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# THE IMPACT OF THE MENTOR-APPRENTICE SYSTEM ON LABOR PRODUCTIVITY AND MANAGEMENT EFFICIENCY IN UZBEKISTAN'S CIVIL SERVICE

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## Abstract

This article provides a comprehensive analysis of the “mentor-apprentice” institution and its pivotal role in the civil service of Uzbekistan. The study delves into the historical roots of mentor-apprentice relationships, tracing their evolution from ancient times to their current application in the public sector. The analysis highlights the significant economic and social impacts of this institution, particularly in improving labor productivity and enhancing the efficiency of management processes. The article emphasizes the dual nature of labor productivity within the civil service, focusing on both the quantitative and qualitative contributions of mentors in transferring knowledge, skills, and experience to apprentices. Furthermore, the article examines the systematic implementation of the mentor-apprentice system within the civil service, evaluating its effectiveness in fostering professional development, reducing errors, and accelerating adaptation to new work environments. The research findings underscore the importance of this institution in preparing civil servants for successful careers and ensuring the effective execution of state functions. Based on these insights, the article offers practical recommendations for optimizing the mentor-apprentice system, aiming to enhance its impact on the overall performance and productivity of the civil service.

**Keywords** Mentor-apprentice system, Civil service, Labor productivity, Management efficiency, Professional development, Knowledge transfer, Public sector, Economic impact, Social impact Uzbekistan.

## INTRODUCTION

The methodological foundations of the effective organization of the state civil service in the conditions of the establishment of the new Uzbekistan and ensuring the effectiveness of the activities of civil servants are based on the works of the President of the Republic of Uzbekistan Sh.M. Mirziyoev. In this regard, the principle that “the people should serve our people, not the public authorities, the public authorities should serve our people” is of great importance.

Historically and now, the institution of “mentor-

apprentice” is used mainly in the spheres of production and business management, and it is hardly used in the process of management activities (except in special cases). The “mentor-apprentice” relationship dates back to ancient times and is associated with the tradition of experienced masters passing on their knowledge, skills and abilities to their students. For example, in ancient Greece, mentoring was the main element of philosophical education, and philosophers such as Aristotle, Socrates, and Plato attached special

importance to educating their students based on their experiences and skills based on dialogue and discussion. In the Middle Ages, the institution of “mentor-apprentice” existed, including craft rooms (workshops), where masters taught their apprentices the secrets of craftsmanship.

The economic aspects of the “mentor-apprentice” institute are generally analyzed in the works of classical scientific researchers, and relevant conclusions are based. Adam Smith, a representative of the classical school, in his work entitled “Inquiry into the Nature and Causes of the Wealth of Nations”, mentions the importance of division of labor and training on the job, which can be seen as an indirect recognition of mentorship. He emphasized that the experience gained during training and work significantly increases labor productivity. Alfred Marshall, representative of the neoclassical school, focused on the role of human capital and education in economic development in his book “Principles of Economics” [1], his ideas are focused on supporting the concept of mentorship, that imparting knowledge and accumulated experience to followers in turn plays an important role in economic growth and increased production. The founder of the theory of innovation and entrepreneurship, Joseph Schumpeter, in his work entitled “Theory of Economic Development”[2], stated that mentoring is a mechanism for the transfer of knowledge and experience by experienced entrepreneurs to new, unskilled entrepreneurs, which helps the creation and development of innovative companies. Friedrich Hayek, a representative of the Austrian school, paid great attention to the process of dissemination of knowledge in society, including in his work entitled “The Application of Knowledge in Society”[3], he emphasized the importance of informal structures and mechanisms that help transfer knowledge and experience, which can be seen as supporting the institution of mentoring.

## **THE MAIN FINDINGS AND RESULTS**

In the scientific literature, the mentor-apprentice mechanism is considered as an important tool for economic and professional development, and its importance in the development of entrepreneurship and increase in production efficiency is shown. For example, according to a study by the National Bureau of Economic Research (NBER), mentoring significantly increases the chances of success, especially in the early stages of startups. It helps entrepreneurs avoid common mistakes, accelerate access to funding and encourage faster time-to-market[4]. Also, systematic reviews show that mentor-apprentice programs significantly improve educational and social outcomes. These programs reduce the likelihood of engaging in antisocial behavior and increase the chances of achieving a successful career. These will have a positive effect on the overall economy in the long run[5].

Historically, the tradition of “mentor-apprentice” in Uzbekistan has a very rich history, and the opportunities of this institution were widely used in entrepreneurship, agriculture, trade and other fields. It should be noted that this tradition is widespread in private, that is, between father and son, mother and daughter, close relatives and close people. There is also rich experience in the direction of the “mentor-apprentice” institute. According to Sohirqiran Amir Temur, “in my experience, a businessman, a man of courage and determination, a determined, enterprising and alert person is better than thousands and thousands of inactive and indifferent people. Because one experienced person gives work to a thousand people” [6],

The generalization of foreign and national experience and the results of our research on the “mentor-apprentice” Institute show that this institute has a significant impact on the labor productivity of the civil service employee, and the

internal spiritual and spiritual need related to the transfer of the knowledge, experience and skills accumulated by the teacher over the years to the student. , is manifested as a synthesis of many factors, such as satisfaction with the student's results, competition and competition in a positive sense, and ultimately has a significant impact on his and his student's labor productivity.

In the management process, labor productivity is manifested in the ratio of the amount of labor spent in the process and the obtained (obtained) social/economic result (product volume) according to the management decision on directing the work team (employee) to the execution of a specific goal (task). That is, labor productivity represents the effectiveness of employees (workforce) in the management process, and ultimately the effectiveness (usefulness) of management decisions.

It should be noted that labor productivity in the management process has a two-sided nature, first of all, it depends on the knowledge, professional skills, level of training, motivational factors, organization of production in accordance with the requirements of modernization of the employee (employees). On the other hand, labor productivity depends on the level of justification of the decision taken by the public civil service employee on a specific problem (issue), because the level of justification of the management decision is proportionally reflected in the performance. In other words, according to the two-sided nature, the extent to which the management decision (teacher's activity) is professionally implemented is an important factor determining the high labor productivity. Accordingly, the results of achieving the goal (task) set on the basis of management decisions, or producing products according to the target parameters, with the optimal effort of the employees participating in the process, will be high. This increases the efficiency of the

management process and reduces production costs. Classically, labor productivity is defined according to  $LPm = \frac{PP}{ALP}$ , it is defined in the ratio of the results to management decisions (tasks, assignments), (LPm - labor productivity in management; PP - the volume of the produced product (the social/economic result or the total value or amount of the product produced or the service provided during the period or unit of time determined by the management); ALP - amount of labor spent (total working time spent).

Based on the essence of this methodical approach, according to the two-sided nature of labor productivity, the management decision and the overall efficiency of the labor force are expressed, and the introduction of the "mentor-apprentice" institution is generally or in a unit of time, the total activity spent by the master on the employee-apprentice and the productivity of the working time of the apprentice. It is expressed by being determined according to the result of the activity. The impact of the "mentor-apprentice" institute on the employee's work activity and the chain process related to the increase in labor productivity can be observed through Table 1.

Methodologically, quantitative assessment of labor productivity is important in ensuring the effectiveness of the "mentor-apprentice" institution. Accordingly, it is appropriate to calculate labor productivity as the cornerstone of the efficiency of the state civil service employee's activity.

The analysis shows that in the scientific literature and special instructions, there are different approaches to the evaluation methodology of manager (employee) competencies, and most of them are proposed to be viewed in relation to the efficiency - KPI system. In this regard, there are views that connecting the effectiveness of the leader's activity to the KPI system does not allow for a full (complex) evaluation of the effectiveness.

After all, the effectiveness of a leader's activity depends not only on the level of performance of his duties, but also on the qualities of the leader, such as his communication culture, management potential, organizational ability, and feeling that he is involved in the fate of others. "...A real leader, is not appointed to test the endurance of people, but to create suitable conditions for them, to lighten their burden. Leaders at all levels should set an example for everyone with their manners and culture"[7].

Based on the methodological basis and methodological approaches, it is appropriate to evaluate the labor productivity (in a broad sense) of the state civil service employee in the following methodological sequence:

a) the following methodological procedure is appropriate for the quantitative evaluation of the labor productivity of the civil service employee-apprentice:

- labor productivity related to the position of apprentice - based on the system of performance indicators (KPI) (the system of indicators is formed according to the content and specific characteristics of the activity related to the duties of the position);

- activities not related to the position of an apprentice based on the assessment of labor productivity - efficiency indicators according to social relations;

- evaluation of the student's labor productivity directly according to the teacher's opinion;

- based on the comparative assessment of the student's labor productivity (based on the results before and after the implementation of the "master-apprentice" institute);

- assessment of student labor productivity (results) in a complex, i.e. generalized based on the above.

b) Quantitative assessment of the teacher's work productivity based on the evaluation of the comprehensive results of the student's work.

In both cases, on the basis of the "mentor-apprentice" institution, the results of the labor productivity of the master and the student can be quantitatively determined according to the following formula:

$$T_{MB} = \sum_{i=1}^n K_{Ci} - \sum_{i=1}^n K_{Ai},$$

here: TMB - quantitative assessment of the impact of the "mentor-apprentice" institution on employee labor productivity;  $K_{Ai}$  - the value of performance indicators before the implementation of the "mentor-apprentice" institution;  $K_{Ci}$  - value of productivity indicators after the implementation of the "mentor-apprentice" institution;  $i$  - number of key performance indicators ( $i = 1$  to  $n$ ).

**Table 1**

**To the work activity of the employee of the "mentor-apprentice" institute effect and the chain process of this effect related to the increase in labor productivity**

The influence of the “mentor-apprentice” institute on the employee’s work	With the increase of labor productivity of influence linked chain process
Improvement of qualifications and skills	selection of necessary and important knowledge and skills by the teacher; “direct transfer” of selected knowledge and skills based on the student’s personal abilities;
Increasing employee activity and motivation	activation of the student’s teamwork skills by the teacher, removal of mental barriers;
“Transfer” and preservation of professional and organizational knowledge	transfer of professional and organizational knowledge from more experienced employees to less experienced or new employees; preservation of valuable information and practices within the organization, prevention of “knowledge leakage” from the organization even if employees leave;
Early identification of leaders and training for leadership	early identification and appropriate development of the student’s leadership skills by the teacher; preparation of future leaders for leadership roles in advance;
Orienting the employee to the organization’s mission and goals	the promotion and strengthening of the values and culture associated with the activity of his organization by the mentor; helping the employee to adapt to the organization’s mission and goals;
Generation of creative thinking and innovative solutions	the responsibility of mentoring to encourage them to think creatively and develop new solutions to problems; leading to the development of innovative culture in the organization, improvement of the quality of services offered by the organization.

When determining the main performance indicators, it is important to pay attention to such indicators as the effectiveness of work, the quality of work, the level of efficiency and the contribution

to the achievement of the organization’s goal.

In order to determine the qualitative-quantitative changes defined above and to evaluate the impact of the “mentor-apprentice” institution on the



results (productivity), a survey was conducted with 150 new masters and apprentices in the state service. Based on the conducted research, the following conclusion was formed: the mentor-apprentice system is a socio-economic, organizational and legal measure that provides for the creation of conditions for their professional development in order to prepare them for effective professional activity in order to ensure the implementation of the powers of state bodies in the civil service positions is a set. In this case, the period of master-apprenticeship refers to the time spent on the implementation of activities at this institute (according to the law, this period is introduced for a period of three months).

According to the results of the conducted studies, the mentor-apprentice system includes a system of socio-economic, organizational and legal measures that provide for the creation of conditions for their professional development in order to prepare them for effective professional activity in order to ensure the implementation of the powers of state bodies in the civil service positions.

The implementation of this system in the organization of state civil services shows its high efficiency, and it is appropriate to pay attention to the following main directions in its organization:

- wide use of opportunities of the mentor-apprentice system in adapting the civil servant to new working conditions and team;
- targeted support for the professional development of the employee, teaching a conscientious and disciplined approach to the performance of job duties;
- development of abilities to independently, effectively and responsibly perform the duties of a civil servant.

In organizing the "mentor-apprentice" system efficiently from an organizational and economic point of view, its leadership is carried out by the

leader or his deputies based on the subordination in the organizational structure of the state body. The implementation of this system is coordinated by the human resources development unit (responsible officer) of the state body.

According to the results of the research, the application of this system to the following categories of employees is considered the most appropriate for socio-economic purposes:

employees hired for the first time in the civil service;

employees who previously worked in the civil service and were re-employed in the civil service after a long break (at least 3 years);

employees appointed to the relevant position due to a positive change from the position they hold in the civil service to another field.

The teacher's activity is not only socially important, but also economically important, because it has a significant impact on economic activity (result). Candidates for the position of stethoscope are selected according to the requirements developed based on their experience.

When introducing the mentor-apprentice system, if the state body does not have the opportunity to assign a qualified mentor, it is possible to assign a mentor based on the apprentice's position in the relevant fields upon mutual agreement with another state agency. The period of apprenticeship does not include the periods when the employee is on a business trip, retraining and improving his skills, and is unable to engage in work due to his health.

According to the specific nature of the proposed "mentor-apprentice" system, the student has the right to choose his teacher. A maximum of 2 apprentices will be assigned to one mentor, taking into account the time spent on the selected mentor to fully perform his duties at his workplace and at

the same time deal with the young employees assigned to him. Activity in the master-apprentice system does not exempt the state civil servant from the obligation to perform the duties of the position. The mentor-apprentice system can be conducted remotely through a special electronic platform at the initiative of a state body.

Each apprentice is attached to an experienced civil servant who is senior to him. As an exception, at the initiative of the head of the state body, an employee with long-term experience and high reputation in the team can be attached as a mentor.

As the final stage of the implementation of the "mentor-apprentice" system in the civil service, the results of each individual case are finally evaluated, and the following procedure is recommended in this regard:

- 1) assessment of the student's level of mastery in this period is carried out by the teacher in electronic or paper form through the assessment sheet;
- 2) within 3 working days from the end of the mentor-apprenticeship period, the mentor must submit to the human resources development department a report on the level of mastery of the apprentice, an evaluation sheet and a personal summary about the employee, as well as reports on the knowledge and skills acquired by the apprentice;
- 3) review and discuss the relevant documents submitted by the human resources development unit (responsible employee) of the ethics commission of the state body at a meeting with the participation of the teacher and the student;
- 4) presentation of the minutes of the meeting and the general conclusion to the head of the state body;
- 5) making a decision based on the documents submitted by the head of the state body.

In the decision made by the head of the state body, the mentor and the student can be encouraged as follows:

- additional payments to wages;
- award recommendation.

## **CONCLUSION**

In accordance with Article 43 of the Law of the Republic of Uzbekistan "On State Civil Service", the effectiveness of the employee's work as a teacher, the completion of special important tasks and complex tasks, and other conditions, are taken into account in the payment of incentive additional payments and bonuses to his basic salary. Pursuant to Article 44 of the Law of the Republic of Uzbekistan "On State Civil Service", his activity as a mentor may be taken into account when deciding issues related to incentives or rewards for special services of an employee.

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