

Designing a Human Resource Mentoring Model with an Emphasis on the Development of Knowledge Sharing among Civil Registry Employees

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Abstract

The current research was conducted with the aim of designing a mentoring model of human resources with an emphasis on the development of knowledge sharing among the country's civil registry staff. This research is practical in terms of purpose. In terms of methodology, it is of a qualitative type and to provide the design of the mentoring model of human resources, the analysis is thematic. The statistical population of this research consists of refereed articles and books published from 2001 to 2021 in the field of the research subject, namely mentoring and knowledge sharing. By using the themes found from the content of the aforementioned articles, the researcher has finally achieved a basic model of mentoring human resources with an emphasis on the development of knowledge sharing. In this research, coding was done manually by reading line by line articles and documents related to human resource mentoring with emphasis on the development of knowledge sharing, and after completing manual coding, computer coding was done with MAXQADA software. Then, the results of these two codings were compared and the Holsti method was used to calculate reliability

The findings showed that the speech evidence identified from the text of the interviews was labeled in the form of 25 primary codes. Then, the initial codes were drawn in the form of 9 sub-themes and then, three main themes including human components (mentor), structural components and social components, classification and conceptual model of human resources mentoring with emphasis on the development of knowledge sharing among civil registry employees of the country. The results show that the human component such as resilience, professional growth and the new attitude of mentoring has the highest priority and importance, followed by social components and structural components.

Key words

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Introduction

By adopting policies such as resistance economy, national production, national leap, there are slogans and policies whose main purpose is the realization of knowledge-based economy. At the same time, one of the most basic means of achieving these important

goals is through the cultivation of human capital, social services and entrepreneurship. Based on this, the employees of the civil registry are pioneers in the field of training human resources in the field of civil registration and other services in their field of work. Development of the country's civil registry staff is one of the basic



strategies for upgrading specialized capacities to implement the knowledge-based economy. The increase in the competitive environment for the best in the field of employment and service has prompted the decision-makers to use the best strategy to employ capable and expert human resources. For this reason, in recent decades, scholars and scientific activists have taken various strategies to develop the human capital of civil registry workers in the country, each of which has its own advantages and disadvantages. One of the best tools from the point of view of human resources experts for the development of civil registry employees of the country is mentoring programs (1).

According to studies (2), the ability to attract, employ, develop and maintain talents is considered as the only competitive advantage of countries' civil registration. However, until now, these programs have been used mostly in the space outside of civil registration, by other organizations as a basic solution for the development of human capital. Mentoring programs in these organizations have been considered as a tool to develop, maintain and maintain employees. Therefore, despite the success of mentoring in the development of human resources of organizations, in the civil registry of the country, this method has not been prioritized for the development of human capital (3).

Today, most of the companies and organizations operate in an environment where the competition has continuously increased and in this environment traditional resources do not guarantee the competitive advantage and survival of the organization. Due to the development and advancement of technology, the nature of work has changed from traditional and manual to intellectual and intellectual. For this reason, many businesses seek to find solutions that can differentiate themselves from other competitors by providing high-quality services, flexibility, innovation and quick response (4). Knowledge sharing is based on the assumption that knowledge is a latent source of competitive advantage. The meaning of knowledge here is thoughts, ideas and lessons learned over time, which are imprinted in people's minds in various ways such as practical experience, reasoning, reflection, learning, reading, listening, etc. In a general classification, knowledge is divided into two categories: tacit

knowledge and explicit knowledge. A competitive advantage for the organization is achieved when the organization, in addition to explicit knowledge, values the implicit knowledge within itself and implements measures for people to share their knowledge with others and develop it, which is the case in the Civil Registry Organization. It is somewhat slow. Knowledge sharing in organizations harnesses the knowledge resources and capabilities of the organization so that the organization can learn and adapt to the changing environment. Knowledge sharing provides the best solution for expanding, nurturing and exploiting individual knowledge and turning it into organizational knowledge, and by sharing knowledge among people, it helps to improve the organization's performance (5). Knowledge sharing refers to a set of systematic actions that enable the achievement of maximum, reliable and effective productivity of knowledge. Organizations are interested in knowledge management for several reasons, because the emphasis of organizations is on how to do work and the experiences of people and their skills. On the other hand, researchers believe that knowledge plays an effective role in today's economy. Organizations are able to provide better services by using effective knowledge management. If only information is disseminated in the organization, knowledge will not increase. Finding knowledgeable people in the organization is both time-consuming and not an easy task. Therefore, it is necessary for the knowledge management system to identify expert and skilled people (6).

Many evidences show that human capital, as the most important component of work and activity, takes and implements important decisions and predicts the continuation of future activities based on it. Therefore, in today's knowledge-oriented societies, the role and importance of human capital used in the sustainable and continuous profitability of the organization is used more than the financial efficiency, so this should be taken into consideration in the civil registration organization of the country. (7).

Due to the rapid increase in global developments and transition from traditional society to information society, paying attention to new strategies for optimal use of new opportunities and values has forced institutions to

digital transformation more than ever (8). With the increasing development of information technology and the fourth industrial revolution in the world, civil registry managers must take steps in digitizing organizational developments and providing services based on new digital developments. The provision of better services and the use of digital techniques in virtual spaces becomes possible if appropriate human resources are used and people have the correct knowledge of the use of technology techniques and how to operationalize digital transformation. Considering that the civil registration organization is considered as a pioneer and generator of identity authentication in every country, therefore, the current research tries to answer the question that it is necessary to define the dimensions and components of human resources mentoring with an emphasis on the development of knowledge sharing of the country's civil registry employees. What are the views of experts and academics?

Research Methodology

This research is applied in terms of purpose and it was done with a qualitative approach and with the method of systematic review and thematic analysis. In this approach, the researcher tries to have a more realistic view to achieve knowledge and reality in different texts by using a kind of qualitative strategy. In this research,

in order to determine the dimensions and components of human resources mentoring, with an emphasis on the development of the knowledge sharing of civil registry employees, the appropriate method was determined in the qualitative part of thematic analysis or systematic review of theoretical texts. Content analysis is one of the basic and efficient analytical methods for textual data analysis and transforms scattered and diverse data into rich and detailed data. The statistical population of the current research is refereed articles and books published from 2001 to 2021 in the field of the research topic, which are in the databases of Web of Science, Science Direct, Sage, ProQuest, Scopus and Emerald databases.

In this research, by combining the method proposed by King and Harrocks (2010), Brown and Clark (2009) and Atride-Stirling (2001), a step-by-step and comprehensive process for thematic analysis was presented. In this section, the theme analysis process is introduced in the form of three stages, six steps and twenty actions.

The complete process of thematic analysis can be divided into three main stages:

- A- Analyzing and describing the text,
- B- description and interpretation of the text,
- C- integrating and reintegrating the text.

The six steps are summarized in the following table:

Figure 1. The combination of primary and secondary indices as well as the 360-degree feedback method

Table 1. Six steps of thematic analysis

| levels | steps | Actions |
|--|-----------------------------------|---|
| Analysis and description of the text | Getting to know the text | Write data (if necessary) |
| | | Initial study and re-study of the data |
| | | Writing initial ideas |
| | Creating primary codes and coding | Proposing a coding framework and preparing themes |
| | | Separating the text into smaller parts |
| | | Coding interesting features of data |
| | Searching and recognizing themes | Adapting codes to theme templates |
| | | Extracting themes from the coded parts of the text |
| | | Refining and revising themes |
| Description and interpretation of the text | Drawing a network of themes | Checking and controlling the compatibility of themes with extracted codes |
| | | Sort themes |
| | | Selection of basic, organizing and inclusive themes |
| | | Drawing a theme map |

| | | |
|-------------------------------------|-----------------------------------|---|
| | Analysis of the network of themes | Modifying and verifying the theme network |
| | | Defining and naming themes |
| | | Description and explanation of the theme network |
| Combination and integration Text | Preparation of report | Summarizing the network of themes and expressing it concisely and clearly |
| | | Extracting interesting data samples |
| | | Relating the results of the analysis to the research questions |
| | | Writing scientific and specialized report of analysis |

In order to collect information, a scanning tool was used at the library level in the qualitative section. In library scanning; The information collected by library method in this research is categorized as follows: Various and valuable books have been used in carrying out this research. Books and articles on human resource mentoring with an emphasis on the development of

knowledge sharing have been studied in this research. Sites and computer information systems: Internet sites and computer systems were used in connection with the research topic to complete the theoretical foundations and background of the research.



figure 1. Search results and article selection

In order to measure the validity of this research, in addition to the comprehensive, organizing and basic themes, they were selected and confirmed by studying the theoretical foundations, research background, research objectives and sources, the opinions and guidelines of a group of experts were also taken into account and before coding, And the final adjustment was made. In this research, coding was done manually by reading line by line articles and documents related to human resources mentoring with an emphasis on the development of knowledge sharing, and after completing manual coding, computer coding was done with maxqada software. Then, the results of these two codings were compared with each other and the Holstein method was used to calculate the reliability, whose formula is: $M / (n1+n2) = PAO \ 3363 \times 2 / (3628+3463) = 95\%$ where PAO is the percentage of observed agreement (reliability coefficient), M is the number of agreements in two stages of coding, n1 is the number of coded units

in the first stage and n2 is the number of code units placed in the second step. This number varies between zero (no agreement) and complete agreement.

Findings

In order to answer the research questions, qualitative research method was used. The qualitative part includes thematic analysis in order to explain and discover the mentoring model of human resources with an emphasis on the development of knowledge sharing. The theme analysis approach in this research is an inductive approach. In this case, at the beginning of work, MAXQDA software is used to extract codes and themes, then partial and new codes are added during analysis. Codes specify the obvious and hidden features of raw data or information that are interesting to the analyst and can be evaluated in a meaningful way..

Table 2. An example of open and axial coding in MAXQDA software

| Concept | code | Beginning | end | The relevant section | Region | coverage in % |
|---------|------|-----------|-----|----------------------|--------|---------------|
|---------|------|-----------|-----|----------------------|--------|---------------|

| | | | | | | |
|-----------|--------------------------------|----|----|--|-----|-------|
| Mentoring | Effective communication skills | 1 | 1 | Mentor is usually translated as coach, but since coach is also translated as coach, it will be troublesome to use this equivalent in Farsi. In addition, assuming that we translate the mentor, we will have problems translating the Mentee, that is, someone who uses the mentor's guidance. | 97 | 0.13% |
| | to be miserable | 13 | 13 | If there is a platform that connects you from this part of the world to an experienced person in another part of the world, and neither of you know each other, and you ask him your problem in a short one-hour consultation, you can say that you are a mentor. You have visited | 229 | 0.99% |
| | Professional growth | 24 | 24 | We consider mentoring as a relationship between two people in which one of the parties has experience, abilities and skills that can be gradually transferred to the other party over time. | 716 | 0.64% |
| | New attitude | 25 | 25 | Mentoring is a relationship in which the mentor takes the mentee under her wing and helps her to navigate the career path faster and easier and with fewer mistakes. | 460 | 0.32% |

At this stage of the process, the researcher of the game codes that he has, now has to put the codes that have the same characteristic and semantic definition in a format. You can see an example of this process in Table 2, that the researcher has 3 open codes in the field of human components (mentors) that have the same characteristics to a large extent, and creates them as human components (mentors) and these 3 open codes in its subcategory is placed, then a report is made using the software, and this process continues until all the open codes are categorized, and then the

researcher tries to discover the forgotten themes or remove the identical themes by refining and reviewing the themes.

An example of the sub-themes extracted from the reviewed articles regarding the nature of human resource mentoring is given in the following table, from which the researcher identified the main and sub-themes or the main or sub-themes that had the same characteristics. It suggests to start drawing the network of themes by checking and controlling the compatibility of the themes with the extracted codes and sorting the themes.

Table 3: An example of open codes of human resource mentoring

| Row | code | Source | Row | Source |
|-----|--|----------------------|-----|---------------|
| 1 | Allocating effective and sufficient time to interact with the mentee | T5, T13, T17, T25 | 14 | T6, T9, |
| 2 | Being a role model of a mentor in behavioral fields | T3, T4, T16, T28 | 15 | T16, T17, T22 |
| 3 | Having insightful and capable vision in the pathology of mental problems | T3, T4, T6, T16, T28 | 16 | T21 |
| 4 | Mentor being energetic in dealing with mentee | T1, T9, T6, T25, T33 | 17 | T3, T16 |
| 5 | Facing a mentee with an open face | T2, T16, T21, T29 | 18 | T7, T31 |
| 6 | Attention to appearance | T3, T10, | 19 | T2, T12, T19, |
| 7 | Giving importance to spiritual matters | T15, T23, | 20 | T23, T25, |

| | | | | |
|---|--|---------|----|---------------|
| 8 | To be known as a person born to Islamic ethics | T26, T3 | 21 | T27, T21, T25 |
|---|--|---------|----|---------------|

Now, by choosing the basic, organizing, and inclusive themes, in the next step, the sub-themes extracted from the previous step are combined together and form the sub-themes, so now we combine the sub-themes that are closest in terms of meaning along with It is also placed correctly to create new words. The speech evi-

dence identified from the text of the interviews was labeled in the form of 25 primary codes. Then, the primary codes were categorized in the form of 9 sub-themes and then, three main themes including human components (mentor), structural components and social components. The final results are shown in Table 4.

Table 4. The main themes of mentoring

| Row | Basic themes | Organizer themes | Overarching themes | |
|-----|--|--------------------------------|---------------------------|-------------------|
| 1 | Motivating the mentee | Effective communication skills | Human components (mentor) | |
| 2 | Creating a sense of trust in the mentee | | | |
| 3 | Focus on informal and friendly relationships with the mentee | | | |
| 4 | Active listener of mentee problems | | | |
| 5 | you have a secret | | | |
| 6 | Possession of Sa'ah Sadr | | | |
| 7 | Correct perception of mental problems | | | |
| 8 | Allocating effective and sufficient time to interact with the mentee | | | |
| 9 | Being a role model of a mentor in behavioral fields | | | |
| 10 | Having insightful and capable vision in the pathology of mental problems | | | |
| 11 | Mentor being energetic in dealing with mentee | | | |
| 12 | Facing a mentee with an open face | | | |
| 13 | Attention to appearance | | | |
| 14 | Giving importance to spiritual matters | Ethical | Structural components | |
| 15 | To be known as a person born to Islamic ethics | | | |
| 16 | Identifying and employing capable mentors in colleges | Effective management | | |
| 17 | Proportion of the number of mentees with the responsibility and busyness of the mentors | | | |
| 18 | Holding briefing sessions for mentees and mentors | | | |
| 19 | Coordination between faculty officials and medical department officials | | | |
| 20 | Monitoring the mentoring process by officials | | | |
| 21 | Carrying out large-scale and long-term training programs | | | |
| 22 | Allocating a separate space in colleges for non-clinical mentoring (educational, personal and...) | | | |
| 23 | Entry of graduates and successful specialists into the country's medical community | Facilities and physical space | | |
| 24 | Developing the specialized ability of mentees | Professional growth | | Social components |
| 25 | Creating and strengthening the positive view of educational institutions regarding the necessity of mentoring during education | New attitude | | |

The next step in the theme analysis method is that the primary codes identified based on the researcher's understanding of the process under investigation and taking into account the commonality of the primary codes are categorized in the form of themes. This process continues until assigning each concept to one of the themes. At this stage, the themes obtained from the theoretical foundations are drawn in a coherent form of network investigation. For this reason, we have shown

the themes in the form of a grid to eliminate the idea of any hierarchy among them. The themes extracted from 500 codes extracted from the research literature in the form of a network of themes in the form of 3 main themes (human/mentoring components, social components and structural components) by combining sub-themes and categorizing them according to the semantic proximity and the same characteristics proposed.

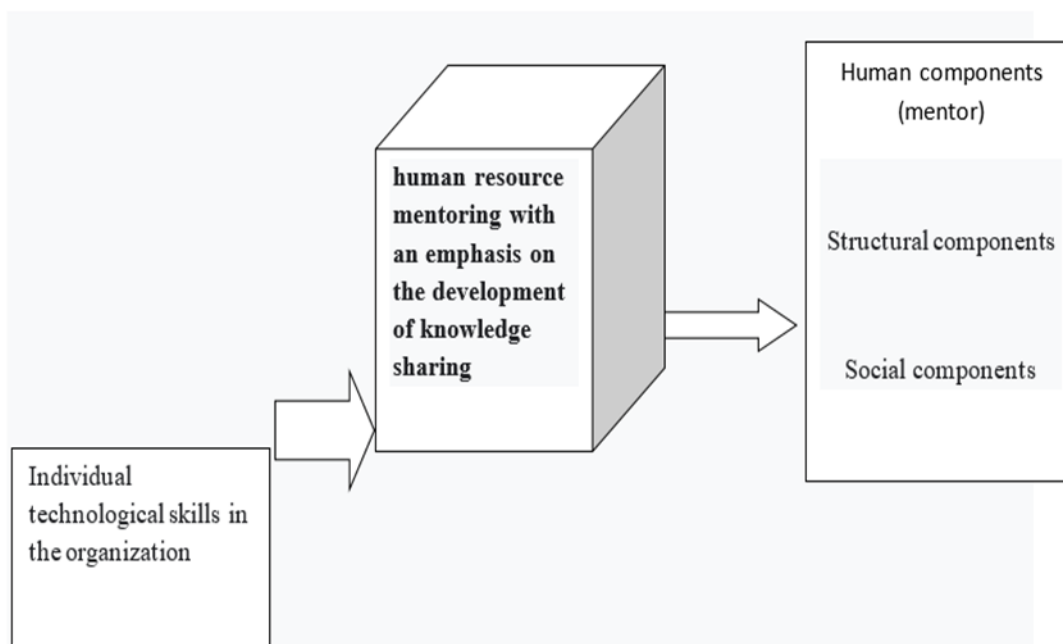


Figure 1. The network model of human resource mentoring themes with an emphasis on the development of knowledge sharing

Discussion

By adopting policies such as resistance economy, national production, national leap, among the slogans and policies, the main basis of which is the realization of knowledge-based economy. Meanwhile, one of the most basic tools to achieve this Organizations are important through the cultivation of human capital, social services and entrepreneurship. Based on this, the employees of the civil registry are pioneers in the field of training human resources in the field of civil registration and other services in their field of work. The development of the country's civil registry staff is one of the basic strategies for upgrading specialized capacities for the implementation of a knowledge-based

economy. The increase in the competitive environment for the best in the field of employment and service has prompted the decision-makers to use the best strategy to employ capable and expert human resources. For this reason, in recent decades, scholars and scientific activists have taken various strategies to develop the human capital of civil registry workers in the country, each of which has its own advantages and disadvantages. Mentoring programs are one of the best tools from the point of view of human resources experts for the development of civil registry employees. Before creating mentoring in an organization, the existence of some conditions and background (strategic factors) is necessary and necessary

and all organizations that intend to implement this method in their organization should consider it. In general, these conditions were divided into 2 main themes and 11 sub-themes, individual conditions (informational and educational skills, communication and motivational skills) and organizational conditions (management skills in the senior managers of the organization, creation and strengthening of organizational culture, design and Clarifying the career path, creating an organizational and educational structure suitable for institutionalization, The method of teaching coaching in the organization, all-round support for the establishment of the mentoring system, designing and compiling the evaluation system, paying attention to the requirements of standardization and obtaining the necessary permits and conditions for the establishment of the mentoring system).

Therefore, in this research, we found a network of mentoring topics with an emphasis on knowledge sharing, which consisted of three main dimensions of mentoring, and knowledge sharing also consisted of three dimensions, the first dimension of mentoring with an emphasis on knowledge sharing was the human component (mentor) (9, 10). The next dimension was the social components of mentoring, which was similar to the other researches (11-13). The third and last dimension was the structural components, which was in line with the following researches (14, 15).

Conclusion

Considering the little research done in the country and the novelty of this topic in the country, it can be claimed that this research is a good starting point to investigate more attention to the topic in the field of human resources education. The findings of the first research question indicate that organizations turn to mentoring for various purposes. According to the informants of this research, these causal conditions include 2 general themes of the primary goals (using internal capabilities, creating and developing the culture of education and developing human resources, better transfer of learning and making training more practical, creating training on time and to the extent, increasing the effectiveness of trainings, Developing and fostering self-directed learning in people, filling

the gap between the field of opinion and action, introducing a person to the practical world and secondary goals (eliminating the functional weakness of employees, responding to market needs, creating confidence in people to accept responsibility, increasing productivity).

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