

THE BENEFITS OF MENTORING AND COACHING IN THE PUBLIC SECTOR

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Abstract

A project at the Frontier Hospital in Queenstown (South Africa) commenced in January 2009, and extended over a period of four months. Two mentoring and coaching workshops were held to create a broad awareness and a common understanding about mentoring and coaching as tools for learning and growth. A study was carried out to determine the effects of mentoring and coaching on managers following attendance of the workshops. The study results revealed that the race and gender of the respondents did not significantly affect mentoring and coaching. The respondents were in unanimous agreement that the programme was beneficial and the functional specialisation of the respondents did not affect their assessment of the mentoring and coaching programme. The study also revealed that mentoring and coaching did improve work performance and that it had far reaching positive effects in improving work-place performance at Frontier Hospital, in South Africa.***

Keywords: Mentoring, Coaching, Work Performance, Scepticism, Cross Tabulations

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*** The authors gratefully acknowledge: Dr Nisha Singh (UKZN Research Office) for her assistance with the statistics; the Journal Editor and the anonymous reviewers for their constructive comments, which helped us to improve the manuscript.

1. Introduction

This study provides an overview of personal mentoring and coaching practice and focuses on its outcomes in delivering personal and professional change in managers in the public sector. South African organisations are trying to compete in a highly robust, global environment but are struggling to overcome the legacy of the past. In particular the South African public service is facing significant challenges in refurbishing human resource management for better skilling the workforce to enable quality service delivery to all public stakeholders in the 21st century (Kahn and Louw, 2010). Research has demonstrated that individuals, who are mentored advance more rapidly in the organisation, earn higher salaries, are less likely to leave the organisation and express more favourable work attitudes than individuals who are not mentored (Allen and Eby, 2004). Mentoring and coaching programmes may either be informal or formally structured.

The benefits of mentoring and coaching have been described as either psychosocial or career advancement and may be achieved in the short, medium or long term. Furthermore, involvement in mentoring relationships has been found to be beneficial for participants and for organisations (Egan and Song, 2008). The inherency of learning within the coaching process have been exposed and linked to learning theory. In doing so, it culminates in a

proposal of personal mentoring and coaching as a model for active, collaborative, authentic and engaged learning that courageously challenges and moves beyond more conventional transmission models of learning. Ultimately this may lead to improved skills and better workplace performance.

1.1 Motivation for the study

Information on mentoring and coaching in the business sector and public service in South Africa is lacking. There are only a few reported studies on the impact of mentoring in higher education. However, there is an abundance of literature on the positive effects of mentoring and coaching in the developed world, (Allen and Eby, 2004; Bozionelos, 2004; Eby, Lockwood and Butts, 2006; Miller, 2006; and Eby, Allen, Sarah, Evans, Ng and DuBois, 2008). Furthermore, post-apartheid South Africa is plagued by several social ills caused by widespread poverty and unemployment and this situation is exacerbated by poor service delivery by public sector institutions resulting in a deteriorating health, civic and essential services whilst the goals of employment equity, skills development and empowerment of women are largely missed (Doring, 2009). According to the literature, mentoring and coaching has shown to be an effective intervention to addressing these human resource shortcomings and improving performance on the issues covered. Hence the need for research on how to implement, evaluate and monitor the benefits and

challenges of mentoring and coaching in our country does have merit.

1.2 Focus of the study

Mentoring and coaching is gaining increasing prominence in modern organisations as a key management intervention in enhancing the skills set of employees as well as encouraging their personal growth which could result in improved job performance. The focus of this dissertation is mentoring and coaching for both professional and personal growth however, it is specifically focused in the area of public sector management in South Africa and has as its main goal the enhancement in performance of public sectors managers which would then consequently improve the quality of service delivery from these essential organs of state.

There appears to be a dire need in the public sector for conscious change in management style and approach from systems and processes modelled on an autocratic and hierarchical past into a more inclusive and participative style. Whilst public sector organisations in South Africa continue to spend increasing resources on training and education they are still deemed to be poorly managed and increasingly inefficient and are continually failing in their mandate to effectively deliver services to the increasingly impatient and recently less forgiving populace. Whilst training certainly has its place in the acquisition of new skills it is however less suited to the fine-tuning of skills and to exploring specific individual situations or contexts. Coaching theory suggests that organisations which embark on mentoring and coaching interventions generally see an improvement in organisational performance (Troskie, 2009). The protégé's normally report improved morale, better communication and more effective working relationships (Troskie, 2009). The focus of the study is therefore to evaluate mentoring and coaching as a tool for effective management and for better skilling the South African workforce.

1.2 Problem statement

The public sector in South Africa is facing challenges imposed by shortage of skills, limited resource allocations and unreliable or non-existent infrastructure and adequate support structures. The demands on staff members are enormous and the management support systems are not always readily available to assist. Effective leadership and management are about providing the tools and techniques that enable managers to organise their work and meet constraints. The lack of accountability and decision-making abilities of senior managers is regarded as the most critical problem especially in the sector of public health care. The realisation of the objectives of the South African public health system remains a challenge due to the inability of

management to effectively plan, measure, evaluate and complete assignments (Department of Health (DoH), 2009).

2. Literature review

Frontier Hospital epitomises the shortcomings of the South African public health system and in many respects is a practical manifestation of its shortcomings. This was shown up by poor leadership, untrained staff, lack of accountability amongst management and generally poor level of care experienced by patients at Frontier Hospital (DoH, 2009). The question that arises therefore is: What mechanisms can be taken to correct these shortcomings with the view to rolling out overall an improvement programme across the South African public service in general?

The concept of mentoring and coaching of managers is not necessarily a new concept and has in recent years received increased attention as a management intervention mainly due to a commonly held view that these forms of interventions offer tangible benefits. In this Chapter mentoring and coaching are defined and an in-depth review of mentoring and coaching across the public and private sectors inclusive of key concepts, techniques, benefits and other outcomes that have surfaced following the implementation of such programmes, is provided.

The South African public service has been under severe pressure since 1994 to transform into state institutions that serve the interests of the majority of the population whilst at the same time accelerating the employment equity goals of the country (Troskie, 2009). The difficulty in achieving these twin goals is borne out in poor levels of service delivery to the general populace as well as by poor performance of public sector managers that is highlighted in the South African media with alarming regularity.

2.1 Mentoring and coaching defined

Mentoring and coaching are often distinguished from each other. Coaching is said to focus on enhancing knowledge or a specific skill, while mentoring is focused on the transfer of experience from a mature individual to a junior employee in order to develop and grow (Parsloe and Wray, 2000). The benefits of mentoring relationships have been publicized for several decades. However, only after Kram's (1985) seminal work on mentoring relationships at work, has empirical research on the topic of mentoring and coaching proliferated.

2.1.1 Coaching

Grant (2001) indicated that the definitions of the coaching process vary considerably in their degree of clarity and succinctness, and the extent to which teaching or direct instruction is emphasised, as

opposed to the facilitation of self-directed learning. Parsloe and Wray (2000) however emphasized an instructional approach, wherein it is proposed that coaching is directly concerned with the immediate improvement of performance and development of skills through tutoring or instruction. Coaching also according to Parsloe and Wray (2000), entails a process of observing and offering hints, feedback, reminders, new tasks, or redirecting a student's attention to a salient feature, with the goal of approximating the student's performance with that of the expert's. Whitmore (2004) proposes that coaching is a process of unlocking a person's potential to maximize their own performance, and helping them to learn rather than teaching only.

Hudson (1999) reported that the process of coaching occurs when a coach helps a client to perceive options of becoming a more effective human being. Hudson (1999) further proposes that a coach is one who facilitates experiential learning that results in future-oriented abilities, is a trusted role model, an adviser, a wise person, a friend and a steward or guide, and one who works with emerging human and organisational forces to tap new energy and purpose, to shape new vision and plans and to generate desired results. Hence a coach is someone trained and devoted to guiding others into increased competence, commitment and confidence.

Coaching is commonly associated with technology (people who provide just-in-time, task-based assistance) and business settings (people who are hired to provide guidance on a particular task at the individual or organisational level). The term coach, in modern society, makes one immediately think of sports coaches – individuals and teams have coaches for good reason. In many ways a coach and a mentor do the same thing and in practice the terms often are used interchangeably, which begs the question as to how one differentiates them (Troskie, 2009).

2.1.2 Mentoring

Dennen (2004) describes a mentor as one who mediates expert knowledge for novices and helps that which is tacit become more explicit. The two most common uses of the word mentoring are to (a) describe a professional development relationship in which a more experienced participant assists a less experienced one in developing a career and (b) a guiding relationship between an adult and a young

person focused on helping the youth realise his or her potential and perhaps overcome some barriers or challenges. In both cases it is the mentor who provides advice and support and may serve as a role model. Whereas these examples generally imply long-term relationships, mentoring can be used as an instructional strategy on a smaller scale. In a phenomenological viewpoint of the mentoring literature, Roberts (2000) notes that there are eight attributes of mentoring that commonly appear. These include; an active relationship, a helping process, a teaching-learning process, reflective practice, a career and personal development process, a formalised process and a role constructed by or for a mentor.

Dennen (2004) further reports that notions of helping, teaching and learning, and reflection, are all central to mentoring, which is a process that involves relationships. Not mentioned directly, but implied, is the concept of expertise. This then may imply that mentors are expected to provide expert knowledge to a mentee in a "do as I do" type of action learning process. According to Dennen (2004), mentors may use strategies such as verbal descriptions and diagrams to help concretize or reveal expert knowledge pertaining to why things are done in a certain way and further explain the relationship between parts. One however may argue that that mentors should not take too prominent a role in the mentoring relationship but rather use techniques like questioning to help mentees to demonstrate their understanding, and therefore confirm that learning has indeed taken place.

Enerson (2001) points out that teacher-centred terms such as; sage, actor, and pedagogue have long been used as metaphors for the teacher's role and, suggests that a mentor more appropriately puts the focus on the learner. Essentially, the teaching-learning situation changes from being about teacher performance to being about learner needs. Enerson (2001) further emphasized; "One may act without an audience, but it is not possible to mentor without a mentee. One might evaluate an actor's performance without regard for the audience's reaction, but a mentor cannot effectively be evaluated without consideration of the mentee."

Parsloe and Wray (2000), who discuss practical application distinguished coaching from mentoring by suggesting that a mentor is one who provides support of a more general nature in an on-going capacity and a coach is typically focused on assistance for meeting a particular goal.

Table 1. The four goals of mentorship (Burton, Brown and Fischer, 1999 p 139 - 150)

	Goal	Example
1	Ensure that appropriate sub skills are acquired	Employing practices to master particular skills for which the mentor has been selected, e.g. a golf Pro teaching aspirant golfer the value of good posture
2	Design appropriate exercises and supply the required technology	Teaching the mentee a specific “drill” e.g. when a golf Pro selects the appropriate golf club and engages with a golfer to practice specific drills
3	Demonstrate the student’s performance in the interest of highlighting problems	A golf Pro will analyse the scores of a club golfer so there is no argument on what on what level the student is currently performing
4	Provide clear explanation and instruction	The golf instructor would provide clear , unambiguous instruction in easily understandable language on what corrective actions need to be implemented

By this definition, within the context of career development a mentor would help guide the career choices and workplace skills of the protégé, while a coach would be involved in more concrete, goal-oriented tasks such as getting a new job or promotion. Burton, Brown and Fischer, (1999) state, that there are four goals for a coach to accomplish; Table 1. Hence a coach maintains focus on the goal, and determines when learner exploration is fruitless or ready to move onward.

3. Research methodology

The aim of the study was to evaluate the impact of the mentoring and coaching programme that was implemented at the Frontier Hospital by the National Business Initiative (NBI) in conjunction with the Eastern Cape Provincial Administration (ECPA) so as to determine whether such an intervention would improve manager performance and service delivery in the public sector. The following objectives and research questions were formulated for the study.

3.1 Objectives

- To critically evaluate the impact of mentoring and coaching by determining if there are differences in benefits obtained based on demographics, functional specialisation and length of employment.
- To establish whether participants have noticed improvements in their performance.
- To determine whether participants have developed personally in terms of confidence, interpersonal skills and effectiveness.

3.2 Ethical issues and clearance

Both the National Business Initiative and the Eastern Cape Provincial Administration authorized the study and ethical approval was also obtained from the University of KwaZulu-Natal.

3.3 Questionnaire construction

The questionnaire was made up of 20 questions which were categorized as shown in Table 2.

Table 2. Questionnaire composition

Question/statement number	Type
1, 3, 4, 5	Multiple Choice
2	Dichotomous
6-20	Scaled (Likert)

3.4 Pilot study

The draft questionnaire was tested on five people, thereafter the responses were examined and the necessary changes as improvements were done. The pilot study provided the opportunity to identify and eliminate any vagueness that could have arisen due to any ambiguity or unforeseen inferences that may perhaps have been drawn from the way the questions were worded or structured.

3.5 Population

The population (N) consisted of 101 senior government officials who attended the workshops at Frontier Hospital as part of the NBI and ECPA mentoring and coaching programme.

3.6 Sample size

Non-probability sampling was used since the study was concerned with the results obtained from a small

group that is representative of the much larger grouping, in this case being public sector managers in South Africa. A sample size (n) of 33 was chosen as being representative of the population (N=101), at 90% confidence level and 11.75% error. An on-line survey random sample calculator (CustomInsight.com, 2010) was used.

The sample of 33 managers included:

- 16 Nursing Managers including operational managers at Frontier Hospital,
- 8 Heads of Clinical Departments at Frontier Hospital,
- 1 Middle Manager - Administration at Frontier Hospital,
- 1 Quality Assurance Coordinator at Frontier Hospital,
- 1 ARV Programme Coordinator at Frontier Hospital and
- 6 Sub-district managers for Chris Hani Health District.

3.7 Reliability and validity

The questionnaire adequately measured the mentoring and coaching concept, and its linkages to performance and self-confidence thereby enhancing the validity and reliability. Cronbach's alpha coefficient, using the variables shown in Table 3 was calculated as 0.700 and this indicated that the questionnaire was reliable. More on reliability can be obtained from Bryman and Bell (2007).

3.8 Analysis of data

Predictive Analytics SoftWare (PASW) version 18 was used to analyse the data where attention was given to:

- a) Frequency distributions,
- b) Descriptive statistics, including measures of central tendency and dispersion,
- c) Cross tabulations on dependent and independent variables,
- d) Chi-square analysis and
- e) Graphical representations.

4. Presentation of results

The data analysis was presented in univariate and bivariate forms. The univariate was in the form of frequency tables and bar charts while the bivariate was in the the form of cross tabulations and correlations.

4.1 Univariate analysis

Race, gender and age

The demographic data representing age, gender, race and also length of service is summarised in Table 4.

The majority of the respondents (73%) were Black (Africans). There were no Indians in the sample and Whites and Coloureds comprised a total of 27%. Most of the respondents were females (67%). The vast majority of the respondents were above 45 years old (73%), and 18% were above 55 years of age as shown in Table 4.

Role in the organisation

The level of management of the respondents was also recorded as shown in Figure 1. The results indicated that the majority (51.5%) of the respondents were middle managers, and that only 3% were senior managers.

Table 3. Measuring reliability using Cronbach's Alpha coefficient

Cronbach's Alpha Coefficient	No. of items	Variables (items)used
.700	10	Mentoring positive Mentoring beneficial Recommend Performance targets Career progression Confidence Interact better Time management Grow and development Prioritise tasks

Role in the organisation

The level of management of the respondents was also recorded as shown in Figure 1. The results indicated that the majority (51.5%) of the respondents were middle managers, and that only 3% were senior managers.

Length of service

The lengths of service (tenure) of the respondents are shown in Table 4.3. Employees with 11 to 15 years of

service made up 24.2% of the sample, whilst employees with less than 5 years of service made up 18.2% of the sample. The majority of the respondents (42.4%) worked for the organisation for 15 years and longer. Employees with 11 to 15 years of service made up 24.2% of the sample, whilst employees with less than 5 years of service made up 18.2% of the sample. The majority of the respondents (42.4%) worked for the organisation for 15 years and longer as shown in Table 5.

Table 4. Demographic profile of the respondents

Demographic Characteristic	Race group, gender, age group	Percentage
Race	Black	73
	Indian	0
	White	21
	Coloured	6
Gender	Male	33
	Female	67
Age	<25 years old	0
	25-34 years old	0
	35-44 years old	27
	45-54 years old	55
	55 and older	18

Figure 1. Level of management of the respondents

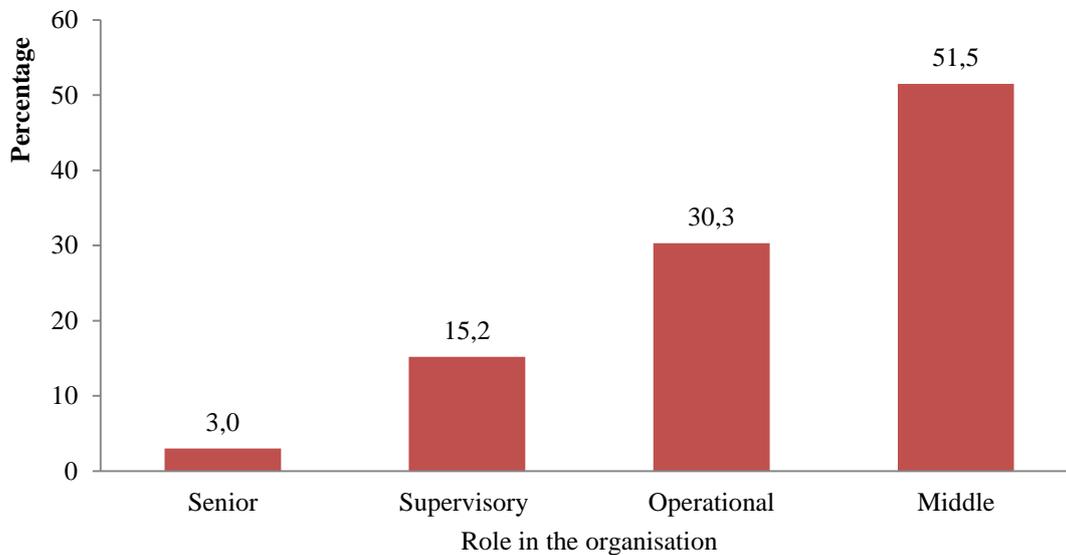


Table 5. Length of service of the respondents in the organisation

Length of service (tenure)	Percentage respondents
<1 year	0
1-5 years	18.2
6-10 years	15.2
11-15 years	24.2
> 15 years	42.4

Employees with 11 to 15 years of service made up 24.2% of the sample, whilst employees with less than 5 years of service made up 18.2% of the sample. The majority of the respondents (42.4%) worked for the organisation for 15 years and longer as shown in Table 5.

Effects of the mentoring and coaching programme

The respondents were asked to rate various statements on the effects of the mentoring and coaching programme by indicating whether they strongly agreed, agreed, disagreed or strongly

disagreed to each statement. The data was analysed and is shown in Table 6.

Positive effect of mentoring and coaching

The results in Table 6 indicated that 81.8% of the respondents strongly agreed that the mentoring and coaching programme had a positive impact on them. In overall, there was 100% agreement that mentoring and coaching had a positive effect.

Beneficial effect of mentoring and coaching

The majority (93.9%) of the respondents strongly agreed that a mentoring and coaching programme

would be beneficial to other managers in the public sector. There was 100% agreement that such programmes are beneficial (Table 6).

Table 6. Responses to various aspects of the mentoring and coaching programme

	Strongly Agree	Agree	Disagree	Strongly Disagree
4.7.1 Positive effect of mentoring and coaching	81.8%	18.2%	.0%	.0%
4.7.2 Beneficial effect of mentoring and coaching	93.9%	6.1%	.0%	.0%
4.7.3 Mentor/ coach appraisal	39.4%	24.2%	33.3%	3.0%
4.7.4 Level of scepticism about mentoring and coaching	6.1%	45.5%	21.2%	27.3%
4.7.5 Recommendation of mentoring and coaching	66.7%	33.3%	.0%	.0%
4.7.6 Job performance targets	33.3%	51.5%	15.2%	.0%
4.7.7 Exceed job performance targets	21.2%	51.5%	27.3%	.0%
4.7.8 Favourable performance appraisal	9.1%	39.4%	36.4%	15.2%
4.7.9 Career progression	21.2%	45.5%	27.3%	6.1%
4.7.10 Salary increases	.0%	.0%	57.6%	42.4%
4.7.11 Confidence about abilities	51.5%	45.5%	3.0%	.0%
4.7.12 Effective interaction on different levels	45.5%	54.5%	.0%	.0%
4.7.13 Time management	30.3%	51.5%	18.2%	.0%
4.7.14 Effectiveness in the organisation	24.2%	75.8%	.0%	.0%
4.7.15 Personal and professional development	42.4%	57.6%	.0%	.0%

Mentor/ coach appraisal

The results revealed that 63.6% of the respondents agreed that the mentor or coach was an expert and was therefore able to provide specialised assistance. However, 36.3% of the respondents were in disagreement (Table 6).

Exceed job performance targets

The majority (72.7%) of the respondents agreed that the mentoring and coaching programme assisted them to exceed job performance targets. However 27.3% of the responses disagreed (Table 6).

Level of scepticism about mentoring and coaching

It was revealed that 6.1% and 45.5% of the respondents highly agreed and agreed respectively, that they were still sceptical of mentoring and coaching as a management development intervention in South Africa (Table 6).

Favourable performance appraisal

The results reveal a mixed reaction by respondents to them receiving a favourable performance appraisal following the mentoring and coaching programme. Only 9.1% of the respondents highly agreed, 39.4% agreed, whilst 36.4% disagreed and 15.2% highly disagreed. Overall, more than 50% of the respondents did not receive favourable performance appraisals (Table 6).

Recommendation of mentoring and coaching

All the respondents agreed that they would recommend mentoring and coaching to other professionals with 66.7% highly agree and 33.3% agree responses (Table 6).

Career progression

The majority (66.7%) of the respondents agreed that prospects of career progression improved following the mentoring and coaching programme. However, 33.4% disagreed with 6.1% of these recorded as highly disagree (Table 6).

Job performance targets

33.3% and 51.5% of the respondents highly agreed and agreed respectively that the mentoring and coaching programme assisted them to meet job performance targets. Hence this constituted agreement from the vast majority (84.8%) of the respondents. However, 15.2% of the respondents disagreed (Table 6).

Salary increases

All the respondents disagreed to receiving higher than average salary increases following involvement in the mentoring and coaching programme (Table 6).

Confidence about abilities

The vast majority of the respondents (97%) agreed that they were confident about their abilities. There was a mere 3% disagreement regarding confidence about abilities following the mentoring and coaching programme (Table 6).

Effective interaction on different levels

There was 100% agreement that respondents were able to interact more effectively and on different levels in the organisation following the mentoring and coaching programme (Table 6).

Time management

Although the majority (81.8%) of the respondents agreed that they managed time more effectively and have become more effective managers following the mentoring and coaching programme, 18.2 % disagreed (Table 6).

Effectiveness in the organisation

The results revealed that there was 100% agreement that the respondents were able to prioritise tasks more effectively to the extent that they were able to maximize effectiveness in the organisation, following the mentoring and coaching programme (Table 6).

Personal and professional development

There was 100% agreement that the mentoring and coaching programme helped the respondents to grow and develop on a personal level and this has had a positive impact on professional development (Table 6).

4.2 Bivariate analysis

Relationship between age and length of service in the organisation

Several cross tabulations were carried out using chi square analysis and Fisher’s exact test. Significance was shown only when age was cross-tabulated against length of service in the organisation. Fisher’s exact test was 0.011. This indicated that there was a significant relationship between age of the respondents and the length of service in the organisation. Thirty three percent of the respondents in the 45-54 age group were in service for longer than 16 years, compared to only 3% of respondents who were between 35 and 44 years. It is indicated therefore that respondents in the 45-54 age group benefited from mentoring and coaching. Younger respondents served the organisation for shorter periods (Table 7).

Table 7. Cross-tabulation between age and length of service

Age	Length of service				Row Totals
	<5 years	6-10 years	11-15 years	>15 years	
35-44	6.1%	6.1%	12.1%	3.0%	27.3%
45-54	9.1%		12.1%	33.3%	54.5%
55>	3.0%	9.1%		6.1%	18.2%
Column Totals	18.2%	15.2%	24.2%	42.4%	100%

Fisher’s exact test= 0.011

Other cross-tabulations

There were no significant relationships between the following cross-tabulations using chi square analysis:

- race and role in the organisation,
- race and length of service,
- gender and role in the organisation,
- gender and length of service,
- age and role in the organisation,
- role in the organisation and length of service,
- role in the organisation and mentoring,
- Role in the organisation and mentoring positive and
- Role in the organisation and mentoring beneficial.

All the senior managers (3%) in the sample were White and all the Coloureds were middle managers (6.1%). Blacks occupied middle, supervisory and operational management positions, but not senior management positions (Table 8).

Black (39.4%) and white managers (3%) served the organisation for longer than 16 years and in total comprised 42.4% of the sample. At the time of the survey, Coloured managers were in service for a minimum of 6 and a maximum of 15 years (Table 9).

All senior managers were males. In total only 6% of the males occupied supervisory and operational management positions, compared to 39.4% of the females who held these positions (Table 10).

Females (36.4%) were the longest in service compared to males (6.1%) as shown in Table 11.

Table 8. Cross-tabulation between race and role in the organisation

Race	Role in organisation				Row Totals
	Senior	Middle	Supervisory	Operational	
Black		33.3%	12.1%	27.3%	72.7%
White	3.0%	12.1%	3.0%	3.0%	21.1%
Coloured		6.1%			6.1%
Column Totals	3.0%	51.5%	15.2%	30.3%	100%

Table 9. Cross-tabulation between race and length of service

Race	Length of service				Row Totals
	<5 years	6-10 years	11-15 years	>15 years	
Black	12.1%	9.1%	12.1%	39.4%	72.7%
White	6.1%	3.0%	9.1%	3.0%	21.2%
Coloured		3.0%	3.0%		6%
Column Totals	18.2%	15.2%	24.2%	42.4%	100%

Table 10. Cross-tabulation between gender and role in the organisation

		Role in the organisation				Row Totals
		Senior	Middle	Supervisory	Operational	
Gender	Male	3.0%	24.2%	3.0%	3.0%	33.2%
	Female		27.3%	12.1%	27.3%	66.7%
Column Totals		3.0%	51.5%	15.2%	30.3%	100%

Table 11. Cross-tabulation between gender and length of service

		Length of service				Row Totals
		<5 years	6-10 years	11-15 years	>15 years	
Gender	Male	9.1%	9.1%	9.1%	6.1%	33.4%
	Female	9.1%	6.1%	15.2%	36.4%	66.6%
Column Totals		18.2%	15.2%	24.2%	42.4%	100%

Table 12. Cross-tabulation between age and role in the organisation

Age	Role in the organisation				Row Totals
	Senior manager	Middle manager	Supervisory manager	Operational manager	
35-44		18.2%	6.1%	3.0%	27.3%
45-54	3.0%	24.2%	9.1%	18.2%	54.5%
55>		9.1%		9.1%	18.2%
Column Totals	3.0%	51.5%	15.2%	30.3%	100%

All senior managers we in the 45-54 age group. Younger respondents between 35-44 years of age were middle, supervisory and operational managers whereas older respondents above 55 years old were either middle or operational managers (Table 12).

Middle managers comprised 51.5% of the sample of which 21.2% served the organisation for more than 15 years (Table 13).

Although all the respondents agreed that the mentoring and coaching workshops had had a positive effect on them, the weighting of their responses differed. Senior managers only agreed, while all supervisory managers strongly agreed. Middle and operational managers both agreed and strongly agreed (Table 14).

There were no significant relationships between the following cross-tabulations using chi square analysis:

- race and level of scepticism;
- age and level of scepticism;
- gender and level of scepticism;
- gender and mentor/coach;
- race and mentor/coach; and
- age and mentor/coach.

The data are presented in Tables 16 to 21. When race was cross-tabulated against scepticism, it was found that blacks (42.5%) were the most sceptical about the mentoring and coaching programme, followed by whites (6.1%) and Coloureds (3%), (Table 16).

Table 13. Cross-tabulation between role in the organisation and length of service

Role in organisation		Length of service				Row Totals
		<5 years	6-10 years	11-15 years	>15 years	
	Senior				3.0%	3%
	Middle	12.1%	9.1%	9.1%	21.2%	51.5%
	Supervisory		3.0%	9.1%	3.0%	15.1%
	Operational	6.1%	3.0%	6.1%	15.2%	30.4%
Column Totals		18.2%	15.2%	24.2%	42.4%	100%

Table 14. Cross-tabulation between role in the organisation and mentoring positive

Role in organisation		Mentoring positive		Row Totals
		Agree	Strongly agree	
	Senior	3.0%		3%
	Middle	12.1%	39.4%	51.5%
	Supervisory		15.2%	15.2%
	Operational	3.0%	27.3%	30.3%
Column Totals		18.2%	81.8%	100%

Table 15. Cross-tabulation between role in the organisation and mentoring beneficial

Role in organisation		Mentoring beneficial		Row Totals
		Agree	Strongly agree	
	Senior		3.0%	3%
	Middle	3.0%	48.5%	51.5%
	Supervisory		15.2%	15.2%
	Operational	3.0%	27.3%	30.3%
Column Totals		6.1%	93.9%	100%

Table 16. Cross-tabulation between race and level of scepticism

Race		Sceptical				Row Totals
		Strongly disagree	Disagree	Agree	Strongly agree	
	Black	18.2%	12.1%	36.4%	6.1%	72.8%
	White	9.1%	6.1%	6.1%		21.3%
	Coloured		3.0%	3.0%		6%
Column Totals		27.3%	21.2%	45.5%	6.1%	100%

Table 17. Cross-tabulation between age and level of scepticism

Age		Sceptical				Row Totals
		Strongly disagree	Disagree	Agree	Strongly agree	
	35-44	12.1%	6.1%	9.1%		27.3%
	45-54	12.1%	9.1%	30.3%	3.0%	54.5%
	55>	3.0%	6.1%	6.1%	3.0%	18.2%
Column Totals		27.3%	21.2%	45.5%	6.1%	100%

Table 18. Cross-tabulation between gender and level of scepticism

Gender		Sceptical				Row Totals
		Strongly disagree	Disagree	Agree	Strongly agree	
	Male	9.1%	9.1%	15.2%		33.4%
	Female	18.2%	12.1%	30.3%	6.1%	66.7%
Column Totals		27.3%	21.2%	45.5%	6.1%	100%

More than twice as many women (36.4%) than men (15.2%) were sceptical of the benefits offered by mentoring and coaching as a management development intervention (Table 18).

Of the respondent (36.3%) who disagreed that the mentor or coach was an expert, 27.2 % were female and 9.1% were male (Table 19).

All the Coloured respondents agreed that the mentor or coach was an expert and was therefore able

to provide specialised assistance, but whites (9.1%) and blacks (27.2%) disagreed (Table 20). Respondents above 45 years old (21.2%) disagreed that the mentor or coach was an expert compared to 12.1% of the respondents who were younger than 45 (Table 21).

The scores for Positive effect of mentoring and coaching, Job performance targets, Exceed job performance targets, Favourable performance appraisal, Career progression and Salary increases were computed as shown Table 22 and Figure 2.

Table 19. Cross-tabulation between gender and mentor/coach

Gender		Mentor/coach				Row Totals
		Strongly disagree	Disagree	Agree	Strongly agree	
	Male		9.1%	9.1%	15.2%	33.4%
	Female	3.0%	24.2%	15.2%	24.2%	66.6%
Column Totals		3.0%	33.3%	24.2%	39.4%	100%

Table 20. Cross-tabulation between race and mentor/coach

Race		Mentor /coach				Row Totals
		Strongly disagree	Disagree	Agree	Strongly agree	
	Black	3.0%	24.2%	15.2%	30.3%	72.7%
	White		9.1%	9.1%	3.0%	21.2%
	Coloure				6.1%	6.1%
Column Totals		3.0%	33.3%	24.2%	39.4%	100%

Table 21. Cross-tabulation between age and mentor/coach

Age		Mentor/coach				Row Totals
		Strongly disagree	Disagree	Agree	Strongly agree	
	35-44		12.1%	3.0%	12.1%	27.2%
	45-54		18.2%	18.2%	18.2%	54.6%
	55>	3.0%	3.0%	3.0%	9.1%	18.1%
Column Totals		3.0%	33.3%	24.2%	39.4%	100%

Table 22. Statistical data reflecting the scores used in analysing objective 2 (n=33)

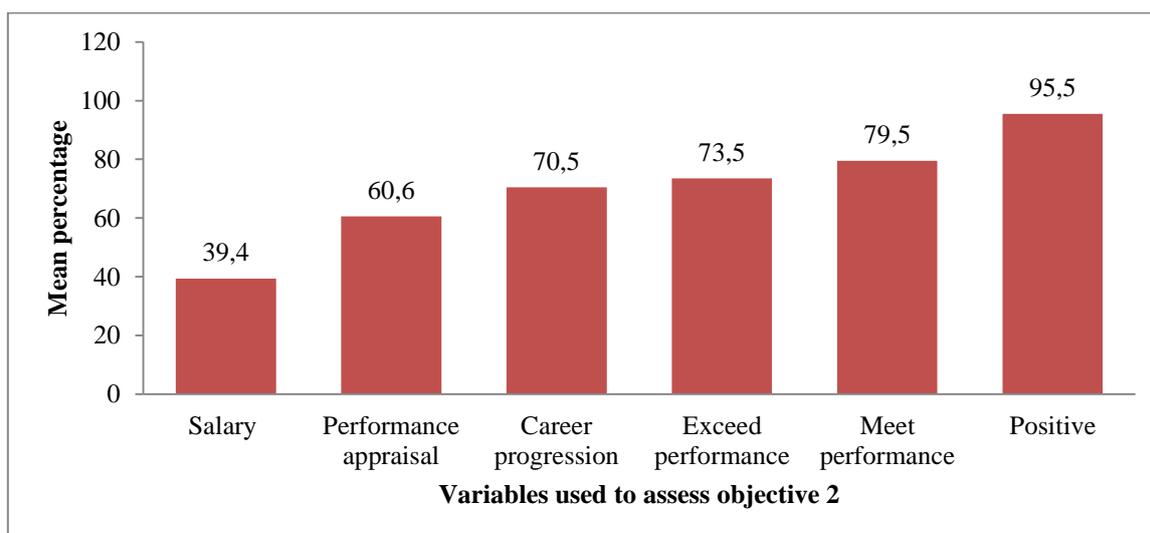
	Salary	Performance appraisal	Career progression	Exceeds performance	Meet performance	Positive
Mean	39.39	60.61	70.45	73.48	79.55	95.45
Std. Error of Mean	2.18	3.77	3.68	3.07	2.97	1.70
Median	50.00	50.00	75.00	75.00	75.00	100.00
Mode	50.00	75.00	75.00	75.00	75.00	100.00
Std. Deviation	12.55	21.68	21.15	17.61	17.06	9.79
Minimum	25.00	25.00	25.00	50.00	50.00	75.00
Maximum	50.00	100.00	100.00	100.00	100.00	100.00

Table 22 shows the median percentage score (which represents the middle value of the data set) for each of the statements (9 questions in the questionnaire) used. It is clearly indicated that the programme had a positive impact on the respondents as the median was 100 for the responses to the statement “The mentoring and coaching that I have received has had a positive impact on me”. On the other hand, the statement pertaining to the attainment of higher than average salary increases had a median value of 50.

Figure 2 shows that the respondents found that the mentoring and coaching programme had a positive impact on them and the mean percentage

score was 95.5% and that they were able to meet job performance which scored a mean percentage of 79.5%.

The programme had least impact in attaining higher than average salary increases (39.4%). Other high scoring attributes of the programme were assistance in exceeding job performance targets (73.5%) and progression in career (70.5%). Hence it can be indicated that the mentoring and coaching programme was instrumental in improving the overall work performance of the respondents.

Figure 2. Mean percentage scores used to evaluate improvements in performance

5. Conclusions and recommendations

5.1 Conclusions

By and large the mentoring and coaching programme had a positive and beneficial effect irrespective of race, gender or age of the respondents. Furthermore functional specialization of the respondents did not affect their assessment of the mentoring and coaching programme, however, all senior managers were white males, and many females (39.4%) occupied lower management position compared to only 6% males.

The respondents reported astounding improved performance to the point that their career progression was facilitated and work performance targets had exceeded. However there were negative comments in that neither higher salaries nor performance appraisals were achieved. It therefore seems that these aspects may take time to accrue over several mentoring sessions.

Managing time more effectively, the prioritization of tasks, personal growth and development, interaction on different levels in the organisation and confidence about abilities were high on the list of personal accomplishments following mentoring and coaching. The mentor or coach was held in high esteem as the respondents regarded him or her as an expert, despite their apparent scepticism, and they also reported that they would highly recommend mentoring and coaching to other professionals (91.7%), which they thought would benefit managers in the public sector. Hence personal development of the participants in terms of confidence, skills development and effectiveness was achieved following mentoring and coaching.

5.2 Recommendations

This was the first report of the effects of mentoring and coaching in the public sector in South Africa

where the sample size was small ($n=33$). Therefore it may not be accurate to make generalisations from this study and as a result further larger surveys are highly recommended to enable more concrete deductions about the overall outcomes of mentoring and coaching. More surveys in the public sector entities across the country should be taken and at regular intervals to determine effectiveness. A larger sample size is recommended to extrapolate more numerical data for statistical analysis. Ranking type questions should be included so that more powerful deductions can be made, following statistical analysis of the numerical data. Furthermore, the surveys should be on-going for several years. As indicated by Doring, (2009), the need for coaching or mentoring does require empirical research and data to support this form of intervention for skills development in the healthcare sector in South Africa.

Whilst males still occupy higher ranking management positions (Adams and Funk, 2012), this was also evident in this study in South Africa. It is indicated that race and gender may have effects that were not evident in this study. Therefore larger cross samples should be evaluated and both the mentor and mentee should be assessed, before and after coaching/mentoring to determine the more robust effects of race and gender on mentoring-both from the perspective of the protégés and the coaches.

It is highly recommended that the Human Resources records as well as education and skills certification of staff performance improvement following mentoring and coaching is taken into consideration as a true reflection of the work or career-related benefits and impacts of such programmes. Mentees/protégés often request for feedback from their coaches for better guidance. It is therefore recommended that mentoring and coaching workshops are structured to provide feedback on a regular basis.

We recommend that both the psychosocial and career impacts of protégés be evaluated before and after a mentoring and coaching programme. Hence queries/statements about the Human Resources records as well as education and skills certification should also be factored into the questionnaire to evaluate both the personal and the work/career-related benefits of such programmes.

Research has predominantly focused on the effects of mentoring from the perspective of protégés, with few exceptions (Bozionelos, 2004; Eby et al., 2006b). There is a scarcity of systematic empirical investigations of mentoring from the perspective of mentors. In order for there to be a feedback loop and for conclusions, generalisations and recommendations to be more accurately administered, it is suggested that the mentor perspective on mentoring is thoroughly investigated, especially in South Africa where there is cultural diversity.

5.3 Suggestions for further research

It is further suggested that future research should be conducted and that the inclusion of the following enhancements could perhaps provide greater and more beneficial insights:

Informal mentoring

In the workplace, the supervisor or line manager may inadvertently take over the role of mentor coach. Whilst mentoring and coaching programmes at the workplace may be formally structured, as was the case in this study, it is equally important to assess the role of informal mentoring at the workplace, in order to evaluate the overall benefits gained and to evaluate the coaching return on investment (CROI).

Continuous evaluation

In this study, it was not possible to attain official HR information on respondents' performance appraisals, higher than normal salary increases and career promotions. It is clear that these aspects accrue over time and therefore cannot be assessed soon after a mentoring and coaching workshop. It is therefore suggested that questionnaires are administered continuously to evaluate long-term benefits and/or challenges of mentoring and coaching.

Developing a framework

There is a need to consider the problem of conceptualizing mentoring to account for its diversity in practice. It is important to provide a simple and relevant account of the diversity of mentoring in practice. It is also important to make use of particular perspectives, such as a psychosocial perspective, to analyse/organised mentoring that centres more specifically on human resource concerns, and to focus on contemporary issues. Organisational cultures and structures have changed tremendously in South

Africa. Approaches to the management of people at work have also changed. If these environmental factors, which will shape what mentoring can and will be, have changed, it becomes important to explain organised mentoring as a product of these factors. Hence, an analytical approach to understanding the diversity of organised mentoring in modern organisations needs to be developed. Without a conceptual framework it is difficult to provide the critical perspective necessary to promote debate and analysis about the potential and limitations of investing in mentoring as a major innovation in employee development, which is highly capable of improving service delivery and organisational needs.

Qualitative study approach

A qualitative study approach such as the use of interviews and or focus group discussions is also recommended, as interviews and/or more personalised interactions could provide deeper understanding and greater insights of respondents' behaviour that might otherwise be missed in a purely quantitative analysis.

Mentor/ coach as participant

We recommend that the mentor/coach complete the questionnaire in future studies and follow-up surveys are recommended.

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