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DEVELOPMENT AND IMPLEMENTATION OF THE MANAGER AS A MENTOR

The issues of effective, fast and full inclusion of new employees in the team and work and their further development have always been and remain relevant. To this end, organizations use both traditional and non-traditional methods, including mentoring.

The purpose of the study is to consider mentoring as a direction of modern manager.

In successful campaigns, the main tool for adaptation and training of both new employees and those who have decided to improve their skills is the institute of mentoring. Its goal is to accelerate the adaptation to the team of newcomers, as well as to increase their skills to a level acceptable to this team. This is the process of transferring knowledge from the most experienced employees to those who need it [3, p. 93-103].

In the conditions of modern business mentoring is always removed to a lesser extent by one order (from the responsibility of direct line management); it is aimed at the long-term acquisition and application of skills in the process of career development and is carried out in the form of counseling and advice.

The following forms of mentoring can be used at the enterprise: individual (one newly appointed employee is assigned to the mentor), group (mentor manages a group of newly appointed employees), collective-individual (mentoring of one newly appointed employee is carried out by labor collective), collective-group mentoring (labor collective mentoring). over a group of newly appointed employees). For example, Z. Parslow and M. Ray note that mentoring is implemented mainly on an individual basis and can be carried out in different contexts and under different conditions [1, p. 88], forming the following models of relationships (Fig.): Corporate mentor, who acts as a leader, advisor and consultant at different stages of career development of the person being mentored: from hiring, through the stage of formal training to the position of top manager and possibly until retirement;

a qualification mentor required by a professional association or agency (employment service) sponsored by the government; he must accompany the applicant (student) during his / her training programs, taking him / her to the professional qualification examination or the national professional examination; the social mentor acts as a friend, expert advisor or consultant and works with people in a wide range of situations where they may be in a difficult situation or in a potentially or really difficult situation.

The purpose of mentoring is the professional development of employees, increasing the level of their adaptation in enterprises, which in turn reduces staff turnover, has a positive effect on the image of organizations and their activities.

Mentoring as a style of teamwork is defined by: 1) cooperative management style; 2) delegation of powers; 3) common to all, interesting and meaningful goals; 4) the responsibility of the manager for human resources development; 5) development of mentoring at all levels of government. The success of a manager as a mentor is determined by the desire to learn; the need for growth; mutual respect; friendliness and demanding; mutual trust; honesty and openness; individual work with people.

The introduction of a mentoring system in the enterprise is appropriate under the following conditions: if the company does not have enough middle-aged staff: the more this problem will become more relevant in connection with the aging of the Ukrainian nation; if the quality of secondary and higher vocational education does not meet the requirements of the labor market: graduates have to be trained in the process of work, and mentoring itself helps to solve this problem at the lowest cost; if the company has already implemented and operates personnel management systems that do not make sense without mentoring (for example, the system of adaptation, training, work with young professionals); if a large number of newcomers is planned in the company, mentors will help to quickly and efficiently introduce them to the work process. When building a mentoring system, it is important to choose a system of motivation: if for beginners the main motive for conscientious work with a mentor - consolidation and prospects for further career growth in the company, the issue of encouraging mentors themselves needs to be addressed [2, p. 115].

Thus, mentoring is one of the methods of adaptation and development of staff, which, in contrast to training, counseling, coaching and psychotherapy, which require appropriate staffing (professional) support, can be used in any organization. An enterprise that aims to remain successful in the market at the expense of highly qualified employees must be guided by the principles of training its staff and establishing a system of transfer of experience. Taking into account all factors, we consider mentoring to be the

most effective tool for the systematic exchange of corporate knowledge and practical skills for management and other activities.

These changes however do not improve clarity about coaching and mentoring (Kanatouri, 2016; Salter, 2014). The overlapping skills of these phenomena (Simon Jenkins, 2013) influence this confusion. Thompson et al. (2010) also recognizes that there is still a lack of clear definitions that has its influence on use of modern technologies. Some try to connect both phenomena and learn from each other (Ghods & Boyce, 2012), for example by using the GROW model for mentoring (Bishop, 2015) or use the knowledge in all kind of helping professions like adult learning, developmental coaching and innovation (Abravanel & Gavin, 2017; Bachkirova, 2011; Cox, 2013). There is also an approach that coaching and mentoring tries to clarify the distinction and still use the knowledge of both phenomena by defining different roles and change between roles (Wiginton III, 2018). More research into the understanding of the interactions between these concepts is important for a better understanding and further development (Bozer & Jones, 2018).

As shown in this review of developments in the 21st century, the fields of coaching and mentoring have much in common with each other and both are influenced by modern technology. Indeed in reaction to the lack of accepted identifiable and distinct skills for coaches and mentors (Hill, 2010), the first steps to close the research gap between coaching and mentoring have been made (Abravanel, 2018; Schermuly & Graßmann, 2018).

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