
DIGITAL TRANSFORMATION OF MENTORING INSTITUTION IN THE PUBLIC SERVICE

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Purpose: the article aims to consider the development features of the public service mentoring institution digitalization. *Discussion:* the authors propose the higher active development of the mentoring institution due to the real need for highly qualified public servants for the prompt and appropriate response to the development and implementation of the management decisions. Particular attention should be paid to the e-learning systems of young servants. *Results:* the study recognizes the mentoring institution transformation by external and internal factors in recent times. Besides, the research identifies the essential problems of mentoring system development of public servants and provides recommendations for efficient mentoring institution development. The authors consider the implementation of the digital mentoring system in order to a critical tool of mentoring institution development. This system will be allowed to decrease time and intellectual resource costs of mentor and provided the opportunity for the young specialist to examine the necessary information in the future profession field by himself, as well as applying the gained knowledge to the training simulator. This combined education approach will provide maximum effectiveness in the training of young staff.

Keywords: mentoring institution, the public service, mentor, e-mentoring, simulators.

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Introduction

The efficient management of socially economic processes and competitiveness of the Russian economy on the worldwide markets requires providing a high-quality level of the public servants' management activity. In this

case, in recent times, trends and directions of a further necessary ideology formation of the public servants are actively discussed in the system of the public service.

The work feature of the public service and the need for mobile transformation of approaches to implement national objectives set by the President and the Government of the Russian Federation requires an active response to the development and implementation of management decisions. For our part, it requires the highest professional knowledge and relevant skills of the public servants are able to ensure efficient decision-making. Mentoring as an element of HR policy is gaining momentum for achieving these things in the HR practice of the civil service. The succession of knowledge, skills, and gained experience becoming a necessary tool of the staff interaction into the public service structure, due to it ensuring the conservation of their integrity, the development of organizational culture, the effective implementation of their functions, and the observance of established behavioral rules and work.

We should note that it is challenging to master a wide range of knowledge, requirements, and skills individually because of time-consuming necessity. In this regard, non-formal, extra-curricular learning technologies are being actively introduced to replace traditional forms of mentoring, among which the most exciting technologies are those based on the widespread use of electronic games. One of these tools is e-mentoring that in whole means the implementation of modern technologies of e-learning in mentoring. The digitalization introduction into processes of the training staff is becoming more critical in public administration. In this case, the mentoring institution development, in the circumstances of processes digitalization, assumes the importance, relevance, and kindles scientists' interest.

Main ideas

For the general comprehension of the concepts and phenomena analyzed, permit us, first of all, to clarify the conceptual apparatus of our research. By the mentoring institution of the public service, we will mean the range of methods, techniques, tools, and approaches to sharing experience and knowledge by the best professionals to new staff or those moving up the ladder. The ultimate purposes of the mentoring institution are the adaptation of new staff, as well as the professional growth and development of existing servants and their acquisition of the professional competencies necessary for the efficient fulfillment of the assigned responsibilities.

Mentoring, as an element of HR policy, is an important research topic in the theory and practice of HR management. Ordinarily, a mentor is a qualified specialist who has been working in the company for a long time and can introduce a new employee into the work and give him all the necessary information for adaptation.

As practice has shown, mentoring also affects corporate culture by sending a message that the company cares about its employees. The mentor most frequently works at the level of values and encourages young people to identify,

refine, and strengthen core values and beliefs about their abilities by giving an example.

Recently, mentoring is describing as a means of stimulating and developing not only newcomers but the whole staff in the organization.

Mentoring can be used in the following areas:

1. Fields where the scientific and technological process is leading in the revision of professional skills (IT, production) that is fields in which there is a discrepancy in the professionalism of the staff to the needs of the organization not favorably affects the performance of an entire company and results in large-scale losses.

2. Spheres where practical experience and professionalism are highly relevant in the performance of work (for instance, manual labor, services, trade).

3. The high-risk occupation.

4. Organizations where everyday equipment is modified from time to time to better technological procedures and mechanisms.

5. Companies with a steady turnover feature and consequently the need for the collective and efficient organization of qualified staff.

6. The public service.

The dynamic development of mentoring in public service has begun with law-enforcement authorities. The first authority, which is adopted its Regulation on mentoring, had been the Ministry of Internal Affairs of the Russian Federation (2008). After that, mentoring has been using in the Russian Ministry of Emergency Situations (2009) and other authorities. Pilot project for the introduction of the mentoring institution in the number of public authorities of the Russian Federation (Russian Ministry of Internal Affairs, Russian Ministry of Internal Affairs, Federal Drug Control Service of Russia, Rosprovoznadzor, Russian Investigative Committee, Federal Antimonopoly Service of Russia, Judicial Department of the Supreme Court of Russia) completed in February 2013. This project has made it possible to develop the necessary normative legal and methodological basis. It was implemented based on research development aim to the analysis of existing domestic and foreign theoretical studies, development of methodological approaches and methodological tools for the introduction of this new human resources technology in the public service.

Over the last years, mentoring is widespread not only in the federal authorities but in the public authorities of the Russian Federation subjects too. Regulations on mentoring, which regulate the process and define the fields of objectives and responsibilities for the conducted activities, were elaborated and introduced in such regions as Voronezhskaya, Tambovskaya, Belgorodskaya, Lipetskaya, Kostromskaya, Penzenskaya, Samarskaya, Sakhalinskaya, Yaroslavskaaya. On the other hand, it led to the holding of various roundtables, conferences of this field development in Russia, and the most important, to share the experience of the formation of the public service mentoring system.

Therefore, the new public service policy to develop the mentoring system in the civil service is shaping the unique vision of the mentoring institution and the usage of tools and electronic technologies in working with public servants. In our view, however, the transformation of the mentoring institution to take account of the digitization processes is due to several objective circumstances.

First of all, fields in which mentoring is required have expanded. Nowadays, the mentoring institution is being developed not only in the civil service but additionally in commercial companies and organizations.

Secondly, the mentor interaction with the trainee is focused on the aspect of interpersonal and situational influence, which to some extent, universalizes the function of adapting the trainee to the new working conditions and introduces the trainee into the subculture of the professional community. It requires the trainee to adopt the relevant norms and values of the organization in which he works [9].

Thirdly, during the period of adaptation, the more specific tasks and detailing professional activity are set to the trainee, as well as social-psychological assignments to build the system of professional relations and to identify one's professional possibilities [2].

The 2004 Federal Act «On the Civil Service of the Russian Federation» is supposed the use of new HR technologies and strategies in the organization of the civil service, but is not explicitly referred to mentoring.

To enhance the system of the public service administration, the Decree of the President of the Russian Federation of 7 May 2012 No. 601 «On the main priorities for improvement of the system of the public service administration,»¹ submitted the mentoring as a core HR practice in public administration at all levels.

The Ministry of Labor of the Russian Federation prepared in 2013 the Methodological Toolkit for the Application of Mentoring in the Civil Service [6]. The toolkit is aimed to provide a comprehensive view of the mentoring system in the public administration and to help develop its policy in this field.

Consequently, mentoring is the tool that can be used for «growing» and the development of staff. It can be an informal practice or the official program that can be practiced in various forms: face-to-face, small groups, or different combinations of mentors and trainees.

To minimize losses and to learning optimize and achieve the same education success as mentoring, many companies are introducing non-formal, extra-curricular education technologies. This technology is based on the widespread use of electronic games. For example, L'Oreal uses the training game «Hair-be 12,» which develops the critical skills of salon-shop staff. At MITRE Corporation, there is a 3D game called «Honorary Work». At Renault, the game teaches service standards in the auto service. The Hilton hotel chain practices the

¹ Decree of the President of the Russian Federation of 07.05.2012 No. 601 «On the main priorities for improvement of the public administration system» [Site] - Access mode: SFOR «Consultant Plus»

virtual Guest Service Simulator. British Gas offers the training course in effective communication and fault diagnosis for service engineers [7].

The experience of Saint Petersburg deserves further reflection on HR management in the civil service system. In 2016, the Staff Council under the Governor of Saint Petersburg, uniting senior government officials of the federal subject of the Russian Federation, decided on the beginning of the project «E-mentoring» implementation. Saint Petersburg Interregional Resource Centre has started widespread e-mentoring technologies in the regions as one of its newest HR projects [11].

The project involves specially designed e-learning courses that allow newcomers to adapt quickly to a new job and to improve necessary skills too. Due to it, the e-learning courses, people entering the civil service will become acquainted themselves with the rights and responsibilities of the civil servants and the structure of the authorities. They will be able to learn office work and business writing, to develop skills in the use of primary office software products for authorities, to consider features of individual recourse from citizens and legal entities.

There is a perception that mentoring does not create new behavioral and professional competencies, but instead involves training that can be a bit specialized for the public servant and mentoring cannot allow going beyond traditional behavior. In previous studies, we have already pointed out that this position is incorrect because mentoring involves the improvement of essential skills that will help the trainees extra develop their competencies and ensure that their tasks effectively completed in their new workplace. On the other hand, mentoring is not aimed at developing the employee's potential. Therefore unrealistic results from mentoring should not expect since capacity-building is the objective of the other learning and development methods [5].

Mentoring is a long-term process requiring extensive training, commitment, organization, and a systematic approach. It is determining by the fact that necessary knowledge and skills cannot be transferred from case to case. Consequently, the mentoring system that is specially-organized and well planned will be high-performance.

The implementation of the mentoring process requires some material investment. The training process leads to some additional costs for the preparation of teaching materials, the purchase of necessary literature, and access to information resources, test bases, and so on, provided mentor pay.

The additional efforts of the mentor in interacting with the trainees are a crucial part of the mentoring system too. Besides core work, the mentor is responsible for providing support and training in the skills of the trainees. Moreover, it requires an extra emotional and mental load, which is enhanced by working with many trainees. Therefore, the perception that the fewer learners, the better for them and the mentor, is the essence of the individual learning that underlies mentoring. It should be taken into account when planning the activities

of the participants in the mentoring process, developing the system to motivate their work, in the view of costs.

All of those highlights and confirms the feasibility of implementing the e-mentoring system, which will reduce the time and intellectual resources of the mentor and allow the young specialist to individually found out the necessary information and apply their knowledge to the simulator. It is important to note that simulators can be networked to work out the interaction skills of several trainees. In this case, a universal modeling computer with several operators' interfaces or separate modeling computers with a matching device between them can be used.

Most serious simulation systems are sophisticated software and hardware systems. This implementation option maximizes the effectiveness of training. The advantages of computer simulators are low cost, compactness, the possibility of being located in almost every room. Impossibility to achieve a high degree of approximation to the real environment of the simulated object is a drawback. In several fields, the use of computer simulators is minimal and only acceptable in the early stages of training [12].

In most cases, the requirements for modern simulation systems and complexes are currently very demanding, and it is not possible to cover all needs with computer graphics alone. Moreover, some simulation systems need to be equipped with simulations of psychological strains and stress situations.

Consequently, the complete modern simulation system must include, in addition to the means of «visual simulation» means of «sensitive simulation». It suggests that e-mentoring should not be a substitute for real-live communication with the mentor, but the useful tool in interacting with the trainee.

Results and discussion

Reviewing, we can conclude that there are more positive prospects of mentoring institution development than negative because mentors are respected by their peers and have a positive reputation. By focusing on the training, mentors can try out in the pedagogical field while systematizing their experience and knowledge. The prospect of further career development after the completion of mentoring activities and, as a consequence, professional and personal satisfaction is also significant. Moreover, of course, the best mentors can be recognized not only by the leaders of the public administrations but also at the State level.

The medal is created by the President of the Russian Federation medal, «For mentoring» allows celebrating the work and personal merits of the mentors in a particular way. The public administration benefits from the considerable savings in time spent on training new workers and a shorter period of their psychological and professional adaptation. Due to it, mentoring can help to reduce staff turnover by creating a favorable moral and psychological climate in the workplace and by maintaining the legal and social status of the public servants [4].

However, the negative aspects of this process cannot be excluded, specifically:

- Possibility of a formal mentoring approach;
- Insufficient preparation of mentors;
- Increase in the mentor's current workload;
- Limited incentive schemes for mentors;
- Insufficient monitoring of the mentoring introduction and development;
- The risk of training not real, but «virtual specialists», who are unable to perform real assignments professionally.

The main recommendations for efficient mentoring development in public service are the following:

1. Provide for the plan of mentoring in the civil service of the Russian Federation through e-mentoring tools;
2. Set specific, achievable and measurable purposes and objectives for the mentoring system;
3. Define the need to acquire the professional knowledge, skills, and knowledge of the persons concerned as the main criterion;
4. Apply a various modern set of mentoring tools depending on the specifics of the public administration;
5. Develop a system of material and non-material incentives for mentors to perform additional tasks [9].
6. Replicate successful HR practices in public administration through e-mentoring.

A clear example of the mentoring development in Russia is the all-Russian competition of managers «Leaders of Russia», in three seasons about 600 thousand people took part. The main task of the competition is searching for the most promising and talented managers from the whole country [10].

Candidates try to demonstrate leadership qualities by performing various assignments and, based on the results, take up a leadership position [5]. First of all, positions in government entities are implied, as pointed out by various representatives of the authorities of the Russian Federation under the President. According to the conditions of the competition, the finalists must select a pool of at least ten potential mentors in different directions [10]. At the final, the mentors select trainees among winners within the framework of the applications, as mentioned. Besides, they may need initiative, make a choice for mentoring, which, in any case, lasts for a year, and among the finalists of competition [8].

The first «Leaders of Russia» competition, its results, and the fate of the winners caused a specific response at the level of Russia regions. In many subjects of the Federation (for instance: Kurganskya, Lipetskya, Ryazanskya, Tyumenskya and other regions), ideas of holding similar competitions were picked up at the regional level.

Conclusion

All in all, the success of mentoring implementation using e-learning technologies will, in most cases, depend on the public authorities' capability to organize this process qualitatively and ensure its implementation at the appropriate level. Mentoring is not a new phenomenon to the Russian economy, but nowadays it can get a shot in the arm in a context of the digital transformation.

Looking ahead, in addition to the fact that mentoring can be the stimulus to the economy and a basis for the education of successful specialists, not only more superior and experienced staff but also young specialists can become mentors.

Mentoring system is a lifestyle and with a highly structured system, the all important and necessary information will remain in the organization, in other words senior mentors of company can pass on this information to young specialists.

Due to the digitization of many processes, the mentoring system allows enhancing relations within the team and develops the corporate culture within the organization. Consequently, through the use of mentoring, the manager will be able to obtain a highly qualified team of public servants who share views on work and are interested in high team efficiency.

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ЦИФРОВАЯ ТРАНСФОРМАЦИЯ ИНСТИТУТА НАСТАВНИЧЕСТВА НА ГОСУДАРСТВЕННОЙ СЛУЖБЕ

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Цель: в данной статье рассматриваются особенности развития института наставничества на государственной службе в условиях цифровизации. *Обсуждение:* исходя из существующей объективной потребности в высококвалифицированных специалистах госаппарата для быстрой адекватной реакции на разработку и реализацию управленческих решений, авторы предлагают активнее развивать институт наставничества. При этом особое внимание необходимо уделять электронным системам обучения молодых специалистов. *Результаты:* в работе определено, что в последнее время наблюдается трансформация института наставничества под воздействием внешних и внутренних факторов. Сформированы ключевые проблемы, стоящие на пути развития системы наставничества государственных служащих, а также даны рекомендации по эффективному развитию института наставничества. Авторы рассматривают внедрение системы электронного наставничества в качестве ключевого инструмента развития института наставничества. Эта система позволит снизить затраты временных и интеллектуальных ресурсов наставника и предоставит возможность молодому специалисту самостоятельно изучить необходимую информацию в предстоящей сфере деятельности, а также, главное, применить свои полученные знания на тренажере-симуляторе. Именно такой комбинированный подход к обучению обеспечит максимальную эффективность в подготовке молодых сотрудников.

Ключевые слова: институт наставничества, государственная служба, наставник, электронное наставничество, тренажеры-симуляторы.

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