

**THE EFFECT OF WORKPLACE MENTORING ON
EMPLOYEE PERFORMANCE: A CASE STUDY OF SOS
CHILDREN'S VILLAGES**

BY

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**UNITED STATES INTERNATIONAL UNIVERSITY
AFRICA**

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Business in Partial Fulfillment for the Degree of Executive
Masters in Organizational Development (EMOD)**

**UNITED STATES INTERNATIONAL UNIVERSITY
AFRICA**

SUMMER 2015

STUDENT'S DECLARATION

I, the undersigned, declare that this is my original work and has not been submitted to any other college, institution or university other than the United States International University Africa in Nairobi for academic credit.

Signed: _____ **Date:** _____
Serrainne Nyamori (ID No. 644655)

This project has been presented for examination with my approval as the appointed supervisor.

Signed: _____ **Date:** _____
Dr. Teresia Kavoo - Linge

Signed: _____ **Date:** _____
Dean Chandaria School of Business

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ABSTRACT

The general objective of this study was to investigate the effect of workplace mentoring on employee performance using the case of SOS Children's Villages. The study was guided by the following specific objectives: To examine the effect of mentoring outcomes on employee performance, to determine the effect of mentoring challenges on employee performance and to determine the strategies for effective mentoring.

The descriptive research design was used in this study. The population of the study comprised the 160 staff of SOS Children's Villages. The primary data collection methods used were questionnaires. The data was analyzed statistically by use of SPSS software. It was analyzed in percentages, frequencies and means. Pearson correlation was computed for inferential statistics. The data relevant to the study was finally presented in table format

With regard to the effect of mentoring outcomes on employee performance, the findings indicated that mentorships allow new practitioners to set and achieve goals for their job role. Mentorship aims to increase employee proficiency on employees' job. The key functions of mentoring are job motivation. Mentorship leads to enhanced employee motivation. Mentoring accelerates the process of learning, elevating higher education beyond technical expertise. Mentorship is an invaluable tool to support individuals in developing the whole person. Mentorship is needed to increase employee productivity and decrease the time needed to produce quality work. Career advancement is an important outcome of mentoring.

On the effect of mentoring challenges on employee performance, the study revealed that the lack of organization support describes the challenges inherent in mentoring relationships. Mentoring adequately needs management support. Difficulties may arise in coordinating programs within organizational initiatives and the resources associated with mentoring. Mentorship requires a firm time commitment from both parties and, if these commitments are not honored, the relationship will not meet its goals. The lack of coordination may lead to either party to control the relationship (instead of cooperating) or manipulation by either party (instead of mutual respect). Lack of trust is detrimental to

the well-being of the program. The mentee may fail to devote adequate time for interacting with and learning from the mentor.

With regard to the strategies for effective mentoring, the findings indicated that mentorship should help employees feel more positive and make others feel positive too. Professionalism makes employees maintain a positive attitude and energy. Senior management feedback ensures the continuity of mentoring programs. The mentoring program should have the complete support of senior management for its success. Mentoring is valuable for the transmission of positive attitudes. Training of mentors is an essential part of a successful mentoring program. Mentors must know how to build a trusting relationship, understand personal biases, and assist in mentees' learning in order to communicate with mentees effectively.

The study concludes that mentorships allow new practitioners to set and achieve goals for their job role. Mentorship aims to increase employee proficiency on employees' job. Lack of organization support describes the challenges inherent in mentoring relationships. Mentoring adequately needs management support. Mentorship should help employees feel more positive and make others feel positive too. Professionalism makes employees maintain a positive attitude and energy.

The study recommends that mentorships should allow new practitioners to set and achieve goals for their job role. Management support should be encouraged to overcome inherent difficulties associated with mentorship. Mentoring adequately needs management support. Mentorship should help employees feel more positive and make others feel positive too.

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DEDICATION

I dedicate this study to my father, John Nyamory Ombete for always believing in me and selflessly offering in abundance his love, support and encouragement as I pursued this study.

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.

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CHAPTER ONE

1.0 INTRODUCTION

1.1 Background of the Study

Mentoring is frequently used in companies as a systemic solution to increase the performance of employees (Lisa, 2011). Mentoring is essential in the 21st century workplace where there changing business climate, which involves an expected large exodus of executives, increase in the use of technology, and global competition. A large proportion of the executives are between the age of 46 to 64 years and more than 50% are bound to retire in a few years (Callanan and Greenhaus, 2008). When these people retire, they will take with them knowledge that is needed by organizations to continue to grow, be profitable, and sustain employee performance levels. This is because the senior leaders who believed in the organization vision, knowledge, external and internal personal networks, skills and historical context will be lost when these individuals leave the organization (Peterson and Hicks, 2010). Therefore, the need to transfer this knowledge to the next generation of leaders, managers and other is important to sustain employee performance.

In this regard, mentoring is needed to address the great loss of knowledge and lost performance that is anticipated to occur. The term mentoring is usually confused with coaching, although the terms are distinctly different their definitions are based on the specific activity that is taking place and the role of the players (Brockbank and McGill, 2006). Coaching is a term is used to describe a variety of activities from sports coaching, life coaching, leadership and executive coaching to team coaching in organisations (Thomas, 2011). Coaching is largely used when a person or organisation is working towards some change in growth and development, and improving performance (Ritchie and Genoni, 2012). Whereas, mentoring is often associated with induction, career and personal development and personal change (Cameron, 2007). The current study aims to determine how mentoring can impact on employee performance.

Mentoring focuses on helping an individual acquire the skills necessary to do their job and possibly further their career (Zachary, 2012). The mentee sets the agenda based on their own development needs, and the mentor provides insight and guidance to help them achieve their desired goals (Thomas, 2011). A mentee is usually someone with little or no

experience of either work in general or the type of work they are going to be doing in particular. Conversely, the mentor should be someone who has plenty of work experience in general and knowledge of how your business operates in particular (Ready, Conger, Hill and Stecker, 2010). A well-structured mentoring programme can benefit the organization in a number of ways by broadening the staff's insight, increasing productivity, improving the mentee's performance to engage the employees that can lead to better retention and performance levels (Orth, Wilkinson and Benfari, 2009). This gives the mentor a sense of responsibility and the satisfaction of passing on their knowledge builds relationships between the employees by encouraging the exchange of information and experience (Thomas, 2011). The benefits of the mentor to the mentees involves helping the mentees integrate better, increase their confidence, give the mentee a stronger awareness of the organization culture, allow the mentee to acknowledge their strengths and weaknesses, which can in turn lead to faster learning and improved employee performance (Ritchie and Genoni, 2012).

Mentoring can be a useful tool for meeting the needs of the organisation, for managing change and for achieving positive outcomes on employee performance (Barner and Higgins, 2007). They can be seen as meeting the needs of an organisation by helping members of the organisation align themselves with the core values of the organisation. This is necessary when members are new or there has been a redevelopment of the core values (Zachary, 2012). The benefits of these relationship leads to organizational benefits such as increased employee productivity and performance, stronger organizational commitment from the mentor and mentee, lower turnover, achievement of strategic goals, enhanced image (Murray, 2006), and in some cases, attraction of potential employees (Horvath, Wasko and Bradley, 2008). Because of these strong benefits, organizations are recognizing that mentoring programs can offer a considerable return on investment (ROI) (Ready, Conger, Hill and Stecker, 2010).

Technology has also brought about many changes in the workplace. New methods of communicating related to technology and the Internet are being used, organizations are more fast-paced and global, and employees are expected to utilize constant and creative communications while increasing performance (Orth, Wilkinson and Benfari, 2009). The workplace has expanded networks of contacts, oftentimes global and there is an expectation for lifelong learning and continued development that requires mentoring

(Murray, 2006). Another area that requires mentoring is the fierce business environment brought about by globalization (Stone, 2009). Research shows that professional service firms (PSF); large, global, multifunction organizations and even small businesses are faced with increasing professional workloads and risks brought on in part by globalization (DeLong, Gabarro and Lees, 2008). This has led to an increase in the number of organizations hiring human resource (HR) leadership development specialists to coach and recruit mentors for performance improvement programs (DeLong *et al.*, 2008).

A good mentor is required to have good communication skills. This enables the mentor to share information with the mentee and encourage the mentee to develop their own views and opinions. This skill and experience develop and provide guidance to the mentee by clarifying the mentee's ideas and help them plan to achieve their goals. With good social skills, the mentor helps the mentee expand their network of contacts by developing their networking skills. An informal mentoring programme may aim to induct the mentee into the organization and identify a sympathetic colleague for them to discuss any issues with. A more formal mentoring programme may aim to encourage the mentee to achieve specific development goals set by themselves or by their manager. It may be a good idea to set up a pilot programme with just a few people participating, to see whether mentoring works in the organization. In this regard, the study looked at the impact mentoring on employee performance at SOS children's village.

SOS children's village in Kenya was established in 1971. The aim of the not for profit organization was to help reduce the ever-increasing number of orphaned and neglected children in the country who were not receiving any support from the state. It was just one year later that the construction of the first Kenyan SOS Children's Village started in Buru Buru, a suburb of Nairobi. Over the years more SOS Children's Village facilities have been built in Nairobi, the coastal city of Mombasa, in Eldoret and in Meru. The SOS Children's Village work in Kenya has been supported by former State President Daniel T. Arap Moi since the 1970s; he has also taken on the patronage of the SOS Children's Villages in Kenya (SOS Children's Villages, 2014).

Kenya, just like many other southern and eastern African countries, has been hard hit by the raging AIDS pandemic. In this response, in 2003 the SOS Children's Villages started setting up social and medical centres in Nairobi, Eldoret and Mombasa. The social centres

include Family Strengthening Programmes, which enable children who are at risk of losing the care of their family to grow within a caring family environment. To achieve this, SOS Children's Villages works directly with families and communities to empower them to effectively protect and care for their children, in cooperation with local authorities and other service providers. At present there are four SOS Children's Villages, three SOS Youth Facilities, four SOS Kindergartens, four SOS Hermann Gmeiner Schools, one SOS Training Centre, four SOS Social Centres and one SOS Medical Centre in Kenya (SOS Children's Villages, 2014).

The SOS Children's Villages provides a Family Based Care to children who need home and family the most. SOS Children cares and supports children who have lost, or who are at risk of losing, the care of their biological family. The organization strengthens the families' ability to protect and care for vulnerable children within the community. The SOS Youth Facilities are the continuation of the SOS Children's Village model adapted to the needs of adolescents and young adults. They enable SOS youngsters to take the first steps towards self-reliance within the security of the SOS Children's Village infrastructure. The SOS Kindergartens provide education facilities to youngsters who lack school opportunity. SOS Hermann Gmeiner Schools provides education to both the children and young people from the children's village and the neighbouring districts (SOS Children's Villages, 2014).

The SOS Vocational Training Centres provide an important building block in the work done with youths running parallel to the facilities where the youths live and in continuation of the training schooling they have received. They provide the youths from the SOS Children's Villages and young people from the neighbourhood with realistic chances for the future on their way to being independent. The SOS Social Centres are designed to respond in a great variety of situations, the SOS Social Centres help in a number of ways: from communicating vital knowledge and teaching skills, to counselling, supervision and even specific therapies. For all these services priority is given to local people who are struggling to cope with life (SOS Children's Villages, 2014).

The SOS Medical Centres provide high-tech medicine and the latest equipment for basic and emergency care, education in the fields of hygiene, nutrition and the prevention of

disease, vaccination programmes and childbirth services. The SOS Emergency Relief Programmes conduct humanitarian in order to help suffering people in areas affected by war, crisis or disaster. Political instability, infrastructural problems and the sheer scale of the crisis in East Africa are inhibiting help for the starving population. The experience and hard-won trust SOS co-workers have helped them to reach the refugees (SOS Children's Villages, 2014). From SOS context, mentoring can affect a lot of outcomes. It can help the employees do their jobs better (job role), give employees confidence to innovate (innovation), help them be better team members, help them with their careers (career role) and provide additional knowledge to enhance the organization performance.

1.2 Statement of the Problem

There are a number of studies that have been conducting on mentoring. Block (2014) conducted a study on coaching pastors towards embracing the principles of a learning organization using the case of International Christian Centre in Nairobi Kenya. The goal of the project was based on three areas: Individual participants where their passion for learning was determined; the pastoral team was investigated on how they can understand and embrace a learning culture and International Christian Centre can work towards being a learning community. The study verified the need for growth as a team and further development of a true learning community. The study revealed that to move ICC towards being a learning community, three movements were necessary and they included: expand individual and team capacity to learning, adopt principles of a learning organization and deal with cultural underlying assumptions. However, this study does not establish both the value of mentoring on the outcomes of the teams an aspect that will be critically analysed in the current study.

Yoon (2011) carried out a study on Mentoring for Effective Cross-Cultural Ministry using a Case Study among University of Nairobi Students. The research attempted to understand traditional mentoring models and to compare them with the recent mentoring models in examining which ones work effectively in a cross-cultural context. In addition, the research search for new mentoring models that can work effectively in a cross cultural setting. The main concerns in relation to this study arises with the concept of mentoring and how these tools can be used to improve outcomes for students from a across cultural setting. Maina (2006) also conducted a study on Mentoring Effect on Self Esteem, Locus

of Control and Self Efficacy of Economically Poor Woman using the case of Amani Ya Juu in Nairobi.

The purpose of the Maina's (2006) study was to investigate the effects of mentoring on self-efficacy, self-esteem and locus of control needs of economically poor woman. The study explored how the mentoring approach can act as an alternative counseling model that brings change to the economically poor women in self-help groups and to find out whether there is a significant length of time for mentoring before changes are evident in the women efficacy, self-esteem and locus of control. The results indicated that mentoring has positive effects on self-efficacy, self-esteem and locus of control needs of economically poor women. The findings also indicated that mentoring is a viable counseling approach that brings change to economically poor women. However, the issue with this study is that it fails to mention how mentoring relationship can be maximised to the benefit of the economically poor women as well as the organisation, without resulting in overlap and confusion.

As mentioned earlier, the need to transfer knowledge from senior employees to new hires and high potentials is great given the large number of employees expected to leave the workforce in the very near future. As the previous studies have been used to investigate the aspect of mentoring in different contexts, it is important to establish their reasons for doing so in not for profit organizations. It is also important to investigate how these practices have impacted on the outcomes of the employees. The mentioned studies which have been done on the topic of mentoring in Kenya have not focused on the effect of mentoring on employee performance which this study sought to investigate.

1.3 General Objective

The general objective of this study was to investigate the effect of workplace mentoring on employee performance using the case of SOS Children's Villages.

1.4 Specific Objective

The study was guided by the following specific objectives:

- 1.4.1 To examine the effect of mentoring outcomes on employee performance at SOS Children's Villages.

1.4.2 To determine the effect of mentoring challenges on employee performance at SOS Children's Villages.

1.4.3 To determine the strategies for effective mentoring at SOS Children's Villages.

1.5 Importance of the Study

The study can be of benefit to SOS Children's Villages, employees, scholars and academicians.

1.5.1 SOS Children's Villages

The study can assist the SOS Children's Villages management in addressing the gaps of mentoring in the workplace that are overlooked in improving the organization performance. This can foster a drive towards achieving the organization goals and objectives in serving needy people in the community. The study can also help management measure the effectiveness of employee mentoring.

1.5.2 Employees

The management can successful ensure that employees have access to the best mentoring approach. This can help leaders to diagnose, where performance improvement can best be targeted during mentoring. This can also enable employees to understand workplace mentoring in enhancing their performance.

1.5.3 Scholars and Academicians

This study can be useful to academicians and researchers who might be interested in pursuing research in the same area. The study can help them understand the aspects of mentoring within an organization.

1.6 Scope of the Study

The scope of the study was limited to SOS Children's Villages in Nairobi. The population comprised of 160 employees who work for the SOS organization. The respondents were selected and asked to participate in the study. Thus, the researcher believed that the populations selected for the study had sufficient knowledge to reveal how mentoring has impacted on their performance. The study was carried out for a period of five weeks from June 15 to July 19th 2015.

Although the research achieved its objectives, there were some unavoidable limitations. First, because of the time limitations, the research was conducted on a small number of employees who are primarily based within the Nairobi office. This was overcome by the use of the Census technique in data collection where the study ensured that data was gathered on every member of the population. Secondly, the SOS Children's villages employees work overload meant that they took longer than the recommended time to fill in the questionnaire. This was overcome by the researcher going to the respondents' office and conducting personal interviews. Finally, the concept of workplace mentoring is relatively new, the respondents were experiencing difficulties in differentiating the concept of mentoring, coaching and counseling. This was overcome by the researcher offering a thirty minute introductory training on the concept, meaning and application of mentoring in the workplace.

1.7 Definition of Terms

1.7.1 Coaching

Coaching is a term that is used to describe a variety of activities from sports coaching, life coaching, leadership and executive coaching to team coaching in organisations. It is largely used when a person or organisation is working towards some change in growth and development, and improving performance (Ritchie and Genoni, 2012).

1.7.2 Mentee

A mentee is an individual who is less knowledgeable and inexperienced in a subject area or job-related task that is guided by a more knowledgeable and experienced employee (Murray, 2006).

1.7.3 Mentor

A mentor is an individual who is considered knowledgeable and experienced about a subject area or job-related task that guides another individual who is less knowledgeable and experienced (Murray, 2006).

1.7.4 Mentoring

Mentoring can be defined as the ability to help the individuals acquire the skills necessary to do their job and possibly further their career through induction, personal development and personal change (Cameron, 2007).

1.8 Chapter Summary

Chapter one presents the background information on mentoring in enhancing employee performance in the context of SOS Children's Villages. The section also defines the statement of the problem. The specific research objectives of this research are outlined, the importance of the study, the scope of the study as well as the working definitions of specific terms used in the project. Chapter two will explain the literature review in relation to what other researchers have done. Chapter three describes the research methodology will highlight the various methods and procedures that will be used by the researcher in conducting the research.

CHAPTER TWO

2.0 LITERATURE

2.1 Introduction

This chapter reviews the relevant literature according to the research objectives. Literature is reviewed on mentoring outcomes and employee performance. Next is literature on mentoring challenges and employee performance. Finally literature is reviewed on strategies for effective mentoring. The chapter ends with a summary.

2.2 Mentoring Outcomes and Employee Performance

2.2.1 Contribution to Individual Transition

Mentoring provides a mechanism for new practitioners to transfer the knowledge and skills learned in the classroom to real-world practice under the guidance of an experienced professional (Napolitano and Henderson, 2011). Mentorships allow new practitioners to set and achieve goals that build on what they already know but cannot yet achieve alone, gradually increasing their proficiency in practice until they are able to capably perform all required functions without guidance or supervision (Brockbank and McGill, 2006). In this regard, mentoring is used most often to help people transition between career stages. It is invaluable as a tool to support individuals who are being fast tracked or accelerated into more senior leadership roles, particularly as it can focus on developing the whole person and has a wider-angled lens than mentoring. Mentoring can promote mutual learning to challenge and stimulate employees at all levels within the organization (Cameron, 2007). As mentioned earlier, mentoring is described as a deliberate pairing of a more skilled or experienced person with a lesser skilled or experienced one, with the agreed-upon goal of having the lesser skilled person grow and develop specific competencies (Murray, 2011). This definition allows for the possibility for a mentee to transition in the organization.

2.2.2 Employee Productivity

Recent studies and workforce research indicate that mentorship is needed to increase employee productivity and decrease the time needed to produce quality work. A study performed by the American Society of Training and Development found that while training alone increased manager productivity by 24 percent, productivity was increased by 88 percent when training was combined with mentoring support strategies (Sweeny,

2003). The mentorship structure gives new coaches an opportunity to practice and gain feedback on performance, thereby optimizing the learning experiences gained through interactions with teams, their coaching peers, and a qualified mentor coach.

2.2.3 Career Advancement

Career advancement is an important outcome of mentoring for the mentee (Kram 2005). Career advancement refers to the process professionals undergo to achieve changes in performance, job roles, and promotions, and to develop a better relationship with management (Ismail and Arokiasamy, 2007). The association between mentoring and the career development of protégés is made possible because mentors provide two broad categories of functions that include career development and psychosocial functions (Murray, 2011). For instance, in terms of career outcomes, Roche (2009) found that 75% of the top executives in the United States had been mentored and compared with their counterparts, earned 28% more, were more likely to have a degree, were happier with work, and more likely to mentor others. Psychosocial support, such as encouragement, friendship, and advice and feedback on performance (Kram, 2005), has also been identified as a positive outcome of mentoring for mentees. Levinson *et al.* (2008) found that mentoring rejuvenates mentors' careers since it enables them to assist and shape the professional and personal development of mentees.

Career development functions are mentor activities which facilitate inexperienced staff advancement in an organization, while psychosocial functions are those which address the interpersonal and emotional aspects of the relationship (Ragins and Cotton, 2009). Typical career development functions include challenging work assignments, visibility to management and sponsorship, exposure and protection (Fagenson, 2009). For example, at SOS there is an increased use of small group sessions such as professional learning circles where staff work together on a topic of interest through mentoring. Psychosocial functions comprise role modelling, friendship, counselling and acceptance. These functions enhance an inexperienced staff identity, work role effectiveness, career advancement, and self-confidence and address other personal fulfilments (Ragins and Cotton, 2009). In relation to the benefits for the organization, Murray and Owen (2011) identify several benefits of formal mentoring programs including increased productivity, improved recruitment efforts, motivation of senior staff and enhancement of services offered by the organization.

2.2.4 Reducing Stress for Inexperienced Staff

The pursuit of development by inexperienced staff is not without challenges, fears and anxieties. Kram (2005) suggests that new staff entrants into the workplace encounter a variety of developmental tasks that are effectively facilitated by a good mentor relationship. Mentoring is regarded as one of the best tools for reducing stress for novice staff, orientation to curriculum and promoting the creation of better norms of collegiality and collaboration (Sweeney, 2004). It helps in the resolution of challenges and predicaments, making it more likely that an individual attains their career goals and growth (Orth *et al.*, 2009). The benefits of mentoring are based on a developmental social learning perspective which posits that behavior is learned in interaction with others, especially when they serve as models (Baldwin, 2002). In this regard, mentoring is especially valuable for the transmission of positive attitudes as mentors provide invaluable information on the mission and philosophies of the organization, help employees cope with career stress and give proper orientation towards workplace values (Payne, 2006).

2.2.5 Transfer of Skills to the Inexperienced Staff

Mentoring affords the transfer of skills which inexperienced staff can apply in diverse professional circumstances, promotes productive use of knowledge, clarity of goals and roles, career success, career growth, salary increases and promotions, career and job satisfaction (Okurame, 2012). Mentoring provides a cost-effective way to facilitate the transfer of practical skills and knowledge from experienced professionals to new professionals, while still maintaining the high standard of quality needed for proficiency in a discipline (Lipman-Blumen, 2011). In this case, having qualified mentors within an organization allows the organization to train and assess coaches without the need for costly travel by candidate coaches or external observers. Mentorships also allow training and observations to be conducted anywhere (Giber, Carter and Goldsmith, 2010).

Mentoring relationships are also useful even to the senior partner in the union, as it provides an opportunity for them to develop a base of technical support and power which can be readily summoned in the future (Hunt and Michael, 2013). Being recognized as the mentor of a successful inexperienced staff (mentee) enhances the reputation of the mentor among their peers. Basically, mentoring sets up opportunities for new skills to be learned

and practiced. Mentoring brings individuals together on a one-to-one basis, bypassing bureaucracy and institutions. It brings people together, real people talking to real people. Mentoring therefore implies someone older (or somehow more experienced) working with someone younger and by definition, less experienced. Obviously, the positive outcomes of mentoring are capable of fostering a satisfied and well-groomed professional workforce (Brockbank and McGill, 2006). The result of the mentoring relationship can therefore lead to professional development of employees and organizational effectiveness as well as performance.

2.2.6 Networking

Networking is a positive outcome of the mentorship programs. Ehrich, Hansford and Ehrich (2011) suggested that the frequently cited response from the business studies for mentors was related to networking as mentioned by 7.9% of the respondents. In the medical profession, networking and a sense of community was also deemed important for the profession. The prominence of this positive outcome was not surprising given that mentoring relationships involve the sharing of knowledge and expertise and, as such, the process has the potential to foster collaboration. The other three most frequently cited positive outcomes for mentors included career satisfaction, motivation or promotion (7.3%), improved skills or job performance (6.6%) and the personal satisfaction (6.6%).

Similar frequently cited outcomes pertaining to career and skill development that were the most frequently cited response included “career satisfaction /motivation /plans/promotion” (50.3% of the studies), “coaching /feedback/strategies” was rated in second place (30.5%), while “challenging assignments/improved skills /performance” was the third most frequently cited positive outcome for mentees (23.2%). That career development and skill enhancement emerged prominently in the analysis. Indeed Kram (2013), whose work was acknowledged in approximately 42% of the business papers, maintains that key functions of mentoring are career development and skill development.

The other benefits of mentoring cannot be overemphasized. Mentorship facilitates lead to critical thinking skills which supports knowledge development that can lead to organization performance (Meleis, Hall and Stevens, 2014). Mentoring accelerates the process of learning, elevating higher education beyond technical expertise (Weekes, 2009). Mentors support staff skills to make new decisions and gain new competencies,

providing them challenges and opportunities to grow (Dracup and Bryan-Brown, 2004). Another outcome of mentoring includes expansion of professional knowledge, institutional stability, continuity, and professional socialization (Davidhizar, 2008).

2.2.7 Development of Good Practice

The prevailing form of induction of new staff, whether formally with a mentor, or with an informal buddy, concentrates on development of good practices (Pitton, 2006). This position is gradually changing with many mentoring trainers strongly advocating for change. Their position is that staff will form habits whether or not they have the help of a mentor, and therefore it's best to help the new staff member form good habits from the outset instead of knee-jerk reactions to job stresses (Achinstein and Athanases, 2006). Sometimes staff engages in informal debriefing with their colleagues. This informal debrief can be a reflection extended and developed by mentors to help staff make connections between what they already know and do and the idea they are introducing, helping inexperienced staff to become problem solvers who can monitor and adjust their work environment for better performance (Pitton, 2006). This indicates that good mentoring moves considerably beyond emotional support and provision of sample lessons to helping staff develop effective practices and developing the staff's ability to solve their own problems thus improving on the organization performance (Northouse, 2011).

2.2.8 Strengthen the Culture of a Profession

Mentoring allows less experienced individuals to develop relationships with established professionals in their field who can provide advice on personal and career goals, introduce them to other practitioners in the professional community, and provide positive examples of ethical and masterful professional behavior (Zachary, 2012). In turn, mentees can provide their mentors with fresh perspectives and new ways of approaching established problems in the profession. Mentoring programs in organizations can lead to the establishment of a mentoring culture within the organization (Francis, 2009). Establishing a culture of mentoring can encourage managers at all ranks to provide mentoring to less senior colleagues, help organizations retain employees (Wanberg, Welsh and Hezlett, 2013). Mentoring has become a core strategy in leading and managing many organizations today (Lavin Colky and Young, 2006). Mentoring programs in the 21st century are no longer thought of in just the traditional pairing such as the teacher and student but now non-traditional relationships can be formed either electronically, with

groups or peers, or a combination of several types. The programs now usually extend beyond face-to-face mentoring and are frequently supported by technology (Muller, 2009).

2.3 Mentoring Challenges and Employee Performance

2.3.1 Differences in Mentorship Styles

A mentoring style may not meet the mentee's learning needs or feel comfortable to the mentor. After evaluating the mentee to determine the required amount of guidance, the mentor can determine the mentoring style that is most appropriate. Both the mentor and the mentee need to be flexible in adjusting the amount and direction of "give-and-take" in their interactions (DeLong, Gabarro and Lees, 2008). As the relationship evolves and the mentee's skill level and confidence grow, the mentor may need to adjust mentoring techniques to stay synchronized with the mentee's development (Callanan and Greenhaus, 2008). Typically, as the mentorship evolves and moves toward conclusion, the mentor tends to give less advice and accepts more input from the mentee, until the mentee is capable of fully autonomous performance (Bolles and Bolles, 2012).

2.3.2 Insufficient Time

According to Long (2007) suggests that under various conditions, the mentoring relationship can actually be detrimental to the mentor, mentee or both. There are several concerns regarding mentoring including a lack of time for mentoring; poor planning of the mentoring process; unsuccessful matching of mentors and mentees; a lack of understanding about the mentoring process and lack of access to mentors from minority groups. Schedule commitments may also prevent a mentor from spending sufficient or high-quality time with a mentee (Wanberg, Welsh and Hezle, 2013). If a mentor starts to sacrifice mentorship time because of other commitments, the mentee may lose faith in the mentor, and the mentoring relationship will suffer. The same is true if the situation is reversed, with the mentee failing to devote adequate time for interacting with and learning from the mentor. Merrick (2013) suggests that mentoring programs have a longer time horizon than coaching and concentrate more on career development, leadership development, and knowledge transfer versus individual skill development or immediate performance improvement. Therefore, the lack of time was the most commonly noted

problem by mentors in the business studies (6%). It was also identified as a problematic outcome of mentoring in most mentoring studies (Chao, Walz and Gardner, 2012).

2.3.3 Inappropriate Expectations

A common problem with mentors is that they may expect too much progress from the mentee in an unrealistically short time. Mentors must allow their mentees to have sufficient time to grow professionally and to make mistakes along the way. Because of their greater knowledge and experience, mentors may have difficulty reining in their impatience with a mentee from whom they are expecting too much too soon (Johnson and Huwe, 2013). Conversely, some mentees may expect too much from their mentors, such as demanding more time than is realistic. Or, mentees may expect or ask for more attention than they actually need (Callanan and Greenhaus, 2008).

2.3.4 Control

A mentor should try to avoid the two extremes that may arise in a mentor-mentee relationship, either exerting too much control over the learning situation and smothering the mentee's attempts to act alone, or paying so little attention to the mentee that it amounts to neglect and leaves the mentee open to failure (Young *et al.*, 2006). Both parties should understand that this kind of relationship requires a firm time commitment from both parties and, if these commitments are not honored, the relationship will not meet its goals (DeLong, Gabarro and Lees, 2008). Time constraints on both sides should be acknowledged and then managed effectively. Other obstacles encountered in mentoring efforts may include the following: attempts by either party to control the relationship (instead of cooperating), manipulation by either party (instead of mutual respect), inadequate attention to the preparation stage (for example, failing to set clear goals or to develop an action plan to meet desired goals), a casual approach to meetings or other forms of contact with a mentee (for example, unilateral changes to meeting times without good reason and not making further arrangements immediately), lack of organization or preparation for meetings with a mentee and overstepping the boundaries of the agreed-to mentorship style; for example, straying into tutoring or direct training (Lisa, 2011).

2.3.5 Short Mentoring Relationships

Rhodes (2002) suggests that many formal mentoring relationships last less than a few months and for the most at-risk youth, that time is even less. Mentoring can be a positive experience for both mentors and mentees, but it can also be challenging; often those challenges lead to the early dissolution of mentoring relationships. A 2005 survey (MENTOR, 2006) found that mentors who mentored less experienced staff reported the following challenges: Fourteen percent reported that the mentor expected more from the relationship, eleven percent reported that the mentee expected too much from the relationship, another eleven percent reported that the mentor and mentee could not build a positive relationship, seven percent reported a poor match between mentor and mentee, seven percent reported that the boundaries of the relationship were not clear, another seven percent reported a lack of staff support, four percent reported ethical issues, six percent reported disagreements with program staff regarding program rules, three percent reported that the mentee was resistant and four percent reported that there were problems with the parents and family (Lipman-Blumen, 2011).

To address the challenges they faced during mentoring, mentors responded that their experiences could have been improved and challenges overcome in a number of ways including spending more time with the young person (41 percent), having more materials available (35 percent), being better informed or more knowledgeable (31 percent) and receiving better training (30 percent) (MENTOR, 2006). Providing clear expectations to mentors and describing both the challenges and rewards that are inherent in mentoring relationships can help to sustain involvement. In interviews with mentors, Spencer (2007) found that unfulfilled expectations were contributing factors mentioned for matches ending early. Additional factors that Spencer found led to ending mentoring relationships early included inadequate agency support and deficient relationship skills from mentors.

Additional training and support could help to ensure that mentors have the knowledge and resources to overcome the challenge they face. While it is possible to carefully select mentors, lack of support and training, unclear expectations, unavoidable situations and life circumstances may occur which challenge the mentor-mentee relationship (Robinson and Cornish, 2013). Providing clear information from the start about ending relationships

appropriately can help to mitigate negative effects and limit abandonment of relationships when they become difficult (Spencer, 2007).

2.3.6 Insufficient Funding

Long (2007) also highlights the difficulties that mentoring poses for organizations if there is insufficient funding or termination of funding before the program is established. Other drawbacks of mentoring from the organization's point of view include problems when there is a lack of support; the difficulties in coordinating programs within organizational initiatives; and the costs and resources associated with mentoring (Douglas, 2007). Since organizations invest considerable resources into mentoring programs, it is incumbent on the planners, such as educational administrators, to minimize potential problems that could arise (Robinson, 2013).

2.3.7 Poor Attitude

According to David (2008), the most frequently cited problematic outcomes for mentors in the business review, were negative mentee attitude, lack of trust or cooperation (5.3%) and a little training or little knowledge about the goals of the program (4.6%). A lack of mentor training was viewed by mentors and mentees as detrimental to the well-being of the program. Another frequently cited problematic outcome for mentors was "jealousy / negative attitudes of others". While jealousy was not an outcome that has emerged in business studies, what has emerged is the problematic workload issue that has an extra burden or responsibility that mentoring has created for mentors (Driscoll and Knutton, 2012).

2.3.8 High Staff Turnover

High staff turnover seem to hamper the development of long-term relationships between mentors and mentees. Cultural bias in the organization may result in good staff being overlooked in the mentoring process (Young, Cady and Foxon, 2006). High staff turnover may be an indication that there is lack of commitment from the organization to finding problems affecting the employees (Murray, 2006). This may develop to attitudinal barriers frequently cited as problematic outcome of mentoring. It has been reported in most studies seven out of eight that attitudinal barriers, minimal support from management, issues relating to the use of resources, problems arranging schedules and a

belief that mentoring affecting the mentoring program. Also, the belief that mentoring should not be formalized was an issue that affected mentorship program (Ritchie and Genoni, 2002).

2.3.9 Lack of Understanding of the Roles between Mentee and Mentor

Problems can arise because of lack of understanding of the roles¹⁶ or the boundaries in the relationship. The caring nature of the profession means informal support is often offered to fellow professionals. Although beneficial, this may not acknowledge the commitment of the mentor, and as pressure of time makes it difficult for doctors to commit to a mentoring relationship, the few available mentors can risk overload (Ready, Conger, Hill and Stecker, 2010). There is also a risk that mentoring inappropriately becomes personal therapy. Mentorship should recognize the relationship between personal and professional life. The exploration and challenge of these personal values may be needed to help people move forward. Yet mentors may find it difficult to address such problems. It is also difficult to create the balance between supports and challenge (Corben and Stevenson, 2012). There is a risk of producing dependency by providing too much support¹⁶ and thus developing a “halo” such that the mentee does not question the mentor’s opinions. Mentees can be more sensitive to criticism and their self-confidence can be undermined with negative feedback, yet challenge may be needed to help people move forward (Horvath, Wasko and Bradley, 2008; Lisa, 2011).

2.4 Strategies for Effective Mentoring

Mentoring employees requires a continuous effort to make it a part of the management practices. There are a number of strategies that can help to incorporate mentoring techniques into the management practices and they include: delegation, performance feedback, motivating employee performance, mentoring employee growth, focusing on employee performance, setting meaningful goals, assessing employee performance, aid in career development, deliver training and reinforce good performance (Horvath, Wasko and Bradley, 2008).

2.4.1 Mentoring Content

Identifying these parameters up front will help point out the types of mentoring programs that will work for the organization. In this regard, many talent development programs

employ both methods (Lisa, 2011). One company may provide their high potential people with a mentor; others may supplement this with a coach (internal or external) or ensure the individual's line manager is providing robust mentoring support to them (Murray, 2006). Some companies offer a sponsor and a mentor, or a sponsor and an external mentor. The combinations are numerous and the best way to conduct mentoring depends on the organizational context, culture and commitment to these tools (DeLong, Gabarro and Lees, 2008).

2.4.2 Awareness

In the light of the vast literature on mentoring, it seems inexcusable for mentors considering the implementation of a mentoring program not to consult this resource. If asked to recommend starting points for the development of such awareness high on any list would be the work of Douglas (2007) and Long (2007). Douglas (2007) provides a summation of past studies and makes several recommendations about possible programs. Awareness of the dangers of negativity in the early stages of planning, Long (2007) balances the rosy picture that mentoring equates to satisfaction and positive outcomes. As long warns, there can be a dark side to mentoring, but we believe that this can be minimized by awareness of potential problems.

2.4.3 Support for the Program

Although the responsibility for coordinating mentoring program may be vested in human resources personnel, the initial starting point is the strategic plans of the organization. Establishing the need for mentoring and making sure the financial resources and personnel are available commences with the overall strategic plan. Depending on the size of the organization structure involved, the objectives of the mentoring program may also be determined at this stage (Horvath, Wasko and Bradley, 2008). This would likely be the case with a project but not necessarily the manner in which an individual organization would proceed. In a number of studies reviewed, it was mentioned that the program did not seem to have the complete support of senior management (Lisa, 2011). For a mentoring program to be effective staff need to know the senior management actively support the program. It is difficult for a supervisor to drive a program if the staff members are aware that they are not supported at the most senior levels. In fact, feedback loops to senior levels during the implementation of the program seem to be beneficial (Murray, 2006). During the early planning stages, it is important that administrators make it known

that there will be transparency concerning the nature of the mentoring program, how personnel will be selected, expectations of participants and the evaluative requirements (Ritchie and Genoni, 2012).

2.4.4 Mentor Training

Senior managers must make numerous decisions about the mentoring program but perhaps the most difficult decisions relate to who the mentors will be and how they will be trained. Irrespective of the nature of an organization, not all personnel are suited to be mentors (Ready, Conger, Hill and Stecker, 2010). For instance, while mentoring programs call for volunteers to act as mentors, there is the possibility that the volunteers may be those least suited to the role of mentor. This challenge is allied to the knowledge that mentoring is an additional load for already busy staff (Lisa, 2011). Having selected the mentors, the administrators must determine how, or perhaps whether, mentors are to be rewarded in some manner. Administrators must also consider the issue of training, commonly cited in the literature as a key to the success of mentor programs. Decisions may need to be made, for example, about whether training should be provided in-house or conducted by external consultants (DeLong, Gabarro and Lees, 2008).

2.4.5 Selection of Participants

Decisions surrounding who will be mentored must be made. Organizations call for volunteers or select staff on the basis of a set of predetermined criteria and to a certain extent, this decision is probably determined by the objectives of the program. Based on the literature, the two other issues that warrant scrutiny relate to the gender of participants and the representation of minority groups. There is much literature that suggests it has been women who have missed out on mentoring opportunities (Ragins, 2009) and some studies report the potential for sexual discrimination against women in mentoring settings (Byrne, 2009). Similar problems are reported with respect to minority groups (White, 2010). In organizational settings where administrators have ensured that equity policies have been fully implemented, it would be anticipated that gender and minority group issues would not create serious issues. However, the question as to whether mentors and mentees should be matched is clearly a question that must be resolved by an organization (Kouzes and Posner, 2013).

2.4.6 Evaluation of the Program

Rigorous evaluation is essential and organizations will need to decide on the model of evaluation to implement. Good practice suggests that there should be ongoing evaluative tasks during the life of a mentoring program and a follow-up assessment sometime after the completion of the program (Lisa, 2011). Much has been written about the relative strengths of qualitative versus quantitative evaluation models (Horvath, Wasko and Bradley, 2008). However, equally, if not more importantly, is ensuring the validity and reliability of the procedures used.

2.4.7 Commitment to the Mentoring Relationship

The most important predictor of effectiveness for mentoring is commitment to the relationship. The beneficial effects of mentoring appear to increase the more frequently the mentor and student interact; some programs have reported that a relationship of at least a year must be in place before significant changes can be observed (Francis Report, 2013). Thus, effective programs make expectations about the mentoring relationship should be clear (Block, 2014).

2.4.8 Training and Ongoing Support

Training of mentors is an essential part of a successful mentoring program. Mentors must know how to build a trusting relationship, understand personal biases, and assist in mentees' learning in order to communicate with mentees effectively (Cameron, 2007). To keep track of the progress of the mentoring relationship, mentors can be trained to document meetings and activities with their staff by keeping journals. Since many less experienced staff who are mentored may have some emotional or behavioral difficulties, it is also important to have ongoing meetings with the mentors to provide feedback and to deal with difficult situations (Horvath, Wasko and Bradley, 2008).

2.4.9 Providing Career Guidance

Participants identified several key actions of effective mentors, including providing career guidance. By career guidance, it meant that effective mentors act as guides rather than as supervisors who direct their mentees' activities. Block (2014) study suggested that the participants stated that mentors "need to be guides, be sensitive to the difference between a guide and somebody who forces the student into or the mentee into a particular path," and mentors "may well offer some advice but recognize that it is only advice, it's not

orders.” Another participant said, “The most important thing is not trying to solve their problems but to help them find solutions.” Participants included the following as career guidance: advising, advocacy, networking, creating opportunities, goal setting, career monitoring, and helping mentees navigate institutions (Block, 2014). For example, one participant said a mentor needs to “provide strategic advice to help the person kind of help themselves in the best way possible,” and many participants outlined the need for mentors to provide “critical feedback.” Several participants commented on the mentor’s role to provide advice: The “mentor’s responsibility is to assist their mentee in terms of their career and to sort of provide advice and support and feedback and you know be a sounding board for the mentee.”

Participants also mentioned creating opportunities, helping mentees identify potential opportunities, and providing introductions as being critical actions of effective mentors. Block (2014) suggested that one participant said that a mentor is “really like a guide, opening doors, giving opportunities, advising about the future, about avoiding mistakes, where to spend time and resources on things that matter instead of trying to do everything ... helping to have balance.” Another participant stated that mentors make. Participants also mentioned that effective mentors warn their mentees of potential pitfalls and protect them from harsh interactions. Participants stated that effective mentors should monitor their mentees’ career progress and ensure that they have assistance navigating their institutions. Block (2014) suggested that one participant said, a mentor should ensure that (their mentees are) progressing adequately in the system and to some degree protect and warn them of pitfalls that others in similar positions have encountered.”

2.4.10 Emotional Support

In addition, participants noted that effective mentors should provide emotional support to their mentees, including sharing their own feelings honestly and encouraging their mentees to do the same. Mentors should help their mentees identify what factors may be contributing to their emotional state, such as relevant stressors (Cameron, 2007). Block (2014) suggested that one participant stated that mentors “should help [their mentees] learn how to deal with stress, how to do one’s job effectively and keep one’s sanity.” Another participant described mentors as having a “bit of the nurturing role just too kind of give the mentee the message that they are available to discuss other issues, maybe more personal issues that may impact on them and their career.” Participants also said

that effective mentors should provide encouragement and proactively “check in with people to see how they’re doing.”

2.4.11 Appropriate Balance between Work and Personal Life

Participants stated that mentors need to help their mentees reflect on the appropriate balance between their work and personal life. Although discussions with mentees often focus on career issues, participants outlined the importance of mentors focusing on how mentees should target opportunities and ensure that they were not neglecting their personal lives (DeLong, Gabarro and Lees, 2008). Block (2014) suggested that one participant stated that a mentor should “try to develop a very clear idea of what the mentee wants and desires in their career path and how that career path and how their work interrelates with their larger personal life and social life.” By practicing these actions and exhibiting the personal characteristics of an effective mentor that described earlier, mentors can role model mentorship for their mentees (Filstad, 2012). Participants stated that many people are not naturally effective mentors and that strong role models can positively influence their behavior (Lisa, 2011).

2.5 Chapter Summary

The section of the literature reviewed information on mentoring outcomes and employee performance. The second section of the literature reviewed looked at mentoring challenges and employee performance and the third section of the literature reviewed on strategies for effective mentoring. The next chapter is on research methodology.

CHAPTER THREE

3.0 RESEARCH METHODOLOGY

3.1 Introduction

This chapter discusses the research methodology utilized in this study. It focuses on the choice of the research design and why it is favored over other optional designs. The chapter also discusses the population, sample and sampling techniques employed. The chapter includes the data collection methods, data analysis and data presentation methods used in the study.

3.2 Research Design

Research design is the contextual thinking process behind a given research problem. Research design carries along research questions, propositions, units of analysis, a logical link between data and propositions and criteria for interpreting findings (Mugenda, and Mugenda, 2003). The choice of the research design that was applied in this study was guided by the fact that most of the questions need to address the issue at hand are of the type: who, what, where, how many and how much? In fact such questions do not require a control, because they are about contemporary events and so the research design adopted here is a case study (Cramb, 2002).

The nature of the study calls for a descriptive survey because the interview method broadly uses both qualitative and quantitative data but qualitative data was minimal. The face to face interaction between the researcher and the subjects was applied during the introductory part where the motive and research procedures were explained SOS Children's Villages staff within Kenya. Then a structured questionnaire consisting of closed and open-ended questions was issued at random to the staff by category. Also the quantitative tools were applied where possible and the qualitative approach gave the staff the voice and a chance to be heard. That is why open-ended questions was incorporated for this purpose.

The study therefore engaged a descriptive research design to assess the importance of mentoring in enhancing employee performance. In the study no attempt was made to change or influence behavior, attitudes, feelings, choice or conditions; things were measured as they were (Kay, 1997). The survey method was the most effective as a form

of specific research in which information was gathered for the acceptance or rejection of analysis (Hussey and Hussey, 1997). The study focused on the impact of mentoring in enhancing employee performance as the dependent variable. While the drivers of mentoring, the challenges of mentoring and the strategies for effective mentoring were the independent variables.

3.3 Population and Sampling Design

3.3.1 Population

A population refers to the total collection of elements about which one wishes to make inferences (Cooper and Schindler, 2000). For this study, the target population comprised of all the employees of SOS villages. The research population is defined as all those persons employed and have also an identified category and office where they operate from. According to the SOS Children’s Villages list there were 140 persons in various categories in Table 3.1. There were 10 management employees and 150 subordinate employees. It is from this population (40) that the researcher attempted to get an accessible population that assumed generalization from it (Mugenda and Mugenda,2003 1999). The unit under study therefore were 160 employees as indicated in Table 3.1.

Table 3.1: Population Distribution

Category	Population
Management Staff	10
Subordinates Staff	150
Total	160

3.3.2 Sampling Design

3.3.2.1 Sampling Frame

A sampling frame is the list of elements from which the sample is drawn (Cooper and Schindler, 2002). The sampling frame for this study was a list of all employees of SOS Children’s Villages within Kenya, who total 160. This was obtained from the Human Resource Department which provides the number of staff within a department but not by name.

3.3.2.2 Sampling Technique

Convenience sampling method was used in this study. The researcher relied on the human resources manager to obtain access to the sample of staffs working for SOS Children’s Villages. The human resources manager had direct contact with the population and

therefore had more influence in terms of creating a sense of urgency to complete the questionnaires. Persons who were interested in participating in the survey were included whereas non-contributors were not considered into the survey and subsequent analysis. Therefore, the researcher requested all the persons eligible for the study to participate. (Cooper and Schindler, 2000). The Census technique was used. This technique is used if the entire population is small and reasonable to include the entire population. The researcher used this technique because the study attempted to collect data from every single respondent being studied rather than choosing a sample population (Harding, 2006)

3.3.2.3 Sampling Size

Ligthelm and Van Wyk (2005) describe the sample size as a smaller set of the larger population. Since the sample size is small, all the working for SOS Children’s Villages were considered for the study which is known as a census as indicated on Table 3.2 that shows the sample size distribution as follows:

Table 3.2: Sample Size Distribution

Populations Characteristics	Total Population	Sample Percentage	Sample Population
Management Staff	10	100%	10
Subordinates Staff	150	100%	150
Total	160	100%	160

3.4 Data Collection Method

The study used primary data collection. The primary data collection method was carried out by the use of questionnaires. Glasser and Strauss (2007) explains that questionnaires are an important instrument for research; a tool for data collection. The use of questionnaires is justified because they afford an effective way of collecting information from a large literate sample in a short span of time and at a reduced cost than other methods. Further, questionnaires facilitate easier coding and analysis of data collected (Yates, David and Daren, 2008). The questionnaires made use of closed ended questions. This is because closed ended questions ensure that the respondents are restricted to certain categories in their responses (McDanile and Gates, 2001). The first section of the questionnaire examined the effect of mentoring outcomes on employee performance. The second section determined the effect of mentoring challenges on employee performance. The third section determined the strategies for effective mentoring.

3.5 Research Procedure

Primary and secondary data were vital in the study and so the two were integrated. Both primary data and secondary sources were used to polish data for the study. The primary data were collected using questionnaires to guide the interviews on the respondents. Also an observation was done to enhance validity while the secondary data was mainly from journals and newspapers; textbooks and reports by relevant institutions. The researcher started by introducing herself using the introductory letter. She then visited the SOS villages to familiarize herself with the surroundings and the staff members also. Then the researcher booked an appointment with the management as to when to bring the questionnaires for both the pretesting and the actual study.

The researcher administered ten questionnaires for pretesting and polishing the data collection tool as this serves to validate the reliability of both the data collection tool and data collected. From the pilot study, the feedbacks received from the pre-test were incorporated into the questionnaire before administering the final copy. The pre-test involved three employees. A final copy was revised in view of the changes and the rest of the copies issued at random to the respondents to fill.

The raw data was collected using a structured questionnaire. Duly completed questionnaires were collected, cleaned, inputted and analyzed. The quantitative answers were coded ready for inputting in the SPSS software for analysis while the open-ended question-answers during observation were organized and categorized to form analyzable themes. The questionnaires were coded to ensure ease of tracking when doing the final data analysis. All the data were collected and coded and all responses inputted into a data base using the SPSS software. The analytical tools used was SPSS software

3.6 Data Analysis Methods

The data collected from primary and secondary sources were analyzed statistically by use of SPSS software to yield descriptive statistics such as mean, mode, median, percentages and frequencies presented in figures and tables. The responses to questionnaires were analyzed and categorized according to the study objectives. The qualitative answers were analyzed through likert scales. The rest of the data were coded and analyzed through the SPSS software. Data was analyzed by use of descriptive statistics like frequencies,

percentages and means. Pearson correlations were computed to determine the association between the independent and dependent variables

3.7 Chapter Summary

This chapter provided the research design, it described the population of the study, the sampling frame, the sampling techniques and the sample size. The chapter also provided the data collection method, the research procedure, data analysis and ends with a summary. The next chapter presents the results and findings of the study.

CHAPTER FOUR

4.0 RESULTS AND FINDINGS

4.1 Introduction

This chapter addresses the results and findings on the effect of workplace mentoring on employee performance using the case of SOS Children's Villages. The findings are outlined according to specific objectives of the study. The findings are based on the responses from the questionnaires filled and information gathered on the research questions. The first research objective was to examine the effect of mentoring outcomes on employee performance. The second section determined the effect of mentoring challenges on employee performance and the third section determined the strategies for effective mentoring. Out of a targeted 160 respondents, 126 responded to the questionnaires. This represented an effective response rate of 79%. The findings are presented in Table 4.1.

Table 4.1: Response Rate

Category	Target Respondents	Response	Response Rate (%)
Employees	160	126	79
Total	160	126	79

4.2 General Information

The general information is organized in the following areas. The section indicates the respondents' gender, managerial position, age range, duration of employment, educational level, involvement in mentoring programme, duration of mentoring programme and performance ratings.

4.2.1 Gender of Respondent

The findings illustrated that 45% of the respondents were male and 55% of the respondents were female. Thus, the findings indicate that the majority of the respondents were female respondents. The findings are indicated on Table 4.2.

Table 4.2: Gender of Respondents

Gender of Respondents	Frequency	Percent
Male	57	45
Female	69	55
Total	126	100

4.2.2 Managerial Position

The findings illustrated that 14% of the respondents were in managerial level and 86% of the respondents were in non-managerial level. Thus, the findings indicate that the majority of the respondents were in managerial position. The findings are indicated on Table 4.3.

Table 4.3: Managerial Position

Managerial Level	Frequency	Percentage
Managerial Level	18	14
Non-Managerial Level	108	86
Total	126	100

4.2.3 Age Range of Respondent

The findings illustrated in Table 4.4 indicated that 29% of the respondents were aged between 18 to 24 years, 27% were between 25 to 34 years, 40% were between 35 to 50 years and 4% of the respondents were above 50 years. Therefore, the findings indicate that most of the respondents were aged between 35 to 50 years.

Table 4.4: Age Range

Age Range	Frequency	Percentage
18-24 years	36	29
25-34 Years	34	27
35-50 years	50	40
Above 50 years	5	4
Total	126	100

4.2.4 Duration of Employment

The findings illustrated in Table 4.5 indicated the respondents' work experience with the organization. Majority of the respondents had between 11-15 years of work experience, 35% between 5 to 10 years and 18% had less than 5 years' work experience. This indicates that the respondents were relatively experienced.

Table 4.5: Duration of Employment

Duration of Employment	Frequency	Percentage
Less than 5 years	23	18
5-10 years	44	35
11-15 years	59	47
Total	126	100

4.2.5 Educational Level

The findings illustrated in Table 4.6 indicated the respondents' highest level of education. Majority of the respondents had college level of education (41%), 29% had graduate degree, 16% had secondary education and 2% had doctorate level of education. This indicates that the respondents were relatively educated.

Table 4.6: Educational Level

Educational Level	Frequency	Percentage
Secondary School	20	16
Undergraduate Level	15	12
College Level	52	41
Graduate Level	37	29
Doctorate Level	2	2
Total	126	100

4.2.6 Involvement in Mentoring Programme

The findings illustrated in table 4.7 indicated that 92% of the respondents were involved in mentoring program as compared to 2% who were not involved in mentoring program.

Table 4.7: Involvement in Mentoring Programme

Involvement in Mentoring Programme	Frequency	Percentage
Yes	116	92
No	10	8
Total	126	100

4.2.7 Duration of Mentoring Programme

The study intended to find the duration of the mentoring programme. The findings in Table 4.8 showed that the majority (55%) of the respondents' were involved for a period of between 11 to 15 years, 22% between 6 to 10 years, and 21% suggested less than 5 years and 2% between 16 to 20 years. This indicates that the respondents were relatively involved in mentorship programme.

Table 4.8: Duration of Mentoring Programme

Duration of Mentoring Programme	Frequency	Percentage
Less than 5 years	26	21
6-10 years	28	22
11-15 years	69	55
16-20 years	3	2
Total	126	100

4.2.8 Performance Ratings

The study intended to investigate the respondent performance ratings. The findings in Table 4.9 showed that the majority (47%) of the respondents' suggested that their performance was average, 39% of the respondents performed above average and 14% performed below average. This indicates that the respondents were average performers.

Table 4.9: Performance Ratings

Performance Ratings	Frequency	Percentage
Below Average	18	14
Average	59	47
Above Average	49	39
Total	126	100

4.3 Mentoring Outcomes and Employee Performance

4.3.1 Mentoring Outcomes and Employee Performance

This chapter provides the findings on the respondents involved in the study. The objective of the study was to determine the output of mentoring in enhancing performance from the respondents. The study aimed to determine the output of mentoring in enhancing performance from the respondents involved in the study. The respondents' opinions were gauged using a 4.0 Likert scale ranging from 1 (strongly disagree) to 4 (strongly agree). The findings established that majority of the respondents agreed that the mentorship has prepared employees for job role (mean=3.53). This was followed by the increase in job motivation as a result of mentoring (mean=3.32). The respondents agreed that Mentoring helped the employees learn their job independently (mean=3.31). Third, the employees benefitted from gaining problem solving skills (mean=3.27) and the employees got inspiration on career development (mean=3.26).

On the other hand, few respondents agreed that they were inspired by their mentor on personal attitude towards learning at a mean of 2.87. Fewer respondents agreed that they felt that they have improved their performance as a result of mentoring at a mean of 2.79. Very few respondents agreed that they became more analytical at a mean of 2.66 and a very small proportion of the respondents agreed that they advanced in their career due to mentoring at a mean of 2.64. The findings are presented in Table 4.10.

Table 4.10: Mentoring Outcomes and Employee Performance

	N	Average	Rankings
I am most inspired by my mentor for their advice on career development.	124	3.26	5
The areas that I have benefited most from mentorship program are on my analytical.	122	2.66	13
The areas that I have benefited most from mentorship program are on my problem solving skills.	124	3.27	4
I am most inspired by my mentor for their advice on my personal attitude towards learning.	122	2.87	11
Mentoring has helped me learn my job independently.	122	3.31	3
Mentoring has increased my self-confidence.	122	3.02	7
I am most inspired by my mentor for their advice on my job orientation.	121	3.01	8
The areas that I have benefited most from mentorship program are on my social skills.	122	3.13	6
Mentorship has prepared me for job role.	120	3.53	1
I feel that I have improved my performance as a result of mentoring.	116	2.79	12
My productivity has increased	118	2.94	9
I have advanced my career due to mentoring	120	2.64	14
I have developed my skills due to mentoring received	120	2.89	10
My job motivation has increased due to mentoring	120	3.32	2

4.3.2 Pearson Correlation Between Mentoring Outcomes and Employee Performance

The following subsection presents the respondents' performance Ratings and output of mentoring. The study captures elements such as inspiration from the mentor, areas most benefited from, increased self-confidence through mentoring, increase in productivity and motivation due to mentoring. The study investigated the Pearson correlation between mentoring outcomes and employee performance. There was no significant relationship between employee performance ratings and the output of mentoring. The findings are presented in Table 4.11.

Table 4.11: Pearson Correlation between Mentoring Outcomes and Employee Performance

		Performance Ratings
Performance Ratings	Pearson Correlation	1
	Sig. (2-tailed)	
I am most inspired by my mentor for their advice on career development.	Pearson Correlation	.072
	Sig. (2-tailed)	.431
The areas that I have benefited most from mentorship program are on my analytical.	Pearson Correlation	-.096
	Sig. (2-tailed)	.295
The areas that I have benefited most from mentorship program are on my problem solving skills.	Pearson Correlation	-.075
	Sig. (2-tailed)	.412
I am most inspired by my mentor for their advice on my personal attitude towards learning.	Pearson Correlation	-.192*
	Sig. (2-tailed)	.036
Mentoring has helped me learn my job independently.	Pearson Correlation	.047
	Sig. (2-tailed)	.614
Mentoring has increased my self-confidence.	Pearson Correlation	-.059
	Sig. (2-tailed)	.521
I am most inspired by my mentor for their advice on my job orientation.	Pearson Correlation	-.007
	Sig. (2-tailed)	.937
The areas that I have benefited most from mentorship program are on my social skills.	Pearson Correlation	.000
	Sig. (2-tailed)	.996
Mentorship has prepared me for job role.	Pearson Correlation	-.058
	Sig. (2-tailed)	.536
I feel that I have improved my performance as a result of mentoring.	Pearson Correlation	.094
	Sig. (2-tailed)	.319
My productivity has increased	Pearson Correlation	.055
	Sig. (2-tailed)	.557
I have advanced my career due to mentoring	Pearson Correlation	.101
	Sig. (2-tailed)	.275
I have developed my skills due to mentoring received	Pearson Correlation	.040
	Sig. (2-tailed)	.670
My job motivation has increased due to mentoring	Pearson Correlation	.020
	Sig. (2-tailed)	.831

4.4 Mentoring Challenges and Employee Performance

This section presents findings on the second research objective which addressed mentoring challenges and employee performance. Figure 4.12 presents findings regarding the mentoring outcomes and employee performance. The study aimed to identify the

mentoring challenges and employee performance from the respondents involved in the study.

The study captured elements such as responsiveness of mentoring to individual needs, mentees relationship with the mentor, communication, contact, support and accessibility of the mentor to the mentees

The findings established that majority of the respondents agreed that the organization supports mentorship at a mean of (3.58). Second, the mentorship was well coordinated in the organization (mean=3.52). Third, the respondents agreed that they can talk to their mentor about things they would not discuss with a member of staff (mean=3.46). Fourth, the employees trust their mentor (mean=3.42) and the mentor having time to meet with the mentee (mean=3.38).

On the other hand, few respondents agreed that can easily relate to their mentor at a mean of 3.30. Fewer respondents agreed that they do not have time to contact their mentor at a mean of 3.26. Very few respondents agreed that the Mentorship has made them better prepared to cope with the demands of their job at a mean of 3.24 and a very small proportion of the respondents agreed that they felt talking to a mentor when worried at a mean of 3.03. The findings are presented in Table 4.12.

Table 4.12: Mentoring Challenges and Employee Performance

Mentoring Challenges and Employee Performance	N	Mean	Rankings
Mentoring is responsive to my individual needs	120	3.37	6
I can easily relate to my mentor	122	3.30	11
I feel I can talk to my mentor when I am worried	122	3.03	14
I feel comfortable working with my mentor	118	3.32	9
I can talk to my mentor about things I would not discuss with a member of staff	124	3.46	3
Mentorship has made me better prepared to cope with the demands of my job.	123	3.24	13
Mentorship is well coordinated in my organization.	123	3.52	2
My organization fully supports the mentorship programme	117	3.31	10
My mentor communicated regularly with me	125	2.73	15
My mentor was accessible and available	88	3.33	8
I always need the attention of my mentor	122	3.34	7
I do not have time to contact my mentor	121	3.26	12
My mentor has time to meet with me	123	3.38	5
I trust my mentor	125	3.42	4
My organization supports mentorship	125	3.58	1

4.4.2 Mentoring Challenges and Employee Performance

This subsection presents findings on mentoring challenges and employee performance. The study captured elements of the mentees clear communication and relations with the mentor. It also captures elements of trust and support provided to the mentee by both the mentor and organization. The study investigated the correlation between mentoring challenges and employee performance. There was no significant relationship between mentoring challenges and employee performance. The findings are presented in Table 4.13.

Table 4.13: Mentoring Challenges and Employee Performance

		Performance ratings
Performance ratings	Pearson Correlation	1
	Sig. (2-tailed)	
Mentoring is responsive to my individual needs	Pearson Correlation	.037
	Sig. (2-tailed)	.691
I can easily relate to my mentor	Pearson Correlation	.047
	Sig. (2-tailed)	.610
I feel I can talk to my mentor when I am worried	Pearson Correlation	.083
	Sig. (2-tailed)	.368
I feel comfortable working with my mentor	Pearson Correlation	.129
	Sig. (2-tailed)	.168
I can talk to my mentor about things I would not discuss with a member of staff	Pearson Correlation	-.012
	Sig. (2-tailed)	.900
Mentorship has made me better prepared to cope with the demands of my job.	Pearson Correlation	.078
	Sig. (2-tailed)	.397
Mentorship is well coordinated in my organization.	Pearson Correlation	-.027
	Sig. (2-tailed)	.769
My organization fully supports the mentorship programme	Pearson Correlation	.110
	Sig. (2-tailed)	.240
My mentor communicated regularly with me	Pearson Correlation	.143
	Sig. (2-tailed)	.115
My mentor was accessible and available	Pearson Correlation	.044
	Sig. (2-tailed)	.689
I always need the attention of my mentor	Pearson Correlation	.190*
	Sig. (2-tailed)	.037
I do not have time to contact my mentor	Pearson Correlation	.104
	Sig. (2-tailed)	.260
My mentor has time to meet with me	Pearson Correlation	.014
	Sig. (2-tailed)	.877
I trust my mentor	Pearson Correlation	.033
	Sig. (2-tailed)	.717
My organization supports mentorship	Pearson Correlation	.015
	Sig. (2-tailed)	.865

4.5 Strategies for Effective Mentoring

The following subsection describes ratings of strategies for effective mentoring programmes. The study explores strategies such as the mentors helpful attitude and behaviour, setting meeting objectives and adhering to session agenda, revising action plans as well as the mentors' ability to mentor and help the mentee identify their stressors. The study aimed to identify the strategies for effective mentoring programme from the respondents involved in the study. The findings established that majority of the respondents agreed that they would like their mentor to have a helpful attitude at a mean of (4.10). Second, the respondents agreed that they would like the mentor's behaviour and attitude to be an example of professionalism (mean=3.63). Third, the respondents agreed that the senior management in the organization should be given feedback of the mentoring programs (mean=3.26). Fourth, the mentor should have a set objectives of the mentoring program (mean=3.25) and the mentors should help identify employee stressors (mean=3.18).

On the other hand, few respondents agreed that they would like a mentor to run effective mentoring sessions at a mean of 2.92. Fewer respondents agreed that the organization selects employees to be mentored at a mean of 2.83. Very few respondents agreed that the organization selects mentors for employees at a mean of 2.53 and a very small proportion of the respondents agreed that the mentor should be well trained at a mean of 2.48. The findings are presented in Table 4.14.

Table 4.14: Strategies for Effective Mentoring

	N	Mean	Rankings
I would like my mentor to have a helpful attitude.	124	4.10	1
I would like my mentor to run effective mentoring sessions.	125	2.92	11
I would like my mentor to set and adhere to the session agenda	123	2.94	9
I would like my mentor to provide appropriate feedback in a constructive manner.	124	3.01	7
I would like my mentor's behavior and attitude to be an example of professionalism.	125	3.63	2
I would like my mentor to be more concerned about my job problems to remove deficiencies.	120	3.06	6
I would like my mentor to tell me whether my action plans need revision.	124	3.00	8
My company provides mentors to employees so that they improve the employees performance	123	2.93	10
My mentor has set objectives of the mentoring program	124	3.25	4
The senior management in my organization are given feedback of the mentoring programs	124	3.26	3
My organization selects mentors for employees	123	2.53	13
My organization selects employees to be mentored	122	2.83	12
My mentor is trained in mentoring	121	2.48	14
My mentor helps me to identify my stressors	123	3.18	5

4.5.2 Mentoring Outcomes and Employee Performance

This subsection presents the findings of the correlation between mentoring outcomes and employee performance. The study highlights the mentees expectations from their mentor as well as expectations from the Organization.

The study investigated the correlation between mentoring outcomes and employee performance. There was a significant relationship between mentoring outcomes and employee performance as well as the need for mentors to run effective mentoring sessions at ($r=0.259$, $p>0.01$). The relationship was extended to the need for mentor to set and adhere to the session agenda ($r=0.326$, $p>0.01$), need to provide appropriate feedback in a constructive manner ($r=0.310$, $p>0.01$), mentor needed to be more concerned about their job problems to remove deficiencies ($r=0.302$, $p>0.01$) and the company providing mentors to employees so that they improve the employees performance ($r=0.339$, $p>0.01$). The findings are presented in Table 4.15.

Table 4.15: Mentoring Outcomes and Employee Performance

		Performance Ratings
Performance Ratings	Pearson Correlation	1
	Sig. (2-tailed)	
I would like my mentor to have a helpful attitude.	Pearson Correlation	.017
	Sig. (2-tailed)	.854
I would like my mentor to run effective mentoring sessions.	Pearson Correlation	.259**
	Sig. (2-tailed)	.004
I would like my mentor to set and adhere to the session agenda	Pearson Correlation	.326**
	Sig. (2-tailed)	.000
I would like my mentor to provide appropriate feedback in a constructive manner.	Pearson Correlation	.310**
	Sig. (2-tailed)	.001
I would like my mentor's behaviour and attitude to be an example of professionalism.	Pearson Correlation	.158
	Sig. (2-tailed)	.081
I would like my mentor to be more concerned about my job problems to remove deficiencies.	Pearson Correlation	.302**
	Sig. (2-tailed)	.001
I would like my mentor to tell me whether my action plans need revision.	Pearson Correlation	.089
	Sig. (2-tailed)	.328
My company provides mentors to employees so that they improve the employees performance	Pearson Correlation	.339**
	Sig. (2-tailed)	.000
My mentor has set objectives of the mentoring program	Pearson Correlation	.163
	Sig. (2-tailed)	.074
The senior management in my organization are given feedback of the mentoring programs	Pearson Correlation	.072
	Sig. (2-tailed)	.430
My organization selects mentors for employees	Pearson Correlation	.124
	Sig. (2-tailed)	.177
My organization selects employees to be mentored	Pearson Correlation	.055
	Sig. (2-tailed)	.551
My mentor is trained in mentoring	Pearson Correlation	-.064
	Sig. (2-tailed)	.488
My mentor helps me to identify my stressors	Pearson Correlation	-.178
	Sig. (2-tailed)	.051

4.6 Chapter Summary

The findings showed the effect of mentoring outcomes on employee performance. The findings indicated that mentorships allow new practitioners to set and achieve goals for their job role. Mentorship aims to increase employee proficiency on employees' job. The key functions of mentoring are job motivation. On the effect of mentoring challenges on employee performance, the study revealed that the lack of organization support describes the challenges inherent in mentoring relationships. Mentoring adequately needs management support. Difficulties may arise in coordinating programs within organizational initiatives and the resources associated with mentoring. In regards to the strategies for effective mentoring, the findings indicated that mentorship should help employees feel more positive and make others feel positive too. Professionalism makes employees maintain a positive attitude and energy. Senior management feedback ensures the continuity of mentoring programs.

CHAPTER FIVE

5.0 DISCUSSION, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

In this section, the researcher provided a discussion on the findings of the research as compared to the findings in the literature review, the summary of the study and recommendations for further improvement on identifying the measures to be taken on the effect of workplace mentoring on employee performance. The research is concluded on the basis of the conclusions drawn from the research objectives.

5.2 Summary

The general objective of this study was to investigate the effect of workplace mentoring on employee performance using the case of SOS Children's Villages. The study was guided by the following specific objectives: To examine the effect of mentoring outcomes on employee performance, to determine the effect of mentoring challenges on employee performance and to determine the strategies for effective mentoring.

The descriptive research design was used in this study. The population of the study comprised the 160 staff of SOS Children's Villages. The primary data collection method used were questionnaires. The data was analyzed statistically by use of SPSS software. It was analyzed in percentages, frequencies and means. Pearson correlation was computed for inferential statistics. The data relevant to the study was finally presented in table format

The census technique was applied to sample the whole population. The Primary data collection method used were questionnaires. The data was analyzed statistically by use of SPSS software. The data relevant to the study was finally presented in table format

From the findings on the effect of mentoring outcomes on employee performance, there was an indication that mentorships allow new practitioners to set and achieve goals for their job role. Mentorship aims to increase employee proficiency on employees' job. The key functions of mentoring are job motivation. Mentorship leads to enhanced employee motivation. Mentoring accelerates the process of learning, elevating higher education beyond technical expertise. Mentorship is an invaluable tool to support individuals in

developing the whole person. Mentorship is needed to increase employee productivity and decrease the time needed to produce quality work. Career advancement is an important outcome of mentoring.

With regards to the effect of mentoring challenges on employee performance, the study revealed that the lack of organization support describes the challenges inherent in mentoring relationships. Mentoring adequately needs management support. Difficulties may arise in coordinating programs within organizational initiatives and the resources associated with mentoring. Mentorship requires a firm time commitment from both parties and, if these commitments are not honored, the relationship will not meet its goals. The lack of coordination may lead to either party to control the relationship (instead of cooperating) or manipulation by either party (instead of mutual respect). Lack of trust is detrimental to the well-being of the program. The mentee may fail to devote adequate time for interacting with and learning from the mentor.

With regards to the strategies for effective mentoring, the findings indicated that mentorship should help employees feel more positive and make others feel positive too. Professionalism makes employees maintain a positive attitude and energy. Senior management feedback ensures the continuity of mentoring programs. The mentoring program should have the complete support of senior management for its success. Mentoring is valuable for the transmission of positive attitudes. Training of mentors is an essential part of a successful mentoring program. Mentors must know how to build a trusting relationship, understand personal biases, and assist in mentees' learning in order to communicate with mentees effectively.

5.3 Discussion

5.3.1 Mentoring Outcomes and Employee Performance

Mentorships allow new practitioners to set and achieve goals for their job role. The findings established that majority of the respondents agreed that the mentorship has prepared employees for job role. This indicates that mentorship aims to increase employee proficiency on employees' job. Similarly, Brockbank and McGill (2006) explain that mentorship prepares employees to have the capability to perform all required functions without guidance or supervision. Napolitano and Henderson (2011) ads that

mentoring provides a mechanism for new practitioners to transfer the knowledge and skills learned in the classroom to real-world practice under the guidance of an experienced professional.

The key functions of mentoring are job motivation. The findings suggest that there was an increase in job motivation due to mentoring. It seems that mentorship leads to enhanced employee motivation. The findings also established that mentorship helps employees learn their job independently. Mentoring affords the learning of job skills which inexperienced staff can apply in diverse professional circumstances, promotes productive use of knowledge, clarity of goals and roles, career success, career growth, salary increases and promotions, career and job satisfaction (Okurame, 2012). Also, a significant number of employees benefitted from gaining problem solving skills through mentorship. Similarly, Lipman-Blumen (2011) suggest that mentoring provides a cost-effective way to facilitate the transfer of practical and problem solving skills from experienced professionals to new professionals, while still maintaining the high standard of quality needed for proficiency in a discipline. Mentorships also allow training and observations to be conducted anywhere (Giber, Carter and Goldsmith, 2010).

Mentorship facilitates career development which supports knowledge development that can lead to organization performance (Meleis, Hall and Stevens, 2014). The findings revealed that mentorship provides employees with inspiration on career development. Similarly, Weekes (2009) explains that mentoring accelerates the process of learning, elevating higher education beyond technical expertise. Mentors support staff skills to make new decisions and gain new competencies, providing them challenges and opportunities to grow (Dracup and Bryan-Brown, 2004). Another outcome of mentoring includes expansion of professional knowledge, institutional stability, continuity, and professional socialization (Davidhizar, 2008). Career development functions are mentor activities which facilitate inexperienced staff advancement in an organisation, while psychosocial functions are those which address the interpersonal and emotional aspects of the relationship (Ragins and Cotton, 2009).

Mentoring is used most often to help people transition between career stages and their personal attitudes. Few respondents agreed that they were inspired by their mentor on personal attitude towards learning. This shows that mentorship is an invaluable tool to

support individuals in developing the whole person. Similarly, Cameron (2007) suggests that mentoring can promote mutual learning and stimulate employees at all levels within the organization. Similarly, Murray (2011) indicates that mentoring is described as a deliberate pairing of a more skilled or experienced person with a lesser skilled or experienced one, with the agreed-upon goal of having the lesser skilled person grow and develop specific competencies.

Mentorship is needed to increase employee productivity and decrease the time needed to produce quality work. However, fewer respondents agreed that they felt that they have improved their performance as a result of mentoring. Mentoring leads to enhance employee performance for work effectiveness, similarly, Murray and Owen (2011) identify several benefits of formal mentoring programs including increased productivity by the organization. Sweeny (2003) study also found that mentoring alone increased manager productivity. Also a significant number of the respondents agreed that a very small proportion of the respondents agreed that they advanced in their career due to mentoring. This means that career advancement is an important outcome of mentoring for the mentee. Similarly, Murray (2011) suggests that there is an association between mentoring and the career development of employees. Levinson *et al.* (2008) also found that mentoring rejuvenates mentors' careers since it enables them to assist and shape the professional and personal development of mentees.

5.3.2 Challenges of Mentoring and Employee Performance

Lack of organization support describes the challenges inherent in mentoring relationships. The findings established that majority of the respondents agreed that the organization supports mentorship. Mentoring adequately needs management support. The lack of organization support leads to deficient mentoring relationship. Having a clear management support can help to mitigate negative effects and limit abandonment of mentoring relationships when they become difficult (Spencer, 2007). Long (2007) also highlights that the lack of mentoring in organization leads to insufficient funding or termination of funding before the program is established. Other drawbacks can include difficulties in coordinating programs within organizational initiatives and the resources associated with mentoring (Douglas, 2007).

A mentor should try to avoid the two extremes that may arise in a mentor-mentee relationship, either exerting too much control over the learning situation and smothering the mentee's attempts to act alone, or paying so little attention to the mentee that it amounts to neglect and leaves the mentee open to failure (Young *et al.*, 2006). The findings suggest that the mentorship was well coordinated in the organization. This shows that the type of relationship requires a firm time commitment from both parties and, if these commitments are not honored, the relationship will not meet its goals (DeLong, Gabarro and Lees, 2008). Lisa (2011) warns that the lack of coordination may lead to either party to control the relationship (instead of cooperating) or manipulation by either party (instead of mutual respect).

According to David (2008), the most frequently cited problematic outcomes for mentors in the business review, were negative mentee attitude, lack of trust or cooperation and a little training or little knowledge about the goals of the program. The results indicated that the employees trust their mentor. A lack of trust is detrimental to the well-being of the program. Rhodes (2002) suggests that mentoring can be a positive experience for both mentors and mentees when there is trust. The respondents also agreed that they can talk to their mentor about things they would not discuss with a member of staff but few respondents agreed that can easily relate to their mentor.

Spending sufficient or high-quality time with a mentee and mentor is crucial for a sustainable relationship. Fewer respondents agreed that they do not have time to contact their mentor. If a mentor starts to sacrifice mentorship time because of other commitments, the mentee may lose faith in the mentor, and the mentoring relationship will suffer (Wanberg, Welsh and Hezle, 2013). The findings also established that the respondents suggested that the mentor have time to meet with the mentee. . The same is true if the situation is reversed, with the mentee failing to devote adequate time for interacting with and learning from the mentor.

Merrick (2013) suggests that mentoring programs have a longer time horizon than coaching and concentrate more on career development, leadership development, and knowledge transfer versus individual skill development or immediate performance improvement. Similarly, Chao, Walz and Gardner (2012) also indicated that the lack of time was the most commonly noted problem by mentors in the business studies. . It was

also identified as a problematic outcome of mentoring in most mentoring studies. A very small proportion of the respondents also agreed that they felt talking to a mentor when worried. . But, very few respondents agreed that the mentorship has made them better prepared to cope with the demands of their job.

5.3.3 Strategies for Effective Mentoring

Mentorship should help employees feel more positive and make others feel positive too. The findings established that majority of the respondents agreed that they would like their mentor to have a helpful attitude. The respondents also agreed that they would like the mentor's behavior and attitude to be an example of professionalism. Professionalism makes employees maintain a positive attitude and energy. This leads to maximization of organization performance. Professionalism is critical for the long term survival of the business to maximize the short and longer term performance of the business. This may result to improved productivity and the long term survival of the organization.

Senior management feedback ensures the continuity of mentoring programs. The respondents agreed that the senior management in the organization should be given feedback of the mentoring programs. The mentoring program should have the complete support of senior management for its success. Similarly, Lisa (2011) suggests that for a mentoring program to be effective staff need to know the senior management actively support the program. It is difficult for a supervisor to drive a program if the staff members are aware that they are not supported at the most senior levels. In fact, feedback loops to senior levels during the implementation of the program seem to be beneficial (Murray, 2006). It is important for the organization to make it known that there will be transparency concerning the nature of the mentoring program (Ritchie and Genoni, 2012).

Kram (2005) suggests that new staff entrants into the workplace encounter a variety of developmental tasks that are effectively facilitated by a good mentor relationship. A significant number of the respondents agreed that the mentors should help identify employee stressors. Sweeney (2004) suggests that mentoring is regarded as one of the best tools for reducing stress for novice staff, orientation to curriculum and promoting the creation of better norms of collegiality and collaboration. Orth *et al.* (2009) suggests that mentoring is valuable for the transmission of positive attitudes as mentors provide

invaluable information on the mission and philosophies of the organisation, help employees cope with career stress and give proper orientation towards workplace values.

For a mentoring program to be effective staff need to know the senior management actively support the program. On the other hand, few respondents agreed that they would like a mentor to run effective mentoring sessions. The decision surrounding who will be mentored must be made. Fewer respondents agreed that the organization selects employees to be mentored. Senior managers must make numerous decisions about the mentoring program but perhaps the most difficult decisions relate to who the mentors will be and how they will be trained (Ready, Conger, Hill and Stecker, 2010). Mentoring programs call for volunteers to act as mentors, but sometimes the volunteers may be those least suited to the role of mentor. This challenge is allied to the knowledge that mentoring is an additional load for already busy staff (Lisa, 2011).

Training of mentors is an essential part of a successful mentoring program. Also a significant number of the respondents agreed that a very small proportion of the respondents agreed that the mentor should be well trained. Mentors must know how to build a trusting relationship, understand personal biases, and assist in mentees' learning in order to communicate with mentees effectively. Similarly, Cameron (2007) suggest to keep track of the progress of the mentoring relationship, mentors can be trained to document meetings and activities with their staff by keeping journals. Since many less experienced staff who are mentored may have some emotional or behavioural difficulties, it is also important to have ongoing meetings with the mentors to provide feedback and to deal with difficult situations (Horvath, Wasko and Bradley, 2008).

5.4 Conclusions

5.4.1 Mentoring Outcomes and Employee Performance

Mentorships allow new practitioners to set and achieve goals for their job role. Mentorship aims to increase employee proficiency on employees' job. The key functions of mentoring are job motivation. Mentorship leads to enhanced employee motivation. Mentoring affords the learning of job skills which inexperienced staff can apply in diverse professional circumstances, promotes productive use of knowledge, clarity of goals and roles, career success, career growth, salary increases and promotions, career and job satisfaction. Mentoring accelerates the process of learning, elevating higher

education beyond technical expertise. Mentorship is an invaluable tool to support individuals in developing the whole person. Mentorship is needed to increase employee productivity and decrease the time needed to produce quality work. Career advancement is an important outcome of mentoring.

5.4.2 Mentoring Challenges and Employee Performance

Lack of organization support describes the challenges inherent in mentoring relationships. Mentoring adequately needs management support. Difficulties may arise in coordinating programs within organizational initiatives and the resources associated with mentoring. Mentorship requires a firm time commitment from both parties and, if these commitments are not honored, the relationship will not meet its goals. The lack of coordination may lead to either party to control the relationship (instead of cooperating) or manipulation by either party (instead of mutual respect). Lack of trust is detrimental to the well-being of the program. The mentee may fail to devote adequate time for interacting with and learning from the mentor.

5.4.3 Strategies for Effective Mentoring

Mentorship should help employees feel more positive and make others feel positive too. Professionalism makes employees maintain a positive attitude and energy. Professionalism is critical for the long term survival of the business to maximize the short and longer term performance of the business. Senior management feedback ensures the continuity of mentoring programs. The mentoring program should have the complete support of senior management for its success. Mentoring is valuable for the transmission of positive attitudes. Training of mentors is an essential part of a successful mentoring program. Mentors must know how to build a trusting relationship, understand personal biases, and assist in mentees' learning in order to communicate with mentees effectively.

5.5 Recommendations

5.5.1 Recommendation for Improvement

5.5.1.1 Mentoring Outcomes and Employee Performance

The study recommends that mentorships should allow new practitioners to set and achieve goals for their job role. This may increase employee proficiency on their employees' job. Mentoring should be optimized to encourage job motivation. This may enhance employee productivity. Mentoring should afford employees on job learning skills

which inexperienced staff can apply in diverse professional background. This may lead to clarity of goals and roles, career success, career growth, salary increases and promotions, career and job satisfaction. Mentoring should also accelerate technical expertise. Mentorship is an invaluable tool to support individuals in developing the whole person. Mentorship should be fully implemented to increase employee productivity, reduce mistakes and produce quality work. Career advancement should be an important outcome of mentoring.

5.5.1.2 Mentoring Challenges and Employee Performance

The study recommends that management support should be encouraged to overcome inherent difficulties associated with mentorship. Mentoring adequately needs management support. There should appropriate coordinating programs to promoted organization initiatives and avail the resources needed for mentoring. Mentorship requires a firm commitment from both parties to build a strong mentoring relationship and meet the organization performance goals. Mentoring relationship program must be cooperative rather than controlling and there should be mutual respect between the partners instead of manipulation. Trust is crucial for the success of the mentoring program. The mentee should have adequate time for interacting with and learning from the mentor.

5.5.1.3 Strategies for Effective Mentoring

The study recommends that mentorship should help employees feel more positive and make others feel positive too. Professionalism should be critical for the long term survival of the business to maximize the short and longer term performance of the organization. Senior management feedback is essential for continued mentoring programs. The mentoring program should have the complete support of senior management for its success. Mentoring should be responsible for the transmission of positive attitudes. Training of mentors is an essential part of a successful mentoring program. Mentors must have trustworthy relationship free from personal biases for the program to be more effective.

5.5.2 Recommendations for Further Studies

The current study investigated the effect of workplace mentoring on employee performance using the case of SOS Children's Villages. The study calls for research on how different mentorship approaches mediate improved employee performance in other institutions.

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APPENDICES

APPENDIX A: INTRODUCTION LETTER

To Whom It May Concern

Dear Sir/Madam,

I am a student at United States International University pursuing EMOD. I have designed a questionnaire to gather information on the impact of mentoring in the workplace in enhancing employee performance using the case of SOS Children's Villages.

The study to be carried out is for a project paper that acts as a partial fulfillment for the course of Business Research Methods. Please note that any information you give will be treated extremely confidential and at no instance will it be used for any other purpose other than for this project.

Your assistance will be highly appreciated. I look forward to your prompt response.

Yours Faithfully,

Serrainne Nyamori
Researcher

APPENDIX B: QUESTIONNAIRE

SECTION A: BIO-DATA 0.1

Please fill out the following particulars:

1. What gender are you: Male Female

2. Managerial Level:
Managerial Level Non-managerial Level

3. What is your age range?
18-24 yrs 35-50 yrs
25-34 yrs Above 50 yrs

4. For how long have you worked for the organization?
Less than 5 years 11-15 years
5-10 years Above 15 years

5. Educational Level
Secondary school University school
College level Graduate level
Doctorate level

6. Have you ever been involved in mentoring programme? Yes No

7. For how long have you been involved in the mentoring programme?
0-5 yrs 6-10 yrs 20 yrs and over
11-15 yrs 16-20 yrs

SECTION B: OUTPUT OF MENTORING IN ENHANCING PERFORMANCE

Indicate the extent to which you agree with the following statements by using a scale of 1 to 4 where 1= strongly disagree and 4 = strongly agree. Circle which best describes your opinion of the statement.

Drivers of mentoring in enhancing employee performance	Strongly Disagree	Disagree	Agree	Strongly Agree
1. Contribution to individual transition	1	2	3	4
2. Increase employee productivity	1	2	3	4
3. Career advancement	1	2	3	4
4. Reducing stress for inexperienced staff	1	2	3	4
5. Transfer of skills to the inexperienced staff	1	2	3	4
6. Networking	1	2	3	4
7. Development of good practice	1	2	3	4
8. Strengthen the culture of a profession	1	2	3	4

9. What other reasons are provided for the mentoring programme?

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SECTION C: CHALLENGES OF MENTORING IN ENHANCING PERFORMANCE

Indicate the extent to which you agree with the following statements by using a scale of 1 to 4 where 1= strongly disagree and 4 = strongly agree. Circle (O) which best describes your opinion of the statement.

Challenges of mentoring in enhancing employee performance	Strongly Disagree	Disagree	Agree	Strongly Agree
1. Differences in mentorship styles	1	2	3	4
2. Insufficient time	1	2	3	4
3. Inappropriate expectations	1	2	3	4
4. Control	1	2	3	4
5. Short mentoring relationships	1	2	3	4
6. Insufficient funding	1	2	3	4
7. Poor attitude	1	2	3	4
8. High staff turnover	1	2	3	4
9. Lack of understanding of the roles between mentee and mentor	1	2	3	4

10. What other challenges not mentioned above affect mentoring of the employees?

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SECTION D: STRATEGIES FOR EFFECTIVE MENTORING PROGRAMME 0.1

Indicate the extent to which you agree with the following statements by using a scale of 1 to 4 where 1= strongly disagree and 4 = strongly agree. Circle (O) which best describes your opinion of the statement.

Strategies for effective mentoring programme	Strongly Disagree	Disagree	Agree	Strongly Agree
1. Educative mentoring content	1	2	3	4
2. Awareness	1	2	3	4
3. Support for the Program	1	2	3	4
4. Mentor training	1	2	3	4
5. Effective evaluation of the program	1	2	3	4
6. Commitment to the mentoring relationship	1	2	3	4
7. Training and ongoing support	1	2	3	4
8. Providing career guidance	1	2	3	4
9. Emotional Support	1	2	3	4
10. Appropriate balance between work and personal life	1	2	3	4

2. What other strategies not mentioned are effective for the mentoring programme?

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THANK YOU FOR YOUR RESPONSE