and 4) were investigated. Due to the multiplicity of relationships, the form of the rest of the cases is omitted and only the findings obtained from them are reported. Causal factors of mentoring are identified in four dimensions of individual-interpersonal-structural and contextual factors. Also the mentoring features in the present study; Job Support - Ways to Increase Motivation (High Salary, Career Development and Information Sharing) - Ways of Promotion Opportunity - Ways to Increase Ability (Training and Skills - Psychological Support) - Role Modeling - Creating a Job Support System - Developing Special

Competencies _Education And human resource development - psychosocial support and creating a space for facilitated learning and establishing the path of professional progress, which is presented separately in terms of the impact of each of the causal factors on mentoring characteristics in the standard and significant state.

Figure 2.

An example of a Foundation Data Model in Standard Coefficient Mode

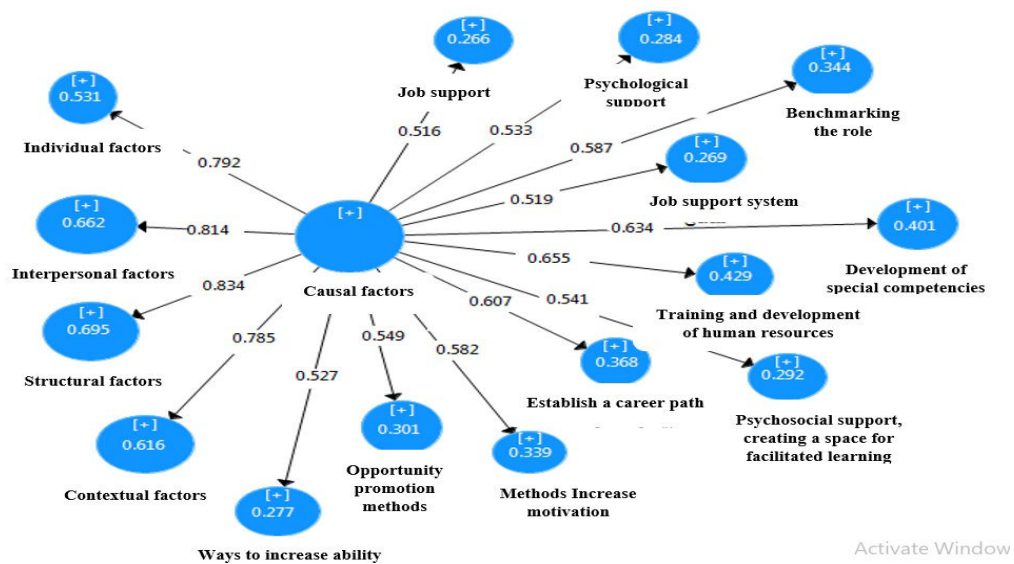
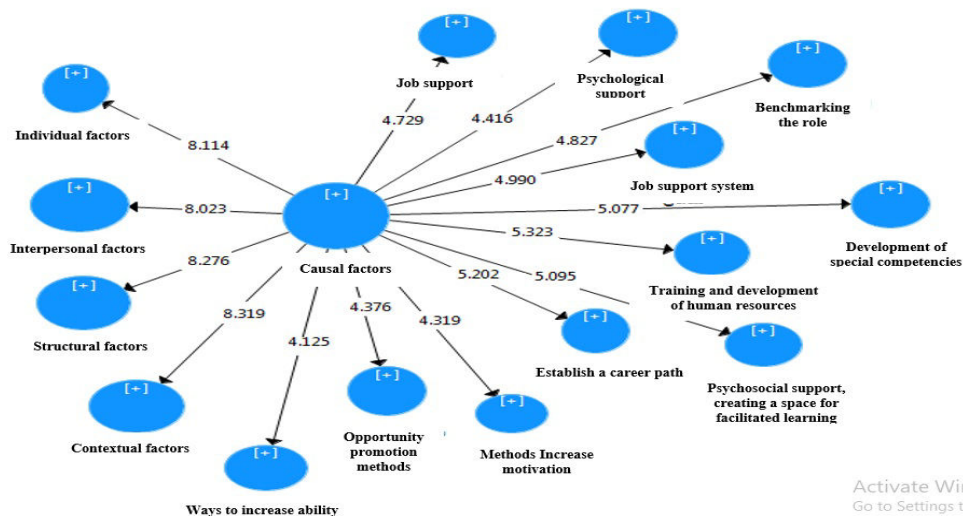


Figure 3.
Model in the Meaningful State of Paths



The results of the study of the effect of extractive categories are summarized in table 5.

Table 5.
Findings from the Cause and Effect Test of Variables

	Causal factors	Impact rate (standard estimate)	(T-Value) Significance	Approve or reject
Influence of causal factors on	Job support	0/516	4/729	Approved
	Methods Increase motivation	0/582	4/319	Approved
	Opportunity promotion methods	0/549	4/376	Approved
	Ways to increase ability	0/527	4/125	Approved
	Psychological support	0/533	4/416	Approved
	Benchmarking The role	0/587	4/827	Approved

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	Causal factors	Impact rate (standard estimate)	(T-Value) Significance	Approve or reject
The impact of strategies on	Development of special competencies	0/634	5/077	Approved
	Training and development of human resources	0/655	5/323	Approved
	Psychosocial support	0/541	5/095	Approved
	Establish a career path	0/607	5/202	Approved
	Customer satisfaction	0/535	5/188	Approved
	Increase public trust in the organization	0/581	6/402	Approved
	Increase trust in government	0/569	6/129	Approved
	Promoting political understanding	0/472	4/717	Approved
	Job Satisfaction	0/573	4/909	Approved
	Psychological well-being	0/583	5/144	Approved
	Organizational citizenship behavior	0/609	5/317	Approved
	Reduce job stress	0/612	5/369	Approved
	Reluctance to leave the service	0/616	5/312	Approved
	Job passion	0/636	5/838	Approved
	Improve knowledge sharing	0/666	6/350	Approved
	Organizational Performance Excellence	0/611	5/418	Approved
Productivity	0/587	5/305	Approved	

Conclusion

The purpose of this study is to help managers and planners in the field of human resource management in the Ministry of Interior in the benefit and empowerment of its subordinates in terms of mentoring and according to the existing challenges, a practical model has been presented. For this

purpose, articles related to the subject of mentoring in and outside the country were studied and all components and topics were examined from the perspective of various experts. Overall, although efforts have been made to design a mentoring model, in practice this has faced many challenges in the field of human resource management; Therefore, it is necessary to provide components related to the applied model of mentoring, and this has made it even more necessary to pay attention to mentoring in the governorates and to provide a practical model for mentoring in the governorates. Employee career development and training based on their empowerment in line with the mission and organizational goals will lead to better performance and more motivation to accept more positive and constructive individual and organizational changes. If the administrative processes are properly and correctly defined and the organizational processes are reformed in such a way that the common view of employees and managers is taken into account from all technical, professional and human aspects, it will align individual goals with macro organizational goals and documents. Will be upstream. If the thinking of participatory management dominates the organization and attention to the system of suggestions is considered as the most important tool to create positive change in the organization, employees will have more joint efforts in advancing organizational goals. Also, in the evaluations of individuals, in addition to removing the appropriate job expertise and skills, the degree of their participation (Based on the ethical charter of the executive body and in accordance with standard productivity assessments) in order to achieve the company's goals will be very important. Effective structure encourages flexibility and de-bureaucracy in the view of many employees and managers, who see time-consuming and cumbersome administrative processes and processes as hindering the timely performance of tasks and providing optimal service and customer satisfaction. By recognizing the psychological capacity of individuals and by spreading positive organizational climate and creating a suitable culture in them, managers identify the capacities of employees and consider the commitment and

commitment of employees to implement desirable organizational behaviors, as well as the possibility of choosing various organizational benefits and rewards by management. Important strategies for establishing mentoring in the Ministry of Interior are through organizational culture change, organizational structure change, job enrichment and training needs assessment, and interpersonal strategies include: supporting new employees, identifying talented employees, developing ability and helping retain talented employees. Which was identified as mentoring implementation strategies. Changing organizational culture leads to creating common beliefs among the members of an organization in the direction that managers consider, and typically to implement development activities will need to change the traditional and inflexible culture to a dynamic and growing organizational culture. The issue of culture and cultural alignment is a key factor in implementing the procedures and strategies of an organization that if cultural alignment is not seen in the context of society or the context of the organization, the necessary infrastructure to implement ethical strategies will not be possible due to cultural gaps. This will become an obstacle to the implementation of the developed strategies. In fact, the establishment of staff training and guidance programs is an important factor in staff growth and development through social learning that can be responsive in the form of active strategies. Certainly, any progress and development requires budgetary resources, and the establishment of a mentoring system in a desirable and worthy manner requires appropriate investment in order to implement staff growth and promotion programs. Financial and spiritual rewards have always been one of the motivating factors for accepting growth and advancement in the implementation of mentoring programs for individuals, and this factor must always be preserved along with development strategies. Job enrichment is also needed to prevent and reduce employee fatigue and to create a good work ethic and increase work diversity. In addition, improving the level of delegation and increasing the burden of responsibilities more and more appropriate to the time and time

allocated, is another factor that determines the growth of employees. Educational needs assessment was another factor that was emphasized by experts. As a rule, the educational need in the field of work varies according to the position of individuals in the organizational pyramid, and this issue should be considered by the managers and those involved in mentoring programs in the governorates.

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