UNIVERSITY OF KWAZULU NATAL

RECONCEPTUALISING COACHING AND MENTORING FRAMEWORK TO IMPROVE OPERATIONAL EFFICIENCIES: CASE STUDY OF AMCOR SOUTH AFRICA

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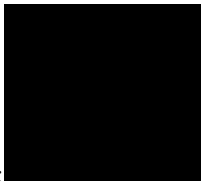

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DECLARATION

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List of Terminology

ANOVA - Analysis of variance

CARE - Creating, Awareness, Raising, Empowerment

CT - Cape Town (Amcor South Africa site)

DBN - Durban (Amcor South Africa site)

DUT - Durban University of Technology

ERR - Emotion, Reality, Responsibility

GROW - Goal, Reality, Options, Will

HRD - Human Resources Department

IP - Intellectual Property

KMO - Kaiser-Meyer-Olkin

LISREL - Linear Structural Relations

MATLAB - Matrix Laboratory

OC - Origination Centre (Amcor South Africa site)

OSCAR - Outcome, Situation, Choices, Actions, Review.

PE - Port Elizabeth (Amcor South Africa site)

ROI - Return on Investment

SAGE - Surrendering, Accepting, Gifting, Extending

SAS - Statistical Analysis System

SPSS - Statistical Package for Social Science

UKZN - University of KwaZulu Natal

ABSTRACT

The paper examined the impact of a reconceptualised coaching and mentoring framework on operational efficiencies improvement at Amcor South Africa. The study used a mixed method approach as a data collection method. A closed ended questionnaire was used to collect quantitative data from 280 employees chosen from a population of 500 operational employees using a disproportionate stratified random sampling method. The response rate for the study was 80.7 %. Qualitatively, structured interviews were used to collect data from 25 participants. The quantitative data was analysed using SPSS version 26.0 whilst NVivo Pro 12 was used for the qualitative data. The sample consisted of 78.8 % male and 21.2 % female. The educational levels showed 99.1 % of the participants having at least a matric education level. The study results showed an overwhelming agreement (76,87%) and a consensus from the respondents that a reconceptualised coaching and mentoring framework had a significant impact on operational efficiencies at the study organisation, Amcor South Africa. The study also found that 73 % of respondents were in agreement that the coaching and mentoring intervention at Amcor South Africa was effective. A high response with almost two thirds (87,75%) in agreement was noted across questionnaire statements showing that a reconceptualised coaching and mentoring framework had a positive impact on business performance and growth. Over three quarters (88, 6%) of respondents strongly felt that huge benefits were associated with a good coaching and mentoring program at Amcor South Africa. The benefits of coaching and mentoring included amongst other, improved skills levels, communication, confidence, job satisfaction, return on investment, collaboration across departments, quality gains, improved productivity and business growth. Approximately three quarters (72, 2%) of the respondents were in agreement with recommended coaching and mentoring proposals to improve operational efficiencies. The recommendations cited were developmental programs for new employees and a formalised mechanism for identifying employee developmental needs. The findings also highlighted the need for Amcor South Africa to spell out the strategic coaching and mentoring objectives and policies as well as to ensure understanding by all workers.

Keywords: coaching; mentoring, human capital; operational efficiencies, framework; productivity; Amcor South Africa

CHAPTER 1. STUDY INTRODUCTION AND OVERVIEW

1.1 Introduction

In this fast paced complex and challenging business environment which is driven by the huge pressures of globalisation, the survival of an organisation hinges on solid sustainable competitive advantage (Pousa and Mathieu, 2014). With the current manufacturing environment, the capabilities in production and management have in a way become globally standardised thus ultimately making many previously effective strategies such as speed of technology development, cost reduction and automation no longer making much contribution to competitive advantages (Woo, 2017). Pousa and Mathieu (2014) argues that the increased competition has forced many an organisation to make extra efforts in developing and keeping a competitive edge to respond to the demanding business dynamics. Woo (2017) further notes that one such source of competitive advantage can be achieved by engagement and development of talented human resources through organisational development programs such as coaching and mentoring. Pousa and Mathieu (2014) cite coaching and mentoring having become that crucial human resource development intervention that would assist an organisation to create and gain that advantageous position in the market arena.

Despite the importance, the available number of studies exploring the relationship between coaching and mentoring, and operational efficiencies is limited. This study will be focusing on the discussion of the human resource management of coaching and mentoring and the effect they have on operational efficiencies at Amcor South Africa (Naim and Usha Lenka, 2017; MacLennan, 2017; Ramos, 2018) .

1.2 The Study Organisation's Background

Amcor South Africa the case study organisation is a subsidiary of Amcor Limited, a leading global packaging company based in Melbourne, Australia. The company is a producer of rigid containers, flexible packaging, specialty cartons, beverage packs, closures for food, pharmaceutical, home and personal care amongst other products. The Group has an annual revenue of US $ 9.1 billion with over 35 000 employees across 200 Operation sites in over 40 countries. The business has two reporting segments: Flexibles Packaging and Rigid Plastics (Amcor Limited, 2018).

Amcor Limited entered the South African market segment in 2015 through a $22 million acquisition of Nampak Flexibles's four manufacturing operations in Durban, Port Elizabeth and Cape Town to form Amcor South Africa. The deal made Amcor South Africa the leading flexible supplier in the African market with a net sale of US $280 million in the region. Amcor South Africa's operational efficiencies have however regressed over the last 4 years . The deteriorating operational efficiencies have contributed significantly to the company's loss of major accounts in recent times which has raised huge concerns to the parent Amcor Group as well as the shareholders (Amcor Limited, 2018).

1.3 The Research Gap

The success of an organisation in the current day's demanding as well as turbulent environmental conditions is influenced by the internal factors of an organisational(Baran, 2018; Pousa and Mathieu, 2014). Many an organisation have recognised the threatening changes around globalisation and are thus striving to achieving competitive advantages through sustainability-oriented innovations (Woo, 2017). It is argued that a central role

in an organisation's success is driven by human capital, in which engagements in the workplace would manifest themselves in the form of employees who have specific attitudes, behaviours and emotions. It has been shown that coaching and mentoring present a very effective tooling to support employees. It influences not just development of employees themselves but also the entire organisation's development (Baran, 2018).

High performing organisations will fully understand that they can only be as good as their respective employees. Despite the significant importance, the number of available studies investigating the link on coaching and mentoring and the associated performance output in organisations is limited. The study at Amcor South Africa is intended to explore and contribute in the minimisation of the said gap on studies available as well as to the academic body of knowledge (Jones, Woods and Guillaume. 2016; Shinde and Bachhav, 2017; Ramos, 2018).

The impact of coaching and mentoring at Amcor South Africa is unknown. The study which is an applied research is meant to explore the impact on operational efficiency. The study thus is meant to assist in exploring the benefits, return on investment, effectiveness as well as suitability of the coaching and mentoring models (Ladyshewsky, 2017; Amcor Limited, 2018; Milner, McCarthy and Milner, 2018).

The increase in globalisation with its associated increase in diversity of organisational labour force require more investigation on the role played by coaching and mentoring in supporting these cross-cultural teams. This thus assists in fitting well into the researcher's case study of Amcor South Africa which also has an international cross culture workforce in over 40 countries (Beattie et.al., 2014; Reeves, 2017).

1.4 Problem Statement

Amcor South Africa has endured a run of poor operational efficiencies since 2015 in the form of reduced production throughput (30 % down) , low quality products (15% reject returns), high manufacturing waste (16%), increasing customer complaints (20 % higher) and compromised delivery times to customers (30% off target). This has been the picture over the last 4 years post the business acquisition from Nampak Group and has attributed to the business' loss of market share and earnings. The deteriorating operational efficiencies have greatly impacted on the business' bottom line. This is a far cry from the high expectations the shareholders had placed on the new acquisition as it had been a strategic launch pad into the lucrative African markets. Not only has this poor performance compromised the business's future viability but it also poses an immediate threat to the local employee's job security (Amcor Limited, 2019).

Amcor Limited's entrance into South Africa in 2015 through an acquisition has been characterised by major systematic transitional dilemmas which have contributed significantly to the current operational challenges:

i.   Loss of key experienced operational skills due to transitional retrenchments leaving the business manned by mostly inexperienced hands
ii. Introduction of new operating models which created confusion, resistance as well as taking longer times to adapt to
iii. New technologies introduced in the manufacturing Plants which required time to learn and comprehend, coupled with resistance to change

iv. A new foreign culture and values which takes time to adopt leaving the local employee in a state of frustration, panic and confusion (Amcor Limited, 2019).

A structured workplace coaching and mentoring approach on benchmarked Amcor manufacturing principles and world class manufacturing standards involving operational workforce had been recommended as a strategic intervention to mitigate the acquisition transitional gaps which have manifested themselves in the form of poor operational efficiencies. This view is supported by various researches which argue that coaching and mentoring inspires and equip employees to greatly improve operational outputs as well as sustaining business performance and growth (Neupane, 2015; De Prez, 2016; MacLennan, 2017; Amcor Limited, 2019).

1.5 Key Research Questions

The significant function in carrying out this case study at Amcor South Africa was to be able to answer the following important questions:

i. What is the impact of a reconceptualised coaching and mentoring framework to operational efficiency improvements at Amcor South Africa?

ii. How effective will a reconceptualised coaching and mentoring framework be in operational efficiency improvements at Amcor South Africa?

iii. What are the benefits harnessed from a reconceptualised coaching and mentoring framework at Amcor South Africa?

iv. What is the effect of a reconceptualised coaching and mentoring framework on performance and growth at Amcor South Africa?

v. What would be the recommended coaching and mentoring framework geared for optimal operational efficiency improvements at Amcor South Africa?

1.6 The Study Objectives

The objectives for our case study which was carried out at Amcor South Africa are:

i. To determine the impact of a reconceptualised coaching and mentoring framework on operational efficiencies at Amcor South Africa;

ii. To review the effectiveness of a reconceptualised coaching and mentoring framework at Amcor South Africa;

iii. To ascertain the benefits harnessed from a reconceptualised coaching and mentoring framework at Amcor South Africa;

iv. To assess the impact of a reconceptualised coaching and mentoring framework on Amcor South Africa's performance and growth; and

v. To recommend a suitable coaching and mentoring framework geared for optimal operational efficiency improvements at Amcor South Africa?

1.7 Literature Review

The main research questions for the study will be used to underpin and provide a lens for which literature will be examined and analysed. There has been an increment in the pace of change in the business world in the last few decades with new firms struggling for stagnant markets. The increased competition has forced many an

organisation to make extra efforts in developing and keeping a competitive edge to respond to the demanding business dynamics. Coaching and mentoring are a crucial managerial behaviour which is used in business set ups in developing employees and to help them to achieve increased performance levels (Pousa and Mathieu 2014).

Coaching is described as a process whereby employees are equipped with tools, knowledge as well as opportunities which they need in developing themselves to become more effective. Coaching is regarded as systematic in nature, issue specific and is short term. It is an effective empowering process that can help the client to reach their goals whilst increasing the organisation's performance. Coaching thus be a procedure enabling an individual's development to improve their performance and skills (Neupane, 2015; De Prez, 2016; Shinde and Bachhav, 2017) . Mentoring on the other hand involves long term partnerships between the not so experienced persons regarded as the mentee and the more experienced persons, the mentor who would help enhance personal, academic or professional development. Mentoring is people focussed with a long-term view and not systematic in nature. Mentoring assists with professional and personal development of mentee through sharing knowledge, experience, setting career goals and job clarity (Neupane, 2015; Naim and Lenka, 2017).

1.7.1 The Impact of Coaching and Mentoring Initiatives on Operational Efficiencies

Coaching and mentoring will empower and inspire employees, increase productivity, build commitment, grows talent and promotes success. By establishing coaching and mentoring schemes organisations will empower employees who in turn would utilise the new skills to improve the organisational productivity (Serrat, 2017). Neupane (2015) had noted that developing capabilities and skills of workers would be the crucial drivers of an organisation's overall strategy. It is not expected of organisations to be as competitive if they are not providing any devopment and training. Coaching and mentoring is seen as an important factor for effective organisational learning strategy. Bishop (2016) argues that in the working environment, coaching and mentoring will heavily be linked to the improvement of employee performance levels, taking ownership, self-actualisation, strategic planning, execution of duties and creativity. Pousa and Mathieu (2014) futher notes that human capital has undoubtedly become a centre pivot in an organisation's performance, success and existence. Coaching and mentoring has come to be the crucial human resource development intervention that would assist an organisation to create and gain an advantageous position in the market arena.

1.7.2 Effectiveness of Workplace Coaching and Mentoring

It has been noted that the ultimate purpose of coaching and mentoring is to be able to effectively maximise an organisation's human resource through the improvement of employee performance at an individual level which would lead to improvements within the organisation. In this era of globalisation with increased competition, technological advancements, constrained resourcing and restructuring, organisations are on the lookout for better ways to do more with less especially in the human resources side of things. Many organisations have now initiated coaching and mentoring programmes to cater for business needs and to assist employees meeting their developmental needs and challenges in the workplace (Jones, Woods and Guillaume, 2016; Riddle et.al., 2015).

Coaching and mentoring provide an important resource for learning as well as adjusting to major organisational changes and challenges. It has been argued that coaching and mentoring is an empowering process that can help the client to reach their goals whilst increasing the organisation's performance. It is viewed as a tool to unlock

one's potential in order to achieve maximum performance. Coaching and mentoring can thus be a procedure enabling development and improvement to performance and skills. It is a practice that helps and guides employees and organizations to obtain new expertise, capability and performance which would boost operational efficiency, improvements and growth (De Prez, 2016; Akhtar and Zia-ur-Rehman, 2017; Jyoti and Sharma, 2015).

1.7.3 Benefits of Coaching and Mentoring

Coaching and mentoring have been found to promote socio- emotional and cognitive development through self-efficacy and self-awareness with associated benefits being realised including increased productivity, career development, commitment, reduced turnover rates, career advancements, mental stimulation and personal satisfaction. Associated organizational benefits include reduced employee withdrawal behaviours and an improved performance (Naim and Lenka, 2017; MacLennan, 2017; Woo, 2017).

It is argued that coaching and mentoring will empower and inspire employees, motivate, increase productivity, build commitment, grow talent and promote success. High performing organisations will understand that they will only be as good as their workers. The organisations will put strong focus on the personal traits when doing selections as well as development of employees (Brinkley and Le Roux, 2018; Serrat, 2017; De Prez, 2016). Carroll and Barnes (2015) noted that positive experiences in coaching and mentoring could lead to important professional and personal outcomes among employees. There is an improvement in self-confidence, job satisfaction, career advancement, decreased in work conflict and development of professional identity resulting in enhanced productivity.

1.7.4 Effects of Coaching and Mentoring on Organisational Performance and Growth

Many an organisation have recognised the threatening changes around globalisation and are thus striving to achieve competitive advantages through organisational development programs such as coaching and mentoring. Business coaching and mentoring influences the ultimate growth as well as performance of an enterprise. It has been demonstrated that an organisation's financial performance and growth are indeed an outcome of coaching and mentoring. This notion is further confirmed in studies conducted which revealed that between 5% and 50% of growth of an organisation was attributable to coaching and mentoring. The participants emphasised that the growth was experienced because coaching provided them with the opportunity to be able to consider other options and perspectives. Coaching and mentoring contributed to experience, wisdom, help and guidance (Brinkley and Le Roux, 2018; Woo, 2017).

Other studies investigating the relationships between operational efficiency and future performance for manufacturing companies have shown coaching and mentoring having a major impact in the future performance of the companies reviewed. An important goal of an organisation is in maximising the present and future operational and financial performance as this impact the market price per share and ultimately the shareholders' wealth. Accordingly, organisations that operate efficiently can utilise their competitiveness and produce sustainable profits for longer periods thus establishing a competitive advantage that can be sustained (Gill et.al., 2014; De Prez, 2016).

1.7.5 What are the Applicable Coaching and Mentoring Models that can be Applied to Amcor South Africa?

Table 1. 1 Coaching and Mentoring Models

Coaching & Mentoring Model	Description	Reference
1. GROW Model	- Goals: identify and clarify goals - Reality: describing where we are on each goal, consider possible obstacles - Options: explore actions and alternatives to achieve goals - What is to be done, when, by whom, the will to do it:	(Fulmer and Brock, 2014; Neupane, 2015; Bishop, 2016).
2. Goal Setting Theory	The theory notes that goal setting is associated employee's to task performance. Having challenging and specific goals with good feedback will provide for better task performance. Goals that measurable and clear, with timelines will set up a recipe for success	(Neupane, 2015; Luthans, 2011)
3. SAGE Model	- Model built on principle that effective mentoring will require 4 competencies which are: ✓ Surrendering - to level the playing field, ✓ Accepting - to create a haven for risk taking ✓ Gifting - the main event ✓ Extending –-to nurture protégés to be independent.	(Ehigie et.al. 2011; Bell, 2002)
4. Skilled Helper Model	The skilled helper model is regarded as an ideal mentoring framework which is widely in use. It is based on three stages: ✓ What is the current picture? ✓ What is the preferred picture? ✓ What is the way forward? Each stage has three steps for answering the questions	(Cleaver, 2016).
5. Five Factor Model	The Five factor model talks to the job performance relationship and the personality of an individual in a work environment. The model will focus on organisational social attributes rather than an individual's own personal ability.	(Neupane, 2015).
6. CARE Model	**CARE** do stand for creating, awareness, raising and reawakening the flow of learning, and empowerment. It is modelled on a framework which has a two-pronged purpose. This provides a guide to techniques and behaviours encouraging learning as well as ensuring values and beliefs that underpins the model into practice	(Bishop, 2016)

1.8 Conceptual Framework

Van de Ven et. al., (2000) proposed the four step structured research process in the conduction of a theory based research study: (a) diagnosing a problem in its original state, (b) selection of a research question and conceptual model which will attend to the given problem, (c) building of the theory and research design for examination of the study question and (d) conduct the study and then analyse the results for generation of solutions. In terms of

Human Resource Development, coaching has grown to become a very important factor for a lot of organisations' development strategy. The limitations of learning transfer as well as an unstrained behavioural change moved towards a need for increased engagements, individualised and specific learning. Learning, behavioural change, development, career success, performance, leadership as well as an organisation's commitment are issues that are aligned to coaching. The framework conceptualisation represented an early attempt in portraying relationships found between different factors and coaching and mentoring. The framework formed the basis in creating relevant propositions aligning to the questions below:

    i.   What would be the antecedents for positive coaching outputs?

    ii.   What is the process for a positive coaching outcome?

   iii. What will be the outcomes achieved by coaching?

The conceptual framework as presented (Figure 1) was constructed from a literature review on mentoring, 360-degree sessions, successful career initiatives and training and development programs (Joo, 2005; Bacon and Spear, 2003).
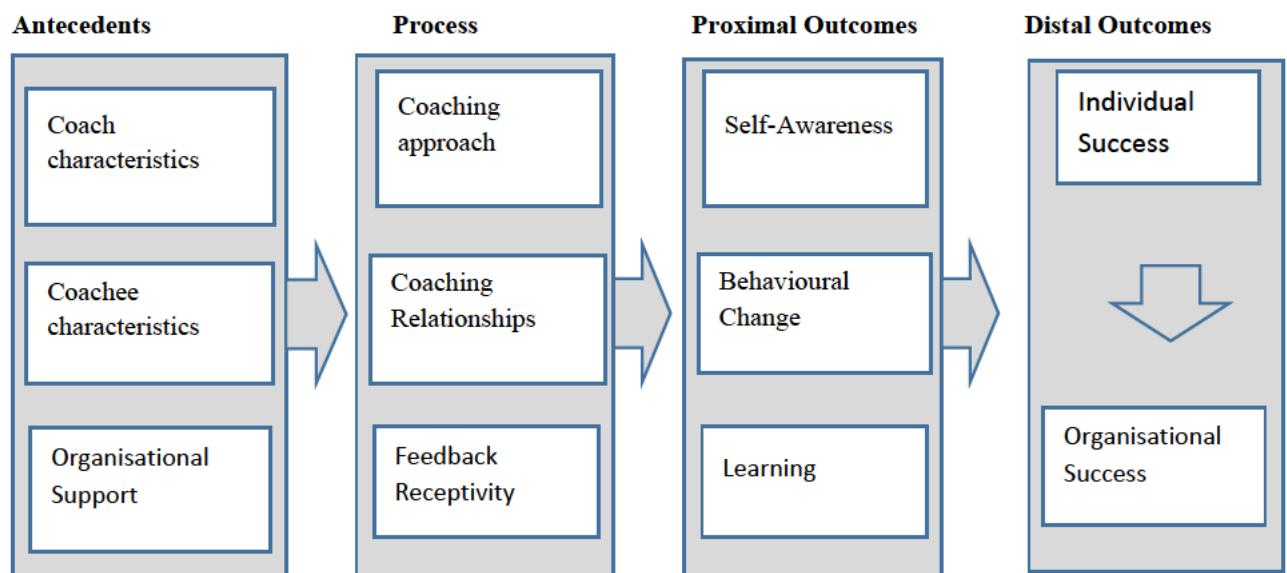
Figure 1. 1 An adapted Conceptual Framework for Successful Coaching and Mentoring (Joo, 2005).

Antecedents are noted as the specific characteristics of a coach as well as those of a coachee and the support from an organisation. The coaching approach, coaching relationship as well as the feedback receptivity are critical elements of the process. The two outputs are proximal and distal outcomes (Joo, 2005; Wanberg, Welsh and Hezlett, 2003).

1.8.1 Antecedents

The triangular relationship of coach, coachee and the organisation is crucial for the success of a coaching and mentoring program (Joo, 2005; Sherman and Freas, 2004).

i. **Coach characteristics.** The important characteristics of a coach includes academic background and experience. It's noted that the crucial qualifications for a coach are insight and character with sound judgement and integrity (Joo, 2005; Sherman and Freas, 2004; Bacon and Spear, 2003).

ii. **Coachee.** Individual characteristics have a direct relationship with the training motivation, the learning levels, transfer of learning and the job performance. The vital characteristics will include personality as well as motivation factors (Joo, 2005; Kraimer, and Crant 2001; Bacon and Spear, 2003).

iii. **Organisational support.** For coaching and mentoring to be successful it needs high level support from the Organisation with senior management needing to pledge full support (Joo, 2005; Sherman and Freas, 2004; Bacon and Spear, 2003).

1.8.2 Process

The coaching and mentoring process is central to the conceptual framework. The important constructs being approach, relationships and the feedback receptivity.

i. **Coaching approach.** The crucial points for coaching success will be; the kind of coaching the coachee wants, coupled to supporting of the coachee with counsel, advice, giving real-time feedback, teaching and acting as a sounding board (Joo, 2005; Bacon and Spear, 2003).

ii. **Coaching relationship**. The selection of coaches and mentors and getting them match up to an individual will be extremely crucial for an effective coaching and mentoring program. The personal chemistry together with gender, background, socioeconomic and life experiences make for effective matches (Joo, 2005; Bacon and Spear, 2003; Hodgetts,2002)

iii. **Feedback receptivity**. An individual's receptivity to feedback is an important aspect in coaching and mentoring. Honesty, helpful suggestions and challenging feedback are contributors to coaching and mentoring effectiveness (Joo, 2005).

1.8.3 Proximal Outcomes

Practitioners can either focus on self-awareness or depending on the coaching and mentoring strategy can choose on learning.

- **Self-awareness.** The approach makes use of the "window and mirror" metaphor which provides the coaches/mentees with the opportunity to view into the mirror rather than to look through the window (Sherman and Freas, 2004).

- **Learning.** Active learning transfer essential skills including planning, interpersonal relationship communication and visioning which helps in enhancing teamwork, adapt to new responsibility and support organisational changes (Sherman and Freas, 2004; Joo, 2005).

1.8.4 The Distal Outcomes

The distal outcomes can be grouped into two sections, the individual success as well as the organisational success.

i. Individual success. Benefits would include improved performance of individuals, adapting to change, greater confidence, improved work life balance, job satisfaction, commitment and interpersonal skills (Joo, 2005, Jarvis, 2004).

ii.   Organisational success. The outcomes include improved productivity, organisational transformation, organisational performance, talent retention, shareholder value, quality, customer service, increased commitment and satisfaction (Bacon and Spear, 2003, Jarvis, 2004; Joo, 2005).

1.9 Research Methodology

1.9.1 Research design

A research design is described as a blueprint for the collection, the measurement as well as the analysis of data which would be in accordance with the research questions of the study (Sekaran and Bougie, 2013). It is regarded as the plan which connects conceptual research problems to the pertinent empirical research. The design will articulate on which data is required, the methods for collecting and analysing the data as well as on how the research questions are to be answered (Van Wyk and Toale, 2015) .

The study at Amcor South Africa will follow the causal study approach. Causal studies are said to be at the centre of any scientific research approaches. The approach would be testing on the possibility of a variable causing another variable to change. The study at Amcor South Africa fits the description of an applied study as it intends to solve a current existing problem on site. It also would be regarded as fundamental as it is meant to be feeding valuable information into the body of knowledge and will be done with the use of the empirical study approach. The research study will explore and analyse coaching and mentoring in relation to operational efficiencies improvements at Amcor South Africa's four operations sites using a case study set up. As once off or cross sectional in nature (Kothari, 2004, Sekaran and Bougie, 2013).

1.9.2 Research Approaches

In research studies, we have three main approaches that can be utilised and these being; qualitative, quantitative and the mixed method. The study on operational efficiency improvements at Amcor South Africa will be using a mixed method approach in the form of a Concurrent Triangulation Strategy. A mixed method approach is used for the collection, analysis and integration of quantitative data together with the qualitative one at a later point in the research process. This is meant to gain a much better view of the research problem. The whole rationale for the mixing of the data within a single study is that none of these two approaches, qualitative or quantitative approach will be enough on their own to highlight the details and trends of a scenario. When the two approaches are used in a combination, they complement one another to produce a more outlined analysis, using the strength of one another (Ivankova, Creswell and Stick. 2006; Basias, 2018; Sekaran and Bougie, 2013, Creswell, 2009).

Priority in this concurrent triangulation strategy is emphasised and placed on the quantitative approach with the qualitative approach being used to complement. Data integration will be done in the analysis phase. The primarily purpose of the concurrent triangulation is to confirm, corroborate as well as to cross-validate in the study. The noted strengths being that it is familiar to many researchers with shorter collection times required. Also, it offsets the weaknesses in each design using both. The weaknesses of the strategy are that it requires a lot of effort and expertise is required in order to study the issue at hand with the use of the two methods (Ivankova, Creswell and Stick. 2006; Basias, 2018; Creswell, 2009).

1.9.3 Study Site

A study site describes the actual location where a research study will be taking place, that is where data would be obtained from (Sekaran and Bougie, 2013). The study will be conducted at Amcor's South Africa's four operational sites:

- Durban Flexibles: situated in Durban, KwaZulu-Natal Province, South Africa
- Origination Centre: situated in Durban, KwaZulu-Natal Province, South Africa
- Port Elizabeth: situated in Port Elizabeth, Eastern Cape Province, South Africa
- Cape Town Flexibles: situated in Cape Town, Ndabeni Industrial, Western Cape Province, South Africa

1.9.4 Target Population

Sekaran and Bougie (2013) define target population as a group of items or people with characteristics that are of interest to the researcher. For the study at hand our target population comprises of the operational personnel at the four (4) South African operational sites with the exclusion of senior managers. Amcor South Africa has 500 operational staff. Operational staff in this case being printing journeyman, factory machine operators, machine assistants, forklift drivers, engineering artisans, supervisors and middle managers.

1.9.5 Sampling strategies

The research will make use of a restricted / complex probability strategy in the form of a disproportionate stratified random sampling. The sampling method includes elements being stratified in certain levels and then take samples which are disproportionate from the given strata. This design is deemed to be much more effective compared to simple random sampling as it gives a better representation in each segment of a population giving information which is more valuable and differentiated (Sekaran and Bougie, 2013). The sample for our research study will be picked from the four sites' operational staff. Amcor's payroll will serve in this case as our sampling frame.

1.9.6 The Sampling size

Sampling size do refer to the given total numbers of subjects selected to represent a population characteristic. The decision on sample size is affected by research objective, confidence level, and variability in population, cost, timelines and size of population. Using the applicable published tables and literature the sample size for a population of 500 operational staff will be 218 employees for the quantitative procedure. Qualitatively 25 samples will be done (Kotrlik and Higgins, 2001; Sekaran and Bougie, 2013)

Table 1. 2 Sampling Size

Mixed Method Approach - Disproportionate Stratified Random Sampling											
		Quantitative Sample					Qualitative Sample				
	Population	DBN	CT	PE	OC	Total	DBN	CT	PE	OC	Total
Printing Journeymen	117	34	15	0	3	**52**	3	2	0	1	6
Factory Operators	289	68	30	10	20	128	4	3	2	2	11
Engineering Technicians	49	12	6	2	2	22	1	1	1	1	4
Quality Technicians	45	8	4	2	2	16	1	1	1	1	4
Total	**500**	**218**					**25**				

(Kotrlik and Higgins, 2001; Sekaran and Bougie, 2013)

1.9.7 Methods of Data Collection

Data can be defined as the collected information in the research process whereas data collection instruments are the actual data collection devices (Sekaran and Bougie, 2013). The research will make use of telephonic as well as interviews done in a face to face fashion, with questionnaires personally administered and appropriate documents obtained to generate data.

Table 1. 3 Data

Quantitative Data (Closed ended)	Qualitative Data (Open ended)
• Questionnaire (5-point Likert) • Behavioural checklists • Records	• Interviews • Observation • Documents

(Creswell, 2009; Ivankova, Creswell and Stick, 2006).

1.9.8 Interviews

For this study structured interviews will be used for qualitative data collection in order to get background information on the organisation, its employees, culture as well as operational performance. The interviews will be telephonically as well as face to face realising the geographical location of the business's other operational sites (Sekaran and Bougie, 2013).

1.9.9 Questionnaires

Closed ended questionnaires will be personally administered to collect quantitative data for the study. Questionnaires are geared for collection of large amounts of data (Sekaran and Bougie, 2013).

1.9.10 Document Collection

Documents to be collected will include Amcor annual reports, leaflets, pamphlets, newsletters, training notes, brochures and office files (Amcor South Africa, 2018)

1.9.11 Validity and Reliability

Validity is a check on how well an instrument can measure a concept it has been deployed to measure, that is how certain are we that we are not measuring something else. It is noted that three different types of validity exist; content validity; criterion-related validity and construct validity.

Whether the method is a questionnaire or a structured interview it is critical to do pretesting and validation of the instrument to ensure that it is understood by the respondents. The pretesting and validating will involve using a limited portion of the respondents through the testing of question appropriateness as well as comprehension. This thus helps in identifying and rectifying inadequacies before the instrument is administered to the respondents thus reducing bias (Sekaran and Bougie, 2013; Kothari, 2004; Neupane, 2015).

The reliability test is also a critical test for good measurement. Reliability is a consistence test on a measuring instrument to check if it measures whatever concept it is meant to measure. It will indicate the extent to which the instrument is working without bias. The underpinning rationale behind reliability measure is the ability to have results that are similar even if the trial is redone elsewhere. This thus helps in reinforcing the study findings which will warrant other scientific communities to readily accept the assertions. A measuring instrument is deemed reliable if it can provide consistent results (Kothari, 2004; Neupane, 2015).

A pilot study will be conducted for this research at hand to check the clarity, feasibility, and appropriateness of the questions. The pilot study will involve five operations staff. This pilot study will ascertain whether the proposed instruments will be clearly understood and answerable in reasonable timelines (Sekaran and Bougie, 2013; Amcor, 2019). The internal (Sekaran and Bougie, 2013) reliability for a research instrument is measured using Cronbach's Alpha (α). The nearer Cronbach's alpha is to 1, the higher the reliability.

1.9.12 Data Analysis

After the collection of data is complete, one needs to start the analysis stage in line with layout design for the same purpose drafted during the research plan development. This will be essential for a scientific study as well as to ensure that we have all the relevant information to make learned comparisons and analysis. The data processing stage will need one to edit, code, classify and tabulate the collected data such that it is complete for analysis (Kothari, 2004; Sekaran and Bougie, 2013).

In the study at Amcor South Africa which uses the mixed method approach, qualitative and quantitative data will each be separately analysed, and the results will then be compared later in the process. The quantitative data which was gathered from the respondents was processed with the use of computer software SPSS version 26.0

whilst the processing of qualitative data was done using NVivo Pro 12. The first stage in analysing quantitative data will include the preparation of the data, with the aim to convert the raw data into readable meaningful outputs. The process will validate, edit and code data. Validation will ensure that the data meets the pre-set collection standards, in terms of editing basic data checks are done to identify for outliers and take out the points of data that may affect the results accuracy. Coding is noted as a crucial step for data preparation which will involve values being grouped and assigned to responses from the survey at Amcor South Africa (Sekaran and Bougie, 2013; Kothari, 2002; Amcor South Africa, 2019).

On the other hand, the data analysis using the qualitative approach would work in a different manner from the quantitative data approach as qualitative data contain words, observations, images as well symbols. To derive absolute meaning from this kind of data will be nearly impossible. Whilst in a quantitative study there will be a clear distinction found between preparation of data and its analysis. The analysis of a qualitative study would often begin the moment the data is available. The analysis and the preparation thereof will run in parallel and would include, familiarising with the data, reviewing the objectives of the research, development of a framework and to identify any possible patterns or connections (Kothari, 2004; Creswell, 2009).

1.9.13 Mixed Method Data Analysis Process using Concurrent Triangulation Strategy

Structured Questionnaire | **Quantitative Data Collection** | Numerical Data   Unstructured interviews | **Qualitative Data Collection** | Text Data

Data Screening Factor Analysis Frequencies SPSS sofware   Descriptive Statistics, missing data, outliers Factor Loading   Coding Thematic analysis, QSR N6 Qual software   Codes Theme

Quantitative Data Analysis   **Qualitative Data Analysis**

Cross tabulate quantitative variables with qualitative themes Frequencies SPSS   **Integration of the Quantitative and Qualitative Results**   Matrix relating quantitative variables to qualitative themes

Interpretation and explanation of quantitative & qualitative results   **Interpreting Results**   Discussion Implications Future research

Figure 1. 2 Mixed Method Data Analysis Process using Concurrent Triangulation Strategy

(Creswell, 2009; Ivankova, Creswell and Stick. 2006; Basias and Pollalis (2018)

1.10 Contribution of the Study

The success of an organisation in the current day's turbulent and demanding harsh environment will be governed by the organisational internal factors. It has been shown that coaching and mentoring present itself as a tool that is effective for supporting workers. The coaching and mentoring intervention will affect not only the development of employees themselves but also the entire organisation's development. By influencing the employees' emotions, behaviour and attitude it impacts the work engagement thus contributing to the business' success. Engagement from the organisation's perspective would come out in various means: organisational commitment, work commitment, the employer and a social environment commitment to which workers operate in (Baran, 2018) .

The research work on the effects of a reconceptualised coaching and mentoring framework on operational efficiencies at Amcor South Africa did serve as a way in the acquisition of vital and important information on the subject at hand which will help in its own little way to close highlighted gaps on the limited literature for the respective topic. The research would ultimately contribute into the body of scholarship knowledge base. Balu and James (2017) had argued that despite the crucial role played by coaching and mentoring the amount of available research exploring the relationship between coaching and mentoring and operational efficiencies is very limited.

The study's problem statement at Amcor South Africa was captured earlier in this chapter and alludes to operational efficiency challenges. Amcor South Africa's has endured a run of poor operational efficiencies since 2015. Has the problem been resolved? The research findings as captured in Chapter 5 shows that the problem is not entirely resolved, however the signs are positive that things are slowly turning in the right direction to rectify the operational efficiencies. This thus makes our study fit the description of an applied study, where the research deals with a current ongoing problem which needs to be solved.

This study was also critical as it assisted South African, regional and international companies find a way in keeping afloat when faced with challenges associated with acquisitions and be able to retain a competitive edge. This study will thus add to the information available on manufacturing efficiencies and possible models that can be adopted.

1.11 Structure of the Thesis

The study is structured into six different chapters.

Chapter 1 will give a brief introduction to the topic. It will give a presentation of the study background, the research gap, the problem statement, the research questions, the objectives of the study, a research methodology brief, the conceptual framework as well as the limitations faced in the research study.

Chapter 2 will be focusing on the theoretical position of the study through the review of literature. The review is to discuss definitions and difference between coaching and mentoring, effects of coaching and mentoring, the conceptual framework, employee and organisational performance, benefits from coaching and mentoring, evaluation of coaching and mentoring

.

Chapter 3 is to present the study methodology, the procedures used in collecting the data, the rationale for using selected method, the research design and the construction of the instrument, the recruitment of study participants, the reliability as well as validity of the instruments used.

Chapter 4 will give a presentation of data in the form of descriptive and inferential statistics and the applicable analysis. Common themes will be grouped, presented and analysed in support of the quantitative data presented.

Chapter 5 is to discuss the findings of the research, the interpretation and explanations thereof. The findings will be interpreted in junction with relevant literature. The idea in examining previous work and research being to either disagree or concur with the findings of the study to realise meaningful contributions to stakeholders, business, community and the academic body of knowledge.

Chapter 6 will be the final chapter for the study. It will give recommendations and concludes the study. It will seek to get closure on whether the research problem has been solved, will discuss the implications for the study, the recommendations to solve the research problem and for future studies.

1.12 Limitations of the study

There were numerous limitations that were encountered whilst carrying out the research,

i. Resources in the form of funding and time were a challenge in carrying out the study at Amcor South Africa's four geographically separated sites across the country.

ii. The time limitations in terms of questionnaire returns as well as the actual interviewing, it took a lot of time to go through.

iii. Identification and targeting of respondents were a challenge, employees would be working shifts, thus one had to make time at odd hours to approach potential participants.

iv. Some of the co-workers would be suspicious of the study's motive, one was faced with a challenge of convincing them otherwise.

v. Administering of the questionnaire and interviews, employees did not use a common meeting places and this meant that one had to track them down to do the interviews or for completion of the questionnaire.

1.13 Ethical Considerations

By following to structured and outlined scientific methods, researchers can collect vital, reliable and valid information that would be able to advance scientific knowledge. Unavoidable though is the fact that for one to make knowledge advancements in this way there are times a researcher does impinge on the rights of individuals. Most human studies will somehow in one way or the other have some risk factor. The amount of risk can vary from a minor embarrassment and uncomfortable incidents coming from some provocative or from questions that are intrusive much bigger effects on respondents' emotional and the physical being. The given risks provide researchers with a challenge with regards to the level to which respondents can be exposed to risk all in the drive for scientific progress. As a response to the heightened awareness and calls for protection governments and various bodies have gone to establish a system of regulations as well as guiding principles in

order to promote respect for persons, beneficence and justice in research with human participants (Marczyk, DeMatteo and Festinger, 2005).

In carrying out the research study at Amcor South Africa it was important to make sure that ethical policies were adhered to. The study ethical approvals were applied for through the Ethic Committee of the University of KwaZulu Natal and in the same manner a gatekeeper's letter was requested from Amcor South Africa before proceeding with the study. In order to ensure human dignity was upheld informed consent from participants was sought first before they could decide to participate in the study. Privacy and confidentiality of research participants was upheld with information being kept way from the public. The participants were guaranteed that they would remain anonymous in the study. In order to satisfy the University of KwaZulu Natal's ethical policy on collection of information the following was adhered to there would be no accessing of information considered confidential without the prior consent of respondents, no respondents were expected to attempt any act that was to lower their self-esteem, participants were not to be exposed to questions which would be regarded as stressful and lastly no form of deception was allowed (UKZN, 2019).

1.14 Conclusion

In the fast-paced complex and challenging current business environment driven by globalisation pressures, the survival of an organisation hinges on sustainable competitive advantage. The capabilities in production have become globally standardised thus making previously effective strategies no longer making much contribution to competitive advantages. Coaching and mentoring have become the crucial human resource development intervention to assist organisations in creating and gaining a competitive advantage. Despite the importance, the available number of studies exploring the relationship between coaching and mentoring, and operational efficiencies is limited. Research questions and objectives were formulated after reviewing applicable literature with same expected to be answered by the research study at Amcor South Africa. There was an overwhelming agreement (76,87%) from the study showing that a reconceptualised coaching and mentoring framework had a major impact on the operational efficiencies at Amcor South Africa. There were various benefits for individuals, teams, the study organisation and community at large. The benefits included amongst other, improved skills, confidence, job satisfaction, ROI, productivity and business growth. Recommendations were also noted from the study, with development programs for new employees, formalised system for developmental needs being highlighted.

CHAPTER 2.   LITERATURE REVIEW

2.1 Introduction

In the fast paced complex and challenging business environment which is driven by the huge pressures of globalisation, the survival of an organisation hinges on solid sustainable competitive advantage (Pousa and Mathieu, 2014). With the current manufacturing environment, the capabilities in production and management have in a way become globally standardized thus ultimately making many previously effective strategies such as speed of technology development, cost reduction and automation no longer making much contribution to competitive advantages(Woo, 2017) . The increased competition has forced many an organisation to make extra efforts in developing and keeping a competitive edge to respond to the demanding business dynamics (Pousa and Mathieu, 2014) .

Many an organisation have recognised the threatening changes around globalisation and are thus striving to achieving competitive advantages through sustainability-oriented innovations. One such source of advantage can be achieved by engagement and development of talented human resources through organisational development programs such as coaching and mentoring(Woo, 2017) . Human capital undoubtedly becomes a centre pivot in an organisation's success and existence. Coaching and mentoring have come to be the crucial human resource development intervention that would assist an organisation to create and gain that advantageous position in the market arena (Pousa and Mathieu, 2014).

The success of an organisation in the current day's demanding, turbulent and harsh environment will be influenced by the internal factors within the organisation. It is argued that a central role in the organisation's progress is hugely in part provided by the human capital, in which the work engagement would manifest themselves through workers presenting specific attitudes, behaviours and emotions. Research studies have shown that coaching and mentoring present a tool which is quite effective in supporting workers. They influence not just the development of employees themselves but also the entire organisation's development. By influencing the employees' emotions, behaviours and attitudes, it impacts the work engagement thus contributing to the business' success. Engagement from the organisation's perspective would come out in various ways: institutional commitment, work commitment, the employer and a social environmental commitment to which the workers would operate (Baran, 2018).

Coaching and mentoring has been found to influence the attitude of employees' in the form of commitment, motivation and satisfaction. It is further argued that workplace co-worker's' turnover would mostly be driven by motivation, job satisfaction as well as organisational commitment. Over 71% of Fortune 500 companies were found to be offering coaching and mentoring programs to their workers. Employee retention has also been found to be 25 % more for organisations who partake in coaching and mentoring programs with the return on investment being seven times for the same companies. Despite the importance, the available number of studies exploring the connection between coaching and mentoring, and operational performance is very limited (Balu and James, 2017).

2.2 Conceptual Framework for Coaching

Van de Ven et.al., (2000) proposed the four step structured research process in the conduction of a theory based research study: (a) diagnosing a problem in its original state, (b) selection of a research question and conceptual model which will attend to the given problem, (c) building of the theory and research design for examination of the study question and (d) conduct the study and then analyse the results for generation of solutions. In terms of Human Resource Development, coaching has grown to become a very important factor for a lot of organisations' development strategy. The limitations of learning transfer as well as unstrained behavioural change moved towards a need for increased engagements, individualised and specific learning. Learning, behavioural change, development, career success, performance, leadership as well as an organisation's commitment are issues that are aligned to coaching. The framework conceptualisation represented an early attempt in portraying relationships found between different factors and coaching and mentoring. The framework formed the basis in creating relevant propositions aligning to the questions below:

- What would be the antecedents for positive coaching outputs?
- What is the process for a positive coaching outcome?
- What will be the outcomes achieved by coaching?

The conceptual framework as presented (Fig 2.1) was constructed from a literature review on mentoring, 360-degree sessions, successful career initiatives and training and development programs (Joo, 2005; Bacon and Spear, 2003).
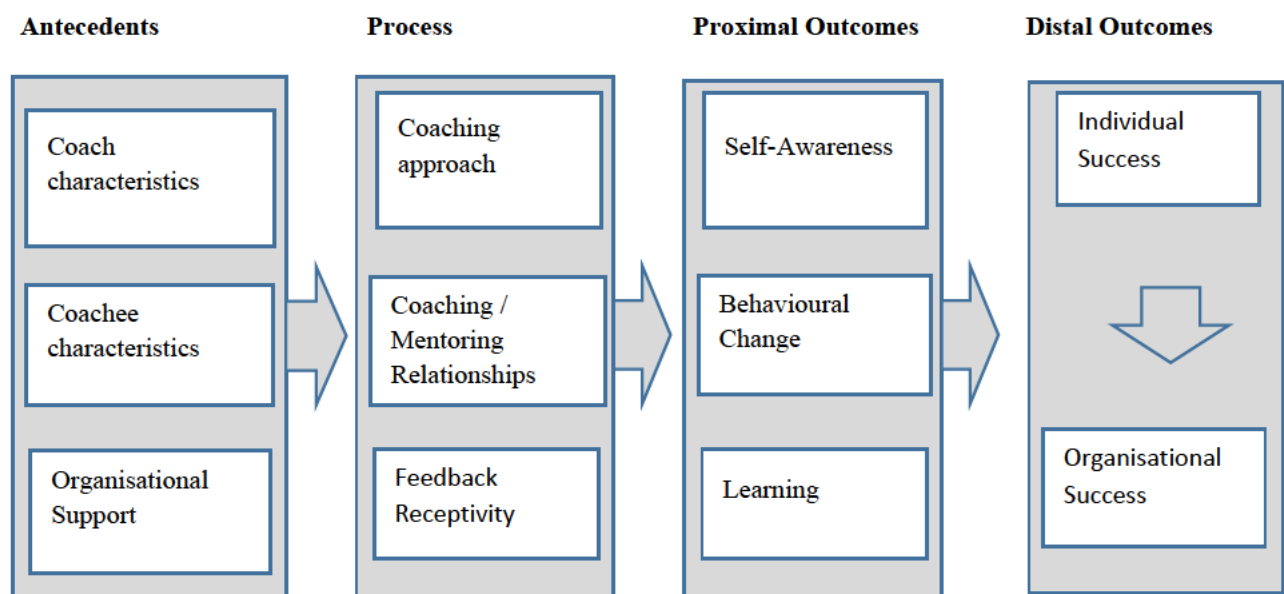
Figure 2. 1 An adapted Conceptual Framework for Successful Coaching and Mentoring (Joo, 2005)

Antecedents are noted as the specific characteristics of a coach as well as those of a coachee and the support from the organisation. The coaching approach, coaching relationship as well as the feedback receptivity are critical elements of the process. The two outputs are proximal and distal outcomes. Proximal outcomes refer to the change in behavioural which will include self-awareness and learning. Distal outcomes, regarded as the

coaching ultimate consists of both individual and organizational success (Joo, 2005; Wanberg, Welsh, and Hezlett, 2003)

2.2.1 Antecedents

The triangular relationship between a coach, a coachee, and the organization (client) is crucial for coaching success. The triangular relationship does form the actual antecedent's basis for an effective coaching setup: coach characteristics, coachee characteristics and organizational support. (Joo, 2005; Sherman and Freas 2004)

2.2.1.1 Coach Characteristic

The important coach characteristics includes academic background and coaching experience. It has been noted that the most vital qualifications expected from a coach are insight and character filtered from a coach's formal training and experience. It is argued coaching will be practiced best by the coaches who possess sound judgment, an acute perception and with an ability for conflict resolution smoothly with integrity. By having a coach with credibility and vast knowledge will help raise the confidence of the coaches in the process. Effective coaching will require the correct coaching attitude as well as the correct temperament. Coaches do bring a very diverse options in educational backgrounds. It is considered that the background of a coach may be suited for some situations however not for others. Depending on the background experience of a coach the coaching procedure could be done in different ways. The background of a coach in terms of academic standing would be a deciding factor in the coaching approach and thus affecting the coaching process and outcomes (Laske, 1999; Joo, 2005; Sherman and Freas, 2004; Bacon and Spear, 2003)

2.2.1.2 Coachee Characteristics.

It has been found that characteristics for individuals have direct as well as indirect relationships with learning levels, training motivation, transfer of learning and job performance. Crucial coachee characteristics includes motivational and personality factors. In the model proactivity and goal orientation are focussed on personality and motivational factors respectively. Proactivity is regarded as an individual characteristic with a belief in one's ability in overcoming challenges from situational forces and their ability in effecting changes in the environment. Individuals that are proactive will find opportunities, will take initiative, able to act and will be persistent in the implementation of change successfully. The success outcomes of coaching will depend in part on a coachee's openness to feedback and the willingness to change. Goal orientation is regarded as a motivational factor which has effect on the effort allocation during learning interventions. Goal orientation could be put in two separate groups: learning orientation and performance orientation. Learning orientation being a desire in increasing one's competence through development of new skills as well as mastering new situations. Performance orientation is a desire to showcase competencies to others whilst receiving encouraging evaluations as a result (Hodgetts, 2002; Bell and Kozlowski, 2002; Joo, 2005; Kraimer, and Crant, 2001).

2.2.1.3 Organizational Support.

For coaching interventions to succeed there is a need for high level organisational support together with alignment towards business imperatives. Intense support from the organisation will make coachees to be more open and accept coaching help. It thus would be advisable to roll out coaching programs if they have the full backing and support of top management, more specifically the CEO. Unless there is a strategic structured

coaching approach in place, it would be a waste of resources and a lost opportunity in development. The Human Resource (HR) specialists would be the right custodians in providing the stewardship, which is needed in ensuring integrity, accountability whilst making sure the program is effective in its execution. The engagement by HR would include an oversight role on the overall coaching process, doing consultations with all involved stakeholders to ensure successful outcome. They would ensure alignment to business needs, role clarity, contracting and monitoring of expenses (Knudson and Morrison, 2002; Bacon and Spear,2003; Sherman & Freas, 2004).

2.2.2 The Coaching Process

The actual process of coaching is deemed to be crucial and central to the conceptual coaching framework. The vital coaching elements in the process are the actual approach, the coach and the coachee relationship as well as the receptivity of feedback by the coachee (Bacon and Spear, 2003; Joo 2005).

2.2.2.1 Coaching Approach.

The vital questions that needs to be answered for successful coaching would be: What sort of coaching would a coachee would want? What might be of help to the coachee, whether it's the advice, teaching counsel, feedback or acting as a sounding board. The focus and process of coaching can be prepared according to a given situation and needs of the coachee in earning of specific skills and improving performance. Consulting (developmental) and counselling (remedial) methods are the two ends of the coaching spectrum. The education profile and experience of a coach mostly defines the approach as well as the scope of coaching. In the remedial approach the coaching will focus to bring the aspect of one's performance to acceptable standards. On the other hand, developmental coaching emphasizes on expanding with new skills as well as competencies. Thus, counselling approach will focus on self-awareness, with consulting focusing on learning (Bacon & Spear, 2003; Joo 2005).

2.2.2.2 Coaching Relationship.

Selecting and matching coaches with individuals is important in coaching effectiveness. The linking up of the characteristics of two different individuals is particularly vital in the determination of the characteristics of the relationship. It has been noted that the personal chemistry found between coachees and their coaches together with factors such as socioeconomic background, gender together with life experiences are crucial factors in the making of effective coaching pairings. Thus, a good pairing and relationship between a coach and coachee is regarded as a crucial factor to enhance learning, self-awareness and behavioural change (Bacon and Spear, 2003; Wanberg et al., 2003; Kilburg, 2001; Hodgetts, 2002).

2.2.2.3 Feedback Receptivity.

There has been a noted difference in individuals' receptivity to coaching as well as feedback. A properly applied 360-degree assessment may be used in identifying certain behaviours and align them to corporate values, goals as well as leadership models. From studies conducted it was found out that challenging feedback, honesty together with suggestions that were helpful were the factors which contribute to effective coaching. Another study also found that the 360-degree feedback if aligned to coaching and focussed at improving self-awareness would lead to an improvement in an individual's attitudes together with an improvement in organisational

performance. In summary the way the coachee receives the feedback is crucial to the proximal and distal outcome variables (Thach, 2002; Luthans & Peterson, 2004; Hall et al. ,1999; Brett and Atwater, 2001; Luthans and Peterson, 2003; Joo, 2005).

2.2.3 Proximal Outcomes

Coaches could choose to focus more on self-awareness (counselling), whilst other ones could choose on learning (consulting) which would depend on the coaching approach taken. The proximal outcome will be the same in terms of behavioural change of the coaches (Joo, 2005) .

2.2.3.1 Self-awareness

 It has been highlighted how well motivated responsible people would take time off to pause and contemplate their behaviours. Often more interested in rising to the top than stopping to reflect, coachees could get to the top positions even without having attended to any of their highlighted limitations. Coaching would get one to pull back, gain some awareness and take note of the effects of their words and actions. This will enable the coachees to look at possible choices instead of just reacting to events; in the end coaching will give coachees some empowerment in assuming responsibility in their working environments (Joo, 2005; Sherman and Freas, 2004).

2.2.3.2 Learning

Learning in coaching focuses on effective and cognitive learning. Cognitive learning does represent improvements in declarative knowledge, strategic knowledge, procedural knowledge, knowledge organisation and cognitive strategies that could occur due to the coaching partnership. Affective learning may be attitudinal or motivational. It is the active learning which will transfer managerial skills and essential leadership such as interpersonal relationship, communication, visioning and action planning skills. Coaching especially in consulting approach will aim to assist leaders in adapting to new responsibilities, align individuals to collective goals, enhance teamwork, reduce destructive behaviours and support organizational changes (Sherman and Freas, 2004; Joo, 2005).

2.2.4 The Distal Outcomes

The Distal outcomes can be split into organisational and individual successes. The individual successes would include individual performances, promotion, compensation, commitment, job satisfaction and psychological wellness whilst on the other hand organisational success would include organisational performance, talent retention and organisational transformation (Wanberg et al., 2003; Joo 2005; Toegel, and Nicholson, 2005).

2.2.4.1 Individual Success

The benefits at an individual level from coaching would come in the form of advanced problem solving, better relationships, interpersonal skills, greater confidence and ability, work-life balance, adaptability to change and reduced stress levels. According to recent studies most of the coaching engagements were focusing on behaviour changes that coaches intended to apply for a sustained and successful career. Career success is referred to as being the individual achievements that would have been built up in their working life. Career

success do reflect on the accumulated interaction which is found in various forms of individual, societal and organisational norms, behaviours and work procedures (Wanberg et al., 2003; Joo 2005; Jarvis, 2004).

2.2.4.2 Organizational Success.

There is expectation for organisational success to be obtained through proximal and distal outcomes. It has been noted in studies carried out that coaching follow-ups from a training program increased productivity by a figure of 88% for managers in the public-section, which has been found to be a greater gain if comparison is with training alone. The organisational outcomes could be improved quality, productivity, shareholder value, customer service, increased commitment and satisfaction, support and better transfer for training and development (Boudreau et al., 2001; Siebert, Kraimer, & Crant, 2001).

2.3 Coaching and Mentoring in Perspective

In this era of globalisation with increased competition, technological advancements, constrained resourcing and restructuring, organisations are on the lookout for better ways to do more with less especially in the human resources side of things. Many organisations have now initiated coaching and mentoring programmes to cater for business needs and to assist employees meeting their developmental needs. Coaching and mentoring provide a valuable resource for learning as well as help to cope with huge organizational changes and challenges (Jyoti and Sharma, 2015). Within the working environment, coaching and mentoring is credited with improving the level of performance, carrying out duties and planning, self-actualisation following up on steps for better results and creativity. In the emerging troublesome economies in places like that of Afghanistan, coaching and mentoring was seen to be a crucial component in terms of governance reform (Bishop, 2016).

Coaching and mentoring are regarded as a development technique which is based on discussions on a one-to-one basis to try and enhance individual's knowledge, skills and improve work performance. Some organisations would refer to coaching activities using various terminologies such as performance coaching, life coaching, business coaching or facilitative management with mentoring being used as a specific type of counselling. Mentoring could either be formal or informal. With formal mentoring, the mentor and mentee focus on individual and organisational targets. The scope and duration of mentoring partnerships would be in a formalised manner. For informal mentoring, the mentor and mentee would pair up with the mentor providing the focus in terms of goals and objectives for the mentee. The frequency in terms of contact as well as learning experience are unstructured (Neupane, 2015).

2.4 Defining Coaching

Several types of coaching exist in literature and can be categorised as executive coaching, personal coaching, business coaching and entrepreneurial coaching. Having said that, the concept of coaching remains the same regardless of the context (Brinkley and Le Roux, 2018) . Shinde and Bachhav (2017) describe coaching as a process whereby employees are equipped with tools, knowledge as well as opportunities which they need in developing themselves to become more effective. Coaching is regarded as systematic in nature, issue specific and is short term. Brinkley and Le Roux (2018) see coaching as a means to help people to develop the necessary opportunities, knowledge and tools which are needed for adequate growth. It is seen as a partnership with clients in an innovative and creative process which will inspire them in maximising personal as well as

professional potential. The practice will encourage personal development as well as fostering a sustainable economic growth.

Earlier studies have shown that coaching was used as a way of removing deficiencies in task performances of employees, creating better relationship between employee and manager with a resultant improvement in organisational performance. The coaching manager is said to have created a workplace that made learning, growth and adaptation conducive for his subordinates (Shinde and Bachhav, 2017). Neupane (2015) views coaching as a tool for assisting professionals as well as problem managers to get them to be in line. It is the help needed to encourage behavioural change of which would have been threatening to off track a valuable manager or a professional. Clutterbuck, Blackman and Kon (2017) describe coaching as a process whereby the manager would help a colleague to do a task better than would have been the case.

Coaching is seen as a one on one relationship serving to fulfil organisational needs and performance goals. It equips individuals with knowledge, tools as well as opportunities they would need in developing themselves and be efficient. Coaching approaches may be categorised to three paradigms: goal focussed developmental and therapeutic. Goal focussed coaching would operate at the first level of change, with developmental coaching seeking to effect a lasting change whilst assisting individuals to lean new behaviours and beliefs. On the other hand, therapeutic coaching concentrates on achieving a profound inner change (Markovic et al., 2014) . Neupane (2015) argues that coaching revolves around professional development which is commitment to working on gaining certain goals and objectives for a given reason. Coaching is seen as focusing on an employee's capability with a coach making use of an employee's already existing competency effectively to ensure they attain their full potential. On one side mentors would have generally gone to follow a career pathing where the learnings would be focused on their professional as well as personal development, behaviours and interactive with such factors as role modelling.

De Prez (2016) presents coaching as an empowering process that can help the client to reach their goals whilst increasing the organisation's performance. Coaching is viewed as a means of unlocking one's potential to achieve maximum performance and in doing so make them learn as opposed to being taught. Coaching thus is a procedure enabling an individual's development to improve their performance and skills. Neupane (2015) would further state that the coaching process could be executed differently depending on the workplace situation. The term coaching would allude to the approach used to assist others so that they can learn and be able to develop new skills, attain goals and opportunities for success. Akhtar and Rehman (2017) defines coaching as the ability of a manager to be able to build an environment to which employees will utilise their abilities efficiently.

Coaching is the art of facilitating performance, development and learning. The function of a coach being to determine drawbacks, powers, needs as well as objectives of employees. Coaching is viewed as having four main parts in the form of support, modelling, development and encouragement. Coaching and mentoring occur daily and unconsciously all the time. They have same principles but different procedures. Coaching does occur in a more formal set up. The coach will formalise the plan which will state activities for the session and will measure progress. Coaching aspires and enhances the self-propelling force for individuals in order to work effectively. Two coaching styles have been highlighted: the pull style as well as the push style.

i. Push style would occur if major powers are residing with the coach. The coach will dominate in this relationship, with all the authority and decision-making powers such that they demand that an employee do what they want.

ii. Pull style occurs if the coach empowers the employee, thus allowing them in making their own decisions whilst providing and guiding them with constructive feedbacks (Okechukwu and Raymond, 2015)

Coaching would preferably assist an individual in identifying their own resolutions, instead of them being imposed from the coach's viewpoint (Neupane, 2015). Coaching is a practice that helps and guides employees and organizations to obtain new expertise, capability and performance which would boost their personal efficiency, improvement and growth (Akhtar and Rehman, 2017). It would generally be one- on-one, personalised, frequent and recurring, planned, enhancing, adaptable, aim focused, recorded, model-based and time bound. It does involve using objectives that use the SMART methodology with more drive given to the needs of the learner rather than those of the organisation which would generally work the opposite (Neupane, 2015).

2.5 History of Coaching

It has been argued that although coaching has deep historic roots, formal coaching practices began in the 1950s and has since developed into a multisector and multi-dimensional, practice which has been embraced by fields such as psychology, psychotherapy health and business alike. Coaching is said to have started with the fields of psychology and organizational development whist expanding over the last 70 years into the workplace with executive coaching. It has also given rise to professional coaching organizations which are focusing on professionalism of practice and standards. Coaching is well grounded in the belief which details that people must have ownership over their decisions, realising that when they do, they will be more likely to remain motivated, will act and thus achieve their goals (Haroon et al., 2018). Coaching tends to involve conversations which are behaviour, task oriented with the focus being from short term to medium term goals (Riddle et al., 2015).

Coaching is now a methodology used globally for productivity, performance enhancement, employee well-being as well as to facilitate positive changes in governmental departments, business operations, educational set ups and corporates. It is indeed so difficult to name even one society sector which does not make use of coaching methodologies available (Clutterbuck, Blackman and Kon, 2017). Coaching with its diversified application and interdisciplinary roots has made great advancements in the past few years. The complex environments in the business world has now led to the rise of organisational coaching which is used as a strategic tool for job performance enhancement. The objective of coaching is to assist an individual or groups of people to be more self-directed in terms of learning and development. It is argued that coaching is credited with improving an individual's cognitive and emotional self-regulation (Markovic et al., 2014).

The use of coaching in organisations have been on the increase ever since the 1990s. Whether coaching in the workplace is used as remedial for performance management, for on the job coaching, leadership development, front line staff skills or workshop skills it has been found to having an important place in each manager's

toolkit. The coaching skills are not as natural for most of the people, organisations have over time invested heavily in terms of time and resources in coaching and training programs with an aim of developing the capacity of internal workforce. It has not been verified if the programs are delivering on the expected results the organisations will be looking for, in most cases the skills impacted have not been utilised back into the working environment. The workplace demands have been noted to have drastically changed ever since the 1990s, however the workplace coaching and training approach have not kept pace with these changes (Grant, 2017).

Most of the organizations have made decisions to make coaching as a central component of their employee development programs. Coaching was initially utilised mainly for leadership and executive development, however nowadays it is being used within all levels of the organisation. Development and growth as main elements of coaching, may be found to be very challenging and could possibly hamper the attainment of desired outcomes. Hence a client should be met with utmost respect, trust and cooperation which will ensure the establishment of a platform for the important task in coaching to follow(Grant, 2017). Organisational change in the last century have generally been in the form of pre-planned programs, however from the 2000s there is a noted significant rise in the rate of change within organisations. Consequently, the needs of organisations in relative to coaching in the workplace have changed considerable with time. How are we going to understand workplace evolution and how would the future of coaching be looking like? These will be some of the questions that need to be answered by those in leadership development and organisational culture change. An overview of the last 35 years shows that there have been three key workshop coaching generations. It is argued that there is a new third generation of coaching, focusing on personal and professional development of managers. The term coaching in this context would be referring to the use of coaching methodologies in working environments in order to assist managers, employees and leaders to achieve performance goals, skills or development outcomes. The coaching in the workplace in most cases would be executed internally with leaders and managers conducting the program with peers or employees in either formal or informal sessions (Markovic et al., 2014; Aldrin and Utama, 2019).

2.6 Defining Mentoring

Mentoring involves long term partnerships between the not so experienced persons regarded as the mentee and the more experienced persons, the mentor who would help enhance personal, academic or professional development. Mentoring is people focussed with a long-term view and not systematic in nature (Neupane, 2015). Mentoring assists with professional and personal development of mentee through sharing knowledge, experience, setting career goals and job clarity (Naim and Lenka, 2017). Neupane (2015) further argues mentoring as the professional relationship were a noted experienced person (a mentor) would give assistance to another person (mentee) to develop knowledge and skills which would enhance the professional as well as individual growth of the less experienced person. Mentoring could be a one on one non-judgemental association in which an experienced individual willingly would provide time to support and encourage others to achieve pre-determined objectives over a given time period.

Mentoring is regarded as a relationship in which the mentor will offer guidance, assistance, advice, support and encouragement to the mentee to foster professional and vocational development. Mentoring is seen as one

adventure in learning which connects the mentor and mentee together. It has been further argued that mentoring will occur through one -on- one engagements taking place between the two parties, the mentor and the mentee. A mentor would typically advice mentees on the correct way to carry out their tasks, would give suggestions on improving performance as well as giving instructions The mentoring process is based on experiences, it would discuss goals, discuss plan of action and the various means available in achieving the given plans. A mentor is expected to draft a plan of action for the mentee for action (Okechukwu and Raymond, 2015).

Mentoring is said to have gone through an evolution in the last three decades embracing quite a variety of activities ranging from formal mentoring setups supporting workers in the workplace to much less formalised set ups which would help people to develop insight, knowledge as well as exposure in various environments inside and outside of work (Okechukwu and Raymond, 2015). Passmore, Brown and Csigas (2017) have defined mentoring as a long-term relationship meeting the developmental needs offered by an experienced senior individual to a less experienced junior who would receive guidance, support, advise and help. Eisen et al., (2014) view mentoring as a tool which is key to personal and professional development within various professions. It can be regarded as a process where one person with more experience would guide another person in the development of ideas, personal and professional development as well as in learning. Improved access to mentoring has been noted as a key factor which would improve the lives of employees at work. Peer mentoring refers to a relationship between employees who would be equal in age, rank and experience. Reciprocity and equality lead to mutual collaboration and support, increases productivity and has been effective in supporting recently qualified personnel.

Managing one's career in today's world requires more than keeping in line with the technical skills in one's selected field. It will mean keeping abreast with exponentially increasing knowledge, negotiating organisation politics, technological advancement, withstanding organisational uncertainty and doing all this better than the rest in a complex globalised environment. One strategy for finding a way around the challenging working environment is through mentoring, to which a more experienced professional assists and guides a novice to navigate through career barriers, decisions and development. The one strategy to negotiate the challenging workplace is through mentoring, in which a more seasoned professional would guide a novice protégé to find their way through career challenges, development as well as in decision making. It is argued that mentoring is a crucial career development resource which facilitates the socialisation process into an organisation and enhances protégé development resulting in higher self-esteem and job satisfaction (Washington and Cox, 2016).

Employees who are in mentoring programs receive better salaries, gain promotions, better support networks. The benefits of mentoring are enjoyed not only by the mentee but also by the mentor and organisation at large (Washington and Cox, 2016). Mentoring is a reciprocating relationship which has the potential to enhance a mentors' professional development by improving their own communication and leadership skills. The contribution of mentoring to an organisation's success through the promotion of a culture of support, belonging and trust is well documented (Stewart and Harrison, 2016). Responses from study carried out on 245 mentors showed that mentoring is used frequently to support leadership development with a mentor contributing 3-7 hours per month on average (Passmore, Brown and Csigas, 2017) .

2.7 History of Mentoring

The concept of mentoring is said to date back to the old age story of Homer's Odyssey. It is mentioned that before leaving to go fighting in the War of Trojan, Odysseus is said to have requested his beloved old mate Mentor to assist in educating and teaching his son named Telemachus. Thus, the word "mentor" has from the time started to be used as the proverbial word to describe a trusted, wise and faithful advisor. Mentoring has since gone to becoming a crucial fabric component in our daily way of live through history. Social scientists are said to have become so interested in the mentoring concept from the traditional workplaces dating back in the periods of the 1970s and the 1980s. Human resource professionals and practitioners have gone to employ mentoring as an important component pf development and training for many years in various informal and formal set ups. It has been noted in a 2011 survey that 70 % of Fortune 500 organisations did have some mentoring program in place (Riddle et al., 2015).

A crucial component noted in the huge exploded interest as well as the practice for mentoring was its development which came from being an informal and ad hoc relationship into a formally supported program. This seemed to have occurred in three different unrelated areas simultaneously (education, business and community) during the early 1980s, firstly in Europe and USA before moving across the globe. In the business sphere the primary driver was to attract, develop and retain talent whereas in the education sector programs were on support for new faculties and doctoral students. On the community side programs addressed the rehabilitation of ex-offenders. International organisations are said to have contributed a lot in introducing supported mentoring programs to countries where they operated. In the 1990s, Shell Company did demonstrate the effectiveness of mentoring in support of replacing expatriates with local home grown talent in areas such as Brunei and Malaysian by creating an extensive mentoring capabilities inhouse which went on and supported as well as developing highly potential staff (Clutterbuck, Blackman and Kon, 2017).

2.8 Coaching and Mentoring in the Workplace

Developing capabilities and skills of the current and incoming workers are the crucial points to note for an organisation's corporate strategy. Institutions will not be expected to be as competitive if they are not providing training and development programs. Coaching and mentoring would be viewed as an important cog for the effectiveness of an organisation's learning strategies (Neupane, 2015). Bishop (2016) have noted that in the working environment, coaching and mentoring programs are credited with the improvement of levels of operational performance, responsibility taking, self-actualisation, work plans, execution of duties and creativity. Coaching and mentoring are regarded as playing a very important role in the moulding of leadership effectiveness, it does however have less impact than would than that exhibited by background experience. In the upcoming and emerging global economies like those of countries as Afghanistan and a whole lot of others, coaching and mentoring is seen as taking centre stage in assisting with governance driven reforms.

Jones, Woods and Guillaume (2016) further state that organisations have been striving hard to try to retain and develop a highly performing labour workforce for continuous operational setups. In the current highly competitive globalised set ups, coaching and mentoring is regarded as a crucial component of the new HR systems as they motivate the workers to improve on their organisational commitments hence improving

operational productivity and organisational success in the process. Bishop (2016) have argued that for those employees working on an international platform, virtual coaches should be involved and will thus deliver coaching and mentoring online. It has been argued that peer coaching would have an effective impact in assisting employees to be able to improve on their questioning techniques being evaluative. It has been noted also that the introduction of outcome-based learning would improve a coachee's effectiveness provided there is a clear process. In other instances, peer coaching has been regarded as being instrumental in the professional set ups that organisations would have achieved.

In the academic teaching environment, peer coaching is generally seen to be taking of lessons being conducted by educators who would then go on to have feedback sessions to obtain suggestions from their colleagues. The model that coaches and mentors decide to go with is dependant with their style and approach. Focused on practice and grounded in partnership, most models of coaching and mentoring are found to be dialogical, confidential, respectful and non-evaluative. The models of coaching and mentoring would make provision for intense with some direct instructions in the conceptual and procedural foundations of effective practices, together with continuous feedback and support (Bishop, 2016) .

Coaching and mentoring goals are noted to have a cycle consisting of six stages which are hinged on active listening, effective questioning, non-ambiguous feedback coupled to well-organised interventions. Firstly, the mentor /coach together with the client will get time to understand each other in order to get some rapport and clarity, discuss and reach agreement as to what the goal would be. Secondly there will discussions on the present situation through which a coach / mentor would try to blend with the coaching and mentoring style. Thirdly the participants will explore the available options. Fourthly there is need to pick and make commitments to a plan of action to line with shared expectations. Fifth will be the client implementing agreed actions with support as well as solid feedback being given by the coach. Lastly a mentor / coach together with the client would review what the learnings would have been and what would need to be done in order to build on the acquired knowledge (Serrat, 2017).

Serrat (2017) further show that always the mentor/ coach must do things with sensitivity and empathy in encouraging a client to bring out and make their own conclusion. Mentor/ coaches are expected to possess a higher level of emotional intelligence, self-regulation, self-awareness, social awareness, self-motivation as well as social skills. This would be necessary in the achievement of a decent relationship which will combine autonomy as well as shared responsibility towards achievement of the given performance goals. All discussions are to remain confidential.

2.9 The Socio-Historical Emergence of Workplace Coaching

It has been argued that even though coaching's origins in the workplace could be tracked way into the period of the 1950s where some problematic managers were given specialised counselling from organisational psychologists, it has been the impact of the human potential in the 1960s era that is said to have put down the concrete in the foundation for contemporary workplace coaching practices . The said human potential movement came about as a result of the cultural ethos of the 1960s period and was focused with assisting employees in developing to their full potential as well as the support to self-actualising. Given the fact that the human

potential movement became a huge social issue it is not a surprise that the impact had major effects in the working place. This is said to have come in the form of training programs for groups which were done in such a way to raise employees' awareness using a mixture of psycho-dramatic role activities, sensory awareness training as well as marathon encounter groups (Grant, 2017; Grant and Spence, 2010

It is argued that during the 1970s North American organisations would utilise human potential movement (HPM) training. These companies included Esso, American Airlines, GE and Harvard University. Such programs were visible in many countries as France, Japan, Holland, Australia, Eastern Europe and South America. Although the activities for training were meant to have an effect in developing of coaching, it is argued that they have not constituted coaching. The programs had provided a crucial model to show how approaches in enhancing of performance in a work environment that will be available before going away over time. The reasons noted for being not in favour would include a lack in applicable scientific foundations as well as poor backup for their effectives (Grant, 2017; Senior, 2007).

2.10 Coaching Starts to Hold a Grip in Organisations: the 1980s

In the 1980s, information on internal workplace coaching by managers is said to have become more frequent compared to the previous years. Executive coaching by external professionals was the main source for driving the various methodologies of coaching in the working environment. It is further reported that the 1980s experienced the establishment of the first management firms that offered coaching at an executive level as a service package. The available literature from the 1980s show general coaching interventions by managers in the field of sales and other operational services, however there has been very little on the side of training by internal coaches. There are reports discussing the urgent need to develop managers and lack of progress thereof at the time (Grant, 2017)..

2.11 The First Generation of Workplace Coaching: The 1990s

The 1990s represented an era that had been characterised by modelling of Jack Welch's managerial style. Welch was a CEO as well as chairman of General Electric in the periods of 1981 to 2001 growing the company by 400%. He has been named manager of century by the reputable publications such as Fortune magazine. His style of management was ruthless with an unrelenting focus on worker management. Each year Jack Welch was noted to fire 10% of the managers at the bottom half regardless of performance. Though this kind of management approach worked well for short term profitability, it instilled a culture of fear, burn out and anxiety within the working environment. Although the management policy adopted by Welch did not gain universal approval from organisations, the structured regular performance reviews became the central mainstay of most companies. It is not surprising that the first adopted workplace coaching initiatives were said to have focussed on equipping managers with performance management tools to deal with difficult employees. The workplace coaching around this period was almost invariably associated with poor performance management (Grant, 2017; Welch and Byrne, 2003; Slater and Lachlan, 2003).

Moving towards the middle of the 1990s the limitations presented by the command and control approaches of coaching were increasingly becoming exposed. Management consultants at the time noted that the coming in of

the knowledge economy would mean companies which intended to take advantage of the knowledge-based workers would need to move from the firefighting mode of management to a better and much more participative and consultative method. Other methods which included Emotional Intelligence (EI) became much more of an influence in the work environment. The requirement for engaged managers, who would possess excellent communication as well as social skills made institutions device their own methods in trying to come up with their own practices of coaching styles in the workplace (Grant, 2017; May and Short, 2003).

2.12 The Second Workplace Coaching Generation: The 2000s

The late 1990s and beginning of 2000s started to see shifts in employee expectations and an increase in the competition for recruiting and retainment of talented employees. It has been noted that managerial and executive talent had widely not been looked at in the preceding years and thus management of talent had become crucial for organisations. Coaching in the workplace was starting to be viewed as a crucial device in managing and building up talent and skill of the worker. The second coaching generation started in about the 2000s bringing with it a rapid rise in consultants and organisations who were now offering coaching training programmes. Although the formal coaching which was provided by external coaches was used widely by organisations and its effectiveness was on the rise, the application though on the evidence based methodologies in coaching by managers in their daily work arrangements was still in the embryonic phase (Grant, 2017; Leonard-Cross, 2010; Rock, 2001; Stober and Parry, 2005).

The empirical coaching foundations at the time would range from psychologically sophisticated and not so practical processes, to approaches that involved highly practical modes such as GROW and Emotional Intelligence through to transpersonal psychology. Without focussing on the theoretical grounding or empirical support these workplace coaching approaches were focused on teaching mangers on how to conduct formal coaching sessions, typically of 30 minutes to an hour long. The second-generation coaching methodologies would attempt to focus more on the humanistic, performance management approach. The coaching approaches were adaptations to the formal coaching approaches which are in use in the one-on-one executive coaching styles which had been found to be successful in formal executive contexts but were found not be as relevant to the daily cut and thrust workplace situations (Grant; 2017; Kilburg, 2000; Sherman & Freas, 2004).

2.13 Second-Generation Approach Challenges

It has been argued that the second-generation hallmark approach was the reliance on the models that would use jargon language. The language and models that was in use in the coaching sessions was closely associated and aligned to the company from where the coach would be coming from, rather than it being from the hosting organisation's own vernacular. This would create an awkward and foreign feeling to participants. The client organisation as well as the training programme participants would have been put in a position where they would have to learn complex models with unfamiliar terminology. Although the second generation was quite helpful in impacting the coaching skills, there was also quite a lot of challenges which came up along the way. The high use of jargon language promoted by the training organisation and resultant differentials of power seemed to be credited with creation of groupings within the client organisation (Grant, 2017; Grant & Hartley, 2013).

The situation would create a small group of believers and followers who saw the coaching methodology as the only way in coaching and developing employees. As per the expectations those that fell outside the grouping would generally resist to be given instructions on how to think, what they had to say and would often have different views to that presented by the coaching organisation. It is noted that the structural workplace coaching of a 30-minute sit down or the face to face one-hour sessions fail in meeting the real-life situation or meeting the standards of the workplace environment. The bulk of coaching sessions which are conducted in the working environment are generally not that formal, instead they would be regarded as run the corridor coaching kind of conversations. The second coaching generation although would tend to be flexible in this regard. Most managers are said to have found it difficult though to plan for the formal recurring one-on -one coaching sessions which would be formulated by the coach training organisations which resulted in weak absorption and embedding (Grant; 2017; Willemyns, Gallois and Callan, 2003).

The problems as discussed thus far have been seen from an individual perspective. Assessing it on a systemic view, we could possibly see the organisation as being a living organism. It can be viewed as if the jargon language and complex coaching methods being like a foreign virus which would be infecting the organism. It would not come as a surprise that the whole system would naturally be rejecting the foreign virus. Though this would be a simplified metaphor it provides a very useful lens to which one would get an understanding of the common failures of second coaching generation in instigating and maintaining organisational as well as cultural change. Thus, a different approach would thus be required if companies were to easily notice the potential presented by coaching in the workplace in order to create organisational change (Grant, 2017; Lindebaum and Jordan, 2014).

2.14 The Third Workplace Coaching Generation: 2010 and Beyond

Organisations have come to recognise the fact that various coaching approaches could do much more than just the performance improvements. As leaders and their organisations start maturing and begin seeking for better sophisticated means to deal with uncertainty and complexity, they would start looking at coaching as a way of solidifying cultural and organisational changes. Coaching is now regarded as a very important tool required for organisational change processes as well as in creation of a culture of quality conversations. To date organisations have been relying on performance reviews done annually as being the key focal point in coaching in the workplace. However, organisations have come to the realisation that annual performance reviews are not enough (Grant, 2017; Jones, Woods and Guillaume, 2016; Cameron and Green, 2015).

Table 2. 1 . Core workplace characteristics

Generation	Focus	Core Characteristics
First generation 1990–1999	Performance management Compel others to change Deal with remedial or difficult workers	Command and control Coaching to specifics ratings Highly transactional
Second generation 2000–2010	Driving change Maintenance of authority and hierarchy Standard one to one discussion Attain predetermined specific goals	Prescriptive coaching models see change as linear & need to control Jargonised material for training Coaching language propriety

		Coach institute owning IP
Third generation 2010–?	Attraction and no coercion Change behaviours modelled by Leaders Shift mindsets of individual & organisation Principles put into practice Organisational goals attainment System & individual change Ensure synergetic goal alignment	High flexibility and agility Quality coaching discussion not goal-focus manipulation Appreciate complexity of change Integrate with organisational brand, language, culture and values

(Grant, 2017; Jones, Woods and Guillaume, 2016; Cameron and Green, 2015).

There is now a move away from the mandated nonflexible performance review models towards a much more flexible, more frequent based performance. The approaches focus still tends to be on the enhancement of performance, which involves moving employees from being low performers to mid-level performers or the mid-level and higher performers to solid, peak performers. This is not the only area that matters. The other dimensions of equal importance being the wellbeing of employees. Focussing on performance alone could lead to distress, burn out and disengagement with the unintended results very familiar to contemporary organisations (Grant, 2017; Cheng et al., 2016). It is argued that the notion of wellbeing does not need a coach to have an in-depth knowledge of mental health, diagnostic stills or psychopathology. They will also not need an employee to be self-disclosing personal and sensitive details. In the working environment a much more pragmatic approach to wellbeing will be required. Researchers have further argued for a pragmatic approach of wellbeing that focusses on a state of attainment of an equilibrium with regards to life satisfaction, positive and negative affect in trying to deal with the work events and changes. Such balances are achievable when available individual resources will be enough to deal with the given challenges (Grant, 2017; Dodge et al., 2012).

The new approach to coaching in the workplace focuses on wellbeing and development of participants together with skills acquisition. The solution focussed cognitive behavioural coaching approaches which can be used in this method have shown to be quite efficient in facilitating attainment, resilience, enhancing wellbeing, associated growth mind-set, increasing solution-focused thinking and associated growth mind-sets as well as assisting employees in dealing with the vast problems associated with change in organisational. The key underpinning principles of this methodology being deep personalisation, simplification and being effective. If there is need for creation of genuine organisational change through coaching in the workplace then the training methodologies themselves would need to be accessible and simple. The ethos encompassed in the third coaching generation methods would suggest using language that is practical, straightforward with models which would be easily understood, learnt and applied (Grant, 2017; Grant, Green, and Rynsaardt, 2010).

There is need for managers to be coaching employees in a variety of different set ups such as collaborative brainstorming discussions, to on the run corridor coaching discussions moving to the more formalised sit-down approaches. The agility in coaching is what many institutions have been on the lookout for, yet very few coaching programs have been able to apply these skills in an effective simpler manner. Many of the second-generation coaching approaches are complex with high acronyms usage with over the top scientific rationales whilst failing to address adequately the real-life challenges in the workplace. The challenge faced here will be

balancing a solid evidence based scientific approach with a more simplified, flexible and practical one. This thus presents the challenge for the next workplace coaching generation (Grant, 2017; Gravett and Caldwell, 2016).

The principle of personalisation is crucial at both the individual as well as the systematic levels. From an individual's point of view, it is crucial for participants in the coaching program to get the feeling that the material is relevant with their own values. Encouraging individuals in expressing principles of coaching in their words, instead of the predetermined learning language is regarded as important. Coaching is rather a personalised quality discussion that will seek to elicit discretional intellectual effort as well as actioning by the coachee. Realism, authenticity and self-congruency are crucial components of a discussion within a coaching set up. What a coach says and how they say it is of paramount importance. By training coaches to reiterate phrases in a stereotype manner is truly running against the essence of coaching (Grant, 2017).

It is argued that embedding would best be placed when individuals in an organisation would talk to the challenges from an individual point of view. It must be emphasised that one must not reject new ways and ideas as if it's some sort of foreign virus infecting the organisational system. There needs to be a better way in introducing a new idea such that it will be accepted by the organisation and be fully utilised rather than face rejection. In order to facilitate genuine change, there is need for well thought knowledge transfer which will result in the client organisations owning the Intellectual Property (IP) as well as the coaching methodologies themselves. The coaching methodologies must be carefully designed through from the ground roots level with the use of an organisation's own language, values and culture. This would be the new desired direction which an organisation should adopt for their workplace coaching methodology, personalisation as well as a seamless integration which would create a sustainable culture involving some quality conversations (Grant, 2017; McAdam et al., 2005).

2.15 Exploring Third Generation Coaching

Coaching can assist us in the generation of new information and in managing social transformations, it thus motivates for new perspectives and reflections together with supporting and empowering for self-building initiatives. Third generation coaching is said to focus on the coachee and coach in a narrative collaborative relationship. Unlike first generation, to which the objective is to assist the coachee to achieve given specific objectives, it also deviates from second generation in which a coach would assume that a coachee will know the answer to a certain challenge. Third generation is known to have an agenda with which is less goal oriented but more a sustainable and profound aim on identity and values. The coach and coachee will provide meaning together in their discussion, as both participants are travelling together on a journey, with their new stories moving and taking a solid foundation. Third generation coaching views coaching in a societal perspective thus when society goes through changes the coaching must adjust accordingly. The mission for third generation is sustainability development through stronger emphasis on values and meaning making. Third generation coaching is part of the unravelling of people's identity which is an essential issue for human development (Stelter, 2014).

2.16 Coaching and Mentoring - Key Differences

It is argued that the words coaching, and mentoring have become overused such that they have now lost their original meaning as well as preciseness. Though there are some similarities the two words are not identical. It is argued many coaches also act as mentors to their employees. Mentoring is regarded as more informal and has an open-ended relationship than is seen in coaching. Coaching is seen as a process through which managers provide their subordinates with advice as well as information on current performance and then discuss the ideas and goals to improve that performance. It is seen as a training and motivation technique which is used in performance improvements. Coaching is aimed at nurturing and sustaining performance. Mentoring on the other hand has learning as its primary outcome. Both coaches and mentors are noted to be bound by a common desire in enlarging human capacities by guiding people and encouraging them to better themselves in an environment of continuous learning (Ehigie et al., 2011).

There are a couple differences between coaching and mentoring. The most seen difference in most coaching instances is that it is seeing as a paying job, whilst mentoring is a voluntary setup. Coaching will involve building an individual's personal skills while mentoring is more job-specific person-to-person teaching. Coaching would entail helping clients to apply their minds in new ways, while mentoring entails helping the clients in learning functions they have never done before (Ehigie et al., 2011). The key difference between coaching and mentoring is that mentoring is open-ended long-term relationship where the mentor draws on their experience and knowledge in the industry in helping the mentee. Coaching is regarded as a short-term initiative which has a proven specific direction. The coach is not in a way expected to have any previous special exposure in each field but would rely on their coaching skills to achieve desired outputs (Cleaver, 2016).

Table 2. 2 Coaching and Mentoring differences

Mentoring	Coaching
Relationships could be a long term one	Relationship are usually short termed
Not so formalised, meetings do occur when necessary	More formalised, meetings are on frequent basis
Generally, follows basic needs of a person together with their professional development	Is deemed short term and will be target specific
Mentor is generally much experienced with higher qualifications than mentee	The coach does not need to be an expert
Mentor is not generally accountable for mentee's progress	Coach expected to effect changes and to produce results

(Cleaver, 2016).

Bishop (2016) has argued that mentoring is suited to people that have been around for a while and would want to use their acquired vast experience to show the next person how it is done, whilst coaching would intend to assist in transforming an employee to their intended destination which might be a path that has not been travelled. Okechukwu and Raymond (2015) regards coaching as the art to facilitate learning, performance and the development of another person. It individualises training for a given skill development. Mentoring on one hand is regarded as a role relationship to which an individual, the mentor will offer guidance, help, encourage, advice as well as support to a given person in the form of a mentee to foster professional and vocational development. It is regarded as an adventure of learning which is to focus on the mentor and mentee connection. Coaching is to some extent a kind of professional development consultation. A coach's job is in determining setbacks, objectives powers and requirements of a worker. Researchers have noted the main four components of coaching as per the following: support, step-by-step development, modelling and encouragement. Whilst others view mentoring as a process where a professional who is more experienced will provide help, support and guidance to a person of lesser experience. In a lot of organisations coaching and mentoring will in effect occur unconsciously all the time.

It is crucial to highlight that coaching and mentoring is seen as significant with regards to the intended results as well as the way by which it is adopted. There is a lot of similarities and overlaps though for coaching and mentoring. Coaching is associated primarily with the development of defined skills as well as performance of the employees which in most cases would start with learning goals previously identified. On the contrary mentoring is viewed as more focused assisting individuals in determining correct goals to pursue and the reasons why those goals must be pursued. Coaching generally is a long-term partnership which intends to build on the capability to be able to use acquired knowledge, intelligence, the experience and skills to a new problem or situation. It is further noted that coaching is a lot focused in the possible achievement of certain goals in each timeline whilst mentoring is seen as being an open-ended agenda and evolving whilst dealing with a variety of issues (Neupane, 2015) .

Shinde and Bachhav (2017) define mentoring as a one on one relationship between a mentor and protégé in an organisation to promote the protégé's personal growth through support and guidance. The definition brings forward the similar focus for both coaching and mentoring towards the growth and development of the individual. The lines between coaching and mentoring become more blurred when a formal system pairs an employee with an external consultant or peer. Other studies have discussed coaching as a mentoring role of a manager, together with sponsorship, challenging assignments, protection, exposure and visibility. There are said to be some differences in the two concepts. In mentoring the mentor and the mentee belong to the same organisation whilst with coaching the coach could be external. Coaching is much more systematic, area focused and short lived whereas mentoring is regarded as less systematic, with more focus on people and taking a much longer period.

It is further argued that both coaching and mentoring do have common principles however they would differ in the approach. Mentoring do prescribe a face to face meeting set up with a mentor and their mentee. A mentor will advise the workers on the best ways to do a task and proposes on how improvements can be achieved on performance. Coaching will occur in more formalised set up in which both the coach and coachee will use a

formal means of conversation. A coach would present a formal plan stating the activities for a session and will measure the progress. In a mentoring set up a mentor is meant to provide the solution, which is the opposite of coaching, where the coachee is expected to provide. The catalyst in a coaching initiative would be the coach themselves. It is argued that a coach can become a mentor however a mentor can never act as a coach at the same time. If a coach were to become a mentor, they would need to use their experiences to resolve any doubts that might exist in terms of the professional role and personal life (Okechukwu and Raymond, 2015)

Coaching will not provide ready-made answers to specific problems but will rather allow as well as encourage the participants to overcome challenges through their own problem-solving techniques. Both coaching and mentoring methods will encourage an individual to solve problems on their own. Mentoring is described as a formal process of advice given by an individual who has knowledge and experience to another person who would be lacking in such knowledge and experience. Mentoring is seen as a voluntary relationship with a long-term focus on the overall business endeavour. Coaching, on one side is viewed as a business relationship with a short-term focus on helping individuals with improving business performance by developing specific skills and goal achievement, for the purposes of growth and success (Brinkley and Roux, 2018).

The process of mentoring is said to be entirely based one's background and experience. The mentoring process would involve the discussion of goals and objectives, plans of action and the various ways in which one can be able to achieve the given plans. Basing on their background and experience a mentor will craft a plan of action for future usage. The plan of action is then presented to a mentee to action on. Coaching would intend to improve the self-propelling forces of an employee to work well. Research has noted that there are two different forms of coaching: the pull approach and the push approach. The push approach will occur if the major power is residing within a coach. A coach will thus dominate in the relationship, having the authority as well as decision making powers and will demand that employees to do, they say. The pull style on the other hand would occurs if a coach does empower the employee to take their own decisions thus finding solutions for problems whilst having backup of guidance and constructive feedbacks from the coach (Okechukwu and Raymond, 2015).

Coaching talks mainly to performance improvements in a particular area of skill which is generally over a short period of time. Coaching goals are generally set on the suggestion from the coach. A learner would have to mainly own the goals; however, a coach would have the major responsibility of the coaching process. In majority of cases, coaching would involve straight feedback that would be given to individuals for the change in performance. On the other hand, mentoring is related a lot with the self-management in an individual's career progress. Therefore, mentoring would engage in the providing of practical suggestions and focus on obtaining specific objectives and goals within practical timeframes (Neupane, 2015).

Mentoring will deal with the enhancement for one's career. The set up for a structured coaching and mentoring program will enable an organisation in determining an approach which will tie in with the strategy and envisaged culture. There is a range of objectives as well as approaches that are possible in a for structured mentoring program such as: leadership development and succession planning, knowledge transfer from retiring experts to younger employees, enhancing an organisation's training investments, improvement in induction and socialisation so as to ensure an increase in employee retention as well as enhancing opportunities available to

the disadvantaged community. A structured program would assist in delivering improved benefits to a company compared to an approach that is informal. A structured approach will, be properly planned and arranged instead of being ad hoc, focus energy to a given objective, offer appropriate rewards to employees for their effort, provides for support as well as training to the employees, provide necessary guidance to policies and will monitor as well as evaluate the effectiveness of the process (Okechukwu and Raymond, 2015).

2.17 Mentoring and Gender Differences

Mentoring and gender differences is regarded as one of the more controversial organisational behaviour topics. Mentoring has historically been a male-dominated phenomenon. More recently especially in the developed nations, women have now joined in initiating mentoring relationships. It has been noted in a country such as Nigeria, that cross gender mentoring presents unique problems with cultural norms as well as a lack of corporate policies which would discourage sexual discriminations in organisations. The challenges that females face in gaining access to a mentor seems to be more interpersonal as well as organisational in nature (Ehigie et.al., 2011).

It has been noted though that although women encounter a lot of barrier blocks in trying to gain access to mentors as compared to men, there is very little difference which is found in them taking a firm role to initiate the mentoring partnership. Results have suggested that women would become more assertive to get over given barrier blocks preventing them from accessing a mentor. The socio-biological theory on mentoring and on gender would suggest that the mentor / mentee partnerships could be conceptualised in the boundaries of biological dimorphism with sex roles showing a distinct reproductive strategy that would have evolved though the natural selection process. This socio-biological theory has suggested relationships are formed with individuals whom one feels would best be suited for their gene's survival. Men would automatically choose fertile women and likewise women would do the same to ensure they get a child out of it (Ehigie et.al, 2011).

Based on the biological theories on women and men, it has been argued that men would develop competitive behaviours which are aggressive in nature whilst women would have tendencies to nurture and support. Taking a view from this theory it would mean that mentors with a predominantly masculine sex-role behaviour would be matched to mentees with a predominant feminine sex-role behaviour. It would follow from the said biological narrative that there are noted complications for mentoring women in organisations. There are two problematic issues which are specifically related to mentoring: network information access as well as the culture on cross-gender partnerships. This would in a way refer to the "old boy networks" and as well as dealing with barriers in cultural expectations. The challenges arising from the management of cross gender mentoring in organisations includes marital disruption, sexual attractions and the damage of gossiping. The solution to the challenges would be effective communication, which would entail open discussions and making cross-gender mentoring discussions to become part and parcel of the mentoring process (Ehigie et.al., 2011).

2.18 Models and Approaches to Coaching and Mentoring

Literature in coaching and mentoring has focussed more on the models that can be used yet not much research has been done on the actual models that are in practice. There have been exhaustive debates on what models would work best. The debate has gained more relevance as there has been an increase in the number of models.

It has been noted that 20-30 models are now commonly in use. The popularity of the various models varies between different countries and cultures. Some researchers have put in an argument that all models are equally effective (Passmore, Brown and Csigas, 2017). The model which a coach or mentor chooses for use will be dependent on the style chosen, context together with approach. Grounded in some form of partnership and putting focus on practice, majority of the coaching and mentoring approaches are dialogical, respectful and confidential. The applicable coaching and mentoring models do provide intense as well as solid instructions in the procedural and conceptual base of effective workplace approaches together with continuous support as well as individualised feedbacks (Bishop, 2016).

2.19 CARE, ERR and OSCAR Models

The acronym **CARE** is standing for creating, awareness, raising and reawakening flow of learning, and empowerment, which is modelled in a framework which has a two-fold purpose. This provides a guide to techniques and behaviours encouraging learning as well as ensuring values and beliefs that underpins the model into practice. The **ERR** model do stand for emotion, reality and responsibility and is meant to acknowledge a person's emotions, unpacking the reality of a given scenario and then separate facts from possible assumptions, then be coached in order to get ownership and responsibility decisions and actions. The **OSCAR** model is standing for outcome, situation, choices, actions, and review. It builds up on the earlier explained GROW model and has outcome which reflect goals, a situation showing reality, choice and consequences which reflect the options and actions and would review a reflecting will (Bishop, 2016).

2.20 The Goal Setting Theory

The Goal Setting theory is said to have been first developed in 1960s. The said theory notes that the setting of goals is associated to the task performance of an individual or employees. Specific and challenging goals together with effective respective feedback will provide for much improved task performance. In general, it provides direction regarding what needs to be done and how much of an input is required in accomplishing of such. Having specific and clear goals will lead to greater results and higher performances. Goals that are measurable, unambiguous and clear coupled with timelines will set up a recipe for success. Goals must be realist whilst challenging and will provide an individual a sense of triumph and pride when accomplished leading to them looking for the next challenge. Appropriate outcome feedback directs an individual's to higher performance levels. It does help an employee in performing with much more commitment leading to much improved job satisfaction levels. It is further argued that the theory helps in the setup of specific agreed goals and objectives to which an organisation will be able to assess the performance of the employee (Neupane, 2015; Avey et.al., 2011).

2.21 Five Factor Model

A lot (Neupane, 2015). of research has been done on the relationship between the personality of humans and their reaction to task performance. Organisations require employees to be prepared mentally to withstand any potential problems and hurdles that they will meet on the way to attaining set goals and objectives. It is from such demands that a five-factor model was proposed which talks to the relationship of job performance and the

individual personality in a working environment. The model does focus on social attributes of a company rather than that of an individual's own personal ability. The five factors in the models are follows:

- **Emotional Stability:** This would refer to self-efficacy and the high emotional quotient which could move toward a behaviour that is constant and relied on. Individuals are bound to be calm even under challenging circumstances because they would have a high level of self-control. On one hand, employees who possess low levels of emotional stability and self-control would be so worried and excitable in trying situations (Neupane, 2015).

- **Extroversion:** The extrovert who possess a character which is unreserved would be performing at an optimum in an organisational environment which is more social and would require low supervision levels for them to achieve on the goals targeted. On the other hand, introverts would not be highly enhanced at such environments and would be giving less favourable performance. The extroverts are noted as tough seeking whilst the introverts are being on the higher aggressive side for them to achieve given goals. Hence regular direction and guidance is required from management for better performance (Neupane, 2015).

- **Openness:** Individuals who have an open mind and behaviour to new ideas and experience as well as extraverts are said to grow into organisational leaders. The workers would take positively any suggestions and feedback which are linked to performance enhancements and will use same for job enrichment as well as self-initiated learning (Neupane, 2015).

- **Agreeableness:** Individuals with agreeableness qualities will tend to adapt and adjust in a team set up quite easily. These individuals are creative and innovative in nature (Neupane, 2015).

- **Conscientiousness:** The people in this category are passionate when it comes to their work and will perform their tasks with full standards. These individuals are seen to uphold beliefs and in most cases act as whistle blowers in their respective companies. They are for ever present at work (Kohli and Deb, 2008; Neupane, 2015).

The understanding of the five-factor model will help in developing a better understanding between individuals in an organisation and will help set up work teams. The model suggest that employees get motivated when standards are high which will ultimately lead to better outcomes (Neupane, 2015; Kohli and Deb, 2008).

2.22 GROW Model

The GROW Model is said to have been developed initially by Whitmore (2002) who was a renowned performance coach in the 1980s. The model gives a great way to planning a journey properly. Firstly, one decides where they intent to go (Goal), next is the decision on where one is currently at in the given timeline (Reality). Various options are later explored for obstacles to our destination (Options). Finally, one establishes their will and affirm their commitment to make the journey as well as prepare to overcome obstacles on the course of the journey. The model is regarded as one of the most established and successful coaching models (Neupane, 2015). It has been generally been accepted as the standard method for coaching and mentoring. It is found to reinforce a sense of positive identity through the mapping out a one's wishes in line with their given goals, the options, the reality, and their will (Bishop, 2016). It provides a directing equipment to highlight, elicit and maximising of the inner potential using different coaching conversations. The framework is regarded very

highly and globally acclaimed due to it being successful in problem solving and setting of goals, thus maximising and maintaining individual achievements and productivity (Neupane, 2015).

Various authors have argued that the **GROW** model is a proven success in the wider global arena for all individuals with a wide variety of experience and backgrounds. The model can be implemented through the adoption of questions which would have been carefully created to promote an in-depth responsibility and encouraging behaviour which would result in practical approaches in order to achieve the given goal (Neupane, 2015) . Bishop (2016) further argues that the use of progressive coaching abilities would support the structure which ultimately would assist in freeing up an individual's true potential by enhancement of confidence and motivation. The **GROW** model is quite critical in yielding of communication improvements, better working quality, higher productivity and improved interpersonal relationships.

2.23 SAGE Model

The SAGE model is constructed using the notion that effective mentoring will require four core competencies, with each being applied differently. The competences would form a step sequence in the mentoring approach. They are chosen for being able to blend in an effective manner. They come as follows: surrendering which deals with the levelling on the field of play. Accepting: which creates a safe environment for taking risks. Gifting: the main core event and extending which deals with nurturing the mentees' independency.

Surrendering: This is a process which levels the learning field. Many of the relationships in mentoring would start with a mentor and a mentee in uneven power standings; master to novice. In such situations there is anxiety which would minimise the taking of risks. that critical component which is needed for growth. Surrendering would encompass the actions a mentor would take to harness the power and authority from the mentoring partnership such that mentee anxiety can be lowered with courage heightening.

Accepting: This is the action of embracing, inclusiveness and getting rid of preconceived judgements as well as bias which creates a safe environment for learning. Through supporting and encouragement mentors will be sending a message that shows all will be safe. Mentees will require protection in the mentoring partnership for them to experiment without facing vulnerability in the public arena.

Gifting: This is seen as a generosity action which bestows things of value on one another without no expectation of getting anything in return. Gifting can also be seen to be acting as a main event in the mentoring process. Mentors are expected to advice, feedback, enable focus as well as direction. Mentors also act as a means for mentees to try use their wings.

Extending: This is a means of trying to push the relationship way beyond the expected boundary. This involves looking for an alternate way in fostering growth. Extending is required for the creation of an independent self-directed learner. (Ehigie et.al., 2011; Bell, 2002).

2.24 Ten Coaching Suggestions

While the **GROW** model gives an essence of what a coach will approach the process, there are suggested best practices that could help a peer coach in leading a conversation as follows:

  i.   Practice inquiry and listening actively rather than doing problem solving or advising. Inquiry is asking the right questions using the **GROW** model's four elements as a model. Active listening is

understanding what is being said and then paraphrase it to check understanding of what will have been said. Practising the active listening skill in conversations, together with coaching projects, will prepare one in trying to combine active listening as well as inquiry with the **GROW** model (Fulmer and Brock, 2014).

ii. Practice visual thinking. Visual thinking is a process of discovery, starting something and then creating a picture in one's mind of what the other person is telling you about. One should listen to the other person carefully, picture the item without adding any details and then ask relevant questions to fill out the picture. A typical example would be a reported case of difficulty in motivating a subordinate. Without the use of visual thing one might immediately spring into action by using one's previous experience on motivating people and consider all the assumptions involved in a person needing motivation. One would almost be halfway into trying to solve a wrong problem with little context resulting in an inappropriate solution (Fulmer and Brock, 2014).

iii. Insisting on an overarching goal at the start of a coaching relationship as well as an objective for each conversation. Begin by establishing a contract on goals and objectives, with the goal being chosen by a coachee instead of being merely imposed. The conversation objective must be supportive of the overarching goal and can be adjusted as the process unfolds. A tie between the goals and objectives to specific outcomes should be encouraged (Fulmer and Brock, 2014).

iv. Be judicious in sharing information and tools. Coachees are encouraged to talk twice in comparison to the coach. When and how often to share one's, thoughts is dependent on the coachee, the situation at hand as well as previous experience and knowledge. A good rule to be practised by the coach is the asking of open-ended questions. By using this approach, the coach will stay as a facilitator rather than acting as an expert. One should try to offer tools, information only when necessary. Coaching is regarded as an unnatural conversation which calls for the coach to give assistance in the form of effective listening and questioning means (Fulmer and Brock, 2014).

v. Focus on clear distinctions. Coaching is seen as a process of helping others in making and adopting distinctions that are clear which would help them to achieve their goals. As an example, a coaching conversation on the motivating of others could include clear distinctions from leadership and management and intrinsic and extrinsic motivation. In the same way coaching could involve the development of a clear means between objective reality and subjective perceptions, conjecture, assumptions and fantasies (Fulmer and Brock, 2014).

vi. Integrity and confidentiality are regarded as paramount in a coaching relationship. In the peer coaching set up, the said qualities are quite difficult to deal with compared to a relationship between an external coach and a manager. In the peer coaching setup both parties need to share responsibility in terms of defining which information is meant to remain private and what information will be impossible to hold in confidentiality as the information could possibly influence decisions in future. Both parties will hold additional responsibilities in avoiding sharing information might possibly put the other in an awkward

position. It is recommended that discussions regarding confidentiality in peer relationships must occur frequently to ensure the parties would remain clear on the boundaries (Fulmer and Brock, 2014).

vii.   Reality should be as it is, not as one wishes. One should work with actual data and try to avoid letting hearsay, opinions, assumptions, or fantasies take over the coaching conversation. Assumptions, biases and inferences must be checked, questioned and verified. The coachee should be asked questions for them to verify whatever information they have to be true and how they would have reached to conclude (Fulmer and Brock, 2014).

viii.   Potential obstacles should have an action plan. In order to help realistically predict obstacles one should ask the right questions and probe in order to put a mitigation plan in place. In most cases, goals are not realised as a result of small, unanticipated stuff that could have been easily taken care of. It is expected that peer coaching conversations could possibly help in the identifying the need to take these seemingly small actions (Fulmer and Brock, 2014).

ix.   Build in accountability. In order to give support to a coachee to achieve their goals as well as following up on any commitments to action, regular sessions must be arranged. Follow up must be done in the next conversation for one to see if the action was taken and what was the outcome. Individuals should be encouraged to take ownership and hold themselves accountable to commitments. They should be encouraged to establish mileposts, reminders and metrics to reinforce agreements they would have made to themselves and others (Fulmer and Brock, 2014).

x.   Feedback should be used as a means of providing learning to everyone. Peer coaching should provide a unique opportunity for the parties to give and receive feedback. Observation as well as feedback should be built into plans, and if one has difficult feedback to give, one should schedule a separate meeting in order to provide such feedback. As a coach one should always remember that they are also part of the learning process. One should ask for feedback on the coaching style. By asking how one could be a better coach might possibly open the doors for a more receptiveness relationship in exchanging meaning (Fulmer and Brock, 2014).

2.25 Skilled Helper Model

Egan's skilled helper model is regarded as a perfect mentoring framework which is widely used. The model is based on three stages:

i.   What is the current picture?

ii.   What is the preferred picture?

iii.   What is the way going forward? (Cleaver, 2016).

Each of the stages would consist of three steps for answering the questions or explaining the points fully as shown in the below figure. It is important to start from a viewpoint that people can change if they decide to, they need to be helped in order to discover the great benefits brought about by having a mentor (Cleaver, 2016). .

From the table, **Stage 1** deals with clarifying issues which are required to drive the desire to change. A mentor will build rapport, encourage the mentee by describing the current scenario. The next step would be about making sure the mentee will not in any way overlook any perspective and should challenge any assumptions that could be a hinderance. The third step is meant for the mentee to give a summary of the picture at hand, focus on the most critical things and then prioritise what needs to be worked on (Cleaver, 2016).

Stage 2 is on the encouragement of the mentee to start focusing on the favoured scenario; look at available means of moving ahead, set objectives, and prioritise accordingly. The 1st step will adopt creative thing and generation of as many ideas as possible. The next step deals with taking ideas and setting a plan for change. Step 3 is about getting the mentee to try their motivation and commitment for changing (Cleaver, 2016).

Stage 3 is looks at how to plan the way forward. The 1st step in this stage looks at creativity and about various ways where the mentee would succeed with their objectives. In the 2nd step the mentee is helped in discovering the most suitable strategy to help them. In the last step, the mentee draws up an action plan (Cleaver, 2016).

Table 2. 3 Skilled Helper Model
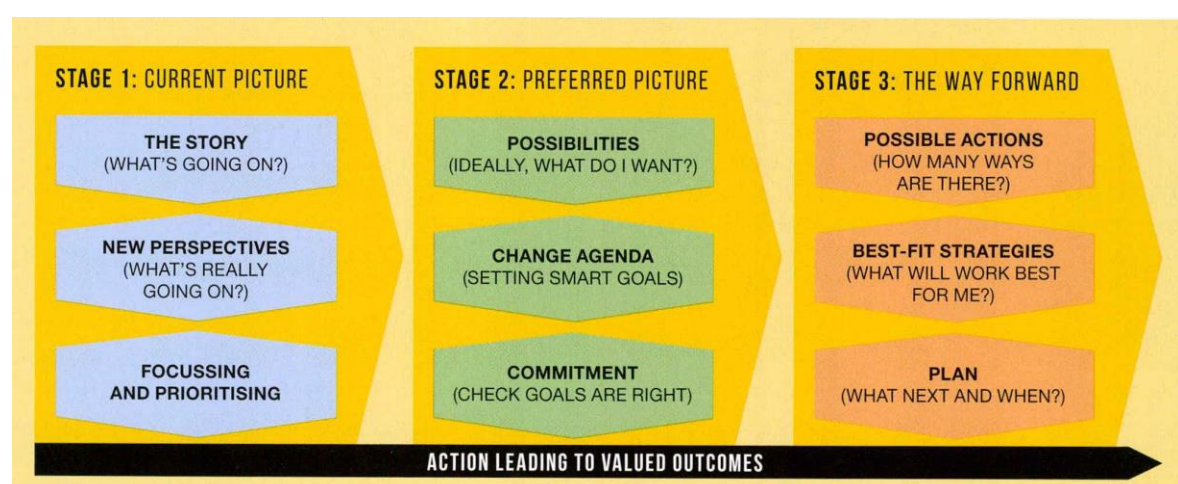
(Cleaver, 2016)

It is important to keep in mind that the process of mentoring can start at wherever the mentee is, in terms of the applicable Skilled Helper Model and will follow their agenda. A practitioner who is experienced with the model should easily identify a mentee's location inside the matrix set up and formulate a new way forward. Looking at the actual scenario, certain steps of the said approach might not need any discussions whilst others could need several interventions for exploring. A given amount of time might be required within a stage, the model only acts as a guiding framework using the reference points. (Cleaver, 2016).

2.26 Coaching and Mentoring Skills Category

Though there is noted differences between coaching and mentoring roles there also exists some general similar grounding. The two roles will both need a balancing act between the nurturing of the learner and challenging

them to enhance new skills development. Coaches are known to be challenging their learners much more compared to mentors, however both mentors and coaches will provide the bridge as friends in need. The coaches and mentors' skills could be categorised in three groups: emotions, cognition and values.

i. **Emotions**: The coaches and mentors will need emotional intelligence skills to be aware of their own strengths, weaknesses, aware of the other person's weaknesses, strengths, be able to manage own behaviour as well as possessing interpersonal skills. They should be able to build a solid base of trust in the partnership.

ii. **Cognition**: The coaches and mentors will require a professional skill to build a credibility record. They would require intellectual skills in order to conceptualise a learner's position then guide in exploring new ventures. They can utilise the knowledge they have in helping a learner to set achievable targets. They have full understanding of the process in learning and appreciate the challenges that could be faced in the acquisition of a new skill.

iii. **Values**: The coaches and mentors with all their experience will not be regarded as effective until they can present some form of ethical conducts. The values that are crucial to a coaching or mentoring set up includes respecting the dignity of a learner, honesty, compassion, fairness and integrity coach (Okechukwu and Raymond, 2015).
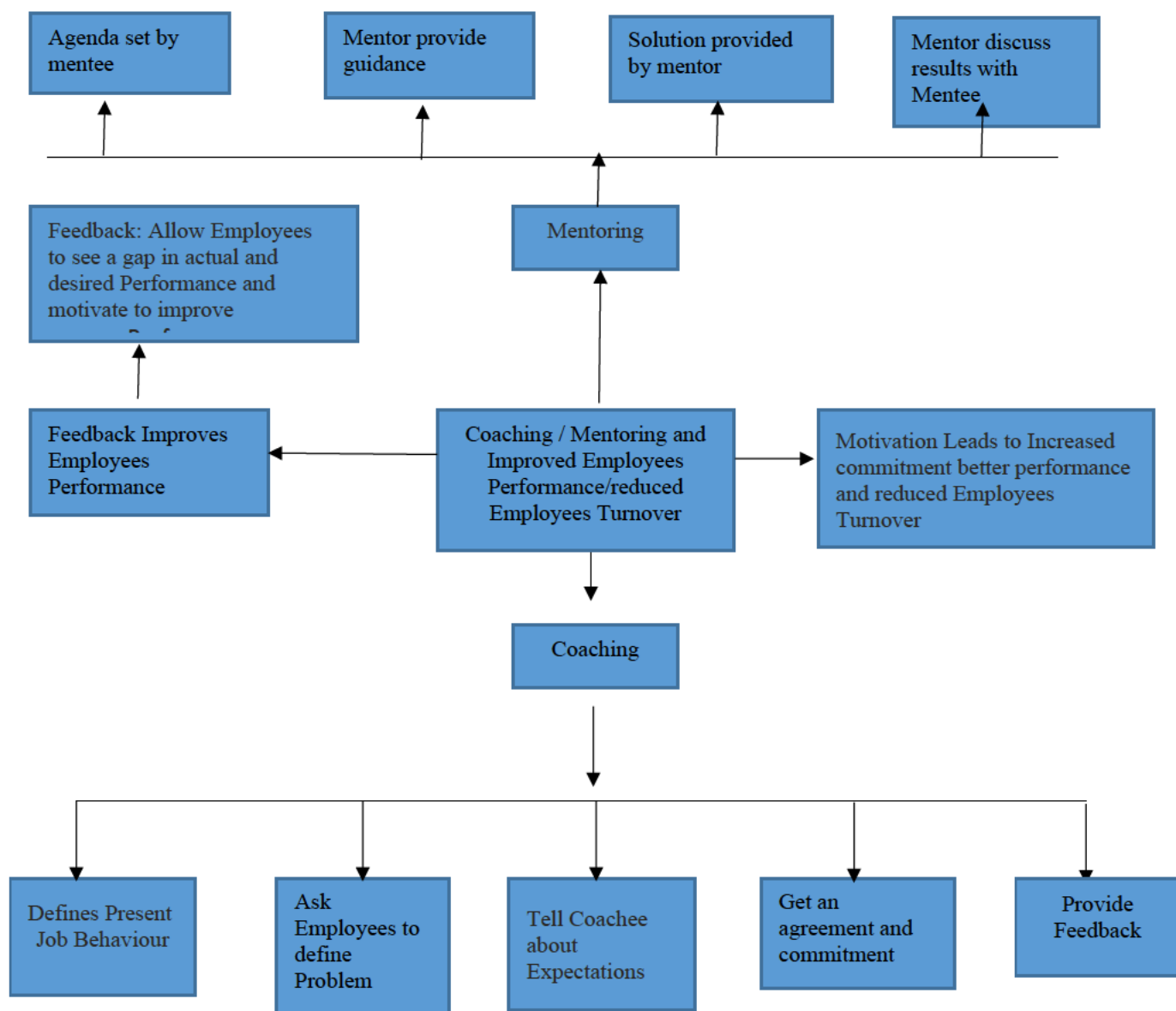
Figure 2. 2 Coaching/mentoring and improved employees' performance model (Okechukwu and Raymond, 2015).

Coaching and mentoring in noted to be a contributor in the improvement of employee performance and reduced staff turnover (Okechukwu and Raymond, 2015).

2.27 Mentoring Skills, Relationship and its Factors

The essence in a mentoring relationship is about assisting people to be able to help themselves. The mentor must be willing and be in a state to help, providing wisdom, experience and fresh perspectives. By having mentees being able to help themselves means taking full ownership for their own development. The mentoring context takes the form of professional development through by agreeing on mutual mentoring relationships. The relationship could be in the form of a formal organisational initiative or could take the form of an informal agreement brokered by the respective individuals. This could be internal, which would involve a mentor and mentee coming from one company or it might involve an externally sourced mentor who would be coming from somewhere else outside the organisation in question (Cleaver, 2016).

At the very centre of mentoring is the partnership, where the skills and qualities of a mentor will form part of a bigger picture. For the program to be effective, one needs to tune into the other factors which contributes to the partnership before even focusing on the qualities of a mentor. Effective mentoring will involve combining experience and knowledge, coupled with proficient coaching skills. Mentoring approaches like any other tool do require skill in use. The challenges arising in using the mentoring tools are because mentoring is so dynamic and unpredictable, not forgetting the fact that each mentoring relationship is quite different. The proficient use of the mentoring tools will come through training and learning through years of experience. So, what exactly does mentoring involve? At the very centre of mentoring is a partnership, where the skills and qualities of a mentor will only form part of the bigger picture. For one to be efficient they will need to turn on the other factors which will assist in the relationship before they can start focusing on the qualities of a mentor (Cleaver, 2016).

2.28 The Context and Ethics

The context talks to systemic factors which would frame and shape the mentoring relationship. The typical factors would involve formal mentoring remit, the setup of the working surroundings as well as specific challenges. The factors are in most cases fixed thus meaning a mentor needs to take note of them and must work with them, or at least around them. A relationship that is effective is built on a foundation of trust. The foundation should be directed by ethics, with fairness, confidentiality and autonomy. At the very beginning of a good relationship in mentoring, there must be a discussion of the issues, which would need to be agreed and then made formal into a working document. The role of the mentor in this case would be in initiating the discussions. A conclusive output of a mentoring program could be measured through the number of changes that would have been made or actions taken in comparison to the initial objectives of a mentee. It is more than likely that there will be intangible outcomes which would be quite difficult in terms of measurement. These might come in the form of assurance and clarity, increased confidence and wellbeing. A mentee is encouraged to make reflections on both the tangible outputs together with the intangible ones in the relationship (Cleaver, 2016).

2.29 The Mentor and Mentee

One needs to appreciate the fact that one of the partners in a mentoring venture will start with a unique footing showing up with different commitment levels, confidence, clarity and independence The variability in feedback does create a major problem for the mentor who has to be quite flexible and perceptive in adapting to the mentee, helping clarifying their agenda and targets. Going through the idea of having people playing their part in helping themselves a mentor's role is viewed as that of facilitating learning together with development in a supportive but challenging manner. This will require a solid combination of qualities together with skills and a suitable approach. The qualities required in a mentor include attributes such as personality, style, wisdom and experience. An experienced and effective mentor would know their qualities and would be able to deploy the ones that would enhance the mentoring partnership whilst withholding those that would be distracting to the mentee. The use of a mentor's qualities in each relationship is regarded as a major contributor to the perceived differences between coaching and mentoring (Cleaver, 2016).

There is a clear distinction between what is regarded as being the core skill and what is deemed practical skills. Core skills will deal with communication effectiveness and is crucial for a mentor to be able to have a connection and thus building a rapport with a mentee. The skills are said to take a long time to be learnt. Whilst on the other side practical skills talk to a variety of techniques and tools that can be deployed by a mentor in facilitating a mentoring process. The skills are easily learnt or could already be familiar to the mentor. The mentoring effectiveness is not reliant on the length of time spent between the mentor and the mentee. It is noted that effective mentorship will work best with mutual respect, established consistency as well as by developing a safe environment. It is recommended heavily to have matched characteristics in a relationship and dyad beliefs for one to foster a positive mentoring program (Carroll and Barnes, 2015).

There will be an active combination for psychosocial and professional functions which are developed through a mentoring experience. Researchers (Carroll and Barnes, 2015) have described five critical areas which would be gained through an effective minority mentoring program:
  i.   The gains in competence of the mentee's profession
  ii.   Good reputation from protégé performance, which would lead to increased credibility and confidence
  iii. protégé derailment prevention through focused career guidance by mentor,
  iv.   strong mentor sponsorship of the mentee
  v.   mentor protection for the mentee in an unfair situation (which could include racial discrimination).
Mentorships will provide informal and passive modelling for the protégé which gives an opportunity for them to observe how a senior professional would handle a complicated situation. The opportunity afforded are invaluable since they provide mentees with a good practical show on how to deal with similar situations that might arise soon. Over the few decades, research in mentoring has been investigating the mentor's perspective, role and function in the advancement and development of the mentee. The older theories in mentoring have highlighted the criticality of the mentor in providing direction as well as guidance for the protégé assimilation towards the major organisational culture (Carroll and Barnes, 2015).

There are four noted development steps in a mentoring relationship, initiation, cultivation, separation and termination then redefining. During the first stage of mentoring, the protégé will evaluate common interests

whilst developing a dyadic partnership with a respective mentor. For the second phase the protégé and mentor will listen, compare and share beliefs and values. In the third stage the protégé will change which reflects intrinsic growth. Lastly in the fourth stage the protégé and mentor must review their relationship, which might mean terminating of the mentoring relation or it to redirect it to a new goal. Each of the mentioned stages are critical, however it is important for one to understand that these will be fluid and longitudinal in nature (Carroll and Barnes, 2015; French et.al., 2006).

The early stage of cultivation is regarded as crucial as the racial topic or agenda needs to be explored early in order to develop an environment to which both the mentor and protégé are at ease to discuss the race topics. It needs to be mentioned though that the challenges on race are not always as sensitive or relevant topics for the minority mentees. The easy feeling or the denying could link to the mentee's development stages of racial identity (Carroll and Barnes, 2015).

2.30 Mentoring Leveraging

Mentoring does leverage the strategic knowledge as well as the skill in an organisation through sharing of the acquired knowledge. The learner will acquire new skills, knowledge and ability which will advance their competencies thus helping in the development of a career. Mentoring is bound to yield improved results if done in a structured form. Learning needs to happen in a sound, compete and well thought way. The mentor needs to be empowered with communication network, training as well as administrating facilities which would promote solid mentoring relationships (Jyoti and Sharma, 2015).

The four traits have been highlighted for an organisation to be able to fully implement a culture of mentoring are ownership, flexibility, clarity and feedback. The structure should be designed to have all organisational activities done in a flexible environment. The culture should support mentoring whilst providing records for evaluation and benchmarking. The system must cater for feedback, role clarification, goals and responsibilities together with expectations and accountability (Jyoti and Sharma, 2015).

2.31 Mentoring Approach

The approach talks to the structure, framework that gives guidance to the mentoring process. There are several methods that can be used, with each presenting its own properties. Some generally used ones are shown in the table below. Being proficient in the given approaches would take some time, practice and training. Even the experienced professional mentors would only master a few of these approaches. The most relevant and accessible approach being Egan's Skilled Helper Model (Cleaver, 2016).

Table 2. 4 The Skilled Helper Model

Releasing potential for change
- The co-active coaching model[2]
- Appreciative enquiry[3]
- The skilled helper model[4]
- Solution-focussed model[5]

Working with the relationship
- Transactional analysis approach[6]
- Gestalt[7]

Focussing on performance
- GROW – goal, reality, options, will[8]
- Inner Game[9, 10]
- Neuro-linguistic programming, NLP[11]

(Cleaver, 2016).

In mentoring the drive is for the advancement of one's career goals. Individuals looking for enhancement in career progression would require a mentor for guiding them through. A detailed coaching and mentoring program will assist an organisation in determining approach suitable for its strategy and culture.

There are various approaches for a structured program approach:

i.   Development of Leadership skills and succession planning
ii.   Advancement of an organisation's training investment
iii.   Improvement in induction and socialisation to improve employee retention
iv.   Opportunity improvements for the disadvantaged employees
v.   Transfer of knowledge by the near retiring experts to the younger energetic workers
     (Jyoti and Sharma, 2015).

A structured program delivers more benefits to an organisation compared to an informal one as it will:

i.   Put focus towards a given objective
ii.   Be carefully planned as well as organised rather than ad hoc
iii.   Recognises and appreciates participants for their efforts
iv.   Provides structure, training together with support to the participants
v.   Establishment of appropriate policies and guidelines
vi.   Monitor and evaluate processes.
     (Okechukwu and Raymond, 2015).

2.32 Mentoring as a Developmental Relationship

The operational definition for mentoring is said to have evolved over the last decade. The early studies were focused on a partnership of a junior protégé with a senior mentor. However, the recent concepts in mentoring have changed due to research from the theories of relationship constellations. Mentoring has been identified as much more than being the unidirectional flow of information from a mentor to mentee, it can be reciprocal and tangential in nature. The words developmental and mentorship relationships have over time been used interchangeably, however a developmental relationship would encompass a relational dyad which would have a senior developer and a novice who will be focusing on exchange of support, assistance and advise. Developmental relationships can be informal or formal if the mentor takes a keen interest in the learner's advancement. It has been argued that developmental relationships are guided by self - efficacy, self-insight, learner motivation, self-determination, social capital, capability, the learning feedback as well as culture from the mentor and mentee. The researchers have mentioned the parameter through which developmental relations will exist; network effect, relationship type, object of learning and the timelines of outcomes and the style of the mentor (Carroll and Barnes, 2015*;* Rock and Garavan, 2006).

Authors have proposed a developmental relationship topology discussing the functions and roles of relational dyads which affords different stages of support, experience as well as contributions to a broad range of benefits. As per the topology mentors could be categorised as follows:

 i. Organizational Navigators,
 ii. Sponsors of Development,
 iii. Grandparents
 iv. Friends.

Any mentor could possibly step into any one of the categories, however it is believed that a grandparent style of a mentor would stand aside and listen, make observations, seek clarity and improve decision making. They would provide advice and wisdom, contribute to the enhancement of self-efficacy, self-identity, self-regulation and self-determination. It is noted that these mentor types would act as a sound boards as well as a companion for dialogue with the mentee. They would provide with them a variety of previous experience to the fore that would encourage reflection as well as intrinsic growth for the mentee. Facilitation of this kind of growth, will somehow need an improved skill set from the mentor (Carroll and Barnes, 2015; Rock and Garavan, 2006).

The said skills set would require an increased comfort discussion which might be an uncomfortable racial issue. The mentor must be in a position to increase the mentee's feelings of motivation, confidence and competency. Helping such a change would require that the mentor must be aware of how their own personal. Characteristics could block a mentee's development. Such characteristics would be about the mentor's cultural encapsulation which would be an inability in acknowledgement of the existing differences as result of a mentor's own choices when they view the world using their own cultural lens. Taking note of their own bias, is thus regarded critical for a mentor. Such an awareness could be achieved through examination of the mentor's broaching style, which is one's ability in discussing issues which are regarded as sensitive. The points which will follow are thus going to be exploring broaching styles as a way in uncovering possible unconscious biases which could be reflective of a poor cultural competence (Carroll and Barnes, 2015)*.*

2.33 Broaching The Topic of Race in Developmental Relationships

It has been found out that exploring the race topic within a developmental relationship is rather a challenge for certain mentors, more so if the mentor/mentee pairing involves opposite races. Some researchers have argued that it was easier to pretend that race did not matter in opposite race pairings than to approach a topic and then be branded as a racist. Such an avoidance approach would serve as a necessary barrier to facilitate success.

It is noted that by achieving a high personal level insight, with respect to one's approach to challenges that are complex could be valuable for a mentor's confidence level when dealing with delicate topics as the race one. Self-understanding is said to improve cultural competence; thus, people need to get a good understanding of themselves before they can understand others accurately. Such an understanding and insight could be achieved by revealing a mentor's approach to broaching (Carroll and Barnes, 2015; Day-Vines et al., 2007).

Broaching style focuses to the way in which one approaches the conversations. There are five noted broaching approaches: avoidant, isolation, incongruent, congruent and infusing. Based on the broaching style, one may be willing to approach topics of race. Thus, high broaching style levels are crucial as they would be an indication of cultural competency. An infusing mentor would likely take into consideration the intersection of racial and cultural factors inside the context of the mentee's situation (Carroll and Barnes, 2015; Day-Vines et al., 2007).

Table 2. 5 The five approaches to broaching

Broaching Style	Broaching Behaviours
Avoidant	Ignore, minimise cultural factors and keep neutral on race issues
Isolation	Agrees to broach however will harbour some reservations from limited view of personal efficacy and a concern
Incongruent	Remains open to broaching cultural factors however will lack accompanying skills
Congruent	Accepting and encouraging of mentees in making specific culture interpretations for their concerns
Infusing	Considered as a crucial aspect when working with mentees of mixed race with relation to other efforts meant to remove the oppression and promotion of equality and social justice.

(Carroll and Barnes, 2015).

2.34 Applied Broaching Case Study

A case study has been used to give a further description of the broaching style and which would show how it can be utilised by the mentor. The case study would be providing some hypothetical examples and possible mentor responses, as well as the commitment of a mentor to diversity whilst describing the behaviour which will be exhibited by the mentor. Behavioural attitudes which would be reflected from each example will need to be explored (Carroll and Barnes, 2015).

A white European American mentor is struggling in understanding the reason why an assigned mentee, a black African American male, who happens to be her student in the Biology class as well, is resisting to complete four assignments. The mentor gets in contact with the student via an email in order to understand why they are not taking the assignments and then asks the mentee to come and see her. The mentee replies that they have no intentions of meeting with the mentor and decide to drop out of the course program without even expressing their concerns. The mentor thus gets distressed with the unveiling scenario as she wants to support the mentee but is somehow not sure about the problem. The mentor is suspecting the issue could be race-related, starts to thoughtfully process the event in order to come up with a possible action plan. The following table would reflect the list of possible responses that an advisor would consider. The said responses are reflective of the five broaching styles (Carroll and Barnes, 2015).

Table 2. 6 List of responses for consideration by the mentor

Broaching Style	Broaching Behaviour
Avoidant	The instructor (mentor) choses to dismiss the incident as a race issue and decides to concentrate on reviewing the structure of the course and how to improve on the coursework assignments.
Isolating	The instructor (mentor) views race as an issue, however they are quick to dismiss it attributing it to be a course structure issue.
Incongruent	The instructor (mentor) contemplates exploring the race issue by referring the mentee to someone who is better equipped to deal with the race issue.
Congruent	The instructor (mentor) explores requesting the mentee to possibly check if race would have had a hand in the scenario, goes to facilitate a debate where a mentee is requested to do an evaluation on how such the situation could affect their professional exposure in the upcoming years ahead.
Infusing	The instructor (mentor) would acknowledge the situation challenges, refers to research findings on racial dynamics, facilitates discussion with mentee about their experiences with program diversity. The mentor could also elaborate by sharing anecdotal commentaries on comparative personal situations so as to assist the mentee to examine any poignant experiences that could contribute to the unproductive scenario at hand.

(Carroll and Barnes, 2015; Day-Vines et al., 2007).

2.35 Developmental Mentoring

It has been argued that mentoring relationships do evolve in phases with four phase developmental model being developed on findings from 18 mentoring relationships in an organisation in North America. The phases include **initiation**, from where the dyad meet and establish a relationship. **Cultivation;** the way through which a relationship would develop. **Separation**; this will conclude and ends the relationship and Redefinition; where

the relationship may continue in a different form, possibly in the form of a peer mentoring relationship (Washington and Cox, 2016).

2.36 Mentoring Phases

The phases in a mentoring partnership are significant; a relationship will go through a period of formation which is the time when the participants get to know one another. Then there is a period at which the relationship will operate at an efficient and effective level and then also a time at which the relationship needs dissolving. Mentees in the different stages of their mentoring process would require differing levels in terms of the assistance they would require from mentors with changing interaction levels per phase. The table below summarises various distinct mentoring phases, the initiation stage, the cultivation stage, the separation phase, redefinition phase, the preparation phase, the establishment of the relationship phase, learning and development phase as well as the ending phase (Kunaka and Moos, 2019).

Table 2. 7 Various Mentoring Phases

Mentoring Phase	Description
Initiation phase	Initial 6–12 months after forming of relationship and starts to provide meaning. Low mentoring value gains at this stage.
Cultivation phase	Period of maximum interaction, generally 2-5years. Mentee would be taking advantage of mentoring and learning functions. The mentor will encourage and guards the mentee in this phase.
Separation phase	Occurs between 6 months to 2 years after given structural changes in the partnership. The mentee gets gains independence with the mentor's roles decreasing
Redefinition phase	Unspecified time after the separation. Relationship termination could occur, or the relationship could take an informal route with few meetings.
Initiation stage	Discussion and clarification of common goals, shared dreams and values
Cultivation stage	The first step of entrepreneurial learning and development. Interaction is good.
Closure/separation stage	Encompasses the closure of a mentoring partnership. Mutual separation agreements are crucial; mentee could have reviewed their goals and as such the mentor might not be required for such or they might prefer some independence. Mentor could prefer that the mentee learns on their own.
Redefinition stage	Both the mentor and mentee must be wanting the relationship to proceed. Success in goal achievement the relationship of mentoring must have taken place. Formal mentoring relationships are not likely to redefined. New mentoring partnerships would develop.
Preparation phase	Will involve the actual decision making to enter a mentoring relationship. A mentee goes through evaluation of their needs to learn and review if program meets the expectation. Mentors are considering how they could benefit by embarking on the mentoring role. Evaluating their competency, time and motivation which would be brought to the relationship is critical in order for contributions to be meaningful and value adding.
Establishing the relationship Phase	Starts with the very first meeting. Mentees and mentors would give clarity to some mutual expectations, will spend time to know one another and explore the real rationale for joining the program. It is critical for the establishment of a good relationship lased with trust and openness.
Learning and developing Phase	Will results in newfound understandings and insights. Real learning occurs. It is important for a mentee to take action that leads to competency and behavioural improvements.
Ending phase	Would wrap up relationship in differing manners. Others might decide to continue the mentoring relationship, develop into friendships. The choice to completely cut ties is also acceptable.

(Kunaka and Moos, 2019).

2.37 Mentoring Modes

The increase in usage of mentoring programs in USA, Europe and others has enabled good examples on practices to develop on how to design, manage and evaluate programs. It has been argued that there are however not enough studies that reviews the benefits, mentoring types and those receiving the mentoring. A research carried out found out that most organisations sponsor both formal and informal mentoring, with corresponding benefits of improved staff morale and communication for the given organisation (Passmore, Brown and Csigas, 2017).

2.37.1 Traditional Mentoring

Traditional mentoring refers to a mentor and mentee relationship where the two will share the learning experience for years to come. In most cases the less experienced younger mentee will gain the knowledge from the mentor thus gaining valuable guidance in their career (Mullen, 2007). Traditional mentors are said to provide help in the two areas of career development and psychosocial support. A key element associated with traditional mentoring is the potential that it brings with for a long-term strong relationship which is built through trust. The disadvantage though to this type of mentoring will be the fear of the mentee saying something which could be negative to their mentor and this could affect hence with their career growth negatively (Laukhuf and Malone, 2015).

There could be a bit of cognitive and emotional support, which would occur in a hierarchical relationship between a senior and their subordinate. By framing the mentee's goals and skills acquisition, developing maturity, gaining mastery, traditional mentoring has a central part to do in the working environment. However, it has been argued that traditional mentoring would entail a one-way approach and will foster the conditions that would be keeping the bandwidth of mentoring narrow thus limiting the possibility for inclusivity and change. The mentoring partnership do lack the value of reciprocal learning and growth, authority, being transparent, control, exclusion, the role of privilege as well as oppression in trying to serve some populations over the expense of the others (Mullen, 2007).

2.37.2 Alternative Mentoring

The approach of mentoring has been drastically changing ever since the middle age times when man learnt the trade by being an apprentice. The contemporary alternate types of mentoring do provide new methods in which to approach the given senior and subordinate partnering for mentors. It is argued that alternative mentoring would allow and unveil burdens of authority and power thus opening areas that would have been left without being questioned in the traditional mentoring set up. In total opposite to traditional mentoring, in alternative mentoring set up the participant is pruned to explore the full dimensions of the thought process. The climates for thoughtfulness would extend way past the learning skills and strategy, thus being able to encompass critical and innovative thinking and reflecting inquiry. In a reflective relationship the participants would need to ask questions on what it means being an efficient mentor and a motivated mentee on the other hand. Alternative mentoring is said to foster the ability to image new professional partnerships. There would be discussions on what triggers the relationship, fulfilments and how one would make a mark on the community (Mullen, 2007).

At a micro level, a mentor and their mentee would be learning together with the use of platforms which extends the reach of the teachings and learning on innovating and using technology applications in mentoring groupings. At a macro level, the alternative mentoring will be seen as a smart idea driving transformations of a power burdened relationship to a healthy functioning one. Beyond the traditional mentoring, there are eight known methods of alternative mentoring: informal mentoring, formal mentoring, electronic mentoring, diverse mentoring, co mentoring or collaborative mentoring, group mentoring, multiple level co mentoring and cultural mentoring (Mullen, 2007).

2.37.3 Formal Mentoring

Formal mentoring is structured, planned and is intentional. It contains given targets which are sponsored by a mentor and the organisation. Organisations which provide formal mentoring programs would be aiming to advance the progression of the very organisation and its employees. A formal relationship would involve developing a less experienced employee by a veteran through mentoring, which although beneficial, may have sustainability challenges. It is argued that sustainability haunts formal mentoring. Often it has been found out that if a sponsor of a mentoring program exits a business or if there is changes in direction and leadership a formal program would naturally lose momentum and will totally vanish (Mullen, 2007; Kasprisin et. al., 2008). Formal mentoring is different from an informal process in the way the relationships are initiated, their goals as well as the structured manner of the programmes. It is reported that formal mentoring programs will assign mentors. Mentor selection is based on the shared personal ambitions and interests, with mentors being selected from a list of potential mentors and there is a trial period to allow participants time to see if they are compatible to each other. The selection of mentors by mentees from an approved list does acknowledge the central role of interpersonal relationships in mentoring as well as the importance of engaging the mentees during the initiation and attending to their individual needs and preferences. It is suggested that an approach that is standardised through a structured programme would ensure clarity of the roles and responsibilities in mentoring, would improve oversight of the relationships and clear established mentoring outcomes (Ikbal et. al., 2017).

It has argued that the housing of mentoring programs within the formal structure actualises three considerations. Firstly, it would increase participation as well as boosting mentor numbers which will help address the concerns of race, gender, religion, ethnicity, religion, culture and socioeconomic mismatches that would have been seen to be blocking effective mentoring. Adding to that the presence of more involvement in the mentoring programmes assists in bettering the support for mentors, oversight of the process and potentially provides better training of mentors. Secondly, the availability of protected time in the mentor's schedule allows mentors to allocate time exclusively to mentoring activities. Thirdly, funding from both internal and external sources assists to sustain the programme, will provide the necessary infrastructure and allows the participation in mentoring in order for it to better incentivised through the use of monetary remunerations, promotions as well as awards for excellence (Ikbal et. al., 2017).

2.37.4 Informal Mentoring

Informal mentoring centres on the idea of apprenticeship in the workplace. It often seen as an ad hoc set up between a mentor and a mentee and is built on shared interests and personal ties. Informal mentoring is meant to

create a safe environment which would assist with the creation of an open communication together with development of personal and dynamic relationships. The approach is believed to improve commitment levels of the mentee and achieve beneficial results despite not having a set infrastructure. The unavailability of protected time for activities in informal coaching programmes have raised concerns on the ability of mentors to be able to effectively support the mentees. The challenge with time as well as competing interests amongst mentors also adds to the concerns as only outstanding employees will end up being selected. A further concern with informal mentoring is the lack in transparency and oversight given the unavailable infrastructure and organisational support (Ikbal et. al., 2017).

Informal mentoring takes place if a mentor and their mentee where to meet in a natural manner at the workplace. Mentoring will occur due to the chemistry created with benefits shared between the two. Left to happen on its own though, mentoring may not take place. It is argued that in case of satisfaction, retention and morale, informal mentoring would bring better outcomes compared to formal mentoring. Reverse mentoring, a situation in which professionals would get mentored by the young counterparts and in doing so get reskilled, is regarded as an informal process though it could be formalised. The approach does have traction, more so in corporations. In the academia space, there has been learning by professors for a while from students through integration of online technology and building online partnerships. In the workplace, the novice would bring their digital skills to the veteran, new types of professional development, a diversity consciousness and training (Mullen, 2007).

2.37.5 Diverse Mentoring

Formal mentoring has generally created parings based on similarities in participants as well as their preferences, generally in the form of academic and professional interests and also on gender, race and age. Informal mentoring does follow suit in having preferences for similarity in parings. In contrast diverse mentoring focuses on race conscious as well as cross sex mentoring where the mentor and mentee pairings are from different demographics (race, gender). It will be unreasonable and unrealistic to expect that a female mentor will only mentor female counterparts or a mentor of colour expected to only mentor colleagues of colour. It is argued that whilst some mentees would want to be mentored by those in the same ethnical or gender as themselves, research has suggested that there are benefits coming from mentor and mentee diversity. The one output being the quality of the mentoring initiatives that will determine the growth of a mentee the most and the success of the participants in the diverse relationship (Mullen, 2007).

2.37.6 Electronic Mentoring

Electronic or E- mentoring is a contemporary mentoring model which is mostly used when face-to-face interactions are not be possible. Electronic mentoring conceptually does link a more experienced mentor with a less experienced mentee like traditional mentoring but is however independent of the geographical location (Laukhuf and Malone, 2015). Technology and most importantly internet has transformed the way we are now interacting with one another and mentoring is no exception. Mentoring can occur in a remote manner through synchronous chats, emails, online platforms and other social media. With electronic mentoring (e mentoring) there is a reach that can span globally with an availability that's around the clock daily. Yet the success would rely on the mentee's readiness to learn using remote means and solve technological problems (Mullen, 2007). Other advantages for use of E-mentoring include the flexibility in the creation and sustaining of relationships

and in maintaining open communication thus helping in minimizing contextual and geographical barriers (Laukhuf and Malone, 2015).

The limitation to electronic mentoring is its lack of the personal human connection lost from not having a face to face interaction with the resultant chemistry which keeps things going. A key to catering for the human side which is missing in electronic mentoring is the use of technology touch which would adapt accordingly to mentoring interests as well as requirements. In the extreme technology environment, the mentor must be highly aware of the needs for human interaction and ensuring safe space and confidentiality for the mentee. It is argued that the main goal of e-mentoring would be in imitating the most out of face to face mentoring, with individuals being actively taking part and interacting in live electronic scenarios. This would compensate for the non-availability of a real physical presence and privacy which would be ideal for conversations on sensitive items. Having the knowhow of the human complexity and empathy could enhance online mentoring, information sharing and conferences which would assist in creating a versatile and trustworthy relationship which would encourage learning and achievements (Mullen, 2007).

2.37.7 Co-mentoring or Collaborative Mentoring

Co-mentoring also referred to as collaborative mentoring would unite employees to a mutually beneficial partnership. The participants might have been operating originally in a relationship as mentor and mentee, however, would become co mentors. The relationship could also have initially been that of peers. Whichever way one looks at it, this is a versatile two-way learning behaviour which is moulded around reciprocity and it is grounded in such differences as expertise, knowledge as well as status. The co mentoring pair will share aspirations, goals, values as well as ethics. Beyond the relationship, co mentoring employees will have impact at workplace and the community via the thorough approaches of advocacy-oriented vision and collaborations (Mullen, 20007).

2.37.8 Peer Mentoring

This mentoring approach offers participants the platform and opportunity for them to discuss challenges and maintain a positive outlook. A group of six to eight participants would meet and an experienced mentor will act as the leader of the group. This approach of mentoring is said to be more effective compared to traditional mentoring. Research has shown that participants in peer-to-peer mentoring would enjoy a much higher success rate with less stress due to the support received from the other mentoring peers. Mentees can benefit from peer mentoring by them receiving more personalized advice thus improving their knowledge base, increase in productivity, receiving an outside perspective as well as growing their confidence through support with regards to making business decisions. The peer mentoring approach provides an opportunity for the expansion of topics and issues of participating mentees. Mentors and mentees would participate in structured activities with the emphasis being on peer interaction. In this mentoring experience the mentor would act as a group facilitator. The advantage being that this type of mentoring will allow the mentee to draw up on many approaches from the available different mentors It allows for different strategies and perspectives with each mentor being allowed to focus on their own strengths helping themselves to succeed. One disadvantage though would be that it does not allow for a deeper connection that traditional mentoring supports (Laukhuf and Malone, 2015).

2.37.9 Group Mentoring

The mentoring of groups can assist in offsetting dissatisfactions associated with traditional mentoring whilst giving support to multiple reasoning on items with a team-based reasoning when taking decisions as well as project development. If mentoring were to be regarded as a learning stage then the mentoring teams can nurture, protect, advise, sponsor and befriend it. Group mentoring would value "how" learning would have been achieved and not only "what" was learnt. An example being that of a workplace environment where managers would come in as action researchers and develop the context for initiative. They will gather and analyse the data and then collaboratively will review and do problem solving, mainly to benefit employee learning. With such a collaborative mentoring group, attitudes and values do matter over and above the skills and knowledge (Mullen, 2007; Groundwater-Smith, 2012).

In another different method of group learning, mentors would share information from their training sessions to peers who in turn would use the same material. This method of cascading provides support for knowledge sharing and skill-building, however not for ethics, values and attitudes. The argument though is that this method lacks attention in some important areas. What is said to be gathering popularity, is another form of group mentoring which would bring together mentors and those interested through social media and webs in the form of LinkedIn and Facebook. The forums online will provide a community discussion which moves across the edges of a participants' immediate system and discipline to tap qualities and strengths. The mentoring process though not known as much is used as a form of informal mentoring for societies that are marginalised to overcome challenges which could be in the form of very cold workplaces (Mullen, 2007; Schunk & Mullen, 2013).

2.37.10 Multiple-Level Co Mentoring

Transformational of an organisation through mentoring will not only be limited to groups. In multi-level co mentoring it will occur at different stages of an organisation through teams, whose members could range from managers, leaders and employees. The idea will be to target the entire organisation, not groups or individuals for renewal through mentoring. Organizational leaders that are change-oriented can manifest this powerful vision (Mullen, 2007).

2.37.11 Inter-Cultural Mentoring

Cultural mentoring will help to nurture a cross-cultural relationship within the international environment with the use of social media. A fairly new type of mentoring which has myriad opportunism for intense learning right across cultures, cultural mentoring elevates democratic values such as justice, equality and freedom whilst heavily taking the fight to narrow-minded acts of regionalism and xenophobia which tend to hinder the learning between cultures and would perpetuate stereotypes and suspicion (Mullen, Kochan and Pascarelli, 2012).

The 21st mentoring model has evolved way beyond the traditional mentoring structures' limitation of being hierarchical in nature to one regarded as egalitarian with a focus on equity rather than on equality. Both parties have equity in the relationship and in actual fact stakeholders. It is argued that mentoring is a transactional relationship grounded in learning. The mentor assumes the role of a facilitator of knowledge and will be tasked with clarity on the mentee's aspirations and helping to close the space between those aspirations and the present

performance levels. In recent times, research has been done on a couple of important contextual variables such as gender and race, not much research has been covered on intercultural mentoring. With the advent of globalisation in which immigration is on the rise as a worldwide phenomenon it will be significant for some researchers to follow the lead and develop some theory on same (Reeves, 2017).

2.37.12 Reciprocal Mentoring

This occurs when dynamic information will be exchanged between the mentor and the mentee. Reciprocal mentoring which is seen as like reverse mentoring will involve all workers across the workplace generation divide adopting such technical tools as cloud computing, social media and text usage that will give rise to streamlined communication and practices. Reciprocal mentoring is a team-building relationship which allows younger and newer employees to impart their knowledge and guidance (Laukhuf and Malone, 2015).

2.37.13 Reverse Mentoring

A newer paradigm in mentoring known as reverse mentoring has imaged. Reverse mentoring is the opposite of traditional mentoring in which an older and more experienced employee train a younger inexperienced worker. In this mentoring mode the younger mentor would help the older mentee to learn about technology by assisting the older employee understand how technology is changing. It is said that the goal of reverse mentoring is to be mutually beneficial. This type of mentoring has occurred mainly because of the ever-increasing pace of women being appointed into leadership roles and constantly emerging technologies. Women entrepreneurs do represent a multigenerational workforce which utilises reverse mentoring as it benefits the mentee, mentor and the organisation. Reverse mentoring will more than likely increase human capital. A small investment in human capital through a mentoring program does allow a mentor in developing their expertise and a mentee gaining and sharing a wealth of knowledge, skills, and a unique perspective (Laukhuf and Malone, 2015).

2.38 Mentoring Core Skills

So far there has been discussions on the concepts on mentoring with the different factors that are involved in it. One needs to explore the core skills required in a face to face setup with the mentee. The skills enable the mentor to establish rapport quickly and putting the mentee at ease, when to challenge and push the mentee, and when to encourage and support. These skills cannot be obtained by merely reading, they are obtained through experience. A recommended area to start would be through the work of Carl Rodgers, who is regarded as the proprietor of modern-day coaching and mentoring practices. Carl Rodgers highlighted the three main conditions of empathy, respect and authenticity which contributed to effective coaching and mentoring. Empathy is defined as being able to put yourself into another person's mental boots in order to understand their emotions, expectations and feelings. The concept is vital in communication and underpins all communication. If the mentor is unaware of the emotions of their mentee, they will not get a full understanding of the scenario, their input will most likely not be sensitive with the mentee feeling unvalued and not respected (Cleaver, 2016).

A mentor could develop the capacity to empathise through listening tentatively and making use of body language. By making use of these principles, an experienced mentor should be in a position to notice any slight changes in a mentee's emotional state. Authenticity will involve genuinely being yourself and is critical as it

allows development of trust. It also comes handy in defeating negative attitudes. An approach that is warm and genuine will allow a mentee to be able to feel valuable, which will in turn build self-esteem. By having a genuine and honest interest in initiatives to develop the mentee wields huge power. If one fakes an interest this will easily be read leading to one loosing trust resulting in a mentoring partnership that will not be sustainable. Unconditional positive regard and respect is about valuing people the way they are. It is noted that this is a critical factor which would assist people to develop thus fulfilling their dreams. A mentor might not agree with some of the mentee's values, actions, or decisions; however, they must always retain the spirit of acceptance and respect with regards to the mentee (Cleaver, 2016).

2.38.1 Active Listening

Focused listening plays a crucial part in effective mentoring. The action of one curiously listening to somebody will make them feel they are important which thus will promote creative thinking. Listening is a powerful means for one to build trust in a relation. The problem though to the attentive listening is that there is a tendency towards diagnostic listening. There is now a situation where one starts focusing only on facts with the mind focusing more on trouble shooting and problem solving. The attention will not be focused on the speaker and this makes one miss very important information. A mentor must not focus on these natural problem-solving tendencies by listening more to the person. This can be done by soaking everything that is said and make a reflection to ensure we do understand what has been said. The other problem associated with active listening is the fact that one will need to suspend their own agenda to accommodate such. This will thus be against the norm as we have got so used to the competition of getting our ideas getting attention whilst vouching to get our solutions being adopted. In meetings we tend to be looking for an opportunity to stand out and showcase what we know. This method will have no place if we are looking for mentoring that is effective (Cleaver, 2016).

Attentive listening is an important skill required for one to be a good mentor. It would mean listening with the intention of wanting to understand what the other person has to say instead of listening with the intention to formulate your own response. Individuals with skills in attentive listening would possess some curiosity sense and wonder, will use attentive listening techniques in order to review and come up with what the next person would have said. They would be sure to absorb the meaning, emotion and intent on what the next person will be trying to convey. If an individual feel that they have been fully understood by the other, though they might not fully agree with the other person's views it creates aa sense of empowerment and appreciation as well as building the mentorship relationship (McBurney, 2015).

The basics of active listening include tone, posture, approach, clarification through questions, open ended questions, paraphrasing, summarising, reflecting feelings and use of questions in probing deeper. It is argued that giving an honest as well as an effective feedback would be the one problem to be faced even though the feedback might be positive. At the same breath, it is seen as an important feedback loop where the mentee could learn from their mistakes and successes. For effective feedback a technique that is used is that of situation-behaviour impact. The situation should be stated in order to anchor a given time and space. This would help a mentee in understanding the context. Behaviour would allow the person that would be receiving the feedback to understand how they would be expected to behave. Behaviours are things which can be possibly be recorded

visually. As an example: your speech was quite clear and concise. Your presentation was easy to follow and well organised (McBurney, 2015).

It is argued that effective feedback would make information useful to other parties; alter, allows for replication, develops; improve performance; directive, is behaviourally fastened and cannot be placing an individual in a defensive mode. Inspiring a mentee would necessitate one to understand the other's internal motivators and it is bound to give ideas that would induce the mentee's enthusiasm and energy to start flowing. It has been argued that another way of inspiring a mentee is to stretch them, which would place them in a possibly uncomfortable but however a growing situation. Potential for learning and skills expansion should be identified and stretching would only then be applied once there is a strong relationship established (McBurney, 2015).

2.38.2 Body Language

Our emotions and feelings are communicated in the form of body language. Being aware of body language will help us communicate effectively, whether one is speaking to other staff members. Body language is crucial such that when linked with active listening it would help empathise. A decent mentor will build awareness by taking note of simple body language that may be suggesting a reaction to an idea. A mentor could also make use of the body language in making a mentee relax thus helping built rapport. The fluency in body language is one thing that an individual could develop just by one being aware of it. A word of warning though being that various cultures use body language differently which could cause misunderstanding and confusion (Cleaver, 2016).

Mentoring will provide guidance, direction and suggestions in assisting others in solving problems through the use of a mentor's own experience and knowledge. The mentor should take heed so that they do not give advice as asking the mentee the right questions will only serve them better. There are times that a mentor will use their own connections in order to help the mentee reach their goals. The mentor would promote the mentee to an enterprise, committee or group when opportunities arises for them to gain exposure. Clear, distinct means of talking about a mentee's attribute as well as where they are headed to in their career must be formulated. At times it might be a better option to be offering less direct guidance by making suggestions for experts as well as models apart from the mentor themselves in order to provide concrete and tangible exemplary work for others to emulate (McBurney, 2015).

2.39 Effective Mentoring Relationships

A pivotal question that could be asked would be, "what makes an effective mentor". Effective mentors need to be well motivated in order to mentor others as well as being able to take care of the career and the psychosocial areas of mentoring with the mentee. The career side of mentoring could shadow the psychological dynamics which includes anxiety and distress. Goals such as work completion projects as well as career progression through promotions are often the focus of mentoring. It would though in the process leave out the emotional and social development of mentees which would help them to become complete professionals in their own fields. Taking the mentoring view holistically is even much more challenging with electronic mentoring, where the internet communications could take the place of the emotionally satisfying face to face meetings. Effective mentors will modify their relationship to fit into a mentee's goals and needs without limiting their mentoring

roles to rubrics, check sheets, or working hours. Such effective mentors will share the outputs of their hard work to colleagues and leaders in their disciplines, organisations and policy arenas thus widening the professional discussions of mentoring and improving practice and policy in the process (Mullen, 2016).

At the centre of any successful mentoring initiative will be the relationship aspect of mentoring. It is noted that there are three facets to the relational aspect side of mentoring, the shared values and beliefs which forms the foundation of the mentoring relationship, the factors influencing its growth and its ability in evolving with changing conditions. It is believed that effective mentoring relations will be built upon shared values, goals and beliefs. This thus introduces a personal factor to the mentoring relationship which will evolve with the growing trust and respect in an environment of mentoring that will inspire frank and open exchanges of ideas as well as discussions involving confidential matters. The presence of the personal ties, investments into the mentoring relationship and the motivation in sustaining it will form the basic foundation of a dynamic mentoring relationship which will respond to the changing conditions all the way in the mentoring process (Ikbal et.al., 2017).

Motivated mentees will not be left on the side lines, they will be actively seeking out for mentors. They will have already done their research wisely on potential mentors before the pairing in order to have information on who they are as well as well as what they do. Mentees will not be leaving anything to luck or to hearsay. Giving full commitment to the learning experience, the mentees will be trustworthy and reliable and will do justice to the task at hand. Receptivity and readiness are qualities that will do them a world of good as well as being self-directed and curious, thus supporting a lifelong of learning. They will actively be processing given information and advice whilst modelling the right questions and to seek for clarification at the same time. The mentees are found not to be over dependent and needy. Although being mature will obviously be a positive, development will happen via a robust mentoring process. They will need to explore not only what they could be getting, but on what they could possibly give as well which could provide for a fulfilled co mentorship and a potential mentee growth. The fight of adversity and to become a better version of one's self is at the centre of a mentoring process. It is highlighted that transformation beyond one's self to positively have an effect on the community and change is the ultimate result (Mullen,2016).

Ikbal et.al. (2017) argues that the reciprocal nature of relationships of mentoring allows mentors and mentees to reap the rewards of mentoring and will inspire them to stay focused in the development of a mentoring relationship. It has been noted that any personal or professional changes of mentors and mentees, the environment, organisational and social factors surrounding the host organisation will impact the mentoring relationships. Mentoring relationships are said to culminate in the development of peer relationship which are sustained by friendship way after the mentoring process will have completed.

2.40 Desired Mentor Characteristics and Actions

The characteristics required of a mentor could be put into 3 categories, personal, professional and undesirable. Personal are the characteristics which involve the participant's personal traits as well as their attitudes to mentoring. Professional will be characteristics that include the mentor or mentee's career practice. Lastly undesirable would be the characteristics that are deemed unsuitable for the participants to have. The personal

traits of mentors which are desirable include actively seeking mentors in order to evaluate their progress and support. This will help in building trusting relationships, which will empower mentees thus enabling mentors to deal with the mentees' feelings and anxieties, give moral support, friendship and grow mentees in a safe emotional environment (Ikbal et.al., 2017).

The professional characteristics of a mentor would include them being thoughtful leaders in their field of specialty, being generous in the allocation of time and energy in transferring knowledge as well as guidance to assist mentees in achieving their goals, in role-modelling, in providing career advice, ethical academic as well as professional practice whilst acting as a sponsor and facilitating the networks of their mentees. Mentors are to be proactive when addressing stressors affecting their mentees together with protecting them from bad influences. Mentors must provide constructive regular feedback (Ikbal et.al., 2017).

2.41 Creating a Mentoring Program and Becoming a Mentor

There are noted suggestions that can be followed in developing a successful mentoring program:

1. Conduct a needs assessment. This could possibly be done by the Training Department using interviews, surveys or focus groups to gather information.
2. Develop an action plan for constructing the program. This would consist of specific goals of the program, success factors as well desired outcomes for the program. Target audience, educational material, duration, marketing efforts and a recruitment plan and budget for the mentor should be specified.
3. Secure senior- level administrative support and commitment. A senior administrator who would be willing to take the role of a champion should be identified.
4. Secure a program manager who is dedicated to the program. A person who has the authority to mage the program daily should be selected as the program manager. The role and responsibility for this person should be outlined. This role will include managing the budget and marketing plan, managing daily activities as well as establishing an appropriate database.
5. Create a steering committee to oversee the program. The created committee must tie directly into the organisational leadership. It should be geared to develop a program charter that will spell its purpose, roles of the members, tasks for completion, desired outcomes and evaluation for the mentoring program (Fibuch and Ahmed, 2018).

To become a mentor, one needs to start by identifying their strengths and abilities. To think about the path their own career would have progressed, list the people who influenced in the path. Which relationships one would have found meaningful. How would one pay back by supporting and guiding someone else? The next step would be to check if you possess the characteristics required of a good mentor: authentic, responsive, direct and optimistic. Lastly when one connects with a mentee, they should do their best in challenging the individual and provide advice that they can act on readily (Laukhuf and Malone, 2015).

2.42 Strategic Mentoring Growth for the Mentor and Mentee

What had started as a popular concept in the management of businesses in the 1980s became a means for more experienced professionals to assist inexperienced young members to develop whilst at the same time benefiting from an increased connection between generation lines. Despite available opportunities to the mentor and the mentee there existed a lot of ambiguity on ways to develop a sustainable and efficient mentoring partnership. It has been identified that although psychological encouragement and emotional support were regarded as the most important items of mentoring, relationships that were found to be more effective were those which consisted of a specific, agreed goal which has been noted as strategic mentoring. A mentor has been defined as a tutor, a guide, facilitator, counsellor and a trusted adviser. They are willing to spend their expertise and time in guiding and developing of another individual. In comparison to a professional coach, a mentor does not get compensated for their work. The mentor is in most cases generally outside of the mentee's direct line in terms of reporting protocol. A mentee is regarded as a person who would have chosen to be counselled, advised and guided (McBurney, 2015).

2.43 Mentoring Roles

Veteran professionals are bound to benefit in taking time to determine the exact method of mentoring which would easily fit their personality. There are various roles of mentorship, of which most mentors are said to be a combination of the different roles:

i.   Advisor: The mentor would be offering guidance, based on his experience.

ii.   Sponsor: The mentor in this case would open doors to informal and formal setups which could have been closed.

iii. Coach: The mentor will be teaching and providing feedback whilst at the same time encouraging on new methods of acting, thinking and also pushing the mentee to be able to stretch their capabilities.

iv.   Goal Focuser: This would include assisting the mentee in creating both short as well as long-term target a together with a plan for accomplishing therm.

v.   Confidant: The mentor and mentee will share a confidential relationship, in which the mentee feels safe and be in a position to share their inner thoughts and the way they feel without the fear of gossip, ridicule or any other negative outcomes.

vi.   Promoter: The mentor will steer their mentee into doing projects which would make them to be known to management.

vii. Role Model: The mentor would demonstrate the kind of attitudes, behaviours and values that would lead to a successful relationship.

viii. Affirmer: The mentor will support the mentee thus showing respect and personal care which will go a long way past the business needs (McBurney, 2015).

In addition to the mentor determining on the mentoring style which will be a more suitable one to follow, the mentor must provide time to be able to be effective. It is important that this is added on as part of the mentor's professional efforts instead of being seen as an extra additional item way after the task is finished. The mentoring partnership could get off to an excellent start through clearly defining the preferred methods as well as schedules of communication. Some mentors would use nonformal methods such as phone calls and emails

whilst others could opt for the structured face to face meetings. The mentor must be willing in orchestrating development experiences as well as giving actionable advice and feedback whilst staying away from solving issues or intervening for the mentee. Of most importance though, a mentor must assist in setting focussed targets. This would assist all the stakeholders to easily recognise if the relationship would have reached its end of life. Though some mentors and their mentees would forge a professional partnership, it would not be advisable or desired for a mentoring partnership to keep going for ever (McBurney, 2015; Laukhuf and Malone, 2015).

At the start, the mentee on their part must allocate a time to be involved in a mentoring partnership and be open to know as well as communicate on their needs and wants. The key responsibilities must be discussed and defined. Questions will be asked; how must a mentee would prepare for a meeting with their mentor? Who is responsible for setting up engagements? The mentee has to be open and to reflect, experiment and give information on what will be working or not working. The mentee should have a spirit of gratitude as well as collegiality. It is important to review five of the common traps in mentoring that could affect development or to even hamper the relationship before it starts (McBurney, 2015).

i.   Agreeing to mentorship but however never getting clarity on what it will entail in terms of setting up time needed for periodic interaction and engagements. As a possible future mentor, one should have a good view and be upfront on their expectations and availability.

ii.   Feeling as if there is no chemistry or lack of bonding with each other. One must take some time to have a deep discussion before they can commit on a mentoring journey. If there is no bonding developing one may want to suggest for another suitable mentor.

iii. Allowing a mentee to get too dependent and always asking for advice. An experienced good mentor will be able to guide a mentee via a decision-making process, but they will not need consultative approval for the actions which will be taken by the mentee.

iv.   By one having a good discussion however not reaching on conclusions or any tangible outcome. This is said to be common in situations where there will be a good bonding in a mentoring partnership which however will be lacking in shared targets.

v.   The mentor feeling, they are putting in more work than their mentee in order to advance their career. Where possible, the mentee must be made to oversee setting up their own meetings, follow through and report back on progress to their mentor (McBurney, 2015; Albright, Hurd and Hussain, 2017).

2.44 The Mentoring Ladder for Success

Once one has committed to make an undertaking into a mentoring role, how would they get started. In order to have a strategic approach and stay focussed, it is important to have an outline to refer to in the initial encounter. One should start by establishing a relationship. Questions which are open ended should be asked such as, how is the going? What is it that you do when you are not working? Once a connection is established, the next stage would be in clarifying the expectations of both sides in terms of the mentoring dyad. Some questions which could be asked would be: Have you worked with a mentor before? What would you consider having worked or did not work in the previous relationship? What is it that will make this relationship meaningful to you? What is

it that you want more from your mentor? Although it is regarded as important to be clear and direct, there is need to talk about each other's hopes and aspirations to avoid straying away into an overly submissive side of the mentee. A proposed discussion to make sure there is balance would be: Lets discuss mutual expectations in crucial areas such as confidentiality, meeting schedule (McBurney, 2015; Laukhuf and Malone, 2015).

After laying the groundwork, one will be ready to lead into the mentoring phase of understanding and assessing. In this space it will be vital for one to be an active listener and the advice is to stay away from trying to give advice prematurely. It is argued that open ended questions would be very helpful, such as: How are you getting on in general giving a rating of one to ten? What would motivate you more than anything? What would you regard as being in your short-term plans as well as long term goals? What would you regard as boring? At this point in the mentoring partnership one will be ready to start exploring opportunities and focusing in on solid goals. The way to starter a conversation for this stage would be: If you would not be afraid of anything, what would you possibly do? Which choices and options do you think you do have? Which options do you think would suit your goals best? (McBurney, 2015; Kauffman and Hodgetts, 2016).

What exactly do would you want to do? The most importantly thing to do is for a mentor to assist create a commitment to be actioned by the mentee. This is pretty much the crux of what would be expected from mentoring. Encouragement is regarded as being great, however accountability is regarded as one of the best gifts a mentor could possibly impact on a mentee. At the same time, the mentor should desist from any perceptions that the goals are theirs or that the success of the mentee is more vital to the mentor than it would be to the mentee. The words which would relay the balance would be: Which are the critical milestones that can be seen as we move along? What is it that is blocking your way? Which would be the first step that you would take? When do you think you will be able to start? Through the process of a mentoring relationship one would go through five stages: building relationships, expectation clarification, assessing, exploring, and acting many a times. There is nothing wrong with it as long as there is progress towards the goals that you would have set up front with your mentee (McBurney, 2015; Kauffman and Hodgetts, 2016).

2.45 Mentoring Potential Problem
Problems will for sure be encountered in the mentoring process and one should be equipped to deal with such and overcome them.

2.45.1 The Reluctant Mentee
There are times when a mentee will automatically be paired with a mentor with the hope of correcting a perceived problem, which could be poor performance. In such an instance the mentee could be uncomfortable to go through the process. It is important to start from a viewpoint that people are capable of change if they decide to, and they can thus be helped to explore the rewards associated with a mentor. The core skills identified of empathy, genuineness and respect are important in this case. The mentor should not take things personal in this regard, should be available for the mentee and be in a position to assist when they would want to proceed with it, on the mentor's conditions (Cleaver, 2016).

2.45.2 The Broken and Toxic Mentoring Relationships

Relationships in mentoring do not always produce positive outcomes. They can produce less than optimal results, becoming dysfunctional and destructive resulting in negative attitudes and ultimately performance. There could also be a replication of patriarchy with mentoring being only made available to those employees that conform to the stereotypical leader of the organisation. The conclusion being that participants in ineffective relationships would have positive intentions towards one another, however the relationship would be impaired as a result of interpersonal difficulties (Opengart and Bierema, 2015).

There are times when the mentor would have a feeling that the relationship is not working, there could be various reasons for such. The mentor might need to put more effort, maybe they could not be at the level of the challenge at hand or perhaps there could be a clash of different ideologies. On the other hand, the mentee might feel under challenged or that they might feel they are not on the same wavelength with the mentor. Scheduling meetings for review is a great platform for problem identification. Mentors should use the meetings to raise concerns in a way that is non-judgemental and must be working towards finding a solution together with the mentee. Questions that can be asked to access the mentee's view could be; What is it in the current program that is helping you? Is there something in the process that is getting in the way? If there was something in the program that that you would like to change, what would it be? (Cleaver, 2016).

It is argued that the social skills for both the mentor and mentee have an influence on mentoring effectiveness especially for dysfunctional relationships. In order to improve the interpersonal functioning and to have a much more successful relationship, it is vital to have trust, mutual respect, self-awareness, confidentiality, honesty, social awareness, social skills, equality, similar expectations and political astuteness. It has been suggested that though the negative mentoring relationships might not be as frequent, the consequences are destructive and detrimental. Negative behaviours and emotions from dysfunctional relationships could include envy, betrayal, aggressiveness, abuse of power, spoiling, unresolved conflicts, deception, psychological abuse, over-dependence, jealous and bullying (Opengart and Bierema, 2015).

It has been noted that even in most successful mentoring relationships there will be times where toxic encounters are bound to creep in. The toxic challenges are said to emanate from: poor matching within the dyad, distancing behaviour, manipulating behaviour, challenges with mentor expertise and general dysfunctionality. Toxicity has been attributed to the mentor's role; however, mentees are said to have an equal influence on the relationship dynamics. It has been reported that majority of participants have experienced a failed relationship in mentoring. These findings have led to explorations on ways to avoid failure. Research has been focusing on three areas of prevention, namely the use of empathy by mentor, awareness on the power dynamics and matching (Washington and Cox, 2016).

Empathy: Researchers have suggested empathy as having a role in the prevention of toxicity. Expressing care and concern has been identified as the basis of nurturing relationship which would guard against toxicity.

Matching. Matching has come under criticism on the view that it forces a relationship which should be happening naturally. It argued that that the dyad members should be attracted to one another without the influence of organisational or scheme requirements. It is further argued that mentoring relationships satisfaction

was greater when both parties had a choice. It has been highlighted though that the choice of a mentee is by all probabilities likely to base aligned to similarities and comfort zones thus alternately avoiding the challenge and growth which may arise from a mismatch. On the contrary research has suggested that matching may not be necessary as the mentee's real needs are said to change over time. Studies have also revealed that the dyad compatibility was not something which could be considered as serious. The debate raised on the best possible way for match pair ups and the importance thereof remains unresolved (Washington and Cox, 2016).

Power dynamics. Reviews have shown that mismatches and abuse of power with the dyad can possibly lead to toxicity. It has been argued that power does not always rest on the mentor only, the mentee is said to be have some control as well. It was observed that power dynamics was impacted by differentials in gender, with participants being uneasy in cross gender relationships (Washington and Cox, 2016).

It is argued that mentoring experiences could play both a negative and positive role in the mentee development. Negative experiences of mentoring could be perceived as sabotaging, deceitful, harassing and exploitative which could contribute to attrition of the talented proteges. These kinds of negative experiences could possibly be due to personal differences found between a mentor and their mentee which would create a possible mismatch between the two. The mismatches would often occur as result of differences found in demographic backgrounds, believes, attitudes coupled with values within the mentoring dyad (Carroll, and Barnes, 2015).

2.45.3 The Temptation To Give Advice

Giving advice to a mentee may not be identified as a desired skill for effective mentors. There is often however some temptation in trying to give some advice to the mentee, given the knowledge and experience of the mentor. Be careful of trying to give advice for the following reasons:

- The mentee will know what will work for them.
- Might lead to dependence thus reducing the autonomy and resourcefulness of the mentee.
- It has been found out that employees often don't listen to any advice.

When one is under temptation to offer some advice, we should try to

- Facilitate the mentee in order to be in a position to advise themselves.
- Information and facts should be provided to the mentee.
- Share your experiences, with the thinking that the mentor's situation might not be the same with the mentee.

(Cleaver, 2016).

2.45.4 The Mentor / Manager

Is it possible for a mentor to be the mentee's superior? This situation will present a possible conflict of interest if a mentor or their superior were to confuse the roles. The mentor will have difficult in making unbiased decisions, assessment and appraisals. The mentee could feel uncomfortable to talk about certain areas of their weakness or any other items of dissatisfaction with their mentor or manager. Ethical considerations would be expected to play a major part in defining the working arrangement. Mentors might choose the manager as their preferred mentor due the integrity and experience on offer. In such a case the learning relationship leans more on the skill – based rather than behaviour based (Cleaver, 2016).

2.45.5 The Mentor / Friend

Is it possible for one be a mentor to a friend? This would need one to set up clear boundaries which needs to be flagged up when the situation calls for in the mentor role. It has been found as important that meetings for mentoring would occur in set up location, time and duration. Some mentors are able to switch freely between the roles whilst others struggle. A mentor needs to remember that they have committed to a life-long responsibility to the mentee when it comes to confidentiality and this would need careful guarding to sustain the trust well after they would have carried on with their lives away from a mentoring partnership (Cleaver, 2016).

2.45.6 A Mentor not a Counsellor

Now and then a mentee may have some psychological issues, which could relate to bereavement, illness or relationships. This situation will be well beyond the remit of a mentor. The mentor should suggest for the mentee to seek the appropriate support of a trained counsellor. This kind of situation thus highlights the importance of having a mentoring arrangement which would mark the confines of the conversations (Cleaver, 2016).

2.46 A Structural Analysis of Coaching
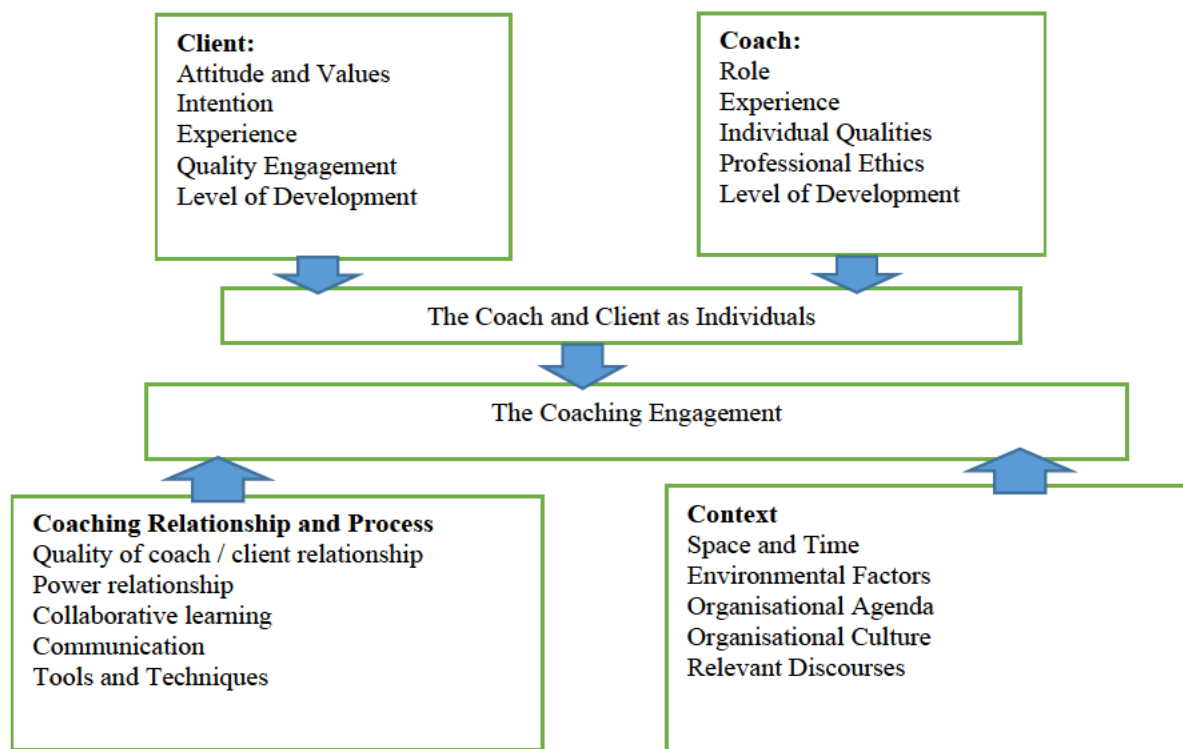
Figure 2. 3 A structural analysis of the coaching engagement

(Cox et al., 2014).

The Figure 2.4 above describes the coaching engagement, which breaks down the main areas of coaching engagement, into important components. It is argued that all the components are of similar significance: (a) the

client as their own individual, (b) the coach as an individual, (c) the coaching process and relationships and (d) the context. The four elements must be in the right combination for coaching success (Cox et al., 2014).

2.46.1 The Coach as Individual

On reviewing the part played by a coach it is important to look at certain things such as whether an external coach would be needed, or the internal coach will suffice. It is crucial for the coach to have knowledge of specific theories and domain experience. Other important components would be the quality brought about by the coach, such as the interpersonal skill which must be in line with their coaching style and approach. Certain attributes from the coach, for example professional ethics levels, are regarded as critical and the coach is expected to provide the evidence from the onset for such. The level in the development of an adult can easily affect how a coach could understand and communicate with their client and also on how effective they can be with their clients at various stages of the development (Cox et al., 2014; Bachkirova, 2016).

2.46.2 The Client as Individual

The values and attitudes of a client especially aligned to new learning potential changes are regarded as very crucial for an HR practitioner to be able to understand when they are scheduling a coaching program. It is argued though that to a certain point a coach would work with attitudes and values to assist clients in understanding things better, the intention as well as readiness and availability of a client for coaching are seen as an important contributor to the success and the qualities of a coach. It is further stated that the key is on the quality of a session with a coach as well as the commitment to the program. Though a coach may be trained in the generation of rapport and in fostering client engagement they would not be able to accomplish or do things on their own. HR practitioners are thus advised to follow up the engagements from the point of view of an organisation. This level in the adult development is regarded as a crucial factor with regards to a client and could show whether there is a match or misfit with the goals of a client. The prior experience of a coach and their client is also regarded as crucial to the learning and development through coaching as this would provide the base for the engagement (Cox et al., 2014).

2.46.3 Coaching Relationship and Processes

This facet deals with components of a relationship as well as the process which is created between a coach and a client as separate individuals. It does emphasise the quality in a coaching partnership which would have been built via a focus on equality of power, collaborative learning, communication and using different available tools as well as techniques that would assist development. It is argued that power is a crucial moderator in coaching: a client and a coach are equal with no expectation of hierarchy in the relationship. How a client and a coach will communicate is the differentiator in how coaching will work, and the means of learning would be achieved. Coaching could be seen as some sort of extended cognition as well as a partnership in which a new acquired knowledge could result in a possible new explanation (Cox et al., 2014).

A recent study on the usage by coaches of techniques and tools in the setting up of goals and their pursuit found that there is a significant difference between countries. Focus was mostly on the coaching discussions with less attention on the dynamics on the setting of goals and their pursuit thereof. In fact, they generally see the

methods they would have learnt in the initial stages of the coaching careers as being obstructive in the coaching steps and relationship. The other facet is context. It is argued that the skills set of the coaching and mentoring process such as active listening, challenging and questioning will not be viewed as independent of context due to the fact that application would depend more on the weight of background knowledge the coach would have and also the context within which they are working as well as through which the action is framed (Cox et al., 2014).

2.47 Coach Type

Coaches can either be internal or external depending on the circumstances of organisation. Internal coaches should be different from supervisors and managers as they will not be having supervisory responsibility for the coachee. External coaches are contracted as consultants to work with identified individuals in an organisation. A study conducted in an academic set up picked up that students who received coaching externally scored high grades compared to those coached by a peer. The students are said to have viewed the external coach as more valuable compared to the peer coaches (Jones, Woods and Guillaume, 2016; Sue-Chan and Latham, 2004).
In the work environment, the changing nature of the present-day careers is the main reason employees are likely to require developmental support external to the organisation. With careers ever changing to cope with the pressures of globalisation, acquisition of particular skills outside the organisation becomes critical. Coaches coming from outside the organisation have the advantage of offering support that is not confined to boundaries of an employing organisation (Jones, Woods and Guillaume; 2016; Arthur, Khapova and Wilderom, 2005).

A counterview from literature has supported the superiority brought in by internal mentors. It is suggested that mentors that are working external to an organisation will not be able to provide a complete scope of career assistance functions compared to an internal mentor. An external mentor will not be in a position to provide protection, sponsorship or assignments that are challenging to the mentee. It is further suggested that despite the huge benefits provided by external mentors, an internal mentor brings with him a variety of exposure potentials; being visible to key management as well as giving coaching to find ways to navigate political landmines in a manner that an external mentor will not be able to do. The advantages that comes from using an external coach may thus outshine the benefits which are brought in by an internal coach. Coachees who are receiving exposure through an external coach could feel a lot more confident about themselves in the broader perspective and credibility of the coach, also the external coach will bring in some confidentiality (Jones, Woods and Guillaume; 2016: Haggard et.al., 2011).

2.47.1 Internal vs External Coach

There has been quite a bit of research done on external coaches, though not so much on internal coaches. External coaches have in the past been availed from the neighbouring disciplines such as psychotherapy and counselling and would use their vast experience and knowledge of therapeutic skills to develop necessary coaching skills. The diverse competences and experiences bring in rich approach to coaching, however it also presents problems over the perception of what coaching really is (Smith, 2017; St John- Brooks, 2014).

Internal coaching is new in the field and has attracted criticism from specialists and qualified coaches with some challenging the internal coach and preserved benefits. Internal coaching has developed from the necessity of trying to cater for workplace co-workers without having to spend huge amounts of money by bringing in external coaches. Internal coaches are part of the internal Human Resources department and found to be lacking the qualifications and experience that are brought in by specialist coaches. The challenges which face internal coaches such as confidentiality, confidence and ethical issues are not in any way the same as those external coach's face, but all the same provide an alternative to external coaching (Smith, 2017).

As a result of the departmental position in a company an internal coach would approach coaching from a stock of techniques which would be available within their skillset and are thus not a specialist coach, but rather a generalist professional. The internal coach is said to have evolved from the HR professional's curiosity in learning about the insights of coaching, who then set the necessary standards and expectations in an organisation. Other researchers have acknowledged the benefits of using internal coaches in providing development in a much wide way in much more economical way than to source it from an external expertise. It is noted that a good portion of the European Mentoring and Coaching Council 's members are involved in providing coaching and mentoring in their various organisation (Smith, 2017).

Coaches are encouraged to be very mindful of the styles they use whilst coaching. A pure coaching style is considered to be one which supports a specified kind of coaching, would encourage one to listen ensuring the client do come to terms with own beliefs and values. The style will entail listening and questioning, to hear the clients' own thinking and is not linked to either internal or external coaching. A 'blended' coaching style will describe a style which will include a combination of various styles which the client would have experienced throughout an intervention. One might argue that a blended coaching style would be more suitable for an internal coach, who would have a vast understanding and experience of the organisation and its culture thus justifiably in a position to share and transfer same to employees. Other disciplines in their repertoire of style, for example counselling, could have a potentially be a risk to the general public if a coach is untrained in a discipline and unintentionally attempt to deal with (Smith, 2017; Megginson and Clutterbuck, 2010).

Researchers have spoken about directive coaching which is regarded as less effective since it is said to remove the opportunity for the employee being coached to undergo the intrinsic learning that non-directive coaching presents. A coach may be a specialist in a variety of fields which could range from retirement coaching, team coaching, business start-up coaching and health and wellness coaching. The approaches in use are quite diverse and are dependent on the background of a specific coach (Smith, 2017).

With the coaching industry growing, it does attract practitioners coming from neighbouring disciplines and these will believe that their own approaches and methods are highly relevant. The coaching space thus has a lot of models, approaches and practices emanating from the coaches whose aim is to advise the best practice. The coaching profession is currently not regulated which means it has to rely on the good will of conscientious coaches, external and internal to continuously enhance their competence. Modern coaching approaches are tailored for the coach, the coachee, the context and the specific given conditions. In these instances, it will be common to get a mixture of styles which are developed under the guise of coaching (Smith, 2017).

2.47.2 Training Internal Coaches

There is a growing number of organisations who are now beginning to develop and train their own coaches internally. It has been reported that in a 2011 survey 83% of organisations were sourcing their coaches internally. In recent reports coaching has been shown to giving a positive impact on performance with the suggestion that coaching must be offered to new managers. This trend could possibly be due to financial consideration, as assembling a cadre of internal coaches has a cost containment benefit (Gormley and van Nieuwerburgh, 2014; Mukherjee, 2012).

Interviews with leaders who had been exposed to internal coaches did reveal five tangible outcomes:

    i.   An upsurge in the manager's leadership growth

   ii.   Increased loyalty to the company by the managers

  iii.   An improvement in communication among employees

  iv.   An increase in the ability for conflict resolution

   v.   Renewed awareness and passion in the ability to develop others.

It has been noted that internal coaches would build coaching on organisational values and leadership competencies thus providing coaching much deeper into the organisation. Internal coaching programs have been found to help in the development of leadership skills of managers with most researchers agreeing that internal coaching was an effective tool in building up leadership capacity within organisations. In conclusion, it has been shown that there are solid benefits in training employees within an organisation to become internal coaches. Internal coaching would provide for a sustainable model in improving performance and also in driving benefits for both the individual as well as the organisation concerned (Gormley and van Nieuwerburgh).

2.47.3 Evaluating Internal and External Coaching

The Institute for Employment Studies performed an evaluation of coaching which had focused on two components of coaching portfolios: internal and the external coaching. The study included large samples from diverse employee groups. The evaluation used a qualitative approach, involving telephonic interviews. The findings noted personal benefits which included improved enthusiasm and a sense of motivation as well as being able to deal with the encountered frustrations. The results showed that coaches were able to get support on different levels from their own companies in order to spend more time in coaching (Stewart-Lord, Baillie and Woods, 2017).

The researchers recommended the need to determine the value one could obtain from these various initiatives bearing in mind the rate of utilisation for internal coaches and the huge investment which goes in creating it. Findings showed no matter which approach was used it showed that all parties were more than happy about the coaching program, which resulted in improved engagements in the coaching process. The reviews on coaching literature in the field of business, psychology, sports and nursing afforded a very useful foundation in terms of discussions on the process of coaching and the nursing practice implications. The review was concluded and outlined a requirement for a lot more practitioners in healthcare who would actively be engaged in research that

would measure coaching effectiveness (Embregts, van Oorsouw and van den Bogaard, 2017; Stewart-Lord, Baillie and Woods, 2017).

A social constructivist approach was utilised in considering how individuals would make an understanding of knowledge within a social context due to the interactions with others. It further explained on how one would access coaching and mentoring, perspectives of the practitioner and how they would be afforded the choice of either coaching or mentoring. It's further mentioned that evaluation approaches would be dependent on the given method of the evaluator and objectives of the evaluation. Five distinct school of thoughts utilised in coaching evaluations were identified: Experimental, Illuminative, Professional Review, Decision Making and Goal free evaluation. The Illuminative evaluation approach will allow for an open means in seeking the ideas of those participating and acknowledge their different views, thus being able to gain a clear understanding of a program within the organisation from different stakeholders. It has also been advocated for qualitative data to be used from case study methodology in order to gather evaluation data (Stewart-Lord, Baillie and Woods, 2017).

2.48 Coaching Modes

There are various practices of coaching in organisational and business contexts. Four broad categories of coaching have been identified, namely executive coaching, coaching, life coaching and business coaching. The coaching set up with a general thread to all four variants was the one to provide assistance to organisations, teams and individuals via a form of facilitation intervention. The intention to help individuals in improving performance, effectiveness, personal growth and development in various domains (Beatie et.al., 2014; Hamlin et al., 2008).

The main (Beatie et.al., 2014; Kim et.al.,2013) differences found across the variants were more on focus and emphasis. In terms of life coaching the individual growth items were stretched to have experiences that were life changing. Business coaching was seen as helping managers and employees in achieving business related and personal targets. Executive coaching was seen as a one to one partnership between a manager and a coach in order to improve organisational performance. On the other hand, the focus of coaching was to enhance skills, performance, competence and effectiveness which it is argued is the kind of coaching done by professionals, business, life coaches and Human Resource professionals and line managers. Just as much as there would be variations in coaching, there would also be variations in managerial coaching, which have been given as hierarchical, peer, team and cross-organizational as follows:

2.48.1 Hierarchical Coaching

This coaching would have managers doing the coaching to the subordinates. It is the mostly researched and common form of managerial coaching and has been noted to be a very effective method of learning and development. Research has found out that the biggest benefits coming out with hierarchical coaching were motivation, improved performance, team cohesion, conflict resolution and retention. The group to receive the most coaching in an organisation were the management themselves and other employees who would have been identified as having a high capability as part of the organisation's talent development. From the research it is also argued that although many organisations reported line managers as effective coaches there is a query as to

whether there has been some overconfidence on the training part as results showed only 53% of organisations had trained their managers (Beatie et.al., 2014).

Structural weaknesses identified from the research was that only two fifths of respondent organisations employed a coaching coordinator with an interpretation that the organisations were found not to be serious in creating a culture of coaching as they had been purported. It was noted that 11% of the organisational respondents believed coaching was embedded in the organisation, with 23 % giving a feedback that it was strategic. A further 67% of respondents noted that their culture of coaching was found to be ad hoc and low-level. These factors are thought to have added to a finding noting that 75% of coaching challenges in organisations were being attributed to inadequate coaching skills, lack of support as well as lack of understanding. It is noted that three areas for possible enhancement had been recommended from the research as follows: (a) the formation of a systematic method to coaching; (b) the provision of coaching, training, coordination and supervision in order to advance coaching skills and behaviours and (c) assessments to evaluate return on investment. It has been concluded that truly effective organisational managers are those that embrace effective coaching right into the core of the management approaches (Beatie et.al., 2014).

2.48.2 Peer Coaching

It has been noted that during the period of organisational and personal changes, employees would organically develop learning dyads. The relationships have come in different forms of peer coaching and researchers have labelled them as utilitarian, information peer and holistic. It has been found out that learning dyads would form naturally between employees sharing same values. Many of the dyads involve employees from the different professional backgrounds who would be learning from one another. The start of these peer coaching partnerships was via individuals who would get to know each other organically at various formal organisational gatherings such as meetings, in-house training programs. The most noted benefits of peer partnership have been the sharing of issues and challenges to which individuals will not be comfortable sharing as it would possibly make them look weak in the face of their line managers. By being able to share ideas with peers this creates a safety valve thus reducing stress (Beatie et.al., 2014; Goldman, Wesner and Karnchanomai, 2013).

It is argued that peer coaching has been working well because the said individuals in that relationship would be sharing an equal status. There is no supervision in this relationship, neither is there a formal accountability expectation. So long a confidential and trusting relationship is developed with the appropriate coaching techniques the desire to engage in performance improvement conversations increases. The sense of safety that is created gives a positive emotional state which would then facilitate the neural learning support mechanism. The mechanism is explored more in the SCARF model (Status, Certainty, Autonomy, Relatedness and Fairness). This model has five elements which are imbedded in the peer coaching approach. The five elements collectively would create a broad positive state which builds up an individual's learning capability and work on performance improvement. Creativity and innovation are likely outcomes (Ladyshewsky, 2017; Rock and Schwartz, 2006).

For peer coaching to be effective management need to allow their employees to engage in this activity learning type. The organisation must support this methodology as it does take employees off their production lines, however there will be great efficiency rewards going forward. Supervisors and managers should vigorously sell

the idea of peer coaching as it will improve performance and productivity of an organisation as well as learning outcomes for the employees (Ladyshewsky, 2017).

Table 2. 7 Peer Coaching and the SCARF Model

Element	Impact
Status	Peer relationship ensures equal standings and takes away authority out of the learning equation, also assists open disclosures in learning. Learners would stop fearing reprisal consequences and the way they feel with a superior as the status is the same.
Certainty	The confidence and trust built over the years between peers will provide some assurance that the learning relationships will be secured and will remain confidential. There will be not be any surprises as the place is deemed safe for learning.
Autonomy	The coachee will determine on what it is they would want to be improved and addressing on performance. This will give them the power over the work role and practice.
Relatedness	The continuing relationship will build good emotions between the stakeholders. Trust, laughter, hopes and excitement would provide good vibes to learn and would extend the action tendencies for learning
Fairness	Assuming that the non-evaluative feedback which is being spread amongst the stakeholders will be an honest one and both partners will act with some integrity, even challenging discussions involving learning and performance will not be a detraction from the relationship due to the solid psychological contract which has been formulated. The partnership will be viewed as fair and honest in the conversations that will be taking place.

(Ladyshewsky, 2017; Rock and Schwartz, 2006).

Implementation of a peer coaching strategy is seen as straightforward although it will require training in order to gain maximum value. Firstly, peers are to choose a person they are comfortable to partner with in the organisation. The intended person does not have to be an expert, in fact it is argued that there is benefits to working with someone at the same level. Experts having had vast historical experience are said to use a forward reason process unlike a peer coach who would have limited experience will use a background reasoning. Experts are not always available in workplaces and peer coaches do present an excellent strategy in this regard as they are always readily available for workplace learnings and solving of problems (Ladyshewsky, 2017).

Basic rules need to be put in place for the peer coaching relationship. Firstly, the paring needs to get to know one another, build trust and rapport. Secondly the parties need to put down the things they are battling with and

would therefor need improvement with at work. They should have clear goals. The third item to focus on is the training on asking non evaluative questions which would ensure the SCARF model elements stay in place. Non evaluative questions will prompt the protégé to think about their experience and this is a critical part of competence development and reflective practice. Asking relevant questions will get the protégé to start thinking laterally, considering new information and analysing their thinking processes, a process which is known as meta cognitive thinking. The coach will support and allow the coachee to experiment with new things and look at various ways of doing things. The method is built on experiential learning principles which would require employees to reflect on experiences and make conclusions, then reapply to build performance. Peer coaches are not meant to be experts, all they will require is to be asking the correct questions and invoke deep thinking on performance. Coachees in most cases are able to work around problems and come up with solutions on their own, with a peer coach guiding through (Ladyshewsky, 2017; D'Abate, Eddy and Tannenbaum, 2003).

2.48.3 Team Coaching

Team coaching has been regarded as possibly the most challenging one for line managers. In this case the targets or goals must be developed and agreed, with the need for team members to be put in their best roles and complement one another. Regular feedback has to be provided with managers expected to manage dynamics between team members. It has been noted that the way a team is managed has an effect on the learning which occurs within the team, with the same holding for the value brought on by the manager delegating complex work in order to enhance learning outputs. It has been argued that if managers were to invest in the support of learning within a particular team, there is a greater chance that team members may find potentials to learn and thus increase their performance. Recommendations have been made on improving practice, which would see team leaders being provided with learning and development in team empowerment and coaching. This would ensure that they can be more capable to implement coaching and empowerment into their leadership items as well as recruitment of team members who are capable (Beatie et.al., 2014; Hagen and Aguilar, 2012).

2.48.4 Developmental Coaching

Developmental coaching is seen to have a broader and future orientation and tends to address career and professional development. Developmental coaching involves the personal development, coachee selected goals as well as long term personal changes. This involves the development of greater self-understanding, as well as of other people and the system at large. This coaching setup has been found to be closely associated with the leadership as well as the executive coaching. Some goals and objectives of developmental coaching are found not to deliver outcomes that can easily be evaluated through some of the effectiveness measurements due to them being intangible (Sharma, 2017; Hawkins & Smith, 2010).

2.48.5 Cross-Organizational Coaching

Cross-organisational coaching is regarded as a new development in the coaching environment and it involves coaching activities from the collaboration between organisations. A noted example has been of a university in Glasgow partnering with three local organisations to develop a cross organisational coaching program. The initiative involved middle managers from the affected organisations being matched to coaches. Whilst the organisations belonged to various sections their common HRD requirement was to enhance middle managers

who were key in delivering the organisations' current and future strategy. In this instance a business case was developed by a university academic and presented to each organisation's senior management in order to gain support and reassurance in terms of confidentiality (Beatie et.al., 2014).

The benefits of the program have been noted and are related to get opportunities to extend knowledge and learning to the outside of the organisation, sharing best practice and access to wider experience. The problems presented on any learning dyadic has been on matching the learning partners, with the case of coaching between organisations even more complex. The matching strategy thus involved the exchange of biographies with highlights of strengths and learning requirements which was followed up by a social occasion for the program launch (Beatie et.al., 2014).

2.48.6 Transformational Coaching

Transformational coaching can be defined as an approach in the process of change in the coachee's view by shifting attitudes, beliefs and assumptions in trying to correct behaviours that are recurring, emotional patterns as well as feelings so as to develop a significant shift between levels of functioning. Coaching outcomes related to attitudes and motivation have been categorised as "affective outcomes "meaning moods, attitudes and feelings that are all intangible, meaning they will not be easily measurable. This would suggest that transformational coaching is more than likely going to be delivering primarily intangible outputs (Sharma, 2017; Jones, Woods and Guillaume, 2016).

2.48.7 Virtual Coaching

Whilst face to face coaching is regarded as the most known method used, virtual coaching is slowly gaining ground to be more prevalent. Critics have argued that coaching is truly effective if only administered in a person. It is possible to compare coaching and internet mentoring as some means of online interview. Most individuals whilst online would just be observing and would not do any posting as they don't feel comfortable to do so. It is argued that online interviewing allows people to be developing interests and their own goals, which would be appropriate with coaching and mentoring. Technology is regarded as a core factor to ensure effective virtual coaching when one looks at development and execution. Through the use of virtual coaching and using technology it allows for the provision of feedback which can be used in shaping the process as well as awareness of everyone's strengths and weaknesses (Bishop, 2016).

It is possible for technology which is used for virtual coaching to be provided in order for businesses to enhance user acceptance. The economic and business case for virtual coaching is also important, with organisations battling to survive in tough economical environments virtual coaching could be used to save money and time and to improve business management skills. Virtual coaching can greatly assist employees who have disabilities, for example social orientation impairments. Communication expertise is extremely helpful in a virtual coaching set up, more so where disabilities as well as protected characteristics are accommodated (Bishop, 2016).

2.49. Gaps in Coaching Modes Research

While most of the discussed methods of coaching would possibly benefit from extended empirical researches, three coaching elements have been highlighted as having gaps and requiring further attention. These areas being, virtual and e-coaching, cross-cultural coaching as well as the interaction between demographic variable and coaching efficacy (Beatie et.al., 2014).

2.49.1 Virtual or E-Coaching

A crucial question that could asked is whether e-coaching is an appropriate and sustainable learning initiative. Up until now there is very little empirical work done on the coaching method. It would be argued from a generalisation point of view that Baby Boomers would not be willing to explore the virtual coaching option realising their preference of a face to face communication option. On the other hand, Gen Y would be much more comfortable with a virtual approach given the fact that they have grown up with these technological advancements engaging in many of their social relationships virtually using Twitter and Facebook amongst others. Acknowledging the fact that these are mere generalisation, this could somehow have an impact on the coaching space as the current labour force has a lot of Baby Boomer line managers supervising and coaching GEN Y employees (Beatie et.al., 2014).

2.49.2 Multicultural/Cross-Cultural Coaching

There is a huge gap in literature on management coaching approaches and effect outside of the Western countries. A pioneer research study was done in South Korea and United States undertaking to compare coaching and worker outputs in public organisations. The research intended to check whether the significant sociocultural differences between South Korea and the United States would have any given effect on the partnerships found between the coaching and the antecedents to engagement of employees. The researchers noted significant similarities, however being presented with subtle nuances (Beatie et.al., 2014).

It was observed that the amount of managerial coaching obtained across the two countries was identical despite any differences in national culture and authors did note that findings for certain interactions between variables were found to be less important in the Korean data, more with regards to role clarification and performance. The authors did make an acknowledgement this could have been a result of limitations where one factor would dominate another. On the other side, it could be shown by sociocultural differences such as communication modes which seem to be different across the cultures. Research in cross cultural coaching would be of great importance for organisations with geographical responsibilities, such as European Union, United Nations, African Union and various international organisations (Beatie et.al., 2014; Kim, Egan and Moon, 2013).

2.50 Effectiveness of Coaching and Mentoring

Several varying outcome centred measures have been investigated to gauge coaching and mentoring effectiveness, the outcomes include job performance, job satisfaction, self-awareness, positive affect, self-efficacy, anxiety, depression, autonomy, resilience and goal attainment. One organisational-level outcome, ROI is regarded by a lot of organisations as a comparison measure that one can use in creating a comparable tangible value for them. Coaching is rather an expensive intervention; it is quoted that implementing of a six-month coaching intervention in an organisation set up could cost between $15,000 to $75,000. With such a hefty figure

it is understandable that an organisational would need evidence on the impact and effectiveness of coaching and mentoring (Grover and Furnham, 2016).

The literature available to date has been building a case which is based on anecdotal evidence as well as uncontrolled studies which show coaching as an effective means to improve professional growth, work outputs which include goal accomplishments and improved professional relationships, increased productivity, greater managerial flexibility and improved resilience together with workplace well-being. Coaching is credited with the recent emerging interest for the active learning rather than the passive one, whereby individuals will be responsible and take ownership for the direction of their own development processes. Coaching will thus be guided by the coachee, who would give themselves all the responsibility over their quest to learn and develop. The growing increase in the warm reception for coaching in various organisations could therefore be a reflection of a common trend moving off from the approach of 'one size fits all' to the training initiatives. Despite the visible potentials from coaching advantages, studies have failed to keep abreast with the growing practice, and the limit thereof for available information on the effects of coaching is seen as a problem in the field. The shortcomings picked up in the coaching research study evidence base includes challenges of empirical research design and criterion measurements in an evaluation study (Jones, Woods and Guillaume, 2016).

There have been suggestions that highly successful, effective and performing teams are strong in disciplines as depicted below (Lawrence, 2017):
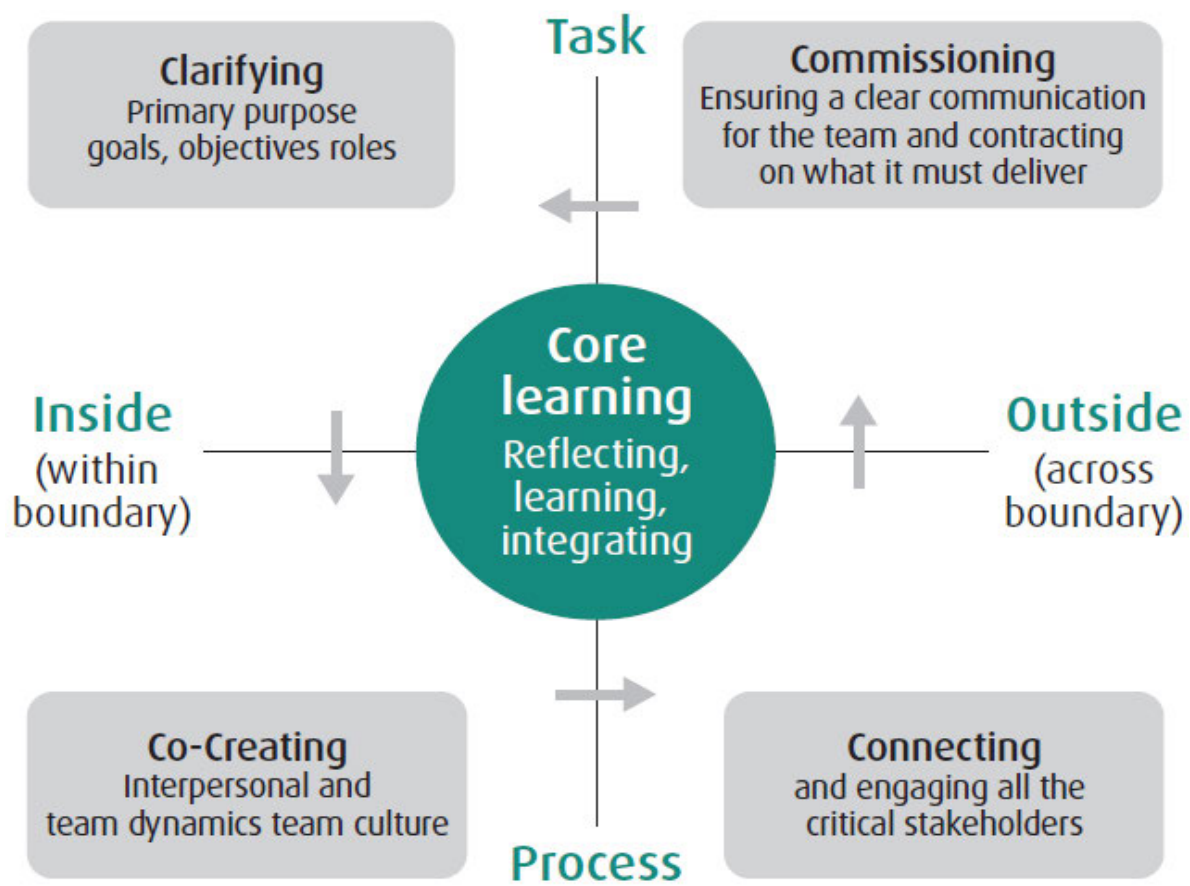
Figure 2. 4 Five disciplines of high performing teams

The five (Lawrence, 2017) disciplines required for a team to be effective need a balanced focus on task and process, as well as the external and internal work of the team. The team needs:

i. A clear undertaking from those bringing it into being, this includes a purpose that is clear as well as the success criteria. A leader must be appointed for the team who in turn then will pick the right members for the team (task/external focus).

ii. Development of its own mission, goals, purpose, values as well as ways of working (task/internal focus).

iii. To attend constantly to how it is working together, reviewing itself constantly and co-creating (process/internal focus).

iv. Engaging effectively with external stakeholders (process/external focus).

v. Continually take a step back and reflect on performance and process, consistently learning as an individual as well as a collective.

Each of the mentioned five disciplines will present a different challenge for a team coach (Lawrence, 2017).

2.50.1 Minimizing Anxiety for Effective Change Management

For organisations to make coaching programs in the workplace more effective, they need to minimise all the uncertainty and anxiety which are associated with introducing the activities in the organisation. It is a well-

known fact within psychology that if an employee experiences an unpleasant effect it will have a stronger impact compared to a good experience. Distasteful experiences with managers, disagreeable emotions and unpleasant feedback are said to have a much deeper impact than a good one, partly due to the fact that information that is bad gets processed in a thorough manner compared to the good. It is argued that the impact is long accepted within psychology and is relevant to a wider range of human activities which would include political campaigning, evaluations of other people and mentoring relationships (Grant, 2017; Eby et.al., 2010).

A strength seen in the third-generation approach is the fact that it has the potential to reduce uncertainty and anxiety which is associated with the development and change. It can have the ability to do so through the emphasis in the content of coaching to be explicitly linked to the language and culture of the organisation, values and being congruent with an employee's personal requirements, aspirations, values and views. Though the goal alignment would require the manager to have some coaching skills, the workplace coaching program do have the potential in becoming embedded within an organisation's system. Ongoing research making use of social network analysis has found a cascaded effect with coaching to which an individual's progressive coaching effect was observed spreading from one person to the other throughout the organisational system creating change (Grant, 2017; O'Connor and Cavanagh, 2013).

2.50.2 Encouraging the Success of a Mentoring Scheme

It has been noted that there are quite a lot of factors which could possibly affect the very success for a mentoring program. These would include:

- thorough needs assessment so as to establish if the organisation in its entirety would feel that mentoring will be an appropriate response to their needs
- publicising the existence of the mentoring program detailing the positive benefits gained, both at inception and on an ongoing stage
- professionally laid out standard of mentoring putting focus on thorough basic training, ongoing supervision and support as well as regularly doing appraisals on mentors
- monitoring, evaluation as well as quality control of the service, most ideally getting constant feedback from mentees as a central component in improving the mentoring program as well as sustaining standards

(Bayley, Chambers and Donovan, 2004).

2.50.3 Attributes for Effective Mentorship

As in the case of a relationship, there would always be some expectations. A mentor is meant to be in possession of particular qualities which will benefit the mentee. Some of the said qualities would include:

i. A mentor needs to be prudent in counselling, always giving career advice paths as well as on other matters whilst drawing from real life experiences.

ii. A mentor must be in a position to assist with helping to go up the corporate ladder.

iii. A mentor must have the experience, be able to show a mentee what has worked for them and what hasn't.

iv. Must possess unquestionable credibility.

v. Must have some substance, intellect, courage and big heart.

<ol type="i" start="6">
Must possess a huge treasury of achievements and knowledge.
Mentors should always provide for their mentees.
Should give advice to draft up a self-development program and the learning contracts.
Should assist with learning programs.
Must give guidance on acquiring necessary knowledge and the skill in doing a new job.
To advice on ways to deal with any people problems more so in early stages of their careers.
Mentors are to provide information on the way things get done within the organization.
Mentors should help to coach in specific skills.
Mentors assist in attending to projects, not to do them for mentees but to show them the right way
Act as a parental figure to whom mentees could possibly discuss any concerns and aspirations and lending a sympathetic ear for any challenges (Ehigie et al., 2011).

Recent studies (Cleaver, 2016) have identified important components required for an efficient mentoring partnership which would be recognised by mentee-mentor dyads in an academics set up. Eight themes were identified which do describe the effective elements of a given mentorship partnership:

<ol type="i">
Open and accessible communication
goals as well as challenges;
passion and inspiration;
relationships which are personal and caring
trust and mutual respect
knowledge exchange
collaboration and independence
role modelling.

2.50.4 Performance and Well-being in the Workplace

Job performance can be referred to as the noticeable behaviour of an individual in their job and the behaviours must be related to the objective and aim of the organization. The performance focus must be on behaviours of employees as compared to the results. It is counterproductive for organisations whose employees' main target is in just achieving of goals as they will find the simplest and shortest way to achieve a goal rather than focusing on their behaviours. Through the use of surveys researchers examined coaching behaviour impact on job performance as well as employee satisfaction. During the examination it was noted that organisations that used coaching behaviours did not only raise the job satisfaction of their employees but there was also an increase in commitment levels to their jobs with an impact on their performance as well (Akhtar and Zia-ur-Rehman, 2017; Peláez, Coo and Salanova, 2019).

The importance of employee workplace well-being and the relation to the business outcomes is well documented (Grant, 2017; Harter, Schmidt and Keyes, 2003).

High
Well-being

Acquiescent
The happy
"non-worker"

Flourishing
Sustainable high
performance

Low
Performance

High
Performance

Distressed
and
dysfunctional

Distressed
but
functional

Low
Well-being
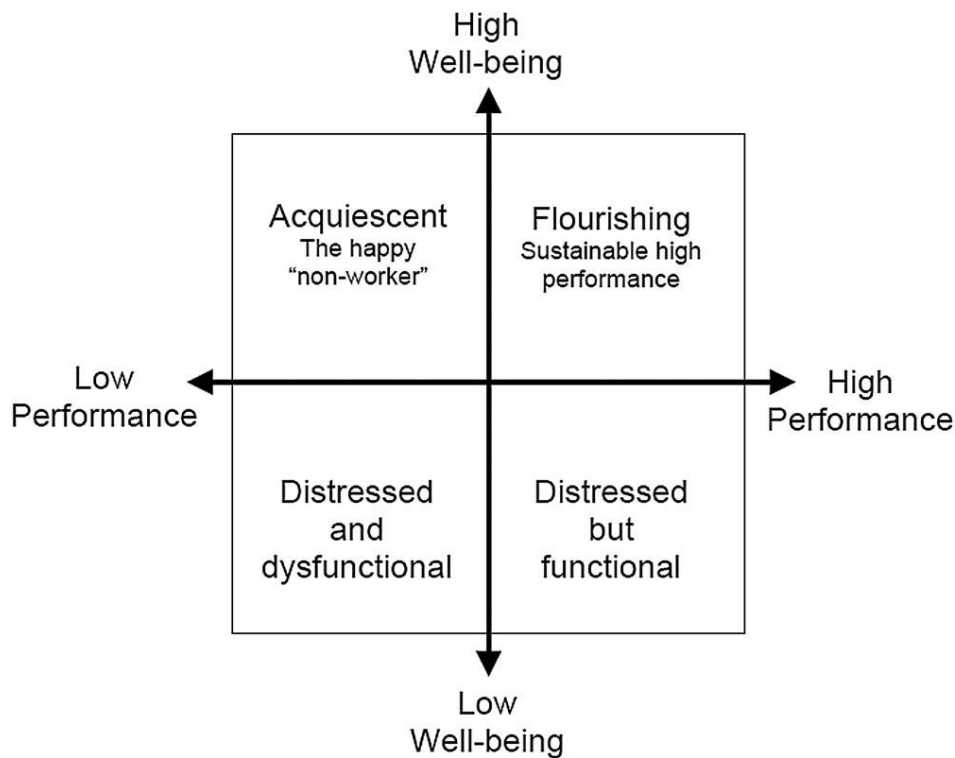
Figure 2. 5 The Engagement and Well-being Matrix

An intensified focus on performance only without one considering developmental needs or the well-being on an individual will run the risk of driving an individual from the distressed but functional zone right into a state of distress, dysfunctionality and burn out which is shown in quadrant three. Responding to a change in demand of the working environment, the third-generation workplace coaching focusses on developing and wellbeing of employees, managers and leaders together with performance enhancement for workplace skills. The purpose here being to equip managers and the leaders with the correct tooling and skill set such that they are able to coach individuals towards the top right-hand segment, the area for sustainable high performance. The idea will be to develop a culture of quality discussions with performance and development discussions being a daily norm (Grant, 2017; Harter, Schmidt and Keyes, 2003).

Every organisation believe that their employees must possess attributes of organisation commitment will have many constructive outcomes such as improvement of performance, reduces absenteeism rates and provides satisfaction. Organization commitment has shown a relationship which links the organisation together with the identity of the employee, a practice which intends to merge the objectives of an organisation and an employee harmoniously. Coaching is regarded as a very effective managerial style. Those organisations that implement coaching processes to facilitate their employees in order to develop will have a more committed and faithful workforce (Akhtar and Zia-ur-Rehman, 2017).

2.51 Evaluating Coaching and Mentoring

There is not much agreement in literature with regards to the most appropriate criteria to evaluate coaching and mentoring. In order to make an advancement it is advisable to use established training, learning and development models in order to propose a framework for coaching evaluation. It is argued that the main purpose of training, learning and development is to be able to increase an organisation's human resources' s effectiveness through the improvement of individual performance levels assuming that this would subsequently result in the organisational improvements (Jones, Woods and Guillaume, 2016; Riddle et.at., 2015).

Training, learning and development interventions will thus be stationed as a pivotal role of Human Resource Management (HRM) and integrate with associated performance management processes. Coaching is said to be in line with this conceptualisation as the purpose of coaching is in aiding to achieve individual goals for improvement, so as to contribute in the organisational goals and objectives. Realising that the compatibility and output criteria for training effectiveness could provide a base in modelling the potential coaching outputs. The Kirkpatrick (1967) model has proposed that training evaluation must be done at four stages: reactions, learning, behaviour and results. The Kirkpatrick model is applied broadly and represents a more logical organisation as well as progression outcomes by basic individual reactions, training transfer and organisational outputs. Other researches have argued though that evaluation requires a sophisticated way and not just to combine learning and transfer outputs as detailed in the Kirkpatrick levels. A model comprising of three learning outcome classes was thus proposed: cognitive, skill based and effective outcomes (Jones, Woods and Guillaume, 2016; Powell and Yalcin, 2010).

Table 2. 8 Summary of proposed coaching evaluation criteria

Outcome criteria	Description	Measurement Methodology
Affective outcomes	Attitudes as well as motivational outcomes (e.g. well-being, self-efficacy, satisfaction)	Self-report questionnaires
Cognitive outcomes	Procedural knowledge; Declarative knowledge; cognitive strategies (e.g., problem-solving)	Recognition and recall tests
Skill-based outcomes	Compilation and automaticity of new skills (e.g. technical skills, leadership skills, competencies)	Behavioural observation in the workplace (e.g., multisource feedback questionnaire)
Results or Impact	Individual, team as well as organisational performance	Financial results, productivity, objective and goal achievement
Capacity and Capability	Systemic issues which include utilization and support. Identification of actions that will need to be taken	Surveys and interviews
Behavioural change	Individual, team behavioural change which could increase effectiveness and impact	Behavioural observation in the workplace (e.g., multisource feedback questionnaire)

(Jones, Woods and Guillaume, 2016; Riddle et.at., 2015).

Evaluations are crucial for any intervention process, as it helps in the question on whether it works. Organisations would want to have an understanding on whether the investment on employee's time as well as financial outlay would have been a wise decision. Individuals would be interested in the evaluation assessing so that they would be able to close the gaps using the said intervention (Passmore, Brown and Csigas, 2017).

Without a proper concentration on the program evaluation organisations will not be in a position to understand which aspects would be working well and which ones are not working well. This could mean an organisation is left only with anecdotal evidence on the benchmark change. For improvement an organisation will need to focus and understand what will be happening at an individual level and organisational level regarding coaching culture. Systemic issues which include utilisation and support are covered through an evaluation. The most crucial role for evaluation will be an identification of action items which will need to be done so as to make improvements on the intervention and thus increasing the chances of success. The approach will uncover organisational capacity and capability issues that need addressing and specific areas for improvement (Riddle et.al., 2015).

Evaluating coaching and mentoring will determine the merit or worthiness of such program, identifies improvements, assesses impact and will provide accountability. When doing an assessment of the coaching and mentoring program there are five critical levels of performance that needs to be considered and information then gathered and analysed:

Level 1: reaction – how has the client liked the intervention

Level 2: learning and development - did the client receive benefits as per plan

Level 3: organizational support - did the client get the required support

Level 4: behaviour - does client make use of the learning and acquired competencies in work environment

Level 5: results - what could the effect be on an organisation

All development is self-driven. Employees will not be forced to develop; they must be wanting the development themselves. However, what an organisation will do is to assist set up an environment which is conducive for learning, growing and succeeding (Serrat, 2017).

It will not be enough to know how well a system will be working if the targets of the program will not be achievable. The limitation of funds in most organisations would require some demonstration of the value any investment would have made in the development of the respective workers or the coaching culture impact. The evidence shown for a solid effect will provide a strong case for supporting and sustaining the extension of these initiatives. Evaluation could be a crucial element for the enhancement of the coaching culture by fostering an inquiry throughout the whole effort, assisting to make corrections and demonstrate the evidence on the way. In a coaching engagement, evaluation could be developmental on both a coach and a coachee by availing a measurement for progress made and continuous feedback. The developmental feedback concerning behaviour change at midpoint could assist a leader and coach in making necessary adjustments to the developmental

schedule as well as the actions in order to improve the effectiveness and impact. From a macro level point of view, evaluation could possibly direct to the next stages for the development of a team of leaders who would be involved in a coaching program (Riddle et.al., 2015).

2.51.1 How to Measure in Evaluations

Having had a look at what needs to be measured and when, for the evaluation of a variety of coaching interventions one needs to turn to an overview on how to measure the process, outcomes and also contextual variables (Riddle et.al., 2015).

2.51.1.1Surveys

The current practice of measuring evaluation includes doing surveys of the employee and the coach focusing on progress and process. Surveys collects data from respective HR professionals and managers on the supporting factors, process and coaching outputs. Expanding beyond this would be surveys involving direct reports as well as peers of an individual involved in a coaching program to explore behavioural changes and impact. The frequently used method to gather multisource data on behavioural changes and outcomes will be a 360-degree assessment which would avail a comprehensive feedback to an individual and coach for development and evaluation purposes. A multisource survey can also be utilised together along with all the rating groups, however individual-level feedback will unfortunately not be catered for (Riddle et.al., 2015).

2.51.1.2 Interviews

Interviews would gather the same type of data as is done by surveys, however it is able to obtain much more detailed information as well as stories in order to give better context and more understanding about the situation. One common approach would be in combining the use of surveys and interviews. In most cases an interview is utilised after a survey in order to explore opportunities which emerge. Conversely, interviews can first be conducted so as to pick out areas to measure on surveys to provide much more generalisability to the interview data (Riddle et.al., 2015).

2.52 Competence Levels

In organisations employees possess varying competencies and skills which is dependent on their respective tenures and practice in an organisation. The acquired knowledge could be utilised efficiently in assisting others who require development in terms of their performance capabilities. Peer coaching is said to be quite effective in such circumstances. Whilst it might seem like a given that peers would support other peers, it has been noted that this does not always happen naturally. A whole lot of obstacles are noted to be preventing the peer support to occur. To start with organisations, need to be supporting learning initiatives by empowering employees and encouraging them to be risk takers and avoid blaming one another if the situation does not come out as per plan. It does not mean risk is not be managed, however there is a need for supporting employees who would for sure make mistakes whilst building on professional competencies and capabilities inside the organisation. Everyone must learn new things within their job whilst individuals taking on tasks which are deemed new in their work environment are bound to make judgement as well as reasoning errors. As an example, new employees will tend

to be slow, they escalate problems to a higher level and would not pick up the error in their work as compared to the much more experienced colleagues (Ladyshewsky, 2017).

2.52.1 Appraisals

The purpose of an appraisal would be in identifying accomplishments and ensure that new performance goals will be realistic. An appraisal does require for a combined review as well as a developmental plan. The combined review would contain

i.	the previous period's objectives,
ii.	achievement examples,
iii.	a client's self-rating,
iv.	the appreciation of mentor coach,
v.	the upcoming period's objectives,
vi.	the comments from the client.

From a joint review development plans are developed and would cover:

i.	long term objectives,
ii.	current objectives,
iii.	the required competencies,
iv.	the training requirements,
v.	the agreed action plans,
vi.	the date of review to be agreed (Serrat, 2017).

2.52.2 Performance Oriented Conversations

Past approaches for workplace coaching focused more on skills training in a formalised manner, with discussions such as those required for performance reviews. Organisations have however been seen to shun annual performance reviews, favouring more frequent performance-oriented conversations. Discussions have taken place as to whether moving against the given annual reviews is like throwing a baby out of the bathing tub. It is argued that with time it will show if the move is a real productive development one or could be a self-destructing management move. Irrespective of the idea of wanting to abandon annual reviews, organisations will require improved coaching agility which is the real cog of the third-generation coaching approach. The challenge is said to lie in how to conceptualise as well as teach agility (Grant, 2017; Woehr and Roch, 2016; Adler et al., 2016).
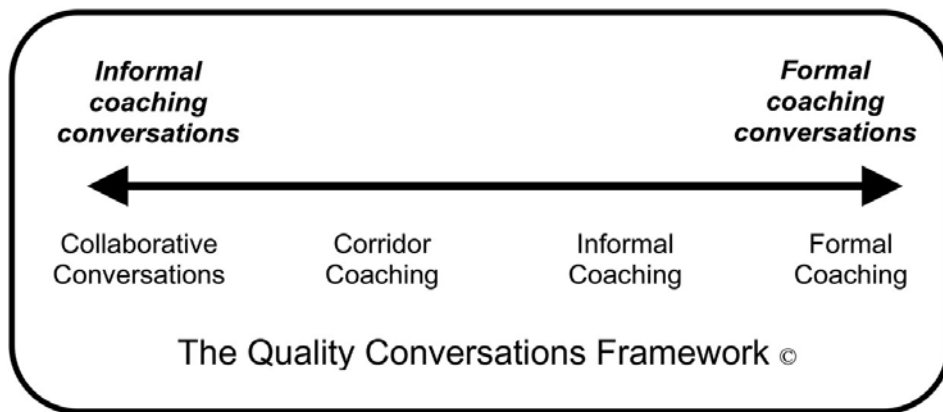
Figure 2. 6 The Quality Conversations Framework

The Quality Conversations Framework does provide an important framework for doing such (Fig 2.6). On the model left hand side is the everyday informal collaborative conversations that employees in an organisation must have in order to communicate effectively in the cut and thrust of daily corporate environment work. Sliding to the right formal side on the scale we would have the corridor coaching, which would be done on the run, few minutes of coaching opportunities windows that would avail regularly in a work environment. The opportunities maybe either be just before a meeting or afterwards, in response to a report query or on the way to a sales call. The crucial point is that a manager should be in a position to recognise the opportunity as it avails itself and thus respond in a manner that would move the discussion forwards and then to align on specific action initiatives (Grant, 2017).

Next on the scale there is the spontaneous goal focussed unplanned conversations of 10-15 minutes which might arise for example from a meeting with a manager that might be veering off track. Realising the need to be more goal focussed, they could then re strategize and utilise the last of the 10-15 minutes to discuss the key things that need attention. Having a time framed and agreed specific goal, the discussion should get into exploring options and agreeing to specific action plans using popular coaching models such as the GROW. The far-right hand of the framework is for the formal pre-planned sit-down, 30-60 minutes coaching sessions which characterise the first- and second-generation coaching approaches. Not every manager will be able to make use of these approaches with each employee. The framework rather would provide a way for the manager to put into perspective the various methods of coaching discussions and then make up the necessary connections in between, by so doing they would be able to develop an ability to be able to move across the dimensions with required speed (Grant, 2017).

2.53 Harvesting Benefits from Coaching and Mentoring

Coaching and mentoring involve bringing together seasoned individuals with other less-experienced ones and be of use in assisting towards adaption to a workplace environment and culture. This could involve the combination of a seasoned expert professional with a new employee to understand an organisation's goals, objectives, work environment and its culture. The benefits harnessed from coaching and mentoring are vast (Neupane 2015). The

most general known benefits focus on the mentee and coachee, this obviously would make sense as these are the main reason of any coaching and mentoring relationship. Research has shown that coaching and mentoring will benefit the experienced coach and mentor as well, together with the respective organisation (Riddle et.al., 2015).

2.53.1 Emotional and Psychosocial Support for Mentee

Research studies have highlighted the importance of mentoring to a mentee's career as well as their personal life. Mentees would get objective career benefits via mentoring, there is other subjective career outcome benefits which the mentee is bound to experience. Though these subjective outcomes cannot be measured objectively they are still regarded as crucial and important for one to assess. These are indirectly linked to an organisation's bottom line performance. The positive outcomes for a mentee are mainly the product of them receiving career-related emotional as well as psychosocial support which will lead to potentially five methods of impact as noted below.

i. **Human capital** - through mentoring initiatives the mentee acquires skills, knowledge and abilities from challenging assignments and role modelling from a mentor. This enriches the mentee's performance. The mentee will learn and receives constructive feedback on their performance.

ii. **Movement capital -**Through mentoring programs the mentee will be able to receive exposure and visibility. They will get an opportunity in meeting with crucial key parties, get introduced to contacts with informal and formal power within the organisational hierarchy. Many of the contacts may have influence over promotion and salary.

iii. **Social / political capital -** In the mentoring relationships the mentee will gain exposure and legitimacy by the introductions to key stakeholders. By meeting with the key contacts, the mentee will get an understanding on the politics inside an organisation. The mentor provides advice and direction on becoming politically savvy, which is a skill linked to improved performance and better promotional chances.

iv. **Path-goal clarity-** Mentors will assist mentees to gain an insight into their developmental needs, make them understand their weaknesses and strengths as well as providing feedback. Mentees will build up on self-efficacy and self-confidence and motivation to achieve their goals which will be connected to objective and subjective career progress.

v. **Values clarity -** Mentees will gain clarification on situations around workplace life and how things are done at work can help or hinder in their career progress. They will get an insight on how the values, professional identity and work will all play a role in advancing their career success.

(Riddle et.al., 2015).

2.53.2 Mentor Benefits

After having collected enough information on the mentoring research study mainly focused on the mentee, one could be tempted to think that mentoring would only benefit the person who is receiving it. However, some researchers have been exploring mentoring relationships from the side of a mentor. Mentorship is not a unidirectional single-way relationship, but it is more a collaborative, reciprocal relationship which will benefit both stakeholders. Mentors will gain personal satisfaction, can build a network of support using their group of

mentees, access organisational and job-related leads from the mentees and would get better on their immediate roles as a result of the mentoring process. Below are the objective and subjective career outputs for mentors:

i. **Human capital -** Mentors would gain a lot of knowledge from the mentees. They could pick up all the new information trends in the industry as well as latest and upcoming events in their respective fields. For example, a mentor having a mentee of a different demographic background would gain a better understanding on how they could handle diversity situations. All the knowledge acquired would improve a mentor's performance levels.

ii. **Movement capital -** Mentoring could be beneficial to a mentor as a result of the mentee moving across or up the organisational ladder. As a token to a mentor's devoted effort and time during the mentorship, the mentee may be obliged to return the favour and avail the mentor with similar opportunity possibilities, or they might have knowledge on possible openings which might have not been feasible outside a mentorship relation.

iii. **Optimal resource use -** Through allocation of work to the mentee, the mentor would in a way be reducing the amount of energy, time and work they would have to do. This would lessen responsibilities leaving the mentor to concentrate on other more crucial and high-profiled work and responsibility. Proper delegation would enhance and increase the mentor's responsibility and capacity of work which could inevitably help with improving a mentor's job performance and career outcomes

iv. **Social/political capital** - Through mentoring others, a mentor would expand their reputation and power base. The more the mentees a mentor has, the more likely the mentees would intend to return the favour, energy and time that would have been invested in them during the relationship by availing information and feedback news hence growing up the social and political capital. Successful mentors will build reputation for themselves which would translate to attaining promotions, rewards and salary increases and also to increase success outcomes in one's career like job satisfaction and organisational commitment.

v. **Identity validation** – Through the mentoring relationship mentors are able to improve their self-discovery, self-awareness and development at a leadership role, which would be regarded as a form of identity validation. Mentoring could assist with a raised feeling of self-worth as well as professional and personal satisfaction that may revive one's career progress. For a lot of individuals, to leave a legacy is a high ended priority. As such mentors could leave behind a legacy though mentorship of others thus feeling a sense of fulfilment, purposefulness and confirmation at the workplace. When mentors are feeling that they have done their bit in assisting their less experienced counterparts, they are in actual fact assisting themselves and raising their own career progression rate.

vi. **Relational gains -** With the mentorship relations growing and maturing by the day a mentor may have a feel of a very strong emotional bonding with a mentee which could be of benefit to the mental and physical health of a mentor. This could possibly improve a mentor's life and job satisfaction as well as their commitment to an organisation.

(Riddle et.al., 2015).

Table 2. 9 Mentoring Career Benefits

	Mentees	Mentors
Mentoring Career Benefits		
	Mentees	**Mentors**
Objective career Outcomes	1. Higher compensation and salaries 2. Higher rates of promotion	1. Higher compensation and salaries 2. Higher rates of promotion
Subjective career Outcomes	1. Better organizational socialization 2. High job satisfaction 3. High satisfaction 4. Increased career opportunity and recognition 5. High career commitment and satisfaction 6. Low turnover	1. More organisational commitment 2. Improved leadership 3. Higher affective well-being 4. High job satisfaction 5. Low turnover
How mentoring benefits each party	1. Human capital 2. Movement capital 3. Social/political capital 4. Path-goal clarity 5. Values clarity	1. Human capital 2. Movement capital 3. Optimal resource usage 4. Social/political capital 5. Identity validation 6. Relational gains

(Riddle et.al., 2015).

2.53.3 Team Efficiency, Goal Setting and Planning

Coaching and mentoring enhance team, department as well as the organisation itself to function effectively. It would assist managers in identifying strengths as well as weaknesses of every employee. For example, a sport coach would inspire his team in achieving great success, the same would be expected from a corporate manager in an organisation. Managers in an organisation would need to identify certain things that will need to be achieved by a team and explain these goals and objectives properly. The managers will need to provide feedback often so as to improve performance of the individuals and support them in order to encourage teamwork. The relationships in mentoring generally last for the mentee's full career life in an organisation, at which the experienced professional would transfer their knowledge, skills and insights with the less experienced co-workers. Over and above, coaching and mentoring would assist in building the morale of the employee as well as partnerships within an organisation thus helping to improve team concepts and activities as well (Neupane 2015).

Participation in coaching is often associated with enhanced goal attainment. In the studies conducted in various setups participants have divulged that goal setting and planning had made significant improvements into their business. For the participants planning was said to be a means of preventing to the overreaction to the everyday events as it helped individuals to be in control of their businesses. Furthermore, the study did reveal that coaching had an influence in goal planning and achievement. Coaching was used to narrow down the goals and to provide individuals with a more specific focus (Brinkley and Le Roux, 2018).

2.53.4 Return on Investment (ROI)

Majority of organisations as well as individuals in their own personal capacity make huge training investments so as to get them ready for the workforce. Employees make the investment in order to retain competency levels and competitiveness in the employment environment. On the other hand, organisations will do such to improve on productivity, produce high end quality outputs so as to make the business sustainable. One crucial question that needs to be asked though is the amount of the said training and development that would be transferred back into the working area. A ballpark figure that has been put forward comes to a low figure of 15 %. The other questions that get posed are whether or not the return on investment (ROI) is worth of the money and time spent on training, and also if employees and their respective organisations do become a lot more productive, more innovated and engaged due to training and education interventions (Ladyshewsky, 2017).

It is often mentioned that the most valuable assets an organisation will ever have will be its human resources. One needs to pose a question again on whether individuals and organisations really capitalise on this resource. The one way that could be used in enhancing the return on investment is through tapping into the learning capacity of workplace colleagues. Work peers are regarded to be an excellent source of learning purposes if it is strategically positioned. Individuals and institutions could develop a continuously improving and learning culture by motivating and rewarding co-workers and their and peers so that they can do better in their job (Balle', Morgan and Sobek, 2016; Ladyshewsky, 2017). From collected data it has been found out that participants noted that coaches were critical to the success of their coaching session. The internal coach was found to be credible, objective, independent and confidential. The coaching style adopted for the coaching was a mixture of coaching and mentoring. The findings highlighted that clients had a feeling that they had achieved successfully their coaching objective, supporting the notion that internal coaches would have an impact on outputs of the business. Performance is noted to have positively changed due to the influence of coaching interventions (Smith, 2017).

2.53.5 Empowering Employees

It is argued that coaching and mentoring will empower and inspire employees, increase productivity, build commitment, grow talent and promote success. However, most organisations have still not fully established related schemes to benefit from it. By not establishing schemes organisations are failing to take on a good opportunity on the experience and skills which the experienced professionals could transfer. High performing organisations will understand that a they can only be as good as their co-workers. They will put in place a very strong focus on personal factors when they select and develop employees (Serrat, 2017). It is further noted that positive experiences in mentoring could lead to important professional and personal outcomes among proteges. It is noted that the gains would include self-efficacy, increased professional competence and positive social interaction. It also can contribute to increased self-confidence, job satisfaction, career advancement, decreased in work conflict and development of professional identity (Carroll and Barnes, 2015).

However, the process comes with challenges, which may be attributed to gaps in the knowledge, experience, skills, attitudes, behaviours, aspirations and leadership which is required in performing demanding tasks. Formal training courses could produce appropriate transfer of these; however, co-workers are not going to push

themselves to their fullest capabilities without having focused guidance which would energise, inspire and facilitate. In the current space good coaching and mentoring programs are seen to be a greatly effective means that would assist individuals to improve self-esteem, self-direction, efficacy and accomplishments. Coaching and mentoring could be used when motivation and performance levels need to be improved. Opportunities that are linked to coaching and mentoring relate to solving problems, developing careers and overcoming conflicts (Serrat, 2017).

2.53.6 Personal, Work life and Socio - Emotional

Coaching and mentoring promote socio- emotional as well as cognitive development through self-efficacy and self-awareness. The benefits that are realised include increased productivity, career development, commitment, reduced turnover rates, career advancements, mental stimulation and personal satisfaction. Associated organisational benefits are reduced employee withdrawal behaviours and an improved performance (Naim and Usha Lenka, 2017; MacLennan, 2017). Coaching has been noted to improve receptivity to feedback and foster motivation and enhance peer relationships (Weer, DiRenzo and Shipper, 2016).

Providing individuals with challenging work presents an opportunity to develop new skills and competencies as well as a positive attitude towards work. Research suggests that if an employee is not challenged in a work environment, they may become dissatisfied and bored, feeling less positive and unmotivated (de Prez, 2016). Coaching setting provides a helpful environment for one to develop and grow which would assist in increasing performance. A perfect coaching set up would depend on actions and deeds. Coaching is not just about conveying of knowledge, but it will also emphasise on the development of workers in improving on their skills set as well as behaviour towards the work. What it will do in return is that it will assist them to enhance their effectiveness, efficiency and productivity (Akhtar and Zia-ur-Rehman, 2017).

Coaching is said to improve mental health, enhance an individual's quality of life as well as increasing job satisfaction and fulfilment. Coaching do afford individuals the opportunity to develop a much broader perspective on the roles they would fulfil in their organisations and allows them to reflect on their existing knowledge. This reflection would reveal limitations in their skills and would show their inability to cope with problems. Coaching would provide a crucial part in the self-learning approach which would include features such as self-management. Coaching does help participants to manage change as well as to carry out cognitive and emotional tasks. This would allow the individuals to divulge deficiencies, confidential concerns and doubts which is found to be useful in the reducing stress. Success in personal areas of an individual's life could provide them with greater organisational focus for long-term success (Brinkley and Le Roux, 2018).

2.53.7 Individual Development

There has been a great wealth of research over the last three decades into the role played by mentoring in supporting an individual's development. The evidence has confirmed that mentoring is an important tool which support the employees. The benefits have come in the form of career advancement, confidence and accelerated learning. Strong evidence is available which has supported the value that mentoring brings in propping up underrepresented groups, by addressing discrimination and disadvantages and help with career progression. Available evidence shows that all this is achieved by having a good partnership of a mentor and mentee thus leading to an efficient productive partnership between the two entities (Passmore, Brown and Csigas, 2017).

The benefits that come out of good a mentorship is found to be long ended. The effect on a mentee's own professional development journey is enormous, be it they are moving into a new function, or be it gaining on new skills. It argued that huge benefits are available to a host organisation as well as the mentor. The organisational benefits out of mentoring include increased productivity, staff motivation, creativity, reduced stress, improved employee recruitment and retention, lower grievance and absenteeism rates. Besides the satisfaction, which is derived from assisting other less experienced individuals, mentoring is found to be adding value to the mentor as well. Mentoring provides new perspectives, reflections on professional development as well as sharpening interpersonal skills (Cleaver, 2016).

Gaining on the skills benefits, expertise and knowledge extracted from a seasoned professional will assist the less experienced employee to raise their game in the field. As a result, it thus assists to raise employees' productivity as well as efficiency. Coaching and mentoring can also help in providing direction and in guiding employees along career paths which will result in individuals becoming well appraised on what the expectations are f an organisation. Coaching allows employees to solve concerns and problems inside a line of trusted and confidential partnerships which would help to reduce frustrations and enhance individual work satisfaction (Neupane, 2015).

2.53.8 Self-efficacy and Coaching

Self-efficacy (Brinkley and Le Roux, 2018; Woo, 2017) refers to the actual strengths of one's belief that they are capable of delivering on the roles and tasks within their fields. This represents what an individual would think they can actual do with their own skills. Self-efficacy is what people would believe with regards to their capabilities to have control to their own functioning level as well as on events that would affect their lives (Chen, Gully and Eden, 2001; Ajzen, 2005). Self-efficacy is regarded as a key element in the process of coaching and it gives a foundation for developing creative solutions, resolving problems differently and doing experiments using new skill methodologies and behaviours (Ajzen, 2005).

Having higher levels of self-efficacy will give a higher level of performance as well. The reason for this being that an individual who has higher levels of self-efficacy will see their environment as possessing better opportunities and fewer risks and thus are more inclined into putting put more effort in overcoming challenges and achieving their goals. Self-efficacy will increase the competence of individuals in identifying and discovering new opportunities. It will facilitate learning as well as contributing to the improvement of the quality in terms of human planning and the development and also conceptual skills. An individual in management position will develop the capability of managing, overseeing and motivating employees as well as the capacity in improving the working conditions and organisational performance. Self-efficacy could be enhanced by learning which will include transferring knowledge and empowering individuals (Brinkley and Le Roux, 2018; Woo, 2017). For coaching to be successful, it must aim to stimulate self- improving causal attributions and building feelings of competence. Self-efficacy does assist a coachee taking charge of as well as being responsible for the bedding in stages (Theeboom, Van Vianen and Beersma, 2017).

2.53.9 Productivity and Retention of Employees

Numerous research studies have shown that the opportunity presented by learning and development is regarded as being the driver for involvement. As per the information at hand 49.5 % of co-workers are found not to be engaged in any way whilst 16.5 % are noted to be totally disengaged. It is reported that $11 billion is being lost to staff turnover annually. The ever-increasing number of millennials joining the workplace together with increasing retirement age, there now seems a great requirement for working on environments that cater for improvements and continuous learning. The statistics show that organisations will need to prioritise and put emphasis towards staff retention and productivity. Through the implementation of coaching and mentorship programs, organisations can reverse the statistics by creating a productive and engaged workplace. Mentoring is said to allow for introduction of informal learning which when it is aligned to a formalised training initiative, it will increase the basket of information taken in by an employee (Stewart and Harrison 2016).

Coaching and mentoring could assist an organisation to encourage staff loyalty. When an experienced employee offers assistance in defining the future of a mentee as well as presenting them with opportunities, they will thus experience a high sense of commitment as well as alignment to the business. Coaching and mentoring assists individuals to feel more at ease when they are in the company of their seniors or management. It will also encourage them in participating in an open communication that will assist with the enhancement of a positive workplace. This in turn will help in enhancing staff retention within an organisation. The high retention rate will thus help organisations in saving money in ongoing selection and recruitment and the training thereof of the newly replaced employees (Neupane, 2015).

Informal learning may be quite crucial to an individual's performance, as they get to ask the questions as well as absorbing all the information which will be specific to the particular role, experience and needs. For formal training, individuals will be taken through all what the organisation deems important just for them to carry out their roles as well as following procedures and policies. In a mentorship relationship though, an individual can easily engage with an experienced mentor in order to reveal and learn given best practices they might miss in formal training (Stewart and Harrison 2016).

2.53.10 Helping Others Help Themselves

Assisting other employees to help themselves could be a worthwhile and rewarding exercise for those involved in it. One needs to remember though that mentoring is learnt via exposure and through self-reflection. It is thus recommended that the mentor requests for a constructive feedback to help them improve. The one crucial quality a mentor could possess would be having an honest and deep interest in the success and welfare of a mentee. If it cannot be put in position, the very own effectiveness of a mentorship partnering would be regarded as failure (Cleaver, 2016).

2.53.11 Skills Development

Skills can be seen as the integration of knowledge and ability, within a known environmental area of application. The concept of skill reveals specific abilities of an individual. Individuals are expected to develop different skills as a result of different experiences. Skill development do involve knowledge transition into

behavioural processes of learning. Coaching is found to be extremely crucial in the facilitation of learning in order to expand the knowledge of individuals. Additionally, coaching is seen as a developmental tool in teaching an individual how to learn, expand, to develop, acquire skills and to refine the skills and capabilities of an individual (Brinkley and Le Roux 2018).

A longitudinal mixed method study was done in order to make an evaluation of mentoring success against job outputs and satisfaction from the perspective of mentors and mentees. The findings proved that 85% of respondents had a significant improvement of skills which was required for the negotiation and initiation of new mentoring partnerships with 92% stating that the project had a huge influence in their future careers. A similar program in the UK for medical specialist and general practitioner registrars was carried out so as to deliver healthcare requirements for upcoming 5-10 years. The qualitative feedback showed positive results from participants regarding the said programme. A study done on an Australian hospital on the usage of mentoring tools to enhance managerial and leadership skill on nurses has also shown positive feedback. It was noted that academic staff who were in a mentoring program experienced lower levels of role conflicts and ambiguity compared to the ones would did not receive (Cleaver, 2016).

The study further highlighted how important mentoring strategies are in providing anchorage and role clarification for employees who would be undertaking new functions. A study using the mixed methods approach was undertaken in UK and the results proved that the relationship for a mentor would fall in between informal and formal support with focus on non-judgemental listening as well as confidential interactions which offered a high value intervention. The findings showed that the mentoring benefits are far more than the perceived transfer of information but would provide for emotional assistance and problem-solving techniques. Other studies have been carried out to examine formal and informal approaches. A randomised study was commissioned which compared the impact of high and low levelled facilitation process on new employees' perceptions and performance on their respective organisations and jobs. It was found out that high levelled facilitation mentoring approach reported much higher levels of organisational commitment, job satisfaction as well as manager performance ratings (Cleaver, 2016).

2.53.12 Job Satisfaction

A relationship exists between job satisfaction and mentoring in two very different ways. Firstly, a positive correlation does exist between career commitment and mentoring. Secondly a negative correlation also exists between mentoring and dissatisfaction which is manifested from absenteeism and staff turnover. Mentoring would help with less turnover and absenteeism. It is not normal for one to be mentioning mentoring without raising the name of promotion. Mentoring is used as a means to prepare a chosen protégé to climb up managerial positions and achieve career goals. In the job satisfaction framework, mentoring would seem to be providing an important role apart from promotion. The problem in trying to manage an already plateaued organisation would mean encouraging the development of mentoring relationships as an option to promotion opportunities. An employee who would have reached a career plateau will suffer from productivity losses as well as his self-esteem. Mentoring would enhance their productivity levels and also the personal self-esteem (Ehigie et.al., 2011; Woo, 2017).

The one job satisfaction indication, commitment to one's career would be positively correlate as it is seen to be reducing of a lot of the signs of job dissatisfaction which are earlier retirement, turnover and lower productivity levels. Never mind how the evaluation of job satisfaction is carried out, the mentoring phenomenon has an enormous impact. Expectancy theory would suggest behaviour being a function of an individual's future expectations and the future value of outputs, A known manifestation of expectancy theory is the self-fulfilling prophecy (SFP) process. Within organisations, managers could have expectations about an employee who would behave in such a manner so as to achieve the expectation. The progressive management of SFPs is one option in enhancing employee motivation and job satisfaction whilst mentoring will be one means in managing the SFPs in a constructive manner. Research has found out that individuals who were mentored had more mobility in their careers, satisfaction, capacity, recognition, better opportunities and a high promotion rate compared those who would have had no mentoring. It has been noted that individuals with extensive mentoring relationships commanded bigger incomes and got more satisfaction with their pay benefits than would be those individuals who would have less extensive mentoring relationships (Ehigie et.al., 2011; Woo, 2017).

2.53.13 Performance Enhancements

It has been argued that mentoring activities are found to be intrinsic rather than extrinsic in terms of motivation. Performance is regarded as the bridge linking mentoring to satisfaction. The extrinsic output of a mentoring program is improved at a corporate and also at a personal level. The outcome from a personal point of view is often motivation, leadership, self-confidence and satisfaction. On the corporate side the results would be linked to productivity and performance. It is noted that the focus should be based on competency with specific attention on nurturing competence with productivity and performance being expected to follow suit. The organisational benefits coming out of mentoring are construed as measures of performance. One important organisational benefit of mentoring is job performance. A mentee's performance can be greatly improved using mentoring, but would that happen for a mentor? An argument would be that mentors perform through delegating to their mentees and thus their performance could be measured indirectly through for example the development of corporate culture. Mentoring is seen as a long-term affair from the mentor's perspective, a future investment in the business. The performance in this instance will not be readily be measured and is in most cases seen as an intrinsic reward, it is nonetheless a performance variable and outcome (Ehigie et.al.,2011; Berry, 2003).

In discussions of their careers, professionals and managers do often give all credit to their mentors as having had a huge contribution and influence in their development. The learnings gained from the tutorial relationship one has with a mentor would be highly beneficial to one's performance and career success. The various studies carried out have shown that careers could be advanced with promotions and higher earnings resulting from having a mentor. As a high ranking and experienced individual in an organisation a mentor would support and enhance the development of a junior employee. The mentor would share information on the inner functioning of an organisation and thus become a work-role model. Due to a mentor's influence in an organisation they are able to be a sponsor and thus create opportunities for the mentee. As an addition, mentors would offer friendship and informal counselling which would strengthen the mentee's psychosocial development (Ehigie et.al., 2011).

2.53.14 Career Benefits

Mentoring can also be linked with career benefits. A meta –analysis research was conducted to examine the mentor benefits which would be associated to mentoring. The results proved that the availing of psychological assistance, career as well as role model mentorships are linked to five different methods of career outputs for mentors: job performance, turnover intentions, organisational commitment, job satisfaction and career progress (Stewart-Lord, Baillie and Woods, 2017). Professionals who have mentors have reported to having a better career satisfaction and likewise believed that the partnership had a positive impact in their jobs and promotions in their different fields. Mentoring inspire confidence, motivate the thinking process, initiates risk taking, improve skills linkages to a wider professional constituent. To those that are offering their spare time to mentoring it would be a feeling of improved collaboration which would provide a link to the upcoming group of professionals, the problems encountered as well as the prospects of that profession. Well after the end of the relationship, the relationship of trust developed and the experience gained will continue positively in bearing fruits for the mentee, mentor and community at large (McBurney, 2015).

Through being partnered with a mentor, the mentee would get work and career guidance, gain insight and make new professional contacts based on a mentor's experience. From cited studies it is reported that a huge difference in the rate of promotion, salary as well as career success for those individuals who would have served as mentors compared to the ones who would have not. There is also reported sense of satisfaction, an upgraded professional outlook and an improved reputation in the organisation. The most effective relationship of mentoring would be a two-way street. Mentoring is meant to be a reciprocal relationship, more so in situations where people are working for the same organisation. The mentee receives more direct help, however the mentor benefits as well. The mentor's benefits include greater commitment from colleagues, pride and a sense of fulfilment. Mentoring can take any form, it doesn't necessarily mean a senior person needs to mentor a junior person, or some working professional needs to mentor a student. The one requirement that's important in entering a mentoring relationship would be a desire to share guidance and exchange perspectives (Laukhuf and Malone, 2015).

It is argued that mentoring would benefit mentees through an improved prospect of career development. The positive outputs which are said to be associated to mentoring would include, career attachment as well as an early headway and career success. Other mentioned benefits being, career improvements, professional development, career satisfaction and promotions. The knowledge, experience and coaching provided by the mentor is crucial to the improvement of a mentee's career. The mentee is protected from unnecessary projects and internal politicking by their mentor which would help a mentee to take full concentration on their career advancement. Mentors provide advice, feedback and analysis with the aim of being to improve decision making, skills and organisational fit of the protégé. A mentor will introduce the protégé to high level decision makers in the organisation which thus help them create their own network, internally as well as external that will end in career enhancements. The mentor acting as a as a counsellor will listen to a mentee's issues and will assist them to make the right decisions. It has been argued that employees with mentors are more likely to get promoted faster than those who do not have mentors (Jyoti and Sharma, 2015).

2.53.15 Development of Leadership Skills for Mentors

Leadership is defined as the power to lead others. It is noted that being a manager will not in itself make one a leader. For individuals to be led obediently, they would want to check the value first on the direction in which they are heading to and who would be leading them. Leaders are seen as coaches who have passion for developing others, they will get satisfaction by achieving objectives through people. They will inspire others by sharing a vision and creating a conducive environment whereby people will feel fulfilled and valued (Stewart and Harrison 2016).

As the mentor is growing professionally, so does the mentee. Through the strengthening of the relationship, a mentor will be able to gauge on which of the leadership strategy will succeed and which one will not. The approach will improve on the leadership skill set and allow them to do a review and then check for other means in trying to achieve the main objective. The mentee would thus be in a position to grow and become a mentor themselves, leading to both parties wining. Developing leadership skills is an ongoing process. Whilst mentors are evolving as leaders, they will also be preparing themselves to get promoted up the organisational career ladder. The mentoring programs have been proved to be success in the working place. They have provided an option for various managers to develop and fashion their very own leadership skills, apart from those of the protégé (Stewart and Harrison 2016).

2.53.16 Leadership Development

Mentoring has traditionally been regarded as the act of grooming future leaders by the current leaders (mentors); the mentors (current leaders) will provide the means and ways of moving up the ladder of success. With mentoring and leadership being closely aligned, it becomes clear that a mentor would have to act in a specific way as a leader: when he shapes values; acting as a role mode and defining meaning. Mentors are trusted counsellors who do offer guidance towards a line of view developing responsibility and personal concern by assisting others. An example of one unique leadership method which runs in parallel to mentorship is the concept of "Total Quality Management". An underpinning of this quality system of managing is the developing of good people (Ehigie et.al., 2011*;* Darling, 1992).

It is important to realise the role played by mentoring in the development of senior executive managers and state leaders. The traditional kind of a take charge president that we have all grown to know will have to be a team member, innovator and a mentor. It is argued that networking groups which most senior executives belong to will provide a great opportunity in mentoring talented people. It is a responsibility for each senior executive to help, develop and mould the upcoming group of leaders. It is important to improve personal skills and emphasise on the development of individuals meaning that the personality of a leader thus becomes crucial in mentoring. It is argued that leaders require a leadership style which will allow them to build a picture of where an organisation will be driving towards and present such in a way that is meaningful and be easily supported by the employees (Ehigie et.al., 2011*:* Gladstone, 1998).

2.53.17 Enhancing Organisational Culture

Mentorship programs have been proved to benefit the mentee's engagement, and development of the mentor. The added bonus of the mentorship programs is that they benefit an organisation's culture. With the number of millennials in organisations growing, the organisational culture has become more crucial than before. In the yesteryear group, it would be common for one to find work and remain with the organisation for over 30 years before retiring. Then employees would find happiness by having job security. The current breed of Millennials is very demanding on the opportunities available within an organisation. Having grown up immersed in fast technological advancements, Millennials are accustomed to getting their requirements and demands being met immediately. Thus, they would appreciate fulfilment better than they would on job security concept. Studies have shown that Millennials have turned out to be the least engaged of the all generations sitting at 71% of "being not engaged" at work (Stewart and Harrison 2016).

When a mentee is partnered with a mentor, he would view the organisation with its various ways in a very different shade of light. Usually as an incoming worker or for that matter one that works in the lower ranks of an organisation, their view of the organisation would be very shallow. They will not be privy to certain information on organisational goals, business development or the direction the organisation might be heading towards. Through pairing with a mentor who is higher up in the organisation, the mentee would get a much clearer understanding on how they would be contributing to the bigger picture. This will allow them to take more pride in attending to their tasks and thus creating a good attitude and willingness to go beyond the call of duty. In building a conducive workplace of shared progress for mentors and mentees, an organisation would to reap the benefits from a constituency that has a high rate satisfied and committed workers (Stewart and Harrison 2016).

The same concept could possibly be used on managers and not only staff in lower levels. Research has shown that young managers are higher achievers and would be eager for advancement. In institutions that do not use mentorship programs, they are found to have a higher staff turnover rate as employees would leave due stagnation with no prospects of growth. By organisations investing resources and time into mentoring programs they are sending a clear intention to value the wellbeing and professional enhancement of the employees further than just the formalised training. The success which is achieved as a result of the mentor-mentee relationships is a huge element in the advancement of organisational culture. With managers acting as mentors, they will be able to be proactive with regards to the attitudes of employees. With the progression of mentors, one would clearly note the initials showings of a reduction in productivity rates. It thus would allow one to take action and find a solution, rather than trying to search on what will have gone wrong when an employee decides to seek alternative employment somewhere else. These early detection signs could help managers to find better ways in engaging workers, as well as learning good practices which would be successful in trying to maintain a harmonised environment (Stewart and Harrison 2016).

2.53.18 Mentoring – The Employer Professional Support Tool

Mentoring in a broader view of the word is a means to assist individuals as well as organisations in achieving objectives of the business based on the mentee's potential to utilise the knowledge and experience of the mentor. It is a selectively executed initiative aimed as a supporting structure for the organisation's employees. Many

authors have argued that mentoring could be a successful tool for development of individuals (Stewart and Harrison 2016). Mentoring will feature in all sectors with the aim of addressing a wide range of purposes with benefits being reaped for the whole organisation as well as for both the mentee and their mentor. By participating actively in the mentoring process an individual would effectively be able to achieve their goals and those of the organisation at the same time. Mentoring is said to be successful at each and every step of an individual's career with added value for an organisation. It has been noted to enhance a mentee's productivity, speeding up career progression and a boost for satisfaction with their work. The added value for the organisation will come in the form of competencies and improved atmosphere which will encourage individuals to get more focussed in the work thus improving the motivation and commitment levels (Baran, 2018).

2.53.19 Engaged Employees

Engagement can be viewed as the extent to which an employee is physically, emotionally and cognitively coupled to their job. The coupling would refer to being actively present. Engagement can also be associated with a fulfilling, positive and work-related state of mind which would be characterised by dedication, vigour and absorption. Mentoring as we have got to know is the transfer of knowledge, values, attitudes, loyalty, quality, engagement and respect. Motivated, loyal and engaged employees will influence the development of an organisation through the enhancement of positive relationships not just within the immediate organisation but also with the outside world as well thus making a contribution to an organisation's image. Most managers would wonder how they could possibly improve their employees' loyalty, work engagements and satisfaction. It is argued that the answer to all the questions could well be through mentoring. As managers are well aware that an engaged and satisfied individual contributes heavily to an organisation's success, they have recognised that the mentor would work not only on an individual's overall improvements but also on the attitude towards career related jobs (Hupkes and Kodden, 2019; Baran, 2018).

An employee who is fully engaged would have a strong influence on the other less engaged peers hence impacting their work quality. It has turned out that employees who are engaged in their work are viewed as sources of positivity and inspiration, in particular to scenarios where the jobs generate a lot of frustration. A study carried out has clearly demonstrated positive and significant relationships which are between being engaged and productivity and also between creativity and leadership skills. The study noted employees exhibiting transformational leadership characteristics in inspiring, exciting and influencing the career enhancement of their peers. Whatever the scenario, mentors are meant to assist mentees to take keys decisions on their personal development and career. In an organisational set up, performance is a product of a combination of efforts from the workers. By positively influencing one another, the commitment of just a single employee is of great value for an organisation. As a consequence of that one individual's effect on the ones surrounding him will bring a noticeable impact on the efficiency of the whole group. It has been noted in studies that the employee engagement work levels are correlated to the level of efficiency with engagement being regarded as one of the most crucial factors contributing to organisational success (Baran, 2018; Peláez et al., 2019).

Further studies have shown that employee engagement has a positive correlation with instatement in more effort work. This is known as extra performance with the efforts involving tasks which are well ahead of the responsibilities that would have been assigned to the job. The engagement is said to be linked to the

organisational functional efficiencies. The mentoring process which is meant at improving work engagements would thus be contributing into an improvement in effort. When workers undertake given tasks, they increase the organisation's performance and effectiveness thus underscoring the values of an organisation which would add to the competitiveness and success in the business environment (Peláez et al., 2019; Dubreuil et. al., 2016).

An engagement-based mentoring will lead to improvements in the wellbeing of the employee, will trigger positive emotions, boosts optimism and reinforces self-esteem. What is of utmost importance in this whole process is the relationship between the mentee and their mentor. If the relationship is based on friendliness, trust and respect then the mentoring initiatives will be successful and will increase work engagement. Research studies by various authors have shown work engagement as being correlated positively to self-esteem. It is noted that positive emotions that are linked to engagement will ensure employees would feel good at any given time and will make them see the future in a positive light. Such people who are engaged will exude high energy, have optimistic attitudes to work, have a sense of self efficiency and possess a high self – esteem (Peláez et. al., 2019; McQuaid, 2017).

Happy employees are likely to be helpful and open to others and will be confident in their work. The engaged employee will be better at motivating themselves to do their work which leads to better performance. Through mentoring there is a definite opportunity for exchanging thoughts on work related issues and the freedom to look for solutions. When risky or complex situations arise at work, engaged employees are geared to successfully motivate themselves to perform under a pressurised environment in comparison to individuals with a low engagement level. Resolution of complex problematic and critical situations are seen to be very successful when a mentorship initiative is grounded and practised in an organisation. The execution of such mentoring programs is seen as of high importance in the operation of the whole organisation together with individual members (Peláez, Coo. and Salanova, 2019; Bakker and Demerouti 2017).

The mentoring programme will foster employee attitudes which are conducive in achieving organisational success thus increasing loyalty of an employee thus acting to inspire professional enhancements. Mentoring is seen as a powerful tool in encouraging engagement in the workplace, increasing an individual's sense of satisfaction within their professional successes. The engaged worker is more than happy to ensure the job is done, work more efficiently, more devoted and will be able to accomplish their professional goals faster. Work engagement is identified as an effort invested in work thus expressing the intellectual and emotional commitment to an organisation. It is the connection to work and responsibility towards work as an employee would feel a personal responsibility for the outputs of the task performed (Baran, 2018; Peláez et. al., 2019).

It has been found out that workers who are engaged had a better effect on their work as they performed more tasks beyond their core ones with their managers even assigning them complex tasks to complete. The intensity of work engagement could differ, it can come in constant efforts or could surpass such efforts by embarking on initiatives which will be way ahead of planned goals. The key to engagement will be the mutual engagement between a worker and their organisation, a partnership that will be hinged on transparency, organisational values as well as a combined effort for targets. The work engagement from an individual is viewed as a state through which an individual will function at optimum in an institution (Knight et al. 2017).

An increase in job demands or an imbalance of personal and work life could potentially decrease and individual's engagement and could lead to burning out. Engagement is regarded as positive, fulfilling and work-related state of mind that consist of three factors, the employee's dedication to their work, their vigour in doing the work, absorption and dedication to work. Vigour is regarded as the exposure of psychological endurance, increased energy rates and resistance to diverse distractors. It involves an urge to work with difficulties and adversities. Dedication to work talks to doing it wholeheartedly, having a proud feeling for the opportunity of being able to do it and experiencing a sense of importance. Absorption would refer to a full focus and immersion which could be accompanied by a perception of time moving quickly past (Baran, 2018).

2.54 Organisational Performance and Growth

Business coaching has an impact in the growth and performance thereof of an enterprise. It has been demonstrated that an organisation's financial performance and growth are indeed an outcome of coaching. This notion is further confirmed in studies conducted which revealed that between 5% and 50% of growth of an organisation was attributable to coaching. The participants emphasised that the growth was experienced due to the fact that coaching provided them with the opportunity to be able to consider other options and perspectives. Coaching contributed experience, wisdom, help and guidance. The conclusion was that coaching is positively related to growth and performance. Further evidence has claimed that coaching would maximise performance through the improvement of business management and improved work performance (Brinkley and Le Roux, 2018).

A study to investigate relationships between operational efficiency and future performance of manufacturing companies in India was carried out on 244 of the top 500 listed companies over a period of 5 years. The findings showed that coaching and mentoring had an impact in future performance of the companies reviewed. An important goal of a corporate leader is maximising the present and future operational and financial performance as these impacts the market price per share and ultimately the shareholders' wealth. Accordingly, organisations that operate efficiently can utilise their competitiveness and produce sustainable profits for longer periods thus establishing a competitive can be sustained (Gill et.al., 2014).

Since workers are regarded as the most valued assets of an organisation, improving their abilities and skills through which coaching, and mentoring will create future value in increased productivity as well as an improvement in business performance. It is argued that coaching and mentoring will have a direct effect on an employee's behaviour, for example commitment, motivation and satisfaction. Various authors have noted that a greater part of an employee's sense of job satisfaction could be linked to the available learning opportunities for career enhancement. Turnover of employees within an organisation is strongly linked to motivation, job satisfaction and organisational commitment as no worker would stay in an organisation that would not be happy with their workmanship (Okechukwu and Raymond 2015).

Coaching and mentoring will improve the interpersonal skill set of workers through an effective method of learning which is beyond the normal traditional training approaches. It has the impact of identifying skill deficiencies as well organising internal development programs which are meant to bridge the gaps. Lately organisations have been keeping an eye on implementation of effective coaching and mentoring initiatives to

ensure an improvement in employee productivity and morale. To this end organisations should account for the investments made in these initiatives by assessing its relevancy to the existence and sustainability of the organisation. Each business would want to boost their performance through skilled and committed employees. Firms do recognise the value of human resources as a way of enhancing performance which emphasises coaching and mentoring as an important initiative for improved individual performance (Okechukwu and Raymond, 2015; Jyoti and Sharma, 2015).

Coaching and mentoring are coming through as a crucial initiative in the achievement of knowledge transfer. It is noted that over 40% of organisations do not have a formal process to pass on the skills from retiring workers. Of the organisations which have tried to address the challenge, in most instances the process would amount to just be an informal conversation with colleagues before one leaves. It is argued that the productivity improvements extracted from training only is 22%, however by introducing coaching and mentoring initiatives the gains increases to 88%. This meant the achievements from training improved four times when it had been done together with coaching and mentoring. It is concluded the economic benefits are at most if training is integrated into a coaching and mentoring program (Okechukwu and Raymond, 2015).

It is noted that for an effectively implemented coaching and mentoring program the outcome will provide greater commitment, job satisfaction and positive career attitudes to an organisation. It has been shown that coaching and mentoring has a positive effect on the organisation and employees. It provides a communication network for the employees which would make them to achieve their social requirements. It will transform employees and managers' strategies into much better productive outcomes. Individuals will be helped to discover as well as utilise their hidden potentials. Coaching and mentoring will encourage employees to discuss their issues openly. It is argued that well-structured coaching and mentoring initiatives have been credited with a reduced staff turnover, productivity and organisational effectiveness. Coaching and mentoring are regarded as the bedrock of enhancing the required skill to maintain a competitive advantage and organisational performance. Though it is correct to assume that the source of competitive advantage will be brought about by human capital and not through the policies applied to attract, retain and utilise coaching and mentoring it can be noted as a good point to start for amassing a pool of competent, able and willing employees (Okechukwu and Raymond, 2015; Jyoti and Sharma, 2015).

2.55 Broader Social Environment for Mentoring

The discussion here will feature a broader social environmental in which mentoring occur and then explore the means to which environmental elements could impact the process and outputs of mentoring (Sambunjak, 2015).

2.55.1 Organizational Culture

It is argued that organisational culture is probably the most explored external factor of the ecological model of mentoring. Departmental environment is said to easily influence the attitudes and values of organisational members, often via the actions of mentors who would be assisting the mentees as they are initiated into the community's programs. It is further argued that formal mentoring is not as effective as informal mentoring. The latter may not be arranged or assigned. Nevertheless, it is believed organisations could initiate spontaneous development of mentoring by arranging for the processes and structure for such relationships to occur. As an

example, workshops can be offered for students to assist them in building up the skills and competencies which are necessary in developing effective informal mentoring relationships (Sambunjak, 2015; Kauffman and Hodgetts, 2016).

2.55.2 Work Design

The design of work, which would include the structure and processes, can initiate or possibly affect the formation of relationships that provide mentoring functions. Though collaboration and teamwork are found to be a general feature of academic set ups, it is characterised by hierarchical structures which could possibly hinder new employees from attempting to start a relationship with those occupying senior positions. To try and overcome such a hindrance organisation could encourage interactions of senior and junior personnel by organising regular semi-formal gatherings. The developing of a long-term mentoring relationship between mentees is hindered often by a disconnect between the years spent studying, and the continuous course rotations. The problems can be overcome through promotion of students' longitudinal relationships through continuity research projects or through peer-to-peer mentoring. Work design for students could differ depending on the type of a given academic institution (McHugh, 2017; Sambunjak, 2015).

2.55.3 Reward Structure

It is noted that organisational expectations are shown in the reward structure and criteria for promotion. In academia institutional environment, research productivity is in most cases has more value and it is rewarded much more than would educational excellence. This could possibly be because the volume of articles published, and grants received is much easier to track than would be the quality of teaching. A developmental relationship such as mentoring is regarded as difficult to measure and quantify than teaching. In order to control the bias on educational initiatives and make improvements in the mentoring climate, institutions are establishing awards for outstanding mentorship. Challenges do arise in making decisions on the best mentorship in an institution. Very few instruments have been availed to do an assessment on the quality of mentoring which is mainly for research purposes. Mentoring qualities are not established by a popular vote (Sambunjak; 2015).

2.55.4 Cultural Factors

Culture is the beliefs, ideas and knowledge that characterise a certain grouping of individuals. It is argued that the identity of a culture is commonly conceptualised as ethical or nationality though multiple cultural identities could arise from geographic, demographic and associative elements. It is noted that mentoring studies have addressed demographic elements such as race and gender as possible moderators with respect to perceived similarity found on the partners in the relationship. On the insightful debates of wider international view on mentoring, researchers have emphasised two cultural dimensions as clearly important: power distance and individuality. The power distance or the position displayed towards authority will affect a mentees appetite in challenging what they would have been told. As an example, a suggestion that a mentee must be selective when it comes to accepting advice from a mentor would be typical for a low power distance culture (Byars-Winston et.al., 2018; Sambunjak, 2015).

Power distance could also influence a mentee's ability to seek informal mentors. Formal mentoring initiatives could be of benefit to cultures possessing a high-power distance. The cultural dimension could make it either easy or very challenging for both mentee and mentor to express their emotions and permit vulnerability which

would affect the provision of psychological mentoring functions. It is argued that power distance is related to performance orientation which is a cultural variable and is defined as the level to which an organisation would encourage and reward group members for improved performances and excellence (Sambunjak, 2015; Castellanos et.al., 2016).

Individuality is a dimension which is as important for the understanding of mentoring in a different cultural context. In cultures which emphasises individuality, more than collectivism each individual is meant to be responsible for developing as well as maintaining their own developmental relationships. It is noted that highly individualistic cultures could inhibit mentors' responsiveness to mentees' requirements, and this would decrease the efforts being put into the development of the others (Sambunjak, 2015).

Work ethics is also a crucial cultural factor which could influence the development and the very nature of a mentoring relationship. Through role modelling, it is said that mentors would keep going and give assistance to particular work ethics, which might not be the standard benchmark internationally. Social norms such as corruption, the rule of law as well as democratic accountability are found to be different across cultural areas within the world. The social norms could well reflect in the inclination of mentors in professional fields to be committing or even tolerating misconduct. Through direct communication and role-modelling, mentors are expected to provide information about the moral obligations, ethical behaviours and regulations to which mentees under their wings are expected to adhere to within the professional community (Sambunjak, 2015).

2.55.5 Economic Factors

Economy is said to have a hand in shaping the role and nature of mentoring in human society. It is argued that mentoring programs were brought into focus in response to the reorganisation of the working world prompted by the global economy. The work environment of the 21st century is defined by the fragmentation and a lack of security, to which projects and assignments have replaced permanent careers and jobs. Such a social work environment would require lifelong learning, constant negotiation of transitions and continuous progression of developmental relationships, including mentoring. It would not be a surprise therefore that the concept of mentoring networks rapidly developed during the past 15 years. The current demanding work arrangements may increase tensions, stress, tensions, job insecurity and role ambiguity among professional settings, requiring a need for additional psychosocial and career assistance by the mentors. The socio-economic pressures would also affect the mentors limiting their capacity and availability in providing the support needed. In the business world, it is argued that mentors are said to be reluctant in investing their energy and time in trying to develop mentoring relationships in a turbulent job workspace in which job security is an issue (Sambunjak, 2015; Albright, Hurd and Hussain, 2017).

2.55.6 Political Factors

Political factors do speak about a political system of a country and policies in an institution. It should be noted that in communist regimes of the 20th century, freedom of expression was suppressed, and system of single-party politics would prevent the development of pluralistic and democratic societies. Transition countries have moved on and reviewed their political systems, however the habits and underlying values of the citizens, were shaped and conditioned experiences of the previous totalitarian political regimes. As a result of the formative experiences, some mentors from the transition countries have never learnt speak or to participate in a democratic

discourse. This would mean these mentors are not equipped to assist the mentee to be thoughtful, questions professionals with respect to the community surrounding them which is regarded as a critical responsibility of mentors. It is noted that in a totalitarian political system, eligibility based on ethical or political affiliation was a general requirement for upward movement within states of the institutions. Political constraints inevitably are said to have impacted all the areas of social life, which includes the mentorship relations, making a fertile ground for growing political favouritism (Sambunjak, 2015; Garvey et.al., 2017).

With the changes in political systems from totalitarism to democracy, progression has been made however favouritism is not over yet. Being affiliated to the ruling political party might be of great assistance, however even more critical would be the affiliation to an informal club which has control of crucial institutional factors, such as having access to funds or promotion. Getting a mentor from inside the ruling organisation could facilitate career progress whereas choosing a mentor who would be on the opposing side to the ruling party could result in career challenges and stagnancy. In certain countries, the social and political developments over the years have given rise to particular ethical and racial minorities being underrepresented in organisations. There is an increase in formal mentoring initiatives being developed in institutions in order to cater for unique problems which are faced by underrepresentation of minority groups. It has been found out that mentoring programs for minority groups increases productivity, retention and promotion rates for the group (Sambunjak, 2015; Garvey et.al., 2017).

2.56 Organisational Culture

There are multiple levels of culture for a given individual, group of people and organisations at large. At a broader level we do find a national and ethnic level cultures. Organisational culture has been defined as the beliefs, implicit shared values and assumptions which would impact the way individuals would behave in an organisation, think and react to the immediate surrounding. This workplace context is found to be a crucial factor for the coach whether they are part of the external or internal setup in order to be fully aware of any coaching interactions (Riddle et.al., 2015).

2.56.1 Coaching Cultures

Coaching has also been defined as unlocking the potential in people for them to maximise their own performance. It is regarded as a robust and challenging intervention which is aimed at achievement of high standards. The basis of coaching in improving of team performances is not through imposition but increasing collective awareness and responsibility. Coaching cultures will be existence in an organisation when the coaching method forms a key element of how the managers, leaders and all staff interact and develop all their employees as well as other relevant parties in a way that will create improved teams, individual and organisational performance and shared values for everyone. There is need for a solid base from which to create and develop a meaningful and sustainable coaching strategy and culture. This would include a coaching strategy which will be developed collaboratively, firmly rooted in the business strategy as well as being aligned to the wider organisational culture (Passmore, 2015; Gormley, H. and van Nieuwerburgh, 2014).

Researchers have highlighted the need for a coaching infrastructure which would include management and governance elements as well a need for the integration in the organisation for coaching interventions and an evaluation system. It is argued coaching presents more than just a skill set; it is rich. This is an approach which is holistic and meant to release the potential in organisations and people. Integration of coaching within the leadership and management style should be through a mixture of coaching support and personal development. One of the important success factors is the involvement of highly influential and regarded leaders. It is argued developing a coaching culture would lead to organisational changes with benefits and outcomes that are worth the investment (Gormley and van Nieuwerburgh, 2014; Hawkins, 2012).

It has been further argued that coaching cultures are represented by a strong commitment in growing the organisation whilst having the same drive to grow employees in the organisation along with. In such a culture people are at ease in coaching one another as a natural norm during reviews, meetings and through one on one engagements. The critical role played by leadership in the development of coaching cultures cannot be overemphasised, same requires commitment, dedication and consistency. It is noted that the general accepted method when developing a coaching culture is to train the managers. The crucial role played by leadership in creating coaching cultures cannot be over emphasised, same requires commitment, dedication and consistency from leadership. It is pointed that the commonly agreed method in creation of a coaching culture is through training managers in coaching skills. A word of caution though has been raised by researchers on creation of coaching cultures, it is crucial that a predetermined notion of a coaching culture must not be pushed down an organisational system (Gormley and van Nieuwerburgh, 2014; Evans, 2011).

There are relatively limited studies on the interaction of demographic factors such as age, race, gender, intergenerational and cross-cultural teams. It has been found that the leader–team relations and also occupational self-efficacy were found to be predictive of managerial coaching behaviours, hence underscoring the importance of relationships and self-efficacy. This would suggest there is a bigger range of theoretical lens and behavioural instruments which are available, than what has been utilised thus far. These thus can be utilised in order to understand the managerial coaching approach and the behaviours needed by a successful managerial coach (Beatie et.al., 2014).

2.56.2 Strategies for Building a Coaching Culture

It has been argued that "if coaching changes people and people create organisations by their social interaction, then coaching should change organisations". Surveys carried out on coaching, organisational development and psychology highlighted the different types of organisational structures which could assist in embedding coaching inside the organisation's foundation. Various models have been presented to develop a coaching culture as part of a journey. The concept of the journey will be helpful as it gives an opportunity for organisations and individuals to understand the development of a coaching culture. It is further suggested this process must be connected to the broader organisation's strategy and cultural change. The coaching activity must interact with the development of the whole organisation and not just an isolated activity (Gormley and van Nieuwerburgh, 2014; Evans, 2011).

Research has revealed strategies that can be utilised for building a coaching culture. The first is said to focus on the development of coaching skills in the leaders by using training and various programs. This approach is ranked fairly high in the study, however very few organisations are said to be satisfied with the return on investment. Organisations argue that there are a lot of interventional workshops conducted, however the practice of coaching is not as pervasive as it should be. Skills are not used enough, and leaders are not seen to be utilising the time to apply. Developing coaching skills is important, however these programs need a supportive organisation climate (Fulmer and Brock, 2014).

The second coaching culture strategy looks at bringing in expertise from outside the organisation. Some organisations find this as a natural solution, though it increases costs, lacks scalability and is found not to be conducive for developing internal coaching capacity. Peer coaching has been described as the third and most rapidly developing strategy. Many an organisation are said to have found success and noted improvements in productivity by involving their leaders in this approach. In many organisational cultures, this can be respected and more acceptable than the use of outsiders. Companies such as Microsoft are said to be using peer coaching in its high potential and university hire programs. Microsoft have found out that this approach works well for the millennial generation, whom they say don't get intimidated by it. The structured peer coaching is found to ensure leaning and feedback beyond educational events and gives an opportunity to participants to share their Microsoft work and career in such a way that is afforded by a manager / subordinate relationship (Fulmer and Brock, 2014).

Opportunities have been created for peer coaching at Microsoft which uses a vigorous process which encourages participates to sharpen coaching skills with peers. Handling difficult members of team, career advancement, strategic influence and managing up are some of the most productive topics for this approach. Peer coaches are not expected to be at the same level in terms of skills compared to experienced professional coaches. They will need guidance and techniques which would be simple and relatively easy to understand and implement. Peer coaches are expected to develop a coaching mind-frame in their work. Roping in an external professional coach is found to be helpful in guiding the peer coaches beginning efforts (Fulmer and Brock, 2014).

For a successful development of a coaching culture in organisations the following process have been highly recommended by researchers:
   i.   Tactical recognising the value of establishing a culture of coaching culture but there will be little understanding in terms of what it will mean.
   ii.   Strategic investing of resources in employee education on the value of coaching and training.
   iii.   Top level management support and a need in demonstrating good practices.
   iv.   Embedded: individuals are engaged in coaching at all levels with the organisation being able to attend challenging issues and focus to improve.
   v.   The creation of an environment conducive a thriving coaching process
   vi.   Embedding coaching in human resource as well as performance management initiatives, and measuring the impact of a coaching culture

vii. Identifying organisational outputs which the business is aiming to achieve with the contribution of coaching

viii. Gathering the correct mix in terms of internal and external resources.

ix. Encouraging coaching to become the dominant style of managing

x. Focusing on beliefs and values of individuals as well as the willingness to coach or to be coached.

xi. Clarifying what a coaching culture would mean in an organisation

xii. Seeding an organisation with positive leaders who will be able to act as role models on coaching approaches

xiii. Recognising and rewarding the coaching culture behaviours

xiv. Ensuring alignment of the organisation's strategy with the use of coaching behaviour;

xv. Establishment of planned, structured and formal long-term programs to promote coaching behaviour (Gormley and van Nieuwerburgh, 2014; Passmore and Jastrzebska, 2011; Hart, 2005).

2.56.3 Coaching to Support Organisational Change

Since coaching is viewed as supporting change in teams and individuals, it is thus seen as reasonable for one to make an assumption that coaching cultures would have implications in organisations. Researchers have emphasised the use of coaching style by the managers and have proposed guidelines in the use of coaching in effecting organisational change:

i. Not to redesign the structure too rapidly

ii. Not imposing the redesign on staff.

iii. Encouragement of employees to experiment with new coaching behaviours.

iv. Leaders and managers are to lead though example.

v. Employees are to be given the opportunity to effect the change (Gormley and van Nieuwerburgh, 2014; Whitmore, 2002).

If coaching changes people and people are creating organisations through social interaction, then coaching must change organisations. There are a couple of models of organisational structure which could be of help to embed coaching into an organisational landscape. Some researchers have put focus on coaching of leaders in senior positions as key in changing organisational culture. In order to learn new competencies, there is need for leaders to be supported by skilled coaches in order for cultural change to happen. Coaching has been used as change agents through the driving of the leadership pipeline with integrated coaching solutions. The culture being shifted by transforming the quality of conversations and lifting performance by increasing engagement and retention (Gormley and van Nieuwerburgh, 2014; Whitmore, 2002).

2.56.4 Mentoring and Organizational Culture

In an organisation, mentoring provides a framework that embodies the core organisational values which best promote required organisational behaviours. Mentoring can promote education, socialisation, leadership and time for fruition. The mentoring process can be linked directly to the cultivation of values and norms in an organisation. The informal influence which comes from a mentor relationship provides a tremendous effect on the behaviour practised in the organization. It also has a positive influence on the organizational culture. The

challenge will then be to establish a mentoring which provides purpose and fulfilment for individuals, groups as well as the whole organisation. Mentoring in this regard is similar to dynamic leadership; which is a useful tool in gaining a favourable organisational culture. The benefits emanating from mentoring in an organisation are seen in its effects on corporate culture which are related to the long-term health of an organisation as a social system. Mentorship is thus utilised for the translation, differentiation and modification of organisational culture, as well as serving as a vehicle for fostering innovation in the organization (Ehigie et.al, 2011).

2.57 Coaching and Mentoring Applications

It has been noted that new applications for coaching and mentoring do keep emerging all the time. An example being of mothers taking maternity leave and would be absent from work for a couple of months, the transition or integration into the working space can be found to be quite challenging. First tried in the early 1990s in London, maternity coaching is meant to support the returning mother to regain confidence and a sense of self-worth back. Maternity coaching which is a very recent phenomenon whereby an external professional coach is resourced. The coach who would have had similar transition somewhere else will give advice, guidance and emotional assistance during the initial few months of returning to work. Maternity coaching is noted to be now undergoing a resurgence, as it has been seen that it is quite valuable to the returning mother to have the discussions with somebody who does understand the nuances of the specific culture. There is need also on how the unwritten narratives of the specific organisation would have changed during the time she would have been absent (Clutterbuck, Blackman and Kon, 2017).

The other noted application to have emerged is ethical coaching and mentoring. Mainly due to a response to the ethical scandals within the various large economies in recent times, an ethical coach or mentor's role would be that of a point man to whom individuals could approach when facing an ethical dilemma. An ethical coach or mentor will be trained in both coaching and mentoring skills and in the basic psychology of ethicality. They would be equipped and competent to help people to think through an ethical dilemma and to develop ethical resilience. In the field of justice as an example mentoring programs have been found to be very beneficial in reduction of reoffending. Canada and Europe have had excellent examples of programs which are aiming to assist immigrant societies to integrate into their host communities. Coaching and mentoring have also been used extensively in the military. It is noted that the Royal New Zealand Air Force's mentoring program managed to achieve gold award status from the relevant standard body for excellency. Coaching and mentoring have been widely used in medicine to assist clinical staff. Other programs include those for entrepreneurs, microbusinesses, youth projects and business start-ups (Clutterbuck, Blackman and Kon,2017).

2.58 Conclusion

Coaching and mentoring in the workplace have evolved over the years, having started in the early 1950s to its current day set up. Coaching can be defined as a process whereby employees are equipped with tools, knowledge as well as opportunities which they need in developing themselves to become more effective. Coaching is regarded as systematic in nature, issue specific and is short term. Formal coaching practices began in the 1950s and have since developed into a multisector and multi-dimensional practice which has been embraced by business alike. Mentoring on the other hand involves long term partnerships between the mentee

and a mentor who would help enhance personal, academic or professional development. Mentoring is people focussed with a long-term view and not systematic in nature. Mentoring assists with professional and personal development of mentee through sharing knowledge, experience, setting career goals and job clarity. There are various coaching and mentoring models that are currently in use with the GROW model being the most common. There are noted benefits which are associated with coaching and mentoring in the workplace for individuals, teams and the respective organisations. The benefits include amongst other, improved employee skills levels, confidence improvements, job satisfaction, return on investment for the organisation, improved productivity, less employee turnover and business growth.

CHAPTER 3. RESEARCH METHODOLOGY

3.1 Introduction

The preceding chapter was focussing on the literature review on coaching and mentoring and the ultimate impact it has on employees and productivity. Having now established previous work carried out on coaching and mentoring the next phase was to conduct a research study at Amcor South Africa. The term research which is found to be quite intimidating by a lot of people, involves finding solutions to given problems after going through an intense study and analysing the situational factors. Research is regarded as systematic, organised, data based, objective and critical in nature (Sekeran and Bougie, 2013). The progress in practically all fields of science rely on the contributions made by systematic research; hence research is quite often regarded as the cornerstone of scientific progress. It is further noted that the aim of research is for answering questions and acquiring new knowledge (Marczyk, DeMatteo and Festinger, 2005).

Research is regarded as the pursuit of the truth using the assistance of observation, comparison, study and experiment. It is the search for knowledge using systematic and objective approaches to find solutions to a problem is research (Kothari, 2004). Basias and Pollalis (2018) has noted that research encompasses work that would be undertaken in a systematic manner to increase knowledge, develop new theories, solve problems and confirm facts. Hancock and Algozzine (2006) state that formal research deals with systematic actions that would assist a researcher to add credibility into the questions and answers for the said research. It includes finding patterns as well as irregularities in data, which would in turn thus become tentative answers to the questions forming the base for further studies. The answers to questions sometimes are not as straight forward as they look. People observing the same event would often relate very differently and arrive at differing conclusions on the cause of an occurrence. Sometimes we do oversimplify issues in attempting to understand a phenomenon by reducing it to its basic components and thus miss some rich details which characterises the real nature of a phenomenon.

At times there is failure to account for variables which influence a situation under investigation. In order to do a good job to answer critical questions there is need to thus apply research procedures which would allow one to make conclusions which are credible, sensible as well as interpretable (Hancock and Algozzine, 2006). Research is thus viewed as the primary tool which is virtually in use for all areas of science in order to extend the frontiers of knowledge (Marczyk, DeMatteo and Festinger, 2005). In business set ups managers are expected to be constantly engaged in the study and analysis of work-related problems and will thus be involved in some way of research in trying to find solutions within the workplace. Research may be done for different reasons, one such being to solve a problem currently existing in the workplace. Such research is referred to as applied research. The other reason for doing research is for generating a body of knowledge through comprehending how particular problems in organisations could be resolved (Sekeran and Bougie, 2013).

3.2 Aim and Objectives of the Study

The aim of a research study is to discover and get answers to certain questions using the application of a scientific approach. The main purpose thus is to get the truth which would be hidden and must be explored (Kothari, 2004). Research is used to answer specific questions and to acquire new knowledge. It is the one

primary tool which is in use for all spheres of science to extend frontiers. As an example, it used in the diverse scientific fields like biology, psychology, physics, medicine and botany, just some of the areas where research makes a significant contribution to what we do know and how we do think about issues. By carrying out research studies there is an attempt to try and decrease the complexity of problems, discover relationships between unrelated events and improve our lives (Marczyk, DeMatteo and Festinger, 2005).

This research study which was carried out at Amcor South Africa was aimed at investigating the effects of a reconceptualised coaching and mentoring framework in improving operational efficiencies. The objectives for the research study were:

    i.   To determine the impact of a reconceptualised coaching and mentoring framework on operational efficiencies at Amcor South Africa;

   ii.   To review the effectiveness of a reconceptualised coaching and mentoring framework at Amcor South Africa;

  iii.   To ascertain the benefits harnessed from a reconceptualised coaching and mentoring framework at Amcor South Africa;

  iv.   To assess the impact of a reconceptualised coaching and mentoring framework on Amcor South Africa's performance and growth and

   v.   To recommend a suitable coaching and mentoring framework geared for optimal operational efficiency improvements at Amcor South Africa.

3.3 Perspectives to Research

Following a scientific approach to do research would help researchers to get the truth on a research subject. However, a question could be asked, whether there is such a thing as the truth? Or is the truth subjective? Research is based on beliefs about the world around us and what we can possibly discover by research. Different researchers would have differing views about the issues. Questions such as "What exists?", "What is knowledge?" and "How do we acquire knowledge?" have been fascinating researchers for over 2000 years. There are different perspectives to business research in the form of positivism, critical realism, constructionism and pragmatism (Sekeran and Bougie, 2013).

3.4 Positivism

In a positivist view, scientific research is thought of as a means to gain the truth. Positivism would take a view that there is an objective truth out there, they believe the universe is operated by laws of cause and effect. Positivists will be concerned with the rigor and replicability of a research, reliability of observations as well as generalisation of findings. They will use deductive reasoning and put forward theories which they test through a predetermined research design and objective measures. The key to a positivist researcher is the experiment, which gives them the opportunity to test cause and effect relations through manipulation and observation (Sekeran and Bougie, 2016).

The research study at Amcor South Africa was carried out from a positivism point of view with an aim to determine the impact of coaching and mentoring on the business performance.

3.5 Research Design

A research design is described as a blueprint for the collection, the measurement as well as the analysis of data which would be based on the research questions of the study (Sekaran and Bougie, 2013). It is regarded as the overall plan which connects conceptual research problems to the pertinent empirical research. The design will articulate on which data is required, the methods for collecting and analysing the data as well as on how the research questions are to be answered(Van Wyk and Toale, 2015).

3.6 Research Type - Exploratory vs Descriptive vs Causal

Studies can either be exploratory, descriptive or causal by nature. The nature of the study will depend on the stage at which knowledge of the study would have advanced to. The design decisions are said to become rigorous as one proceeds from exploratory stage where one tries to explore new business research areas to the descriptive stage. In descriptive stage there is an attempt in describing characteristics of the phenomena to which interest centres. In the causal stage there is an examination of whether respective relationships have been substantiated. Our study at Amcor South Africa will follow the causal study approach. Causal is said to be at the centre of the scientific approach to research. The approach tests whether variables would cause another to change or not. The researcher would be interested in delineating one or more factors which would be causing a problem. The rationale of the researcher would be to state that variable X would cause variable Y to change. That is when variable X is changed in some way, then problem Y would be solved (Sekaran and Bougie, 2013; Kothari, 2004).

3.7 Applied vs Fundamental

Research could be carried out for two different reasons. One could be to solve a current problem faced by a society or an organisation in the work environment. An example could be that of a certain product not doing well on sales and a manager would want to find out the reasons behind such so as to make corrections. This kind of research is known as applied (action) research. The other type of research is to generate a body of knowledge through comprehension of how certain problems occurring in organisations can be resolve. Such research is called basic, pure or fundamental research (Kothari, 2004, Sekaran and Bougie, 2013).

From the above understanding our research study would fit the description of an applied study. A preview of the problem statement in Chapter 1 will reveal that Amcor South Africa has been faced with a problem of deteriorating operational efficiencies since the time it has been acquired from another business entity (Nampak) in 2015. Figures have been dropping year on year and this has been attributed to transitional challenges associated to the moving of the business from the old owners to the new ones, who have a different way of doing things. Thus, a structured workplace coaching and mentoring approach has been recommended as a strategic intervention to mitigate the acquisition transitional gaps (Amcor South Africa, 2019).

3.8 Conceptual vs Empirical

Conceptual research is one which is related to a theory or some abstract idea. It is mostly utilised by thinkers and philosophers in the development of new concepts or in reinterpretation of existing ones. Empirical research on the other hand would rely on observations and experience alone, often without regarding the system and theory. It is based on data and formulating some conclusions which will be capable of verification by

experiment and observation. Empirical can also be called experimental research where it requires one to get all information first-hand at the source and then actively do things in order to stimulate the production of desired information. The researcher should firstly provide themselves with a working hypothesis as to the probable outputs. They would then work in getting the facts right to prove or to disprove the hypothesis. Empirical research is found to be appropriate when one is requiring proof in asserting that variables will influence other variables in some way. Evidence which is obtained through empirical studies is today being regarded as the most powerful support for a given hypothesis (Kothari, 2004). The study on coaching and mentoring and the impact on operational efficiency at Amcor South Africa will be conducting using the empirical study approach.

3.9 Case Study

A case study will focus on gathering information on a particular activity such as an organisation. A case study is conducted when one intends to make a clear view of a problem using a real-life situation. A case study would thus involve the empirical investigation of a given phenomenon in its real-life context through the use of multiple data collection methods (Sekaran and Bougie, 2013). Yin (2012) argues that case studies becomes the strategy of choice when the "how" and "why" questions are being asked and the focus being on a contemporary phenomenon with real life context. Hancock and Algozzine (2006) notes that a case study design emphasises a detailed analysis of conditions and their relationships. Though case studies sometimes focus on an individual representative of a group, it often will address a phenomenon. The phenomenon to be researched will have to be in their natural context, bounded by space as well as time. A case study research is strongly descriptive as it is grounded with rich sources of information. The study would employ quotes of key respondents, prose compiled from interviews, anecdotes and other literary techniques that can create mental images which will bring to life the complexity of variables inherent in the phenomenon being studied.

Case studies are known to include an in-depth examination of a single person or a few individuals. Its goal is in providing a complete and accurate description of a case. The main benefit of a case study is that it can expand our knowledge on the variations in human behaviour. A case study will require a fair amount of information which will make conclusions being based on a more comprehensive detailed set of information than would typically have been gathered by experimental and quasi-experimental studies. It is noted that a case-study design must possess the following five elements: research question, propositions, units of analysis, determination on data linkage to propositions and lastly a criterion to interpret the findings. Case studies have some substantial drawbacks though. Firstly, they simply describe what would have occurred, however they will not be telling us why it happened. Secondly, they most likely would have a great deal of experimenter bias (Marczyk, DeMatteo and Festinger, 2005).

The study at hand will thus explore and analyse coaching and mentoring in relation to operational efficiencies improvements at Amcor South Africa's four operations sites using a case study set up.

3.10 Time Horizon: Cross sectional vs Longitudinal Studies

i.   **Cross sectional studies –** A study could be undertaken whereby data is collected just once, over a period to answer a research question. Such a study is known as one shot or cross-sectional study (Sekaran and Bougie, 2013).

ii. **Longitudinal Studies** – A researcher may want to study a phenomenon at more than one point in time to get answers to a research question. A researcher may want to study an employee's behaviour before and after changes in management in order to measure the effects of the change. Data would have been gathered at two different intervals in time and is known as longitudinal study (Sekaran and Bougie, 2013).

The study at Amcor South Africa will be a cross sectional one, with data being gathered just once over a period of months.

3.11 Research Approaches

In research, there are three main approaches in use, qualitative, quantitative and mixed method. Quantitative research involves systematic as well as empirical investigation of phenomena through mathematics and statistics and the processing of numerical data (Basias and Pollalis , 2018; Creswell, 2009; Kothari, 2004). Qualitative research on te other hand embraces research methodologies which deal with phenomena through analysing experiences, behaviours as well as relations without using mathematics and statistics in the processing of numerical data (Basias and Pollalis, 2018; Kothari, 2004). Employing a combination of quantitative and qualitative techniques has been gaining popularity of late, a system known as mixed method. The popularity is due to effective usage of the strengths emanating from both the qualitative and quantitative approaches (Creswell 2009).

3.11.1 Quantitative vs Qualitative vs Mixed Method

Quantitative is based on the measurement of quantity and is applicable to phenomena that may be expressed in terms of quantity. The process of estimating the numbers in quantitative research would provide an important connection between the mathematical expression and empirical observation of quantitative relations. Data in quantitative research is typically selected and then analysed in a numerical form. The data generated in quantitative research is processed using distinctive statistical software. Advantages of quantitative research approach have been found as: (a) the output is numerical and thus the research might not get influence from personal feelings in representing the research and facts, (b) the approach would simplify the processing of a huge amount of data, (c) allows for easier data comparison and (d) enables the development of quantitative valuation indicator (Basias 2018; Creswell, 2009; Kothari, 2004).

The qualitative method would give answers to the research questions such as what, how, when and where and has been described as a word-based research approach. Qualitative research could be defined as a sequential interpretive technique which tries to decode, describe and translate phenomena and concepts instead of recording the frequency of certain phenomena in society. It is argued that qualitative research would provide benefits such as: (a) support the researcher in understanding the nature and complexity of the phenomenon in question (b) enabling study in new areas of research and (c) support the investigation of a phenomenon in its

natural environment. Supporters of the qualitative approach would claim that the quality of a phenomenon is reduced drastically when the texts are quantified (Basias and Pollalis, 2018; Kothari, 2004).

A mixed method is used for the collection, analysis and integration of the quantitative and qualitative data at later stage of the research in a single study to gain a much better view of the research problem (Ivankova, Creswell and Stick, 2006). The whole rationale for the mixing of the data within a single study is due to the fact that none of the two approaches, qualitative or quantitative approach will be enough on their own to highlight the details and trends of a scenario (Creswell, 2009). When the two approaches are used in a combination they complement one another to produce a more outlined analysis, using the strength of one other (Basias and Pollalis , 2018) .

The study on operational efficiency improvements at Amcor South Africa will use a mixed method concurrent triangulation strategy. The triangulation approach is regarded as the most popular of the available major mixed methods models. In this approach the researcher would collect both qualitative and quantitative data concurrently in one phase and will compare the two. Ideally the weight is equal between qualitative and quantitative methods but often in practice priority would be given to one or the other (Ivankova, Creswell and Stick, 2006; Basias and Pollalis, 2018).

Priority in this current study at Amcor South Africa is emphasised and placed on the quantitative approach with the qualitative approach being used to complement. Data integration will occur during the analysis phase (Creswell, 2009). The primarily purpose of this strategy is for confirmation, corroboration as well as cross-validation within a study. The noted strengths being that it is familiar to many researchers with shorter collection times required. Also offsets the weaknesses in each design using both. The weaknesses being that a lot of effort and expertise is needed to study the phenomenon under consideration with the use of two different methods (Ivankova, Creswell and Stick, 2006; Basias and Pollalis, 2018).

3.12 Population

A population refers to a whole grouping of people or events of particular interest to a researcher for investigation. The attributes which are the object of research are referred to as characteristics and the respective units possessing them are known as elementary units. Thus, the aggregate of such units is described as a population. The population can be finite or infinite. A population is deemed to be finite if it has a fixed number of elements such that one can enumerate it in its totality. For example, the number of workers in a factory or the population of a given city are examples of finite populations. An infinite population is one where the population is theoretically not possible to observe all the elements. The number of stars in the sky is an example of infinite population (Kothari, 2004, Sekaran and Bougie, 2013).

For this study our target population comprises of all operational staff permanently employed at the four Amcor South African operational sites with the exclusion of managers. Amcor South Africa has 500 operational staff. Operational staff in this context being printing journeyman, factory machine operators, engineering technicians and quality technicians (Sekaran and Bougie, 2013; Amcor South Africa, 2019).

3.13 Sample

In research studies it is regarded impractical and uneconomical to include all the members of a population, as populations interesting scientists are mostly huge thus it becomes simply not viable to conduct research on them. For a research study it thus becomes necessary for one to rely on data for a sample of the population A sample is a subset of the population, some but not all elements of the population will form a sample. A sample is thus regarded as a subgroup of the population, hence by studying the sample a researcher must be able to generalise and draw conclusions back to the population of interest (Sekeran and Bougie, 2013).

Sekeran and Bougie (2013) notes that including the entire population for a study would be prohibitive, considering time, cost and other resources. It is further alleged that doing a study using a sample is most likely to produce results which are considered more reliable. The accuracy in results from a sample is linked to less fatigue and errors in handling of limited information as opposed to handling of huge numbers from a population. Sekeran and Bougie (2013) would further state that the selection of a sample is crucial as it would require generalising the results back to the population. Generalisation of research results is regarded as extremely important as it is only when the obtained results can be generalised back to the population that the research findings can have a meaning beyond the limited settings they would have been obtained from.

3.14 The Sampling Process

Sekaran and Bougie (2013) defines sampling as the process whereby sufficient number of right elements from the population are selected. This would ensure the study sample understanding its characteristics will make it possible to generalise back to the population elements. The main steps in sampling would include:

1. Define the population
2. Determine the sample frame
3. Determine the sampling design
4. Determine the sample size
5. Execute the sampling process (Sekaran and Bougie, 2013)

3.15 Determining the Sample Frame

A sample frame is regarded as a physical representation of all elements found in a population from where the sample is drawn. A list that contains all the sampling units is known as a sampling frame. In some cases, the sampling frame is identical to the population, however in most cases this is not possible. Whatever the sampling frame maybe it must have a good representation of the population. The payroll of an organisation can be used as the sampling frame. Likewise, Amcor South Africa's payroll will serve in this case as the sampling frame (Sekaran and Bougie, 2013; Amcor South Africa, 2019; Kothari, 2004).

The units of analysis in the sampling frame are identified and given consecutive numbers such 001, 002, 003 etc. The sample frame in this study being the permanent operational employees on Amcor South Africa's payroll. The mechanism to be used for choosing the units of analysis must ensure that each number has equal chances of selection. This can be made possible by the use of a table of random numbers (Sekaran and Bougie, 2013; Kothari, 2004).

3.16 Determining the Sampling Design

A sampling design is defined as a definite plan in getting a sample from the sampling frame. It does refer to the approach the researcher would apply in the selection of some sampling units from which inferences about the population is drawn. Sampling designs are determined well before any data can be collected (Kothari, 2004). There are two main types of sampling design, probability and non-probability. In the probability sampling, the population elements would have a known possibility of being selected as sample subjects. Probability sampling designs are chosen when the representativeness of the sample is crucial for generalisation. For nonprobability sampling the elements will not have a predetermined chance of selection as subjects. When time or other factors are more critical apart from generalisability, non-probability sampling is generally used (Sekaran and Bougie, 2013; Kothari, 2004).

The research study at Amcor South Africa will make use of a complex probability (restricted) strategy in the form of a disproportionate stratified random sampling. The complex probability procedure offers a more viable and efficient approach compared to the unrestrictive method. The sampling method includes elements being stratified along meaningful levels and then take disproportionate samples from the given strata. The population is divided first into mutually exclusive groups which are significant, meaningful and appropriate in the study context. Stratification is regarded as an efficient sampling design and provides more information for a given sample size. After stratifying the population in a meaningful way, a sample of members from each stratum can now be drawn with the use of a simple random procedure. The subjects taken from each stratum can either be proportionate or disproportionate to the elements in the stratum (Sekaran and Bougie, 2016; Kothari, 2004). As stated above the study at Amcor South Africa will take the form of a disproportionate stratified random procedure. Disproportionate sampling is taken when some stratum is too big or too small within a given stratum. The number of subjects from a given stratum would be altered accordingly, however the sample size will remain unchanged (Sekaran and Bougie, 2016).

3.17 Determining the Sample Size

Sample size refers to the total number of subjects selected to represent the population characteristics. The decision on how big a sample show be can become a very difficult exercise (Kotrlik and Higgins, 2001). If a sample size is too small, it might not be able to satisfy the objectives of the study. On the other hand, if it is too big, we could incur huge expenses and waste resources. As a general guide, we could say a sample needs to be of a reasonable size (Sekeran and Bougie, 2013). It must not be excessively big nor very small (Kothari, 2004). The decision on sample size is affected by research objective, the precision required, confidence level, and variability in population, cost, timelines and size of population.

It has been noted that predetermined sample size tables and formulas are available to assist with the selection of sample size for a given study. Making use of applicable published sample size tables and appropriate literature the sample size for a population of 500 Amcor South Africa operational staff will be 218 employees for the quantitative procedure. Qualitatively 25 employees will be chosen as the samples size since the study is making use of a mixed method approach (Kotrlik and Higgins, 2001; Sekaran and Bougie, 2013).

Table 3. 1 Sampling Size

Mixed Method Approach - Disproportionate stratified random sampling											
		Quantitative Sample					Qualitative Sample				
	Population	DBN	CT	PE	OC	Total	DBN	CT	PE	OC	Total
Printing Journeymen	117	34	15	0	3	**52**	3	2	0	1	6
Factory Operators	289	68	30	10	20	128	4	3	2	2	11
Engineering Technicians	49	12	6	2	2	22	1	1	1	1	4
Quality Technicians	45	8	4	2	2	16	1	1	1	1	4
Total	**500**	218					25				

(Kotrlik and Higgins, 2001; Sekaran and Bougie, 2013)

3.18 Study Site

A study site describes the actual location where a research study is to take place, where the data can be collected (Sekaran and Bougie, 2013). The study will be conducted at Amcor South Africa's four operational sites:

- Amcor Flexible Durban, which is situated in Pinetown, KwaZulu Natal Province, South Africa
- Amcor Flexibles Origination Centre, which is situated in Pinetown, KwaZulu Natal Province, South Africa
- Amcor Flexible Port Elizabeth, which is situated in Port Elizabeth, Eastern Cape Province, South Africa
- Amcor Flexibles Cape Town, which is situated in Cape Town, Western Cape Province, South Africa

3.19 Data Collection Methods

The task of collecting data starts after a research problem would have been defined and a research design penned out. Whilst deciding on the approach to collect data for use for the study, the researcher must always bear in mind that there are two types of data, primary and secondary. The primary data refers to data that would be gathered fresh and for the first time, and thus considered to be original in character. Information would be firsthand by the researcher on the factors of interest for a given purpose of the study. Secondary data on the other hand is data which has been collected already by somebody else and would have passed through the statistical process already. The researcher must decide to which data they need for their study and accordingly they need to choose one or the other method of collecting data. The methods of collecting the primary and the secondary data would be different as primary data would need to be originally collected, whilst for secondary data the nature of the data collection work would be purely that of compiling (Kothari, 2004, Sekaran and Bougie, 2013; Marczyk, DeMatteo and Festinger, 2005).

The data collecting methods do form an integral part of the research design. There are many data collection approaches, with each one presenting its own advantages and disadvantages. Data can be collected various

ways, in different set ups, field or lab. The three main methods of data collection in survey research are observing people, interviewing and administering of questionnaires. The sources of information and the manner through which data is collected could in fact make a huge difference on the effectiveness of the study project (Kothari, 2004; Sekaran and Bougie, 2016; Marczyk, DeMatteo and Festinger, 2005).

Table 3. 2 Data Collection

Quantitative Data	Qualitative Data
(Closed ended)	(Open ended)
• Questionnaire (5-point Likert) • Behavioural checklists • Records	• Interviews • Observation • Documents

(Creswell, 2009; Ivankova, Creswell and Stick, 2006).

3.20 Interviewing Method

The one approach of data collection is by interviewing participants in order to get information on the things of interest. The interview approach of data collection does involve the presentation of oral-verbal stimuli and the reply in terms of oral-verbal responses. Interviews could be structured or unstructured. The structured interviews are those that are conducted when it is known from the onset which information is required. The interviewer would have a list of predetermined questions which are to be put across to the participants. In terms of unstructured interviews, the interviewer does not have a predetermined sequence of questions to be put across the participants. The objective of unstructured interviews is to put through some preliminary issues forward so that the researcher can then determine which factors need further in-depth investigation (Kothari, 2004; Sekaran and Bougie, 2013).

The interviewing method can take place through face to face personal interviews, by telephone or online. The main advantage associated with face to face interviews is that a researcher can change the questioning as required, give clarity to ensure respondents clearly understand by rephrasing or repeating the questions. The researcher is also able to pick up any nonverbal cues such as frowns, nervous tapping as well as other body language which would not have been detected in another form of interview. A disadvantage of the face to face interview would be limitations imposed by geographical locations with the vast resources required if the survey must be done nationally or internationally (Kothari, 2004, Sekaran and Bougie, 2013, Marczyk, DeMatteo and Festinger, 2005).

When it comes to telephonic interviews, the main advantage from a researcher's point of view would be the ease with which a lot of different people can be reached in a very short space of time (nationally and internationally). From the respondent's standpoint it serves to eliminate any discomfort that they might feel when facing the

interviewer with regards to disclosure of personal information. A disadvantage of the telephonic interview would be a participant could easily terminate the interaction without warning or explanation (Kothari, 2004; Sekaran and Bougie, 2013; Marczyk, DeMatteo and Festinger, 2005).

For this study structured interviews are to be used for qualitative data collection approach in order to get background information on the organisation, its employees, culture as well as operational performance. The interviews will be face to face as well as telephonically realising the geographical location of the business's operational sites. Amcor South Africa's business sites are in Durban (KwaZulu Natal province), Port Elizabeth (Eastern Cape province) and Cape Town (Western Cape province) (Sekaran and Bougie, 2016, Amcor South Africa, 2019).

3.21 Questionnaire Method

This approach of data collection is found to be very popular, more so in case of huge enquiries. It has been well received by research workers, private and public organisations, private individuals and even by governments. For this approach a questionnaire is forwarded to a participant with a request to answer the given questions and then return the questionnaire back. A questionnaire would consist of several pre-formulated questions which will be printed in a definite arrangement on a form. Questionnaires are mostly not as expensive and consume less time compared to observations and interviews (Kothari, 2004; Sekaran and Bougie, 2013; Marczyk, DeMatteo and Festinger, 2005).

When a survey is confined locally a better way of collecting data is to personally administer the questionnaires. The advantage of such being the researcher will be able to gather completed forms within a very limited period. Also, any misunderstanding on the questions that the respondents might have will be clarified straight away. The researcher can use the opportunity to talk about the research topic and use this to motivate the participants to offer frank answers. Administering the questionnaires even to a large group of people at the same time is cheaper and takes less time, equally so it also does not need a high skill level as compared with conducting interviews. A disadvantage though is a researcher might introduce bias by giving different explanations of questions to different people. Participants answer different questions compared to those the questionnaires could have been mailed (Kothari, 2004; Sekaran and Bougie, 2013; Marczyk, DeMatteo and Festinger, 2005).

Mail and electronic questionnaires have now been widely used these days. Their main advantage emanates from being able to cover a wider geographical area in the survey. The questionnaire is mailed to the participant who is expected to read through to get an understanding of the questions and would then write down their response in spaces provided for in the questionnaire itself. The participants must answer the questions on their own. The return rate though is typically low, with response rates of 30% being recorded. Another disadvantage with the mail and electronic questionnaire is that any doubts the participants might have would not be able to be clarified.

The low return rates do provide challenges in establishing representativeness of the sample as the responses might not represent the population as expected. The method of data collection by mailing the questionnaires to participants is mostly used in various economic and business surveys. The choice of using questionnaires as a

data collection method could be restricted if the subjects of interest have very little educational backgrounds. The addition of pictures to questionnaires if possible, could be of great help in such instances (Kothari, 2004; Sekaran and Bougie, 2013; Marczyk, DeMatteo and Festinger, 2005).

For the research study at hand closed ended 5-point Likert questionnaires would be administered face to face as well as sent electronically via emails to the other respective operational staff in other geographical regions to collect quantitative data for the study. Questionnaires are geared for collection of large amounts of data. The questionnaires would be given to targeted participants who would be requested to answer them on their own and return. It is argued that self-completion questionnaires have the benefit of not having someone interviewing. This would thus be able to remove a major potential source of bias in terms of responses obtained as participants are able to give honest responses on sensitive subjects (Sekaran and Bougie, 2013; Kothari, 2004; Lee, 2005).

3.22 Validity and Reliability

Validity is a check on how well an instrument would measure the concept it is deployed to measure, that is how certain are we that we are not measuring something else. Validity is seen as the extent to which the differences captured by a measuring instrument reflect the true differences among those being tested. It has been noted that there are three types of validity; content validity; criterion-related validity and construct validity.

i. **Content validity refers** to the extent by which the measuring instrument would provide enough coverage on the review topic. If an instrument provides a representative sample of the population then the content validity is regarded as good.

ii. **Criterion-related validity** is the ability to predict an outcome of the current condition. This type of validity would reflect the success of the measure which was used for the empirical estimating requirement. Criterion-related validity is measured as the coefficient of correlation between the test scores and the scores obtained on another measure of a known validity.

iii. **Construct validity refers** to the degree by which the scores on a given test could be expressed through explanatory constructs of a sound theory. In order to measure construct validity, we associate a set of other propositions together with results obtained using our instrument. If the recordings on our device scale correlate in a way as predicted with the other propositions, then one would make a conclusion of there being some construct validity (Sekaran and Bougie, 2013; Kothari, 2004; Neupane, 2015).

Whether it is a questionnaire or a structured interview it is critical to do pretesting and validation of the instrument to ensure that it is understood by the respondents. The pretesting and validating involve the use of a limited number of the respondents through testing of question appropriateness as well as comprehension. This thus helps in identifying and rectifying inadequacies before the instrument is administered to the respondents thus reducing bias (Sekaran and Bougie, 2013; Kothari, 2004; Neupane, 2015).

The test of reliability is also an important test for sound measurement. Reliability is a consistence test on a measuring instrument to check if it measures whatever concept it is meant to measure. It shows the extent to which it is without bias**.** The underpinning rationale behind reliability measure is the ability to have similar results

obtained even if the trial is repeated elsewhere. This thus helps in reinforcing the study findings which will warrant other scientific communities to readily accept the assertions (Neupane, 2015).

A measuring instrument is deemed reliable if it can provide consistent results. A reliable instrument will contribute to validity, but however the reliable instrument will not necessarily be considered a valid instrument. For example, a scale which consistently overweighs items by five kilograms is regarded as a reliable scale, however it will not give a valid weight of measure. However, looking at it differently a valid instrument is forever reliable. Reliability cannot be as valuable as validity; however, it is much easier to assess reliability when comparing to validity. If a measuring instrument does satisfy the quality of reliability, then whilst using it one can gain confidence that the transient and situational elements are not in any way interfering (Kothari, 2004; Neupane, 2015).

There are two aspects of reliability which will require special mentioning, stability and equivalence. Stability involves securing consistent output from repeat measurements of the same item using the same instrument. The equivalent aspect looks at how much error could get introduced by a different sample of an item being studied. Reliability could be improved in two ways, firstly through the standardisation of the conditions under which the measurement will take place. Secondly through careful design of measurements without any variation from one group to another by use of trained individuals to conduct the study as well as widening the sample of items used (Kothari, 2004). The internal (Sekaran and Bougie, 2013) reliability of the research instrument and the study is measured through Cronbach's Alpha (α). The nearer Cronbach's alpha is to 1, the higher the reliability.

3.23 Data Analysis

The data after being collected needs processing and then it is analysed in relation to the outline which was laid down for the purpose during the development of the research plan. This is seen as crucial for a scientific study as well as to make sure that we have all the relevant data to make required comparisons and analysis. Data processing involves editing, coding, classification and tabulation to ensure the data is ready for analysis. The term analysis does refer to the computation of measures and searching for existing patterns of relationship among data-groups (Kothari, 2004).

3.24 Processing Operations

The following will explain the processing operations:

i. **Editing:** Editing of data refers to the examination process of the gathered raw data in order to pick up any errors or omissions which would then be corrected where applicable. Editing involves carefully scrutiny of the completed questionnaires. It is carried out to ensure accuracy of the data, consistent with the other facts gathered, uniformly captured, completed and well arranged in order to facilitate coding and tabulation.

ii. **Coding:** Coding involves the assignment of numerals or any other symbols to the answers so that the response could be categorised. Such categories should be in line with the study research problem under discussion. They must also contain the characteristic of exhaustiveness as well as that of mutual

exclusively which would mean that a specific answer must be populated in one and in only that one cell in each category set.

iii. **Classification:** Most research studies would result in a huge amount of raw data which has to be drawn down into homogeneous groups if one is to get meaningful relationships. This would thus necessitate the classification of data, which is involves arranging data into groups based on common characteristics. Data which is found to have common characteristics would be placed into one class and in this will ensure data is divided into a number of smaller groups.

iv. **Tabulation:** When a huge amount of data is assembled, it thus becomes necessary for a researcher to arrange the data in a concise and logical manner. This procedure is known as tabulation. Hence tabulation is a process of summating raw data and displaying it in a compact manner for further analysis. In other words, tabulation can be seen as orderly arrangement of data in columns and rows. Tabulation can be carried out by hand, mechanical or electronic devices. The choice will depend on the size and type of the study, time pressures, cost implications and the availability of tabulating computers (Kothari, 2004).

3.25 The Use of Computers in Data Analysis

Problem solving is regarded as an age-old activity. The addition of computers has given an added impetus to the activity. Executing calculations at almost the speed of light computers have come to be a much more useful tool in research. Computers can handle large amounts of data. Researchers are essentially concerned with huge data storage, fast retrieval as and when needed and processing the said data with the use of various available approaches. In all these given operations computers come handy. Researchers in the field of economics as well as other social sciences are said to have found computers as providing an indispensable component of their research equipment. Computers can perform a variety of statistical calculations easily. Standard deviations, computation of means, correlation coefficients, analysis of variance, t' tests, factor analysis, analysis of covariance, various nonparametric analyses and multiple regression are just but a few of the programs that can be done using the computer. In brief various software packages are in use for various simple and complicated analyses as well as quantitative techniques which researchers are in most cases making use of. It is noted that the only work that the researcher would have to do will be to input the gathered data. The result would be available within a couple of minutes depending on the quantum of the work (Kothari, 2004).

There are a wide variety of software packages that can possibly help a researcher to analyse data. Based on one's specific needs, research problem or the conceptual model one has wide choice to select from including LISREL, MATLAB, Mplus, SAS/SAT, SPSS, SPSS AMOS or Stata. With regards to the study at hand for Amcor South Africa, an SPSS version 26 package will be used for data analysis for the quantitative side of analysis. SPSS (Statistical Package for Social Science) is a noted data management and analysis package designed to carry out statistical data analysis. The program will also do descriptive statistics such as frequencies, plots, charts including sophisticated inferential and multivariate statistical procedures which is presented as analysis of variance (ANOVA), cluster analysis, factor analysis and categorical data analysis (Sekaran and Bougie, 2013). Qualitative data would be analysed using the NVivo Pro 12 software package. The qualitative data analysis will be concerned with the transformation of raw data by searching, recognising, evaluating,

mapping, coding, exploring and describing trends, patterns, themes and categories in the raw data, to interpret and then provide underlying meanings (Ngulube, 2015).

3.26 Current Study Procedure

In the study at Amcor South Africa which will use a mixed method approach, qualitative and quantitative data will each be analysed separately, and results will then be compared later in the process. The first stage in analysing quantitative will include the data preparation, with the aim being to convert the raw data into something that is meaningful and readable. The process will include data validation, data editing and coding. Validation will ensure the data meets the pre-set collection standards, in terms of editing basic data checks are done to identify for outliers and clear out the data points which would hamper the results accuracy. Coding is one of the most crucial steps in preparation of data which will involve grouping and then assigning values to the responses from our survey at Amcor South Africa (Sekaran and Bougie, 2013).

On the other hand, qualitative data analysis would work differently from the quantitative data approach as qualitative data consists of words, images, observations as well symbols. To derive absolute meaning from this kind of data will be nearly impossible. Whilst in a quantitative study there will be a clear distinction found between preparation of data and its analysis. The analysis of a qualitative study would often begin the moment the data is available. Analysis and preparation do happen in parallel and would include, getting to familiarise with the data, revisiting research objectives, development of a framework and identification of patterns and connections. Data analysis is regarded as the most important element in research. An analysis that is weak would produce inaccurate results that would hamper the authenticity of a research as well as making the findings that are unusable (Kothari, 2004).

A mixed method data analysis approach will be applied for the Amcor South Africa study as already discussed using the concurrent triangulation method. In this concurrent strategy the qualitative data is quantified. This involves the creation of codes and themes which are then counted in terms of how many times they occur in the text data. The quantification of qualitative data thus would enable the comparison of the quantitative results with the qualitative data (Creswell, 2009).

3.26.1 Mixed Method Data Analysis Process using Concurrent Triangulation Strategy

Structured Questionnaire	**Quantitative Data Collection** → Numerical Data	Unstructured interviews → **Qualitative Data Collection**	Text Data
Data Screening Factor Analysis Frequencies SPSS sofware	Descriptive Statistics, missing data, outliers Factor Loading	Coding Thematic analysis, QSR N6 Qual software	Codes Theme
	Quantitative Data Analysis	**Qualitative Data Analysis**	
Cross tabulate quantitative variables with qualitative themes Frequencies SPSS	**Integration of the Quantitative and Qualitative Results**	Matrix relating quantitative variables to qualitative themes	
Interpretation and explanation of quantitative & qualitative results	**Interpreting Results**	Discussion Implications Future research	

Figure 3. 1 Concurrent Triangulation Method

(Creswell, 2009; Ivankova, Creswell and Stick, 2006; Basias and Pollalis, 2018).

3.27 Ethical Considerations

In the previous sections it has been noted how researchers must start their research endeavours by asking relevant questions, formulate unambiguous and testable hypotheses as well as choosing relevant practical research designs. By following to the scientific methods, researchers will in time be able to obtain reliable and valid findings that could advance scientific knowledge. Unavoidably though in order to advance knowledge in this way there are times a researcher does impinge on the rights of individuals. Almost most studies with human respondents will have some degree of risk in them. The risk could range from minor embarrassment and discomfort caused by some provocative or intrusive question to a much more severe effect on a participant's emotional and physical well-being. The risks do give researchers an ethical dilemma in respect to the degree to which a participant can be placed at risk all for the sake of a scientific progress (Marczyk, DeMatteo and Festinger, 2005).

The many revelations which are seen of human rights violations as well as atrocities being done in the name of scientific research studies have led to a peak in public awareness on the need to have regulations which would protect the rights of human participants in the research. As a response to the heightened awareness and calls for protection federal governments and various bodies have now come to establish a mechanism of extensive regulations and guiding principles in order to ensure respect for persons, justice and beneficence in research with human participants. The regulations have assisted to delineate the specific information which has to be relayed to the potential research recruits in order to ensure that the consent to research has to be knowing, voluntary and intelligent. In addition, the regulations have also gone ahead and generated mandatory ethical oversight of the research studies (Marczyk, DeMatteo and Festinger, 2005).

In carrying out the research study at Amcor South Africa it was crucial to ensure that ethical policies would be adhered to. The study ethical approvals would be applied for through the Ethic Committee of the University of KwaZulu Natal and in the same manner a gatekeeper's letter will be requested from Amcor South Africa before proceeding with the study. In order to ensure human dignity is upheld informed consent from participants will be sought first before they can decide to participate in the study. Privacy and confidentiality of research participants is to be upheld through reiterating to them of their rights when it comes to their information being kept way from the public. The participants would be guaranteed that they will remain anonymous in this study. In order to satisfy the University of KwaZulu Natal's ethical policy on collection of information the following would be adhered to:

- No accessing of confidential records without the prior consent of respondents
- No respondents would be required to commit any act that would diminish their self-respect
- Participants shall not be exposed to questioning which could be regarded as stressful
- No form of deception

(UKZN, 2019).

3.28 Conclusion

Research is the pursuit of the truth using the assistance of observation, comparison, study and experiment. It is the search of knowledge using systematic and objective methods of finding solutions to a problem in research. The aim of our study at Amcor South Africa was to investigate the effects of a reconceptualised coaching and mentoring framework in improving operational efficiencies. The study followed a positivism point of view, causal in nature and fitted the description of an applied study realising its role in finding solutions for current operational challenges at Amcor South Africa. It also was categorised as an empirical study, being cross section or once off in terms of time horizons. The research followed a disproportionate stratified random approach with a 500-population target translating to a sample of 218 quantitative and 25 for qualitative spread across four nationally located study sites. A mixed method approach in the form of concurrent triangulation strategy was utilised for analysis. Ethical clearance documentation was to be applied for at the University of KwaZulu Natal before commencement of the study and likewise a gatekeeper's letter was obtained from Amcor South Africa. Closed ended 5-point Likert questionnaires (quantitative) and interviews (qualitative) were the instruments which were used for data collection. The analysis was to be done with the assistance of computer programs, SPSS version 26.0 for the quantitative data and NVivo Pro 12 for the qualitative data.

CHAPTER 4. DATA PRESENTATION

4.1 Introduction

This chapter presents the results obtained from both the questionnaires and interviews which were carried out at Amcor South Africa using a mixed method approach. A questionnaire was the primary tool which was used in collecting data and was distributed to some 280 Amcor South Africa operational employees. The questionnaire was complemented with interviews which were conducted on 25 participants. The quantitative data gathered from the responses was analysed using computer software SPSS version 26.0 whilst the qualitative data was analysed using NVivo Pro 12. The results will present the descriptive statistics as graphs, cross tabulations and other necessary figures for the quantitative data that was collected as well as themes for the qualitative data. The inferential techniques would include using correlations and chi square test values; which were to be interpreted using the p-values.

4.2 The Sample

A total of 280 questionnaires for the quantitative approach were despatched to Amcor South Africa operational staff who were situated at the four operational sites in Durban, Port Elizabeth and Cape Town. Of the distributed questionnaires 226 were returned which gave an 80.7 % response rate. Qualitatively 25 interviews were carried out giving the same number of returns.

4.3 The Research Instrument

The quantitative research instrument was designed to consist of 24 elements, with the level of measurement being at a nominal or an ordinal value. The questionnaire was split into 6 sub questions which measured various themes as will be illustrated below:

Table 4. 1 Questionnaire themes

A	Biographical data
B5 – 8	Impact of a reconceptualised coaching and mentoring framework to operational efficiency improvements at Amcor South Africa
B9 – 12	Effectiveness of a reconceptualised coaching and mentoring framework in operational efficiency improvements at Amcor South Africa
B13 – 16	Benefits harnessed from a reconceptualised coaching and mentoring framework at Amcor South Africa
B17 – 20	Effect of a reconceptualised coaching and mentoring framework on performance and growth at Amcor South Africa
B21 – 24	Recommended coaching and mentoring framework geared for optimal operational efficiency improvements at Amcor South Africa

On the other hand, the qualitative research instrument consisted of 5 interviews questions which measured different themes as captured below.

    i.   How coaching and mentoring helped individuals and teams to improve on performance and operational effectiveness at Amcor South Africa.

ii. Confidence shown when attending complex tasks arising in the working environment after having been exposed to coaching and mentoring programs at Amcor South Africa

iii. Benefits harnessed as a result of coaching and mentoring at Amcor South Africa

iv. The role played by coaching and mentoring in growing Amcor South Africa

v. Proposed recommendations for the coaching and mentoring program to be effective and sustainable at Amcor South Africa.

4.4 Reliability Statistics

It is noted that the two most crucial aspects of precision are reliability and validity. Validity is deemed as a check on how well an instrument would measure a concept it is deployed to measure, that is how certain are we that we are not measuring something else. There are three noted types of validity; content validity; criterion-related validity and construct validity (Sekaran and Bougie, 2016; Kothari, 2004; Neupane, 2015).

The test of reliability is also an important test for sound measurement. Reliability is a consistence test on a measuring instrument to check if it measures whatever concept it is meant to measure. It indicates the extent to which it is without bias**.** The underpinning rationale behind reliability measure is the ability to have similar results obtained even if the trial is repeated elsewhere. This thus helps in reinforcing the study findings which will warrant other scientific communities to readily accept the assertions. A measuring instrument is deemed reliable if it can provide consistent results. Reliability can be computed by recording several measurements on the same subjects. A reliability coefficient of 0.60 or higher is regarded as "acceptable" for a newly developed construct (Kothari, 2004; Neupane, 2015).

The table (4.2) below reflects the Cronbach's alpha scoring for the items that constituted the questionnaire.

Table 4. 2 Cronbach 's alpha scores for questionnaire thème

B	Section	Number of Items	Cronbach's Alpha
5 – 8	Impact of a reconceptualised coaching and mentoring framework to operational efficiency improvements at Amcor South Africa	4	0.898
9 – 12	Effectiveness of a reconceptualised coaching and mentoring framework be in operational efficiency improvements at Amcor South Africa	4	0.893
13 – 16	Benefits harnessed from a reconceptualised coaching and mentoring framework at Amcor South Africa	4	0.675
17 – 20	Effect of a reconceptualised coaching and mentoring framework on performance and growth of Amcor South Africa	3	0.640
21 – 24	Recommended coaching and mentoring framework geared for optimal operational efficiency improvements at Amcor South Africa	3	0.615

The reliability scores for all the given sections are seen to be exceeding the recommendation of the Cronbach's alpha value of 0.60 for a newly developed construct as stated earlier. This thus do indicate a degree of

acceptable and consistent scoring for the sections of the research. One item in each of the last two sections marginally lowered the alpha value and were omitted to improve reliabilities.

4.5 Factor Analysis

Factor analysis is defined as a statistical approach with a goal of doing data reduction. It is used in reducing a large number of observed variables into smaller number of components which would reflect that the clusters of variables are in common. The correlation for a given group of observed variables would be identified and transformed into a smaller set of related factors. In brief, factor analysis will capture the group of the observed variables which would be consistently moving together. In the process the said consistent movement of the observed variables are to be identified using factor extraction and factor rotation. Thus, factor analysis is a very useful tool in the investigation of the relationships among the observed variables and a smaller number of underlying factors (Hadi, Abdullah and Sentosa, 2016; Singh, 2019).

It is noted that factor analysis would be used in circumstances when a researcher would want to discover the number of factors which can influence given variables and to analyses which variables would 'go together'. One such typical use for factor analysis will be in survey research, to which a researcher would want to represent a variety of questions with a smaller number of hypothetical factors. As an example, from a national political opinion survey, respondents could answer on three separate questions which could be on environmental policy, reflecting on items at the local, state and at the national level. Each question on its own, could be found to be an inadequate measurement of attitude on environmental policy, however if grouped together they could possibly provide a much better measurement of the attitude. Factor analysis could thus be used in order to make an establishment on whether the three measures are in fact measuring the same thing. If that is the case, they could then be put together in order to create a new variable, a factor score variable that would contain a score for each participant on the factor. Factor techniques are found to be applicable to a variety of situations. A researcher could possibly want to find out if the skills needed for one to be a decathlete are to be as varied as per the ten events, or could it be that a few core skills are required to be successful in a decathlon. One does not need to believe that factors would be existing for one to perform a factor analysis, however in practice the factors are generally interpreted, given names, and spoken of as real things (Hadi, Abdullah and Sentosa, 2016; Singh, 2019).

The matrix tables are preceded by a table summary which reflects the results of KMO (Kaiser-Meyer-Olkin – which measures sample adequacy) and Bartlett's Test (strength of relationship). The requirements are that Kaiser-Meyer-Olkin Measure of Sampling Adequacy must be a figure greater than 0.50 whilst Bartlett's Test of Sphericity must be less than 0.05. In all of our instances, the conditions are found to be satisfied which then will allow for factor analysis procedures (Hadi, Abdullah and Sentosa, 2016; Singh, 2019).

Factor analysis can only be done for the Likert scale elements. Certain elements had to be divided into smaller and finer components. This has been shown below in the rotated component matrix.

Table 4. 3 KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		0.891
Bartlett's Test of Sphericity	Approx. Chi-Square	2349.494
	Df	190
	Sig.	0.000

All the given conditions are found to be satisfied for factor analysis. This means, the Kaiser-Meyer-Olkin Measure of Sampling Adequacy value must be greater than 0.50 and the Bartlett's Test of Sphericity sig. value must be less than 0.05.

4.6 Rotated Component Matrix

Table 4. 4 Rotated Component Matrix

	Component				
	1	2	3	4	5
Coaching and mentoring programs have helped me improve on my work performance and achieve my daily targets	0.827	0.134	0.076	-0.019	0.138
The implementation of coaching and mentoring programs has greatly improved operational efficiencies	0.784	0.287	0.034	-0.038	0.144
Coaching and mentoring have given me the confidence to tackle and achieve challenging work targets	0.820	0.193	0.019	0.074	0.125
There is adequate coaching and mentoring in our business which empowers me to perform my tasks effectively	0.752	0.244	0.049	0.106	-0.028
I believe coaching and mentoring has helped me improve on my overall skills to do my job	0.793	0.061	0.115	0.091	-0.011
I am given a chance to apply the learnings and knowledge immediately after coaching and mentoring interventions	0.739	0.260	0.244	0.099	-0.121
Coaching and mentoring have given me the tools to confidently resolve complex manufacturing challenges within my working environment	0.743	0.198	0.247	0.045	0.016
The quality of coaching and mentoring programs I participated in was very high	0.783	0.271	0.215	0.181	-0.110
I believe coaching and mentoring interventions provided by my organisation have a positive impact on my productivity	0.701	0.276	0.247	0.151	-0.080
Coaching and mentoring are intended to develop better skills, knowledge and competency	0.431	0.037	0.685	0.019	0.069
Coaching and mentoring will enable me to gain on career advancement opportunities	0.521	-0.146	0.537	0.156	-0.060
I believe that proper coaching and mentoring will result in motivated and committed employees	0.055	-0.116	0.158	0.656	0.297

Coaching and mentoring will assist employees to achieve productivity targets	0.093	0.048	-0.113	0.852	-0.010
I am of the opinion that coaching, and mentoring will assist me in making good business decisions	0.112	0.248	0.343	0.620	0.142
Coaching and mentoring will make the company more competitive in the marketplace	0.116	-0.272	0.296	0.364	0.531
My organisation aligns coaching and mentoring with our company business strategy	0.400	0.662	0.071	0.283	-0.011

Amcor Flexibles SA must have a coaching and mentoring program in place for new employees	-0.029	0.182	-0.039	0.154	0.825
I am aware of the organisation's coaching and mentoring strategic objectives?	0.442	0.728	0.033	-0.038	0.084
My organisation has a coaching and mentoring policy applicable to all employees and I fully understand it	0.405	0.660	0.097	-0.073	0.050
Coaching and mentoring needs must be identified through a formal performance appraisal mechanism	0.030	0.150	0.817	0.097	0.044
Extraction Method: Principal Component Analysis. Rotation Method: Varimax with Kaiser Normalization.					
a. Rotation converged in 7 iterations.					

Factor analysis as already been stated is a statistical technique with an aim of data reduction. A typical use of factor analysis as already alluded to is in survey research, where a researcher would want to represent a variety of questions with a smaller number of hypothetical factors. Giving reference to the above table:

i. The principle component analysis involved use of the extraction method, with the rotation method using Varimax with Kaiser Normalization. This is a noted orthogonal rotation method which would minimise the variable number which has high loadings on each factor. It does simplify the interpretation of the factors.

ii. Factor analysis loading is showing inter-correlations between variables.

iii. Items of questions which load the same mean measurements along a similar factor. An examination of the content of items which loaded at 0.50 or above (and using the higher or highest loading in instances where items cross-loaded at greater than this value) effectively measured along the various components (Noor Ul Hadi, An Gie, Sigh, 2019).

The statements that constituted sections B5-8 and B9-12 loaded perfectly along a single component. This would imply that the statements which constituted these sections perfectly measured what it set out to measure. However, it is noted that the respondents did not distinguish between these components (themes), hence they have loaded along the same component.

It was noted that the variables which constituted the remaining questions loaded along components (sub-themes). This meant that the respondents were identifying different trends within the section. The components trends loaded as per the following themes:

i. Impact of coaching and mentoring

ii. Positive effects emanating from coaching and mentoring

iii.   Benefits gained from coaching and mentoring programmes

  iv.   Business growth perceptions

  v.   Recommended framework for coaching and mentoring

4.7 Section A: Biographical Data (Quantitative Approach)

This section will summarise the biographical characteristics of the participants. The table below describes the overall gender distribution by age.

Table 4. 5 Gender Distribution by Age (Quantitative)

Age		Gender		Total
		Male	Female	
20 – 29	Count	38	16	54
	% within Age	70.4%	29.6%	100.0%
	% within Gender	21.3%	33.3%	23.9%
	% of Total	16.8%	7.1%	23.9%
30 – 39	Count	72	29	101
	% within Age	71.3%	28.7%	100.0%
	% within Gender	40.4%	60.4%	44.7%
	% of Total	31.9%	12.8%	44.7%
40+	Count	68	3	71
	% within Age	95.8%	4.2%	100.0%
	% within Gender	38.2%	6.3%	31.4%
	% of Total	30.1%	1.3%	31.4%
Total	Count	178	48	226
	% within Age	78.8%	21.2%	100.0%
	% within Gender	100.0%	100.0%	100.0%
	% of Total	78.8%	21.2%	100.0%

Overall, the ratio of males to that of females is approximately 4:1 (78.8%: 21.2%) (p < 0.001).

For the age group 20-29 years, 70.4 % were found to be male. Females contributed the remaining 29, 6% in the category. The males in this age (20-29years) group contributed to 21, 3 % of the total male group sample. Females had a 33,3 % contribution for the total female group sample. The male in the category of 20 years to 29 years constituted 16, 8 % of the total sample whilst females' figure was 7,1 %. The 20 years to 29 years category's total (male and female) accounted for 23, 9% of the total sample

Within the age category of 30 years to 39 years, 71.3% were male. Within the category of males (only), 40.4% were between the ages of 30 years to 39 years. This category of males between the ages of 30 years to 39 years formed 31.9% of the total sample. The 30 to 39 years category's total (male and female) accounted for 44, 7% of the total sample

Within the category of over 40 years 95, 8 % were male. Within the category of males (only) 38, 2 % were over the age of 40 years. The over 40 years male category contributed to 30, 1% of the total sample. The over 40 years category's total (male and female) accounted for 31, 4% of the total sample

The age category has shown that there are more males at 78, 8% compared to 21.2% of the sample and correspondingly in the business. The age distributions are not similar as there are more respondents younger than 40 years (p = 0.001) in the organisation. This could be considered a good representation as it shows there is good future in the business with a reasonably younger generation who will be productive a while longer.

The figure 4.1 below indicates the education levels of the respondents (Quantitative) at Amcor South Africa.
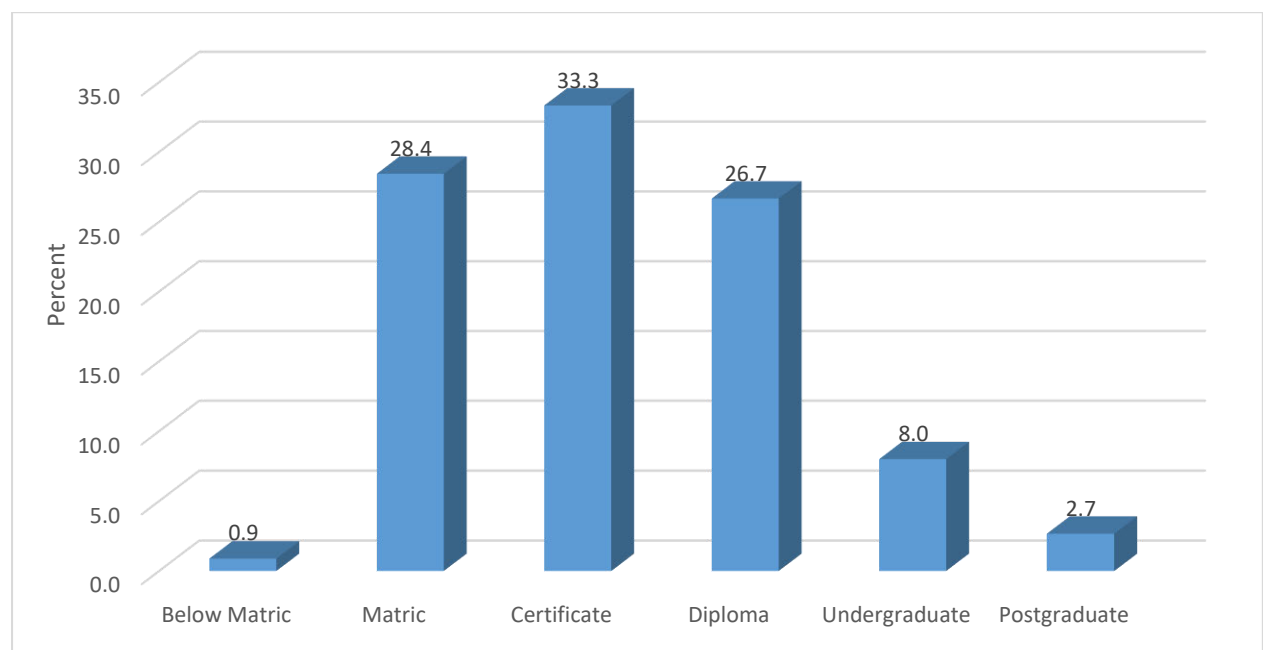
Figure 4. 1 Respondents' Educational Level

The educational level of the sample showed that 99.1 % of the participants had a matric education as a minimum. The greater portion of participants (70.0%) had a post school qualification. One-tenth of the participants (10.7%) had at least graduate degree (p < 0.001). Less than 1% of the sample had a qualification lower than a matric. Those with only a matric qualification amounted to 28, 4 % of the sample, whilst 2, 7 % were postgraduates. Those with certificates contributed to 33.3 % of respondents whilst 26, 7% had a Diploma qualification. These are quite a useful statistic as it indicates a reasonable fair proportion of the participants having a higher educational qualification. This would indicate that the responses which were collected would have come from an informed (learned) source.

The figure (4.2) below indicates the length of service of the participants (quantitative) at Amcor South Africa.
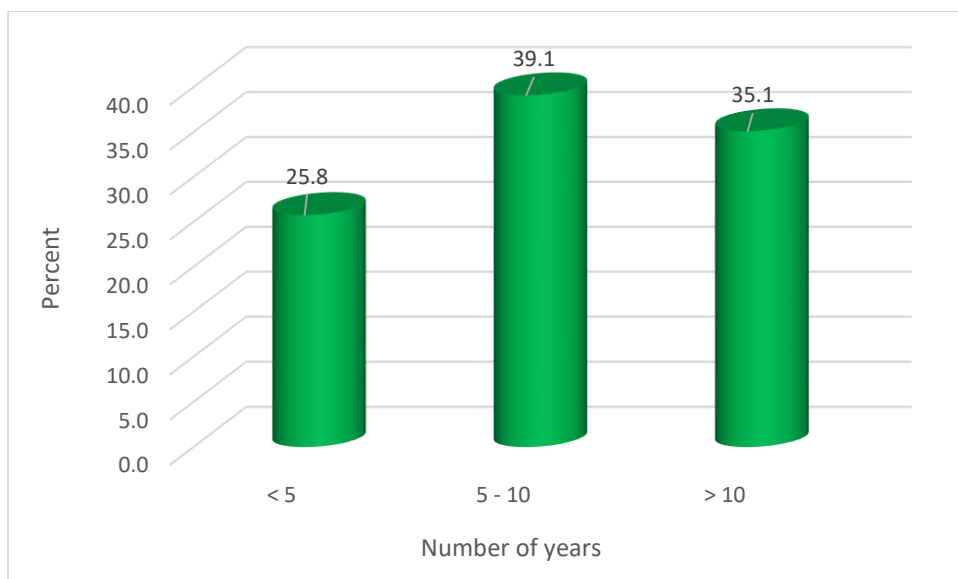
Figure 4. 2 Length of Service

Nearly three quarters of the respondents (74.2%) had been in the employ of Amcor South Africa (or the previous owners Nampak) for at least 5 years. It is noted that 39, 1 % of participants have been in the business for a period between 5-10 years. Over a third of the participants (35, 1%) have been in the business for over 10 years. This would imply that the respondents had been in the employ of the organisation for a while and this is regarded as an important fact as it does indicate that responses came from experienced employees who had been around and would be confident with their answers. The statics paints a good picture for the business as it shows that it has reasonably experience hands within to be able to turn the things around, productivity wise. The remaining 25.8% of responds had a less than 5-year tenure in the business.

4.8 Qualitative Findings (Word Cloud, Tree Map and Cluster Analysis)

Qualitative interviews as discussed in Chapter 3 (Research Methodology) would be used in complementing the quantitative approach findings for our study at Amcor South Africa. Running the "word frequency query" produced the following word cloud, tree map and cluster analysis which would be captured and presented accordingly as per below figures

4.8.1 Word Cloud

A 'word cloud' is regarded as a visual representation of word frequency which is obtained from a written text. The more often a word do appear in a section under review, the bigger it will appear in the image that will be produced. This provides researchers with a synopsis of the main themes which are found within the text. Word clouds have often been used in the public and private sector as a tool for identifying the focus of written material (Atenstaedt, 2012). The words confident, sustainability, efficiencies, benefits, helped, improve, knowledge, performance and resolve appear often in the study and as such are large illustrations in the image.

Figure 4. 3 Coaching and mentoring Word Cloud

4.8.2 Tree Map

A tree-map chart provides a hierarchical view of study data which makes it easier to trends or patterns. The tree branches are thus represented by rectangle with each sub-branch being shown as a smaller rectangle. A leaf node's rectangle will have an area which is proportional to a given dimension of the data. A tree map has been created from the coaching and mentoring qualitative interview responses at Amcor South Africa as shown in the figure (4.4) below.

Figure 4. 4 Coaching and Mentoring Tree Map

4.8.3 Cluster Analysis

Cluster analysis intends to group a set of items, objects or behaviors which are similar to each other. The outcome of a cluster analysis will provide a set of associations that exist among various groupings that are provided by the analysis. The technique depends on the application of multivariate statistics and the generation of association from available inputs. The choice of input variables becomes important in both providing the basis for similarity within a grouping and differentiating the differences between groupings.
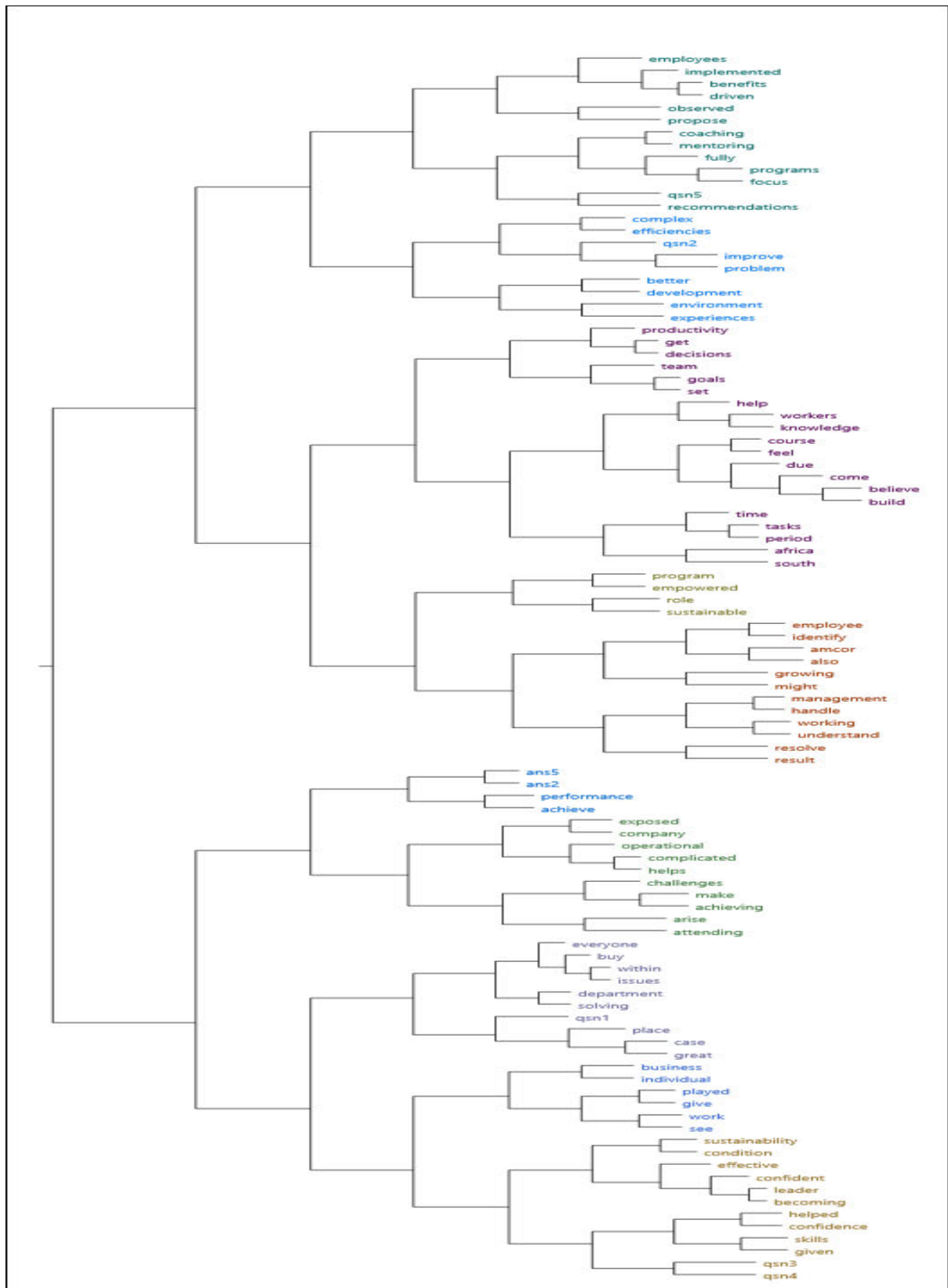
Figure 4. 5 Coaching and mentoring cluster analysis

4.9 Conclusion

The findings showed the respondents at Amcor South have a very high level of education with 99, 1 % of respondents possessing at least a matric certificate. This is of vital importance as it means that the respondents would have had an understanding and comprehension of the questionnaires as well as the interview questions to give an informed (learned) feedback. It was noted that 78.8 % of the respondents were male; revealing that the Amcor South African operational work environment is male dominated. Nearly three quarters (74,2 %) of the participants indicated that they were in employment of the organisation for at least 5 years or more. This was found to be useful as it indicated that the feedback from the participants was from a level of experience and would provide a reasonable level of accurate reflection of the respondents' opinion. In addition, over three quarters (76, 1%) of respondents were over the age of 30 years which can be regarded as a mature band. The following chapter will be discussing the study findings, the interpretation as well as explanations. Applicable literature will be used to support the interpretations.

CHAPTER 5. FINDINGS AND DATA INTERPRETATION

5.1 Introduction

This chapter will be analysing and interpreting the patterns of scoring for the respondents per variable per section as well as the various themes. Participant responses at Amcor South Africa will be analysed, reviewed against the business strategy, values and policies as well as applicable literature. As already stated in Chapter 3 the study was done using mixed method approaches. The scoring patterns and themes from the various statements are looked at in detail against the study organisation's operating background and models as well as available literature.

5.2 Findings and Interpretation for Study Objective 1 (Section B5-8):

Determining the impact of a reconceptualised coaching and mentoring framework on operational efficiencies at Amcor South Africa.

This section deals with the investigation on the effect of a reconceptualised coaching and mentoring framework on operational efficiencies at Amcor South Africa. Information for the study was sourced from the participants in the four Amcor South Africa sites across the country (Durban, Port Elizabeth and Cape Town) to ascertain their views on the relationship between a reconceptualised coaching and mentoring framework and operational efficiencies. As the study used a mixed method approach the above objective had four statements under it in the quantitative segment and one interview question on the qualitative side that were handed to the respondents for input. The summarised scoring themes from the four quantitative statements under objective 1 are shown below in Table 5.1 and Figure 5.1

Table 5. 1 Scoring patterns summary for Objective 1

		Strongly Agree		Agree		Indifferent		Disagree		Strongly Disagree		Chi Square
		Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	p-value
Coaching and mentoring programs have helped me improve on my work performance and achieve my daily targets	B5	91	40.3%	102	45.1%	9	4.0%	17	7.5 %	7	3.1 %	0.000
The implementation of coaching and mentoring programs have greatly improved operational efficiencies	B6	47	20.8%	125	55.3%	30	13.3%	19	8.4 %	5	2.2 %	0.000
Coaching and mentoring has given me the confidence to tackle and achieve challenging work targets	B7	58	25.9%	124	55.4%	22	9.8%	16	7.1 %	4	1.8 %	0.000
There is adequate coaching and mentoring in our business which empowers me to perform my tasks effectively	B8	46	20.5%	99	44.2%	43	19.2%	31	13.8 %	5	2.2 %	0.000
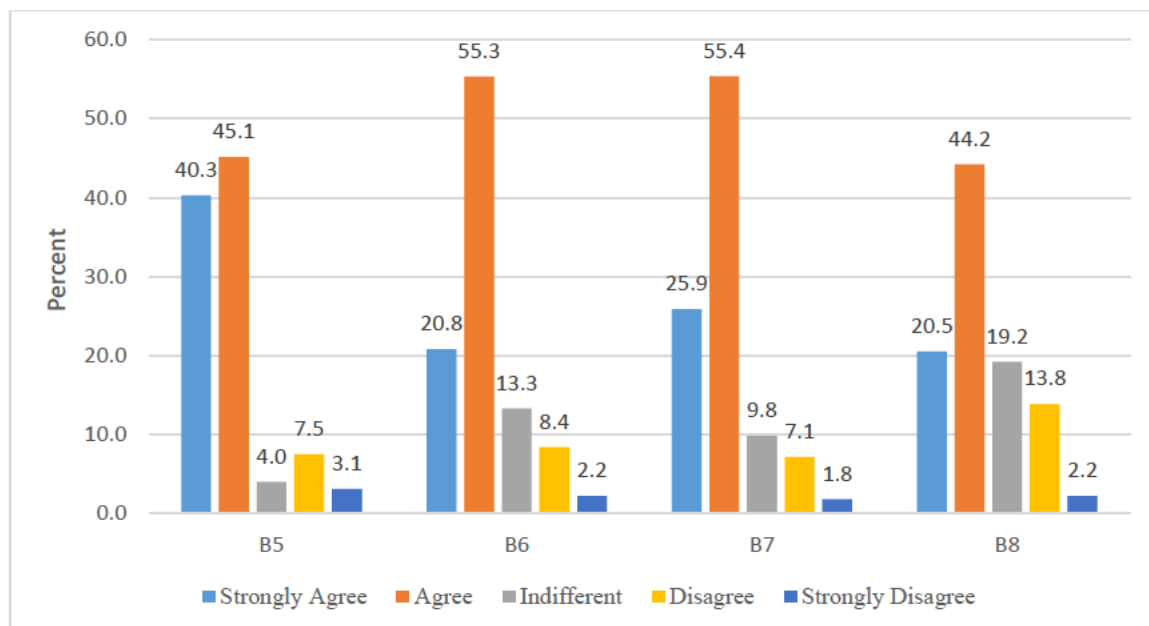
Figure 5. 1 Scoring Patterns Summary for Objective 1

The following patterns were observed for the objective:

i.   All statements showed a high significant level of agreement, although the other levels of agreement were lower than the others they were still far greater than the disagreement levels

ii. The "Agree" statement levels are found to be much higher than the "Strongly Agree" statements in each category

iii. There were no statements which exhibited higher levels of disagreement as compared to the agreement statements

iv. The significance of the differences were tested and shown as per the respective table.

v.   Postive impact themes were generated for the objective in the qualitative outcomes.

5.2.1 Work Performance

There is a significantly strong positive response in "agreement" found at 85,4 % within the 1st statement (Coaching and mentoring programs have helped me improve on my work performance and achieve my daily targets) from the participants. Of those in agreement, 40,3 % are strongly agreeing whilst 45,1 % only agree. This translates to the fact that the majority of operational employees at Amcor South Africa who participated in the study believed that coaching and mentoring had played a significant role in their work performance as well as assisting them to achive the respective daily targets. Coaching and mentoring will empower and inspire employees, increase productivity, build commitment, develop talent and promote success. By establishing coaching and mentoring schemes organisations will empower employees who in turn would utilise the new skills to improve the organisational productivity (Serrat, 2017).

Amcor South Africa has continuosly been trying to improve the operational performance over the last couple of years. The organisation has thus introduced coaching and mentoring programs and intitiatives in various forms (Amcor 2020). Neupane (2015) had noted that developing capabilities and skills of employees was the crucial

focus of overall corporate strategy for an organisation. Organisations will not be expected to be competitive unless they are providing training and development. Coaching and mentoring is viewed as an important element of succesful learning strategy for organisations. Bishop (2016) argues that in the working environment, coaching and mentoring is associated with improving performance levels, taking responsibilities, self-actualisation, planning, execution of duties and creativity.

In order to give the operational staff the visibility, daily performance targets are being displayed and discussed at the various work station for the teams. This is meant to empower employees to have a view and assess to their performance daily, thus allowing them to own and correct undesirable performance (Amcor, 2020). Human capital has undoubtedly become a centre pivot in an organisation's performance, success and existence. Coaching and mentoring has come to be the crucial human resource development intervention that would assist an organisation to create and gain an advantageous position in the market arena (Pousa and Mathieu, 2014).

A mere 10.6% of respondents are in disagreement with the statement. Of those in disagreement 7.5 % of them "disagree" whilst the remaiming 3.1% of respondents "strongly disagree". A further 4 % were noted to be inbetween as they can not confidently say whether coaching and mentoring has had an impact on their work performance. This indeciseveness could possibly come from participants who might still be new in the organisation (> 5 years category and are contributing to 25,8% of respondents).

5.2.2 Operational Efficiencies Improvements

On the 2nd statement (The implementation of coaching and mentoring programs have greatly improved operational efficiencies) the study found that 76,1 % of the respondents agreed with the fact that coaching and mentoring programs have led to an improvement in operational efficencies. The company's operational performance provided on a monthly, quarterly and yearly basis through reports and other communication platforms does provide employees with the relevant information on how the business is performing. The company reports have shown signs of operational performance improvement, albeit slowly in the last few months. Quality of products, waste, productivity and customer complaints have been on the mend and positively rising up, much to the happiness of the organisation. There has been a strong drive and support from the top executive management team who have provided resources in terms of financial and personnel experts who have been availed from Amcor Group in Europe to guide the local team. Local teams have also been seconded overseas to learn and adopt best practice methods. Support has also been provided via e learning channels as well (Amcor, 2020).

Out of those respondents in agreement that the implementation of coaching and mentoring initiatives have greatly improved operational efficiencies, 20,8 % of them "strongly agreed" whilst those only "agreeing" accounted for more than double at 55,3 %. The success of an organisation in the current day's turbulent and demanding harsh environment will be influenced by internal organisational factors. It is argued that a central role in the organisation's success is undoubtedly played by human capital, with coaching and mentoring manifesting itself through employees' attitudes, emotions and behaviours resulting in improvements in operational performances and efficiencies. Research has shown that coaching and mentoring present an effective tool for supporting workers (Baran, 2018). Within the working environment, coaching and mentoring is associated with performance and efficiency improvement levels (Bishop, 2016). Coaching and mentoring

enhances team, department as well as the organisation to function effectively. It would assist managers in identifying strengths as well as weaknesses of every employee and empower them such that they can improve operational capabilities of organisations (Neupane, 2015).

A study has found out that over 40% of organisations do not have a formalised process to pass on knowledge within employees, more so the retiring ones. Of the organisations that have tried to address the challenge, in most cases the process would amount to just an informal chat with colleagues before they leave. A study has found out that the productivity improvements extracted from training only were 22%, however when coaching and mentoring interventions were instituted the gains somehow increased to 88%. The gains of training were said to have increased four times when it had been combined with coaching and mentoring. A study focussing on the return on investment in training concluded that the economic benefits from training were at most when training was integrated with coaching and mentoring (Okechukwu and Raymond, 2015).

Only 10, 6 % of the participants felt otherwise and disagreed with the statement, showing that employees overwhemly believed there were improvements as a result of coaching and mentoring interventions. A total of 13,3 % of respondents were not decided on the statement. The undecided figure could be translated as possibly being lack of comprehension or understanding of the performance information provided. With almost three quarters (74.2%) of respondents having been in the organisation for more than 5 years, there is a good feeling that the respondents were in a good position to have seen or been aware of the impact of coaching and mentoring for them to comment with confidence.

5.2.3 Confidence in Attempting Challenging Work Targets

The 3rd statement (Coaching and mentoring has given me the confidence to tackle and achieve challenging work targets) found that a high figure of more than three quarters (81,3 %) of participants responded positively by agreeing to the fact that coaching and mentoring had a positive effect on their confidence in carrying out challenging tasks. Of those responding positively 25,9% strongly agreed whilst 55,4 % only agreed to the statement. Inspiring a mentee would necessitate an understanding of their internal motivators and is bound to offer ideas that would spark their enthusiasm and energy. It has been argued that one way of inspiring a mentee would be to stretch and challenge them, this would place them in an uncomfortable possition but would however challenge them to grow. Opportunities for learning and skills expansion should be identified and stretching would only then be applied once there is a strong relationship established (McBurney, 2015). Providing individuals with challenging work presents an opportunity to develop new skills and competencies as well as a positive attitude towards work. Research suggests that if an employee is not challenged in a work environment they may become dissatisfied and bored, feeling less positive and unmotivated (De Prez, 2016).

There has been a great wealth of research over the last three decades into the role played by coaching and mentoring in supporting an individual's development. The evidence has confirmed that coaching and mentoring provide for a valuable tool supporting individuals. The benefits have come in the form of career advancement, confidence in attending tasks and accelerated learning. Available evidence shows that all this is achieved by having a good match between mentor/coach and mentee/coachee thus leading to an effective productive relationship between the two parties (Passmore, Brown and Csigas, 2017).

Those in disagreement contributed to 8,9% of respondents, which is less than a tenth of the respondents. A further 9,8 % of respondents were found to be undecided. Again with three quarters of participants having been in the employment of the organisation for more than five years and with a high educational level (99,1 % of participants having at least a matric qualification) there is a good feel of sound and learned responses having been provided in the study. The figures for those in disagreement or undesided are significantly low, thus giving a vote of confident to the opposite statement.

It has been found out that engaged workers had a greater effect on their work as they performed on other tasks way beyond their core ones with their managers even assigning them difficult tasks to complete. The intensity of work engagement could vary, it can manifest in constant effort to work conscientiously or could surpass such efforts by embarking on tasks which go above and beyond agreed targets and goals. The key to engagement is the mutual interaction between the worker and their organisation, a relationship that will be based on transparent principles, single business value system as well as the joint pursuit of goals. The work engagement from an individual is perceived as a state through which the individual will function at an optimum level with an organisation (Knight et.al, 2017).

5.2.4 Adequacy of Coaching and Mentoring Interventions

The 4th statement (There is adequate coaching and mentoring in our business which empowers me to perform my tasks effectively) responded with just over two thirds (64,7 %) of participants agreeing to the fact that there was adequate coaching and mentoring interventions to empower themselves. Various research (Stewart and Harrison, 2016) studies have shown that the opportunity presented for coaching and mentoring is regarded as a top driver for employee engagement. According to information at hand 49.5 % of workers were found not to be fully engaged whilst 16.5 % were actively disengaged. With the increasing number of millennials joining the workplace coupled to the number of those nearing retirement age, there now seems a need for working areas that cater for development and continuous learning. The statistics shows that organisations need to prioritise and focus towards workers empowerment and productivity. Through the implementation of coaching and mentorship programs, organisations can reverse the statistics by creating an engaged and productive workplace.

Those that were undecided on whether there was enough coaching and mentoring at Amcor South Africa contributed to 19,2 % of the total repondents for this statement. This figure though seems high and can be interpreted as that though coaching and mentoring interventions are taking place there was need for more frequent and intense programs. With a high level of education (99,1 % of repondents had a matric and above qualification) respondents would be expected to have a high level of demands, appetite and expectations for growth to which Amcor South Africa seems not be be meeting. Also with a quarter of repondents being less than 5 years at the organisation they would still be very hungry in wanting to learn and empower themselves, becoming competitive and looking for career advancement opporunities. This whole process would thus be moving too slow for their liking.

Workers are regarded as the most valued assets of an organisation, improving their abilities and skills through coaching and mentoring will create future value in increased productivity as well as an improvement in business performance. It is argued coaching and mentoring will have a direct effect on an employee's attitude, commitment, motivation and satisfaction. Various authors have noted that a greater part of an employee's sense

of job satisfaction can be linked to the availability of workplace learning opportunities (Okechukwu and Raymond, 2015).

A further 16,0 % disgrees that there is adequate caoching and mentoring. This in a way also talks together with the above explanation for those who were undecided, who are feelimg that the process is too slow and are hungry to move up.

5.2.5 Discussion Summary on Study Objective 1 (Section B5-8):

The objective was meant to determine the effect of a reconceptualised coaching and mentoring framework on operational efficiencies at Amcor South Africa. There is an overwhelming general agreement and consensus from the respondents as shown in the statements that a reconceptualised coaching and mentoring framework does have an impact on operational efficiencies at the study organisation, Amcor South Africa. Over three quarters (76,87%) of the respondents on this theme are in agreement. This is a solid overwhelming response in support of the theme.

The study has shown coaching and mentoring influencing operational efficiencies at Amcor South Africa. The respondents have sighted positive improvements in the way that they have been empowered and found their inner selves whilst using the tools availed. This has resulted in the business improving on the productivity outputs, shortened the time it takes to deliver products to the customer. This is achieved by employees working as individuals and as a team. Communication has positively improved between co-workers, in the business as a whole meaning information is being shared and readily available thus contributing to efficiencies and turn around. Employees have been empowered, been made to take control of their working environment. Standard operating procedures for manufacturing machines have been reviewed and streamlined to make use of new skills, shortening the tasks, improving the quality ultimately having a positive edge on the operational efficiencies.

Furthermore more positive themes have emeged for this objective. Responses have thus noted that they feel they are now better equiped with the right tools which would make them more comfortable to carry out complicated tasks, approach daily challenges with an open mind. They have also noted that collaboration and working together with other peers or departments through exchange of ideas has made problem solving much simpler thus aiding in the quest to improve business performance and ultimately operational efficiencies at Amcor South Africa. Respondents are convinced and confident that coaching and mentoring will greatly improve the company fortunes in terms of productivity and sustainabilty.

The factor analysis shows that the study statements perfectly measure the theme. It is noted that the first three statements do show high levels of agreement (85,4%, 76,1%, 81,3%), with the last statement having approximately 65% agreement. The first three statements relate to the effects of coaching and mentoring, whilst the last deals with the opportunities that are availed from having these.

Amcor South Africa as an organisation has embarked on a major drive to upskill and empower the local empoyees. Coaches and mentors have been made available from other overseas sister sites and Amcor Head Office. This has come through in the form of subject experts from diffent functional areas such as printing,

extrusion, laminanation, inking, engineering being seconded through and spending time on site in South Africa. The time spent varies from a few days, weeks or months and sometimes the experts would return back after a while to check on progress made or to engage on the next advanced phase of the program. Individuals and sometimes the whole team would shadow the said experts for a given time, they would be given tasks to attend to and would receive feedback constantly on how they would have performed.

5.2.6 Chi Square Test

In order to decide on whether the scoring patterns for each statement were significantly different per option, a chi square test was conducted. It is noted that the null hypothesis claims that similar numbers of participants scored across each option for each statement (one statement at a time). The alternate hypothesis states that there are significant differences between the levels of agreement and disagreement.

The noted significant values (p-values) are found to be less than 0.05 (the level of significance), it thus would imply that the distributions were found not to be similar. This would mean the differences found between the way the participants scored (agree, indifferent, disagree) were significant.

5.3 Findings and Interpretation for Study Objective 2 (B9 – 12):

To review the effectiveness of a reconceptualised coaching and mentoring framework at Amcor South Africa.

The following table (5.2) and figure (5.2) have summarised the scoring patterns for the objective.

Table 5. 2 Objective 2 Scoring Patterns

		Strongly Agree		Agree		Indifferent		Disagree		Strongly Disagree		Chi Square
		Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	p-value
I believe coaching and mentoring has helped me improve on my overall skills to do my job	B9	60	26.5 %	125	55.3 %	18	8.0 %	18	8.0 %	5	2.2 %	0.000
I am given a chance to apply the learnings and knowledge immediately after coaching and mentoring interventions	B10	42	18.6 %	124	54.9 %	31	13.7 %	23	10.2 %	6	2.7 %	0.000
Coaching and mentoring has given me the tools to confidently resolve complex manufacturing challenges within my working environment	B11	60	26.7 %	107	47.6 %	31	13.8 %	24	10.7 %	3	1.3 %	0.000
The quality of coaching and mentoring programs I participated in was very high	B12	29	12.8 %	112	49.6 %	48	21.2 %	30	13.3 %	7	3.1 %	0.000
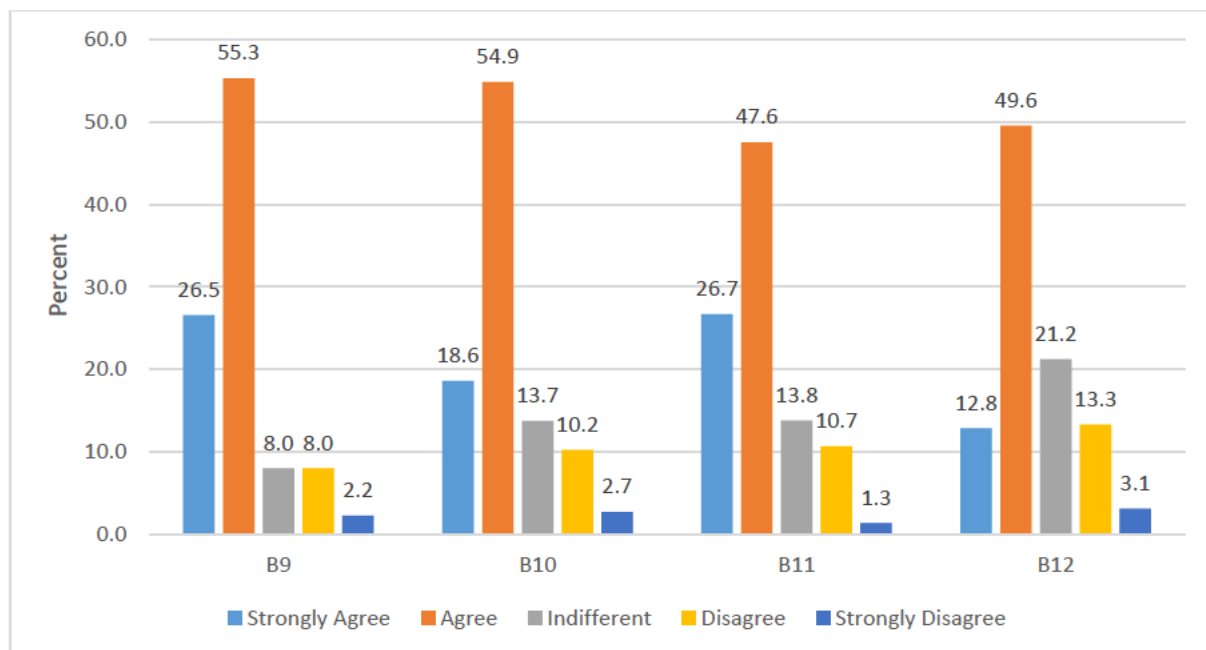
Figure 5. 2 Objective 2 Scoring Patterns.

The following objective 2 theme patterns were observed:

i.   Statements showed a significantly high level of agreement, although it is noted that other levels of agreement were slighly low (however still much greater than the levels of disagreement)

ii. There were no statements with high levels of disagreement

iii. The significance of the differences was tested and is shown in the table 5.2.

5.3.1 Skills Improvement

The 1st statement shows a very strong positive response with 81.8% of respondents in agreement (I believe coaching and mentoring has helped me improve on my overall skills to do my job). Within the working environment, coaching and mentoring is associated with the improvement of the level of performance, planning and carrying out duties, self-actualisation following up on steps for better results and creativity (Bishop, 2016). Developing capabilities and skills of the current and new workers are the crucial elements of overall corporate strategy for an organisation. Organisations will not be expected to be competitive unless they are providing training and development. Coaching and mentoring is being viewed as an important element of a successful learning strategy for organisations (Neupane, 2015).

Naim and Lenka (2017) would further argue that coaching and mentoring assists with professional and personal development for employees through sharing of knowledge, skills, experiences, setting career goals and job clarity. Eisen et.al., (2014) notes that coaching and mentoring is seen as a tool which is key to personal and professional skills development within various sectors. Neupane (2015) notes coaching and mentoring as allowing employees to solve concerns and problems within a line of trusted and confidential relationships which would assist in reducing frustrations and enhancing employee working skills and satisfaction. Out of those in agreement 26,5 % strongly agreed whilst 55,3 % only agreed. The results of the business (Amcor South Africa) having embarked on a coaching and mentoring program to empower employees are eminent from the findings.

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Brinkley and Le Roux (2018) has argued that skills can be seen as the integration of knowledge and ability, within a known environmental area of application. The concept of skill reveals specific abilities of an individual. Individuals are expected to develop different skills as a result of different experiences. Skill development do involve knowledge transition into behavioural processes of learning. Coaching is found to be extremely crucial in the facilitation of learning in order to expand the knowledge of individuals. Additionally coaching is seen as a developmental tool in teaching an individual how to learn, expand, to develop, acquire skills and to refine the skills and capabilities of an individual. Cleaver (2016) notes a longitudinal mixed method study having been done to evaluate coaching and mentoring success against job outcomes and satisfaction from the perspective of employees. The findings showed 85% of respondents noting a significant improvement of skills which was required for the negotiation and initiation of new a new project with 92% stating the project to have a huge influence in their future careers. A study done on an Australian hospital on the use of coaching and mentoring to develop managerial and leadership skills on nurses has also shown positive feedback. It was noted that academic staff who were on the program experienced lower levels of role conflicts and ambiguity compared to the ones would did not receive.

Many authors have argued that coaching and mentoring are an effective tool for development and skilling up of employees (Stewart and Harrison, 2016). Employees at Amcor South Africa are feeling empowered and have now got the necessary skills to do their jobs. This is a positive for the organisation as there will be a great deal of spin offs which will be discussed in other sections of this study. What this does to the employee is that it gives them a sense of confidence and pride such that they are determined to attend to even complex tasks that they would normally have avoided in the past. Only 10.2 % of participants are in disagreement with the statement. A furthert 8 % are inbetween as they can not confidently say whether or not their skills have been improved through coaching and mentoring. The indeciseveness could possibly be from participants who are finding their feet in the organisation (> 5 years category and are contributing to 25,8% of respondents)

5.3.2 Opportunity to Apply Learnings and Knowledge

For the 2nd statement (I am given a chance to apply the learnings and knowledge immediately after coaching and mentoring interventions), the study found that 73,5 % of the respondents were in agreement that they are given and opportunity to apply the knowledge that they will have gained from coaching and mentoring programs immediately. On this statement 18,6 % strongly agreed whilst those only agreeing was at 54,9 %. Employees in various departments would have been involved in coaching and mentoring programs on tasks that constitute the core of their job specification. This would thus mean it would be easier for them to apply learnings immediately as this is part of their daily function. This assists employees a great deal as they are able to put into practice the new skills and be able to horn it in whilst it is still fresh.With practise one is bound to perfect their skills, much to the gains of the department and organisation as a whole. Amcor South's Training department requires a skills matrix or yearly training plan for all functional departments and follow ups are conducted on same.

Coaching and mentoring enhances team, department as well as the organisation itself to function effectively. It would assist managers in identifying strengths as well as weaknesses of every employee. As an example a sport coach would inspire a team in achieving success, similarly the same is expected from a corporate manager in an organisation. A manager of an organisation need to identify what has to be achieved by the team and articulate

the goals and objectives clearly. The relationships in mentoring would last for the full career life in an organisation, during which the experienced professional would share his knowledge, skills and thoughts with the less-experienced staff and expect them to apply and practise the new skills and knowledge learnt. The managers would give feedback often so as to improve performance of the individuals and support people to encourage teamwork. In addition, coaching and mentoring would assist in building an individual's morale as well as companionship within an organisation thus helping to improve team building concepts and initiatives.

A further 12, 9 % of the respondents felt otherwise, disagreeing with the statement. The figure of those in disagreement is low, it is the voice of employees who due to operational requirements would have been moved away from their core functions and requested to assit in other functional areas as an interimn measure. This would mean their earned knowledge would not be put to use immediately, only for later when they return to their normal specified roles. There has also been interventional training to multi skill employees, this entails employees being trained and skilled up on functions that are not their core function. The multi skilling is meant to close the gap in times when there is a need either due to employees going on leave or off sick where they can easily fill into the roles. The other reason for not given immediate exposure is as a result of high production demand when extra skill is roped in from ather areas. The multi skilling would thus mean employees would not be getting exposure immediately to apply their newly found knowledge in the areas that are core to them. A total of 13,7 % of respondents were undecided on the statement on whether to agree or disagree.

5.3.3 Tools to Resolve Complex Challenges

The 3rd statement (Coaching and mentoring has given me the tools to confidently resolve complex manufacturing challenges within my working environment) found almost three quarters (74,3%) of the respondents agreeing positively to the fact that they were now empowered with tools by coaching and mentoring programs to be able to solve complex issues. Of those responding positively 26,7% of them strongly agreed whilst 47,6 % only agreed to the statement. In this era of globalisation with increased competition, technological advancements, constrained resourcing and restructuring, organisations are on the lookout for better ways to do more with less especially in the human resources side of things. Many organisations have now initiated coaching and mentoring programs to cater for business needs and to assist employees meeting their developmental needs and challenges in the workplace. Coaching and mentoring provide a valuable resource for learning as well as managing with major organisational changes and challenges (Jyoti and Sharma, 2015).

De Prez (2016) has argued that coaching is an empowering process that assist the client to reach their goals whilst increasing the organisation's performance. It is viewed as a tool to unlock one's potential in order to achieve maximum performance and in doing so make them learn as opposed to being taught. Coaching thus can be seen as a procedure enabling an individual's development to improve their performance and skills. Akhtar and Zia-ur-Rehman (2017) cites coaching as a practice that helps and guides employees and organizations to obtain new expertise, capability and performance which would boost their personal efficiency, improvement and growth in such a way that they are geared to resolve complex challenges in the working environment.

It is also argued that coaching and mentoring are meant to empower and inspire employees, increase productivity, build commitment, grow talent and promote success. However most organisations have still not fully established related schemes to benefit from it. By not establishing schemes organisations are failing to

capitalise on the experience and knowledge which experienced staff can transfer. High performing organisations will understand that a company can only be as good as its employees. They will put in place very strong emphasis on personal attributes when recruiting and developing staff. Coaching and mentoring (Okechukwu and Raymond, 2015) will improve the personal skills of workers through an effective process of learning which goes over traditional training approaches. It has the impact of identifying skill deficiencies as well organising internal development programs which are meant to bridge the gaps (Serrat, 2017).

The hard work of internal coaches and mentors brought in from Amcor Group and other European sites who have been spending time on site with the local employees is showing positively and starting to pay dividents judging from the responses. It is also worth noting that local employees from various functional sections have also been afforded opportunities to travel overseas to other Amcor sites to gain exposure and expertise. Machine manufacturers and suppliers have also been roped in to transfer expert information and knowledge to the local employees. The respondents would now be feeling confident and empowered to attend to challenges they would have battled with previously. The end result is in quick turnarounds, better decision making and less supervision. This thus brings in a lot of benefits which would be dealt with in the coming sections, thus benefiting the business and the employees as well.

Those in disagreement contributed to 12 % of the respondents, which is roughly a tenth of the respondents. Small as the figure of those in disagreement might be, it is worth noting that employees will not all be given opportunities at the same time, thus those that will not have been afforded such will automatically disagree as they will feel that they have not been empowered with the new skills and tools yet. A further 13,8 % were undecided. For some employees it is too early to decide if they are at a level of being comfortable and confident to attend to complex challenges. For others the opposite would be true in that it would have been a long time after they had applied the skill and one would be feeling rather rusty and not confident hence the response.

5.3.4 Quality of Coaching and Mentoring Program

On the 4th statement (The quality of coaching and mentoring programs I participated in was very high) 62,4 % of respondents felt and agreed that the quality of the coaching and mentoring program they participated in was of a very high standard. Of this figure on those in agreement 12,8 % strongly agreed whilst 49,6 % of the repondents merely agreed. This means approximately two thirds of respondents feel highly empowered and are content with the qulaity of the program, thus they can translate what they would have learnt into practice without any hesitation benefiting the oragnisation. Subject experts from other Amcor sites and Amcor Head Office who have been seconded to South Africa have been in the field for a very long time and would have given their all to ensure a quality outcome. The Amcor mentors and coaches movements across different sites and cultures would have meant that over the years they would have picked up and benchmarked quality programs that can be adjusted to suit the different environments.

Coaching and mentoring are said to improve mental health, enhance an individual's quality of life as well as increasing job satisfaction and fulfilment. Coaching and mentoring do afford individuals the opportunity to develop a much broader perspective on the roles they would fulfil in their organisations and allows them to reflect on their existing knowledge. This reflection would reveal limitations in their skills and would show their inability to cope with problems. Coaching and mentoring would play a crucial role in the self-learning process

which would include features such as self-management. Coaching and mentoring does help participants to manage change as well as to carry out cognitive and emotional tasks. This would allow the individuals to divulge deficiencies, confidential concerns and doubts which is found to be useful in the reducing stress. Success in personal areas of an individual's life could provide them with greater organisational focus for long-term success (Brinkley and Le Roux, 2018).

It has been argued that the mentoring initiatives are in fact intrinsic rather than being extrinsic in terms of motivation. Performance is the actual bridge that links mentoring and satisfaction. The extrinsic outputs of mentoring initiatives are improved at a corporate and personal level. The results from a personal point of view are often leadership, motivation, self-confidence and satisfaction. On the corporate side the results would be linked to productivity and performance. It is noted that the focus should be on competence and more specifically nurturing competence with performance and productivity being expected to follow suit.The organizational benefits coming out of mentoring are construed as measures of performance. One of an organizational benefits is job performance (Ehigie et.al.,2011; Berry, 2003).

Mentoring will feature in all sectors of industries with the aim of addressing a wide range of purposes with benefits being reaped for the whole organisation as well as the employees themselves. By participating actively in the mentoring process an individual would effectively be able to achieve their goals and those of the organisation at the same time. Mentoring is said to be effective at each and every stage of an individual's career with added value for an organisation. It has been noted to improve employee productivity, speeding up career development and a boost for satisfaction with their work. The added value for the organisation will come in the form of competencies and improved atmosphere which will encourage individuals to be more involved in their work thus improving the levels of motivation (Baran, 2018).

It has been argued that for an effectively implemented coaching and mentoring program the outcome will provide greater commitment, job satisfaction and positive career attitudes to the organisation. It has been shown that coaching and mentoring has a positive effect on the organisation and employees. It provides a communication network for the employees which would enable them to accomplish their social needs. It will transform employees and managers; strategies into better productive outcomes. Individuals will be helped to discover as well as utilise their hidden potentials. Coaching and mentoring will encourage employees to discuss their issues openly. It is argued that structured coaching and mentoring initiatives are in a way positively linked with reduced staff retention, productivity and organisational successfulness. Coaching and mentoring is regarded as the bedrock for the development of required key skills for sustaining a competitive advantage and organisational performance (Jyoti and Sharma, 2015; Okechukwu and Raymond, 2015).

Those that were undecided on the quality of the coaching and mentoring initiatives at Amcor South Africa contributed to 21,2 % of the total repondents for this statement. This figure seems rather high compared to other responces in other statements within this theme or objective. This is attributed to some repondents not having had enough exposure yet with respective coaches / mentors for them to comment on the quality confidently. Expectations are also a contributor to this category, respondents would have been at a particular level of skill and would want to move and reach an advanced level to which the applicable program would not have catered for.

A total of 16,4 % of respondents disgrees with the statement that the quality of caoching and mentoring programs is a high quality. This in a way talks together with the above explanationation for those who were undecided, who are feelimg that the program did not take them to a higher level. With a high educational level in the operational teams (99,1 % of respondents having at least a matric qualification) there is high expectations from employees as they would want to see programs at an advanced level which would not have been the case.

5.3.5 Discussion Summary on Study Objective 2 (B9 – 12)

The objective of the section was to review the effectiveness of a reconceptualised coaching and mentoring framework at Amcor South Africa.

There is a general agreement across the four statements from the respondents that the reconceptualised coaching and mentoring framework at Amcor South Africa is effective. Approximately three quarters (73 %) of the respondents on this objective or theme were in agreement. With almost three quarters (74.2%) of respondents having been in the organisation for more than 5 years and with a high educational level (99,1 % of participants having at least a matric qualification) there is a good feeling that the respondents were in a good position to provide sound and learned responses with confidence.

Amcor South Africa has committed from a top management level to support the coaching and mentoring programs. Resources have been availed with support coming through from Amcor Group Head Office. This as has been explained earlier on, resources in the form of coaches and mentors have been availed, funds provided and a full alignment being reported. Local South African empoyees have also been sent across to high performing overseas plants in Europe, Americas and other for exposure. Respondents are thus giving the all clear message and generally happy that the program is effective.

Emerging themes from the qualitative analysis have firmed up and supported with a consensus that the coaching and mentoring program at Amcor South Africa is indeed effective. Positves have been highlighted by participants noting improvements in knowlwdge base, skills, empowerment, tools and right frame of mind together with higher confidence levels. Respondents feel at ease in attending to challenges and are confident in taking business decisions. This would thus translate to a better competetive workforce with a better working environment which is good news for the business and its endevours.

The factor analysis has shown that the statements for this theme do measure perfectly. It has been noted that the first three statements are showing high levels of agreement (81,8%, 73,5%, 74,3%), whilst the last statement is showing 62,4 % agreement. The first three statements relate to individual effects of coaching and mentoring, with the last one dealing with the quality of the program.

For one to be able to determine if the scoring patterns for each statement would be significantly different per option, a chi square test was conducted. The null hypothesis claimed that similar numbers of participants scored across each option for each statement (one statement at a time). The alternate hypothesis stated that there was no significant difference for the levels of agreement and disagreement.The results are shown in the respective table 5.2 above. The noted significant values (p-values) were less than 0.05 (the level of significance), it thus implied that the distributions were different. This means the differences between the way the participnats scored (agree, indifferent, disagree) were significant.

5.4 Findings and Interpretation for Study Objective 3 (B13 – 16):

To ascertain the benefits harnessed from a reconceptualised coaching and mentoring framework at Amcor South Africa.

The following respective table (5.3) and figure (5.3) have captured the summary of responses from the study participants at Amcor South Africa for the respective objective.

Table 5. 3 Objective 3 Scoring Patterns

		Strongly Agree		Agree		Indifferent		Disagree		Strongly Disagree		Chi Square
		Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	p-value
I believe coaching and mentoring interventions provided by my organisation have a positive impact on my productivity	B13	54	24.0 %	116	51.6 %	25	11.1 %	25	11.1 %	5	2.2 %	0.000
Coaching and mentoring is intended to develop better skills, knowledge and competency	B14	121	53.8 %	86	38.2 %	9	4.0 %	6	2.7 %	3	1.3 %	0.000
Coaching and mentoring will enable me to gain on career advancement opportunities	B15	114	50.7 %	84	37.3 %	18	8.0 %	5	2.2 %	4	1.8 %	0.000
I believe that proper coaching and mentoring will result in motivated and committed employees	B16	132	58.7 %	90	40.0 %	1	0.4 %	2	0.9 %	0	0.0 %	0.000
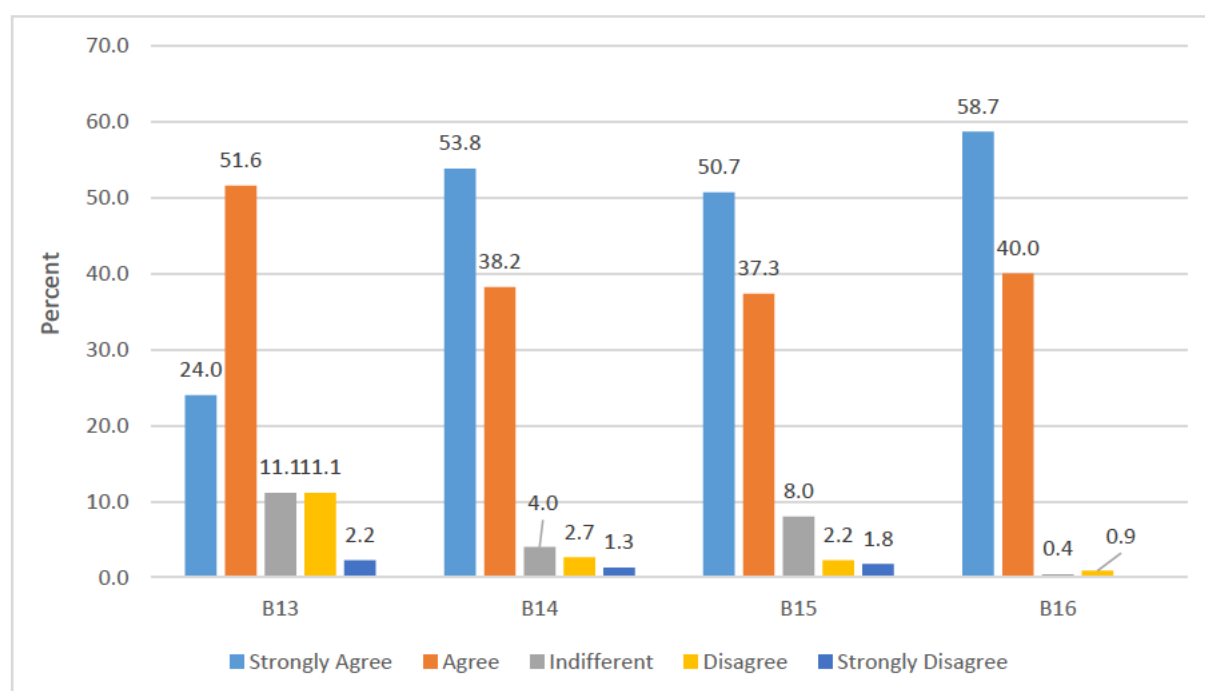
Figure 5. 3 Objective 3 Scoring Patterns

The following patterns from the satements were observed:

   i.   All the statements showed (significantly) a very high level of agreement
   ii.   The last three statements have high levels of "strongly agree"

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iii. There were no statements which had higher levels of disagreement

iv. The significance of the differences were tested and is shown in the table 5.3

v. Qualitatively strong positive participant responses noting the vast benefits emanating from a coaching and mentoring program

5.4.1 Productivity Improvements

There is a strong positive response in agreement at 75,6 % for the 1st statement (I believe coaching and mentoring interventions provided by my organisation have a positive impact on my productivity) from the participants. Of those in agreement 24 % are strongly agreeing whilst 51, 6 % only agree. This means that three quarters of operational employees at Amcor South who took part in the study believed that coaching and mentoring has positively impacted on their productivity at work. It is argued that the ultimate purpose of coaching and mentoring is to be able to maximise the effectiveness of an organisation's human capital through the improvement of performance at the individual level which subsequently results in organisational-level improvements (Jones, Woods and Guillaume, 2016; Riddle et.al., 2015).

Majority of organisations as well as individuals in their own personal capacity make huge investments in training so as to make themselves ready for the workplace. Employees make the investment in order to remain competent and competitive in the workplace environment. On the other hand organisations do it to enhance productivity, produce high end quality outputs and in order to sustain the organisation (Ladyshewsky, 2017). Coaching and mentoring promotes socio- emotional as well as cognitive development through self-efficacy and self-awareness. The benefits that are realised include increased productivity, career development, commitment, reduced turnover rates, career advancements, mental stimulation and personal satisfaction. Associated organizational benefits are reduced employee withdrawal behaviours and an improved performance (Naim and Usha Lenka, 2017).

Taking benefits of skills, knowledge and expertise from an experienced professional will assist the less experienced employee to raise their game. At the same time, it thus assists in improving employees' productivity and efficiency. Coaching and mentoring can also help in providing direction and in guiding employees along career paths which will result in individuals becoming well accustomed on what to expect from an organisation. Coaching helps to solve concerns and problems within a line of trusted and confidential relationships which would help in reducing frustrations and enhance individual work satisfaction and performance (Neupane, 2015).

Since workers are the most valued assets of an organisation, improving their abilities and skills through coaching and mentoring will create future value in increased productivity as well as an improvement in business performance. It is argued coaching and mentoring will have a direct effect on an employee's behaviour, commitment, motivation and satisfaction thus resulting in enhanced productivity. Various authors have noted that a greater part of an employee's sense of job satisfaction and productivity could be linked to the availability of workplace learning opportunities (Okechukwu and Raymond, 2015). Coaching and mentoring will encourage employees to discuss their issues openly. It is argued that structured coaching and mentoring programs are strongly linked with reduced staff intention to leave, improved productivity and organisational successfulness.

Amcor South Africa has been working hard to improve their productivity which had gone down in the last four years post acquisition of the business from Nampak. Thus coaching and mentoring has been part of the interventions by the business to bring the business back into its glory days. Performance boards and information have been made available at workstaions in the Production Facility. This is intended to ensure that information is readily available on a daily, weekly and monthly basis for employees to see their productivity figures and benchmark against the targets. In this case it thus means the majority of employess believe they are doing well, productivity wise. This would thus empower employees to assess their performance daily and would allow themselves to correct undesirable performance (Jyoti and Sharma, 2015).

A total figure of 13,3% of the participants are in disagreement with the statement, having a view that coaching and mentoring programs would not have had any impact on their productivity. Respondents in this category feel that the business has not done enough in the program and no productivity gains are visible on their part. It is argued that the challenge of managing an already plateaued organisation would mean encouraging the development of coaching and mentoring relationships as an option for promotion opportunities. An employee who has reached a career plateau will suffer from losses in productivity as well as self-esteem. Coaching and mentoring would enhance productivity levels and personal self-esteem (Ehigie et.al., 2011; Woo, 2017).

A further 11,1 % are in between as they can not confidently say whether coaching and mentoring has had an impact on their productivity. This indeciseveness comes partly from respondents who are still new in the business (> 5 years category and are contributing to 25,8% of respondents).

5.4.2 Development of Skills, Knowledge and Competency

In the 2nd statement (Coaching and mentoring is intended to develop better skills, knowledge and competency), the study found that 92 % of the respondents were in agreement of the benefits expected from caching and mentoring in the form of better skills, knowledge and competency. On those in agreement with the statement, over half of the respondents (53,8 %) "strongly agreed" showing a very high level of confidents in the benefits expected. A further 38,2 % of participants just agreed. Coaching (Akhtar and Zia-ur-Rehman, 2017) and mentoring provide a helpful environment for employees to grow and develop thus enhancing their competency and skills which would ultimately increase their performance. Coaching and mentoring is not just about conveying of knowledge but it will also emphasise on the development of individuals to improve on their skills and behaviour towards their work. What this does in turn is that it will assist them to uphold their effectiveness, efficiency and productivity.

It is argued that coaching and mentoring will improve mental health, enhance an individual's quality of life as well as increasing job satisfaction and fulfilment. It affords employees the opportunity to develop a much broader perspective on the roles they would fulfil in their organisations and allows them to reflect on their existing knowledge. This reflection would reveal limitations in their skills and would show their inability to cope with problems. Coaching and mentoring would play a crucial role in the self-learning process which would include features such as self-management. The coaching and mentoring initiatives would help participants to manage change as well as to carry out cognitive and emotional tasks. Success in personal areas of an individual's life could provide them with greater organisational focus for long-term success (Brinkley and Le Roux, 2018).

Coaching and mentoring plays a crucial role in an individual's self-efficacy. Self-efficacy refers to the actual strengths of an individual's belief that they do have the capability of performing the roles and tasks within their fields (Brinkley and Le Roux, 2018; Woo, 2017). This represents what the individual thinks they can actual do with their own skills. It is what people would believe about their capabilities to have control over their own level of functioning and over events that affect their lives. Self-efficacy provides a basis for developing creative solutions, approaching problems differently and experimenting with new skills and behaviours (Chen, Gully and Eden, 2001).

Having higher levels of self-efficacy will give a higher level of performance. Self-efficacy will increase the competence of individuals in identifying and discovering new opportunities. It facilitates learning as well as contributing to improving the quality of planning and development of human and conceptual skills. Self-efficacy could be enhanced by learning which will include transferring knowledge and empowering individual (Brinkley and Le Roux, 2018; Woo, 2017). In order for coaching and mentoring to be effective, it must be aimed at stimulating self-enhancing causal attributions and building feelings of competence (Theeboom, Van Vianen and Beersma, 2017).

Skills can be seen as the integration of knowledge and ability, within a known environmental area of application. The concept of skill reveals specific abilities of an individual. Individuals are expected to develop different skills as a result of different experiences. Skill development do involve knowledge transition into behavioural processes of learning. Coaching and mentoring is found to be extremely crucial in the facilitation of learning in order to expand the knowledge of individuals. Additionally coaching and mentoring is seen as a developmental tool in teaching employees on how to learn, expand, develop, acquire skills and to refine capabilities (Brinkley and Le Roux, 2018).

Coaching and mentoring will improve the personal skills of workers through an effective process of learning which is beyond traditional training methods. It has the impact of identifying skill deficiencies as well organising internal development programs which are meant to bridge the gaps. Firms do recognise the importance human capital as a way of improving performance which emphasizes coaching and mentoring as an imperative source of better employee performance (Jyoti and Sharma, 2015). In organisations employees possess varying competencies and skills which is dependent on their tenure and practice in the organisation. The acquired knowledge can be utilised effectively in assisting others who need development in terms of their performance capabilities. Peer coaching said to be quite effective in such circumstances (Ladyshewsky, 2017).

Employees in various departments at Amcor South Africa who would have been involved in coaching and mentoring programs that the business has been rolling out are fully aware of the expected benefits from such.They feel empowered with new skills and knowledge which ultimately increases their competence levels. This thus means they are able to aatend to their daily tasks and any other adhoc issues arising with ease due to their skills. Even those emplyees who might not yet have been on the program can also see the upliftment of skills and cometence levels in their colleagues. Corresponding performamce statistics being dislayed at the worksations would also attest to this.

It is further noted that positive experiences in coaching and mentoring could lead to important professional and personal outcomes among employees. It is noted that the gains would include increased professional

competence and positive social interaction. It also can contribute to increased self-confidence, job satisfaction , career advancement , decreased in work conflict and development of professional identity (Carroll and Barnes, 2015).

The figure of those in disagreement is significantly very low at 4%. This means only few respondents are not convinced that coaching and mentoring will develop better skills, knowledge and competency. These few represent those that are disengaged and disillusioned within the organisation. A small number of respondents (4%) were undecided on the expected benefits of the coaching and mentoring program. This number again is vey low showing the how strong the majority feels with regards to coaching and mentoring.

5.4.3 Career Advancement Opportunities

The 3rd statement (Coaching and mentoring will enable me to gain on career advancement opportunities) found a high figure of 89% of the respondents in positive agreement to carrer opportunities that will unveil due to exposure to coaching and mentoring. Of those responding positively 50,7% of the repondents strongly agreed whilst a total of 37,3 % of respondents only agreed to the statement. It has been noted that positive experiences in coaching and mentoring could lead to important professional and personal outcomes among employees. There is an increase in self-confidence, job satisfaction, career advancement, decreased in work conflict and development of professional identity (Carroll and Barnes, 2015). Coaching and mentoring has been found to promote socio- emotional and cognitive development through self-efficacy and self-awareness with associated benefits being realised including increased productivity, career development, commitment, reduced turnover rates, career advancements, mental stimulation and personal satisfaction (MacLennan, 2017).

A longitudinal mixed method study was done to evaluate coaching and mentoring success against job outcomes and satisfaction from the perspective of employees. The findings showed that 92% of respondents felt the project played a huge part in influencing their future careers (Cleaver, 2016). From the various studies carried out it has been shown that careers could be advanced with promotions and higher earnings as result of having a mentor or coach. Due to a mentor's influence in an organisation they are able to be a sponsor and thus create opportunities for the mentee. Professionals (McBurney, 2015) who have mentors have reported to having a better career satisfaction and likewise believe that the relationship had a positive impact in their jobs and promotions in their different fields (Ehigie et.al., 2011).

It is clear in the repondent's mind that opportunities such as career advancement would be coming their way in the future or have already arrived, as they have upskilled themselves, more knowledgeable, empowered with tools in the form of methodologies to confidently help them in their daily tasks. Employees during their tenure in the business have experienced career advancement opportunities for themselves as well as other colleagues they work with, hence resoundingly giving the statement a very high score. There has been a great deal of movement in terms of restructuring at Amcor South Africa and new positions have been created, with competent internal employees being given the opportunities to grow their careers. It is not likely for one to mention coaching and mentoring without raising the word promotion. Coaching and mentoring is used as a means to prepare a particular chosen protégé to climb up managerial positions and achieve career goals. Research has found out that mentored individuals had more career mobility, satisfaction, recognition, opportunity and a higher promotion rate than no mentored individuals. It was noted that individuals with extensive mentoring

relationships commanded bigger incomes and got more satisfaction with their pay benefits than individuals who had less extensive mentoring relationships (Ehigie et.al., 2011; Woo, 2017).

Those in disagreement contributed to 4 % of the respondents, which is reasonably low for the given statement. This thus shows that repondents are convinced that coaching and mentoring will usher new career advancement opportunities at Amcor South Africa. A further 8 % were undecided as to whether there will be career opportunities or not as result of coaching and mentoring. This category touches on people who would be close to retirement or are just cmfortable in the current roles with no ambition at all to advance in their career. New employees would score in this category as they are still to understand the culture of the business.

5.4.4 Motivated and Committed Employees

Analysing the 4th statement (I believe that proper coaching and mentoring will result in motivated and committed employees) it was that noted that almost all respondents (98,7 %) felt and agreed that the outcome of a good coaching and mentoring program will be committed and motivated employees. Out of those in agreement 58,7 % strongly agreed with the statement whilst 40 % of the repondents merely agreed. This is a significantly high score of agreement for the statement which shows that reposndents are clear in their minds on the benefits that a good coaching and mentoring program will bring to the organisation. Coaching and mentoring can help an organisation in encouraging employees to be loyal. When an experienced professional offers assistance in shaping the career of a mentee as well as affording them opportunities, they will thus feel a higher sense in terms of commitment as well as connection to the organisation (Neupane, 2015).

It is argued that coaching and mentoring will empower and inspire employees, motivate, increase productivity, build commitment, grow talent and promote success. High performing organisations will understand that an organisation can only be as good as its employees. They will put in place very strong emphasis on personal attributes when recruiting and developing staff (Brinkley and Le Roux, 2018). Coaching and mentoring is said to improve mental health, enhance an individual's quality of life as well as increasing job satisfaction, commitment and fulfilment (Serrat, 2017).

With Amcor South Africa embarking on a massive roll out for empowering employeees, giving them the tools to unlock their full potential it is creating a stable and condusive environment. Commitment and engagements have been the end result of such, with employees prepared to go the extra mile for the business. A reasonable percentage of repospondets have been at Amcor South Africa or the previous employer before acquisition) meaning they are in a position to know what the benefits of such a program would be.

Job satisfaction indication and career commitment can be positively correlated. No matter how the evaluation of job satisfaction is carried out, the mentoring phenomenon has an effect. Expectancy theory suggests that behaviour is a function of an individual's future expectancies and the value of future outcomes, A known manifestation of expectancy theory is the self-fulfilling prophecy (SFP) process. The constructive management of SFPs is one option in enhancing employee motivation and job satisfaction whilst mentoring will be one way to manage SFPs constructively (Brinkley and Le Roux, 2018).

The figure for those that were undecided on the commitment and motivation factors brought about by a good coaching and mentoring program at Amcor South Africa was almost negligible (0,4 %). The low figure shows

that only a handful of employees are not convinced with the benefits out of coaching and mentoring. Following the same trend a mere 0,9 % of respondents disgrees with the statement.

5.4.5 Study Discussion Summary on Objective 3 (B13 – 16)

The aim of the objective was to ascertain the benefits harnessed from a reconceptualised coaching and mentoring framework at Amcor South Africa;

There is an overwhelming positive response in agreement across the four statements that great benefits will be reaped from a good coaching and mentoring program at Amcor South Africa.Over three quarters (88,6 %) of the respondents on this objective or theme are in agreement with the fact that coaching and mentoring will bring benefits to both the individaul as well as the organisation. It can be argued that with three quarters (74.2%) of respondents having been in the employee of the organisation for more than 5 years and also a relatively high level of educational (99,1 % of participants having at least a matric qualification) there is great confidnce that the respondents would have been able to give learned and sound responses with confidence. Amcor South Africa has committed resources in the form of monetary, infrastructure and mangement time in order to ensure coaching and mentoring progams are a success. Resources have also been availed from Head Office (Amcor Group). Participants have thus anonymously scored the statements focusing on coaching and mentoring within the theme highly showing their happiness.

From the qualitative responses and analysis participants are coming out quite strongly and have noted of the great benefits that coaching and mentoring do bring to themslves as individuals, as a team, department and business as a whole. Participants have noted improved skill levels, collaboration within teams, better communication, career advancement, better salaries, confident, satisafaction among some of the benefits they are reaping as individuals. Team wise and departmental there is cross sharing of knowledge, better collaboration as well as multi skilling opportunities making problem solving and decision making a lot easier. Whilst on the business side there are gains in productivity, less employee turnover, better return on investment, reduction in waste, improved quality, better turnaround times for customer requests thus producing less customer complaints. This thus puts the business performance in a positive trend which would be turned into improved operational efficiencies. This would ensure the competetivenes of Amcor South Africa in the cut throat globalised markets.

The factor analysis showed that the variables that constituted the statements for the theme did load along three components (sub-themes). This meant that participants would have identified three different trends within the section. It is noted that the last three statements show very high levels of agreement (92 %, 88 %, 98,7 %), with the first statement having 75,6 % agreement.

In order to determine and show that scoring patterns for each statement were significantly different per each option, a chi square test was conducted. The null hypothesis claimed that similar numbers of participants scored across each option for each statement. The alternate hypothesis would state that there is indeed a significant difference for the levels of agreement and disagreement.The stated significant values (p-values) were less than 0.05 (the level of significance), this would thus imply that the distributions were not similar. This means the differences between the way the participants scored (agree, indifferent, disagree) were significant.

5.5 Findings and Interpretation for Study Objective 4 (B17 – 20):

To assess the impact of a reconceptualised coaching and mentoring framework on Amcor South Africa's performance and growth.

Table 5. 4 Objective 4 Scoring Pattern

		Strongly Agree		Agree		Indifferent		Disagree		Strongly Disagree		Chi Square
		Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	p-value
Coaching and mentoring will assist employees to achieve productivity targets	B17	106	46.9%	113	50.0%	3	1.3%	4	1.8%	0	0.0%	0.000
I am of the opinion that coaching and mentoring will assist me in making good business decisions	B18	115	50.9%	92	40.7%	12	5.3%	6	2.7%	1	0.4%	0.000
Coaching and mentoring will make the company more competitive in the marketplace	B19	130	57.5%	86	38.1%	7	3.1%	3	1.3%	0	0.0%	0.000
My organisation aligns coaching and mentoring with our company business strategy	B20	34	15.2%	122	54.7%	46	20.6%	15	6.7%	6	2.7%	0.000
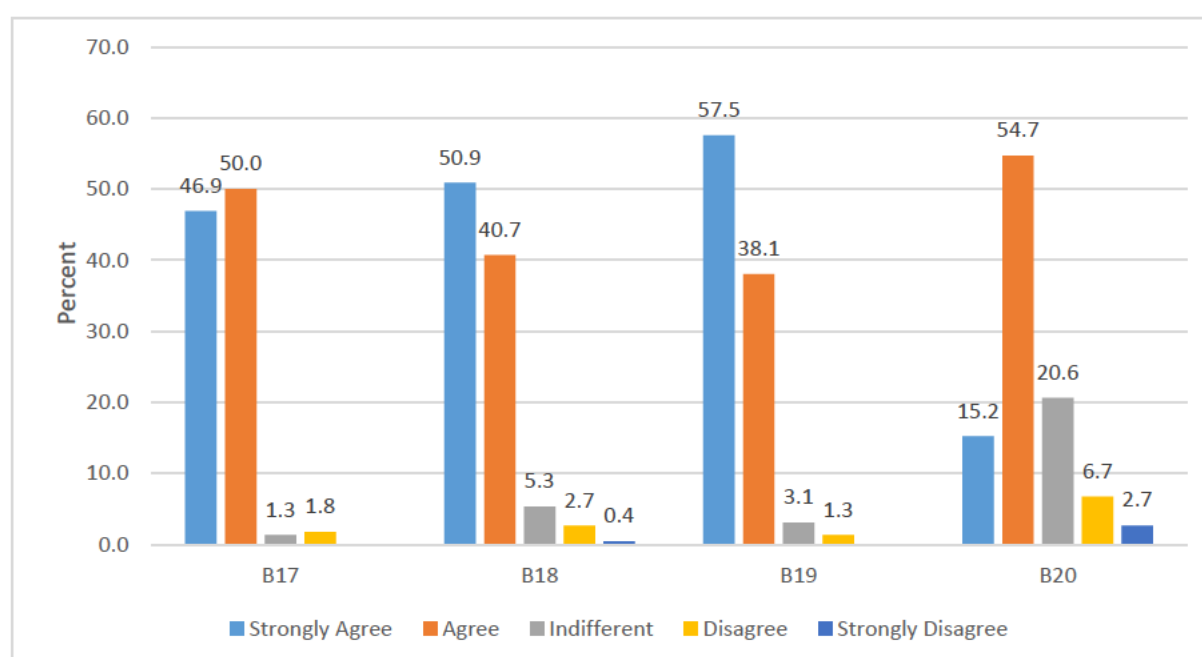
Figure 5. 4 Object 4 Scoring Pattern

The following patterns were observed for objective (theme) 4:

   i.   Statements show a significantly high level of agreement

   ii.   There were no recorded statements with high levels of disagreement

   iii.   The significance of the differences were tested and showed that the distribution were not similar

iv. Strong supporting themes from a qualitative view on impact on the performance and growth of Amcor South Africa

5.5.1 Achievement of Operational Targets

There is quite a strong significant positive response (96,9 %) in agreement with the 1st statement (Coaching and mentoring will assist employees to achieve productivity targets) from the participants. Out of these positive agreements 46,9 % strongly agree whilst 50 % only agree. It is argued that coaching and mentoring empowers, inspire employees, increases productivity as well as building commitment to achieve improved productivity (Serrat, 2017) . Coaching and mentoring provides a fertile and condusive environment for employees to develop and grow, thus improving performance and productivity (Akhtar and Zia-ur-Rehman, 2017). It is noted that the focus should be on competence and more specifically nurturing competence with performance and productivity being expected to follow suit (Ehigie et.al., 2011; Berry, 2003).

Coaching and mentoring will feature in various sectors with the aim of addressing a wide range of purposes with benefits being reaped for the whole organisation as well as employees. By participating actively in the mentoring process an individual would effectively be able to achieve their goals and those of the organisation at the same time. Mentoring is said to be effective at each and every stage of an individual's career with added value for an organisation. It has been noted to increase an employee'sproductivity, speeding up career development and a boost for satisfaction with their work. The added value for the organisation will come in the form of competencies and improved atmosphere which will encourage an individual to be more engaged in their work thus improving the motivation levels. The output from Amcor South Africa's robust drive on a coaching and mentoring initiatives in order to improve and empower the employees with new skills and knowledge are evident from the findings. Respondents are showings signs of empowerement in their confident responses to agree that the program will help employees in achieving their productivity targets. This ia a positive for the organisation as there will be a lot of spin offs that come with the poroductivity gains. What this does to the employee is give them a sense of confidence and pride such that they will be able to deliver of the business targets with financial success thus making the shareholder happy for their investment (Baran, 2018).

Research has found out that for an effectively implemented coaching and mentoring program the outcome will provide greater commitment, job satisfaction and positive career attitudes to the organisation. It has been shown that coaching and mentoring has a positive effect on the organisation and employees. It will transform employees and managers' strategies into better productive outcomes. Employees will be helped to discover as well as utilise their hidden potentials. It is argued that structured coaching and mentoring initiatives are said to be positively linked with reduced staff intention to leave, productivity and organisational successfulness (Jyoti and Sharma, 2015; Okechukwu and Raymond, 2015). A mere 1,8 % of participants are in disagreement with the statement. This thus shows that only a few employees don't believe in coaching and mentoring improving productivity. These are representatives of few employees who are disgruntled in their current roles and are not committed to their jobs. A further 1,3 % are undecided as they can not confidently say whether or not their skills have been improved through coaching and mentoring.

5.5.2 Taking Business Decisions

For the 2nd statement (I am of the opinion that coaching and mentoring will assist me in making good business decisions), the study found that 91,6 % of the respondents to be in agreement that coaching and mentoring will help them in making good business decisions. Of this statement 50,9% % strongly agree whilst those only agreeing was at 40,7 %. Mentors and coaches do assist employees to gain an insight into their developmental needs, make them understand their weaknesses and strengths as well as providing feedback. What this does is to build up self-efficacy and self-confidence and motivation which helps the employee in making sound judgements and better decision making within their working environments. The employees gain clarity around the work-life situations and on how the state of affairs at work can help them in decision making and career progression (Riddle et.al., 2015).

It is further noted that positive experiences in a coaching and mentoring program could lead to important professional and personal outcomes among proteges. It is noted that the gains would include self-efficacy, increased professional competence and positive social interaction. It also can contribute to increased self-confidence, job satisfaction, career advancement, development of professional identity and ehanced decision making abilities (Carroll and Barnes, 2015).

Coaching and mentoring can also help in providing direction and in guiding employees along career paths which will result in individuals becoming well acustomed on what is to be expected of an organisation. Coaching helps to solve concerns and problems within a line of trusted and confidential relationships that would help in correct decision choices (Neupane, 2015). Coaching and mentoring can be quite crucial to an individual's performance, as they get to ask the questions, absorb all the knowledge specific to their particular role, experience and needs. They are able to easily pick the brain of their mentors thus uncovering and learning specific best practices, which becomes handy in future descision making within their work (Stewart and Harrison, 2016).

Employees in the various operational departments of Amcor South Africa are expected to make crucial decisions for example, rejecting product or raw materials that are out of specifications or making a decision on prioritising which jobs to produce. These decisions are expected to made during odd hours when there is no managerial support. The high scores indicate employees are confident and clear on what their expectations are in decision making.

A mere 3,1 % of the participants felt otherwise and disagreed with the statement. This figure of those disagreeing is low, it is the voice of older employees who have been in the business for a while and feel that they now have all the necessy skill and knowledge and coaching and mentoring progrmas will not do much to ehance their decisions. A total of 5,3 % of participants were undecided on the statement.

5.5.3 Competitiveness in the Marketplace

The 3rd statement (Coaching and mentoring will make the company more competitive in the marketplace) found a high rate of 95, 6% of respondents agreeing positively to the fact that coaching and mentoring will make the organisation more competitive in the marketplace. Out of those responding positively 57, 5 % of them strongly agreed whilst 38,1 % only agreed to the statement. Respondents are expressing their confidence that after having been exposed to coaching and mentoring programs they are now empowered with tools to raise the performance

and productivity levels of the organisation. This would mean products are manufactured efficiently at lower cost, excellent quality, less wastage and delivered on time and with specifications. This would not only make the current customers happy but would potentially grow the company and make them competitive.

Many an organisation have recognised the threatening changes around globalisation and are thus striving to achieving competitive advantages through sustainability-oriented innovations. One such source of advantage can be achieved by engagement and development of talented human resources in the form of organisational development programs such as coaching and mentoring. Human capital (Pousa and Mathieu, 2014) undoubtedly becomes a centre pivot in an organisation's success and existence. Coaching and mentoring have become to be the crucial human resource development intervention that would assist an organisation to create and gain that advantageous position in the market arena (Woo, 2017). The success of an organisation in the current day's turbulent and demanding harsh environment will be influenced by the internal organisational factors. It is argued that a central role in the organisation's success is undoubtedly played by human capital, in which engagement at work would manifest itself through individuals with specific attitudes, emotions and behaviours. Research has shown that coaching and mentoring present an effective tool for the support of workers (Baran, 2018).

Business coaching and mentoring influences the growth and performance of an enterprise. It has been demonstrated that an organisation's financial performance and growth are indeed an outcome of coaching and mentoring. This notion is further confirmed in studies conducted which revealed that between 5% and 50% of growth of an organisation was attributable to coaching and mentoring. The participants emphasised that the growth was experienced due to the fact that coaching provided them with the opportunity to be able to consider other options and perspectives. Coaching and mentoring contributed to experience, wisdom, help and guidance. The conclusion was that coaching, and mentoring were positively related to growth and performance which ultimately makes a business competitive (Brinkley and Le Roux, 2018).

Those in disagreement contributed to only 1, 3 % of the respondents in comparison to the high agreement figures already discussed. A further 3, 1 % of respondents were undecided. For some employees it would be too early to decide if they feel the coaching and mentoring program will have an impact on the business being competitive in the market.

5.5.4 Alignment of Coaching and Mentoring to Business Strategy

Analysing the 4th statement (My organisation aligns coaching and mentoring with our company business strategy) it was noted that 69, 9 % of respondents agreed to the fact that there was alignment between coaching and mentoring and the business strategy. Of those in agreement 15, 2 % strongly agreed with the statement whilst 54, 7 % of the participants agreed. The reasonably high score of agreement on the statement shows that respondents are clear in their minds that there is alignment. Coaching and mentoring in the broader sense is a way of helping individuals as well as organisations in achieving their objectives and targets based on the employees' potential to utilise the knowledge and experience of their mentors and coaches. It is a purposefully implemented strategic initiative meant as a support structure for the organisation and its employees. Many

authors have argued that coaching and mentoring are effective tools for development of employees and ultimately attaining organisational objectives and targets (Stewart and Harrison, 2016).

It is further argued that coaching and mentoring has a direct impact on an employees' attitude in the form of commitment, motivation and satisfaction. It is further noted that employees' turnover in the workplace is heavily influenced by motivation, job satisfaction and organisational commitment. Over 71% of Fortune 500 companies were found to be offering coaching and mentoring programs to their workers. Employee retention was found to be 25 % more for organisations who partake in coaching and mentoring initiatives with the return on investment being seven times for the same companies (Balu and James, 2017).

For coaching and mentoring interventions to succeed there is need for high-level support as well as close links to business imperatives. Intense support from the organisation will make employees more likely to be open to and accepting coaching and mentoring help. Thus, it would be advisable to launch any coaching and mentoring programs only if it has the full backing and support of top management, more specifically the CEO. Unless coaching and mentoring is executed in a structured and strategic manner, it is regarded as a waste of time and money which would dilute the value of the developmental opportunity. HR would be the best custodians in providing the stewardship, which is needed to maintain integrity, effectiveness as well as accountability in the use of coaching and mentoring. The HR engagement would include the overseeing of the whole coaching and mentoring process, doing consultations with involved parties to ensure successful outcome. They would ensure alignment to business needs, role clarity, contracting and monitoring of expenses (Bacon and Spear, 2003; Sherman and Freas, 2004; Knudson and Morrison, 2002).

The organisation (Amcor South Africa) has embarked on a massive roll out for coaching and mentoring, empowering employees, giving them the tools to unlock their full potential in order to meet its current operational performance issues. The programs have specifically been targeting certain areas of concern, spending time with functional employees in alignment with the business strategy. Commitment and engagements have been the end result of such, with employees prepared to go the extra mile for the business. A reasonable percentage of respondents have been at Amcor South Africa (or the previous Employer before acquisition) as well as having a reasonable high education background (99,1 % of participants having at least a matric qualification) meaning they are able to understand business strategies.

The figure for those respondents that were undecided on the alignment of coaching and mentoring and business strategy at Amcor South Africa was quite high at 20, 6 %. This figure is quite significant in that there is a reasonable number of employees who are not clear on the organisation's business strategies. This would be worrying to Amcor South Africa as it means there are communication gaps in ensuring employees are aware of such. A total of 9, 4 % of the participants disagree with the statement.

5.5.5 Discussion on Objective 4 (B13 – 16)

The objective in this section was to assess the impact of a reconceptualised coaching and mentoring framework on Amcor South Africa's performance and growth.

There is a high response in agreement across all four statements showing that a reconceptualised coaching and mentoring framework has positive impact on Amcor South Africa's performance and growth. Over 87, 75 % of the respondents for this objective or theme are in agreement showing confidence in anticipated performance and growth of Amcor South Africa as an organisation. Amcor South Africa senior management team and Amcor Group at large have fully committed themselves to ensure the coaching and mentoring programs are a success. The success of such will translate to improvements in productivity, better product quality with reduced customer complaints. These interventions lead to improved performance and ultimately growth for Amcor South Africa making the business competitive and sustainable.

The qualitative analysis has provided strongly supporting views on the impact on performance and growth. Responses have shown that participants believe there is alignment within the business, optimum advancement in productivity, achievement of competent operations, focus on unblocking the problems holding the business back, strong customer focus to deliver on in-time, in-spec and in-full thus regaining customer confidence in the market place. Customers demand value for money as well as consistency, once this is achieved, they would bring more business. This thus would improve the business performance and its future growth, with positive sustainability spin offs as well as shareholder financial gains.

The factor analysis for the objective showed that the variables which constituted the statements for the theme had loaded along three components (sub-themes). This meant that participants had identified three different trends within the theme. It is noted that the first three statements show very high levels of agreement (96, 9 %, 91, 6 %, 95, 6 %) with the last statement having 69, 9 % agreement.

In order to decide on whether the scoring patterns for each statement were found to be significantly different per option, a chi square test was conducted. The null hypothesis would claim that similar numbers of participants scored across each option for each statement. The alternate would state that there is a significant difference found between the levels of agreement and disagreement. The recorded significant values (p-values) were found to be less than 0.05 (the level of significance), this meant that the distributions were not similar. This would thus mean the differences between the way the participants scored (agree, indifferent, disagree) were significant.

5.6 Findings and Interpretation for Study Objective 5 (B21 – 24):

To recommend a suitable coaching and mentoring framework geared for optimal operational efficiency improvements at Amcor South Africa

Table 5.5 Objective 5 Scoring Patterns

		Strongly Agree		Agree		Indifferent		Disagree		Strongly Disagree		Chi Square
		Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	p-value
Amcor Flexibles SA must have a coaching and mentoring program in place for new employees	B21	129	57.6 %	78	34.8 %	13	5.8 %	4	1.8 %	0	0.0 %	0.000
I am aware of the organisation's coaching and mentoring strategic objectives?	B22	30	13.3 %	98	43.6 %	52	23.1 %	36	16.0 %	9	4.0 %	0.000
My organisation has a coaching and mentoring policy applicable to all employees and I fully understand it	B23	23	10.2 %	86	38.2 %	52	23.1 %	48	21.3 %	16	7.1 %	0.000
Coaching and mentoring needs must be identified through a formal performance appraisal mechanism	B24	103	45.6 %	103	45.6 %	16	7.1 %	4	1.8 %	0	0.0 %	0.000
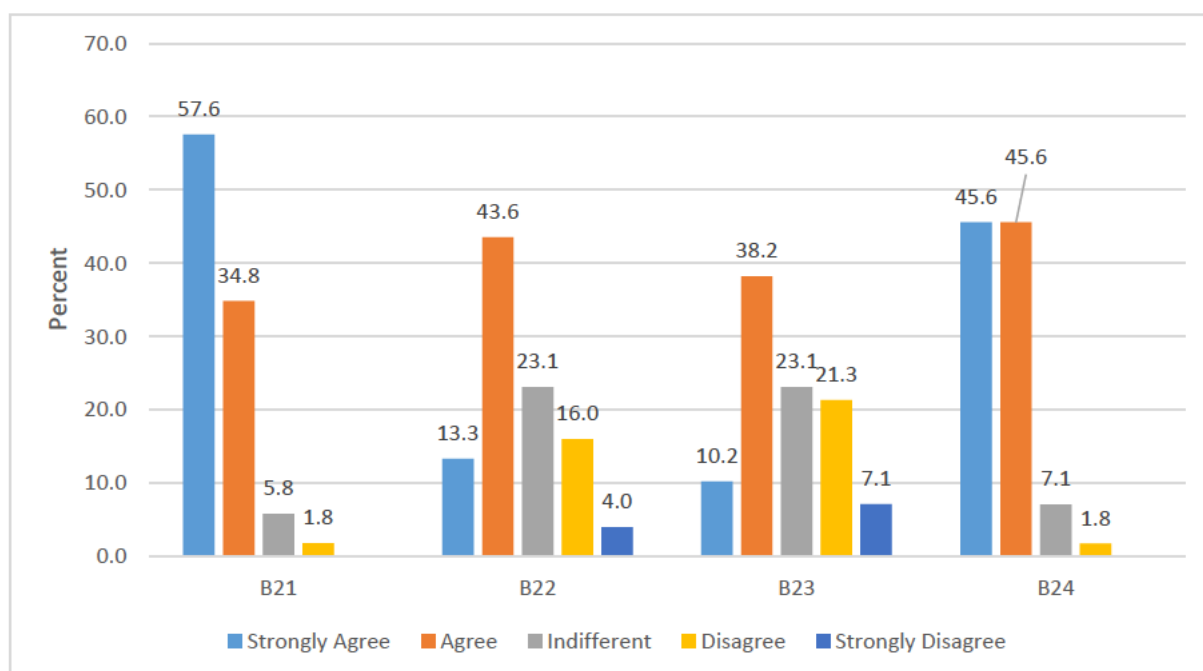
Figure 5. 5 Objective 5 Scoring Patterns

The following patterns from the satements were noted:

i. All statements showed a higher level of agreement in comparison to other options.

ii. The first and last statements have high levels of "strongly agree"

iii. There were no statements which showed high disagreement levels

iv. The significance of the differences were tested and showed that the distributions were not similar

5.6.1 New Employee Coaching and Mentoring Program

There is a strong positive response in agreement at 92,4 % for the 1st statement (Amcor South Africa must have a coaching and mentoring program in place for new employees) from the participants. Of those in agreement 57,6 % have strongly agreed whilst 34,8 % are only agreeing. The figures show that a significant number of operational employees at Amcor South Africa who took part in the study believed in the need for a coaching and mentoring program being put in place for new employees. This would have come from gaps that would have been identified by new employees battling to adjust to the new working environment. With a quarter (25,8%) of the respondents having been in the employee of Amcor South Africa for less than 5 years it can be argued that the respondents would be in a good position to understand what it means being in a new work environment and thus would recommend a coaching and mentoring program for new entrants. This would assist the employees get up to speed in a reasonably shorter time and get them to be productive much early.

In this era of globalisation with increased competition, technological advancements, constrained resourcing and restructuring, organisations are on the lookout for better ways to do more with less especially in the human resources side of things. Many organisations have now initiated coaching and mentoring programs to cater for business needs and to assist employees meeting their developmental needs. Coaching and mentoring provide a valuable resource for learning as well as coping with major organisational changes and challenges (Jyoti and Sharma, 2015).

Developing (Neupane, 2015) capabilities and skills of the current and the new workers are the crucial elements for overall corporate strategy of an organisation. Organisations will not be expected to be as competitive unless they are providing training and development. Coaching and mentoring is viewed as an important omponent of effective learning strategy for an organisation. Bishop (2016) have noted that in the working environment, coaching and mentoring is associated with the improvement of performance levels, taking responsibilities, self-actualisation, planning, execution of duties and creativity. Serrat (2017) argues that coaching and mentoring will empower and inspire employees, increase productivity, build commitment, grow talent and promote success. High performing organisations will understand that an organisation can only be as good as its workers. They will put in place very strong focus on personal attributes when recruiting and developing new staff .

A mere 1,8 % of the participants disagreed with the statement, meaning they did not see the need for a coaching and mentoring program for new employees. The belief being that any reasonably qualified individual must be able to adjust to any environment if given time, so same should apply at Amcor South Africa. A further 5,8 % of respondents are undecided as they can not confidently say whether a coaching and mentoring program is required for new employees at Amcor South Africa.

5.6.2 Amcor South Africa's Coaching and Mentoring Strategic Objectives

In the 2nd statement (I am aware of the organisation's coaching and mentoring strategic objectives), the study found that 56, 9 % of the respondents had agreed that they were aware of the organisation's coaching and mentoring strategic objectives. Though those in agreement scored higher it was not as high enough compared to other statements in the same theme. Respondents would have been made aware of the said objectives of the organisations through stakeholder engagement meetings were employees and management interact on a regular frequency. It will be in these meeting that such objectives and other are shared and discussed. The business also

has other daily, weekly and monthly set ups within different functional departments where discussions on coaching and mentoring strategic objectives for the business could be raised. However, looking at the responses (56,9 %), though higher than other responses it will be of concern to the business as it shows a gap in either communication, the understanding or comprehension thereof of the objective strategy. Of those in agreement with the statement 13, 3 % "strongly agreed" whilst 43, 6 % just agreed. Employees in various departments who would have been involved in coaching and mentoring programs that the business has been rolling out are to an extent fully aware of the business strategic objectives.

Many an organisation have recognised the threatening changes brought about by globalisation and are thus striving to achieving competitive advantages through sustainability-oriented innovations. One such source of advantage can be achieved by strategic engagement and development of talented human resources in the form of organisational development programs such as coaching and mentoring (Woo, 2017). Human capital undoubtedly becomes a centre pivot in an organisation's success and existence. Coaching and mentoring have become to be the crucial strategic human resource development intervention that would assist an organisation to create and gain that advantageous position in the market arena (Pousa and Mathieu, 2014).

The figure of those in disagreement came in at 20 % of the respondents. Though lower than those in agreement on the statement the figure is significantly higher compared to the other disagreement figures obtained from other statements in the theme or other. As discussed earlier there is a handful of employees who are not aware of the coaching and mentoring objectives for the business, considering the amount of resources Amcor South Africa is investing in the project it should ring alarm bells to see that employees are not fully aware of these.

A total of 23, 1 % of respondents are undecided on being aware of the organisation's coaching and mentoring strategic objectives. This is a high score rate compared to similar categories in the statement expected benefits of the coaching and mentoring program. Again, this is one gap that Amcor South Africa needs to seriously review and attend to considering the effort and resources been put in for this project.

5.6.3 Amcor South Africa's Coaching and Mentoring Policy

The 3rd statement (My organisation has a coaching and mentoring policy applicable to all employees and I fully understand it) found that 48, 4 % of the respondents were in agreement to the fact that there was a coaching and mentoring policy which the employees understood. This figure though higher than for those disagreeing is rather much lower compared to all the other statements in the study which scored well in the 70% - 90% region. If fact it is the lowest score of agreement in the study and only one below 50%. This would be a very worrying statistic for the organisation. Less than half of participants are aware of the applicable coaching and mentoring policy. Of those responding positively a mere 10, 2 % of the respondents strongly agreed whilst a total of 38, 2 % only agreed to the statement. It is noted that the low figure indicates that there is some disconnect within the organisation when it comes to employees understanding policies on coaching and mentoring. This as has been stated above would be a worrying finding to Amcor South Africa as it means there is a huge gap in the organisation with regards to information flow and communication.

Coaching and mentoring would deal with the improvement for one's career. The establishment for a structured coaching and mentoring program will enable an organization in determining an approach which will tie in with its culture and strategy. There is a range of possible objectives as well as structured approach programs: leadership development and succession planning, knowledge transfer from retiring experts to younger employees, improvement of the organisation's investment in training, enhanced induction and socialisation to improve retention and improved opportunities for disadvantaged people. A structured program would assist in delivering great benefits to an organisation compared to an informal approach. A structured approach will: be planned and organised instead of being ad hoc, focus energy to a given objective, provide appropriate recognition to participants for their effort, provide a training and support to all respondents, provide suitable guidelines and policies and will monitor as well as evaluate the effectiveness of the process (Okechukwu and Raymond, 2015).

Those in disagreement contributed to 28.4 % of the respondents, which is in fact the highest recorded for the study. Respondents are having a stronger voice of disapproval with regards to the organisation having a coaching and mentoring policy accessible to all. There is a lot of work which needs to be covered if the organisation intends to bridge the noticeable gap. A further 23, 1 % of respondents were undecided as to whether they know the organisation's policy on coaching and mentoring. The figure for those in disagreement and undecided is in fact higher than those in agreement. As noted already above, this is a worrying fact for the Amcor South Africa.

5.6.4 Performance Appraisal Mechanism

Analysing the 4th statement (Coaching and mentoring needs must be identified through a formal performance appraisal mechanism) it was noted that 91,2 % of respondents felt and agreed that coaching and mentoring needs must be identified through a formal performance appraisal mechanism. Out of those in agreement there was an equal split with 45, 6% strongly agreeing with the statement whilst 45, 6 % of the respondents merely agreed. This is a significantly high score of agreement for the statement which shows that respondents are clear in their minds that coaching and mentoring needs must be identified via an appraisal system. With three quarters (74.2%) of employees having been with Amcor South Africa for more than five years they would have spent enough time in the business, would have attended enough coaching and mentoring interventions to understand what their needs would be. The business will at times take a holistic decision to run with a given coaching and mentoring program without having engaged employees for them to identify their needs. This thus will need to be addressed as noted in the responses obtained.

There is not much agreement in literature with regards to the most appropriate criteria to evaluate coaching and mentoring. In order to make an advancement it is advisable to use established models on learning, training and development in order to propose a framework for coaching evaluation. It is argued that the ultimate goal of training, learning and development is to be able to maximise the effectiveness of an organization's human capital through the improvement of performance at the individual level assuming that this would subsequently result in organisational-level improvements (Jones, Woods and Guillaume, 2016; Riddle et.al., 2015).

The purpose of appraisal will be to identify achievements and ensure that new performance targets will be realistic. An appraisal does call for a joint review and a development plan. The joint review would include, the previous period's objectives, achievement examples, the client's self-rating, the mentor coach's appreciation, the upcoming period's objectives and the comments from the client. From a joint review development plans are developed and would cover the long-term objectives, immediate objectives, the required competencies, training needs, the actions agreed, the date of review to be agreed (Serrat, 2017).

The figure for those that were undecided on the need to identify coaching needs through a formal appraisal system at Amcor South Africa was 7 %. These are employees who would be feeling that the organisation could possibly decide what programs could be done without having to formally engage employees. Those in disagreement contributed a mere 1, 8 % of the respondents. The low figure shows that only a handful of employees are not convinced that Amcor South Africa will need a formalised mechanism to identify coaching and mentoring needs.

5.6.5 Study Discussion Summary on Objective 5 (B21 – 24)

The aim of the objective was to recommend a suitable coaching and mentoring framework geared for optimal operational efficiency improvements at Amcor South Africa.

There are high responses in agreement across all four statements in comparison to those in disagreement showing that respondents support the business introducing programs for new employees, being made aware of the coaching and mentoring policies with needs being identified formally. Approximately three quarters (72, 2%) of the respondents for this objective are in agreement showing confidence in coaching and mentoring proposals which would improve operational efficiencies at Amcor South Africa. Amcor South Africa supported by Amcor Group have fully committed themselves in ensuring that the coaching and mentoring programs that they have been rolling out are a success through continuously reviewing them and making them relevant. The success of the revised programs will translate to improvements in productivity, better product quality, customer delivery turnaround times and reduced customer complaints. The proposals would lead to improved business performance and growth for Amcor South Africa. Those who were in disagreement for this objective accounted for 13% of the respondents, with the remaining 14.8% being undecided.

The supporting qualitative analysis has shown that participants believe certain areas with regards to the coaching and mentoring program should be reviewed with improvements being added to it. Participants have noted the implementation of annual reviews across the business to identify gaps with employees standing as individuals, areas requiring improvement would be noted and specific interventions would be proposed. The effectiveness of the program has also been mooted as an area for further attention. Programs must be evaluated so as to gauge the effectiveness and justification for ROI (return on investment). It will not be a worthwhile exercise for Amcor South Africa to invest huge amounts of money and human resources for projects that cannot be quantified and justified as value adding.

It has been suggested that the business must have frequent engagement meetings to share the organisational coaching and mentoring strategies and objectives and align accordingly. This can possibly be achieved using roadshows (Townhalls) across the business where senior management can share business updates with the workforce and engage accordingly. However, the discussion can start with line managers sharing company

strategies and then occasionally going to the Town-Hall sessions for the greater business workforce engagements. Participants have been very vocal when it comes to new employee entrants whom it is believed would need extreme attention and this would present the business a great opportunity to school them on the business culture, values and strategic positions as well as the general business set up before they are taken through role specific induction. Only afterwards can they be taken into their various sections where they can start with the on the job onboarding initiatives.

The factor analysis did show that the variables constituting the statements for the theme loaded along three components (sub-themes). This meant that the participants had identified three different trends within the theme. It was noted that the first and last statements showed reasonably high levels of agreement (92, 4 % and 91, 2 %). In order to make a determination if the scoring patterns for each statement was significantly different per option, a chi square test was carried out. The null hypothesis claimed that similar numbers of respondents scored across each option for each statement. The alternate hypothesis would state that there would be a significant difference for the levels of agreement and disagreement. The recorded significant values (p-values) are less than 0.05 (the level of significance) which implied that the distributions were not similar. This means the differences between the way the participants scored (agree, indifferent, disagree) were significant.

5.7 Crosstabulations

It is noted that the traditional method for reporting a finding would require a statement of statistical significance. A p-value gets generated from a test statistic. A significant output would be shown by "$p < 0.05$". A second chi square test was conducted in order to find out if there existed a statistically significant relationship between the variables (rows vs columns). The null hypothesis does state that there is no association between the two. The alternate hypothesis would likewise indicate that there is an association. The Cross-Tabulation table (attached appendices) summarises the results of the chi square tests.

It is shown that the p-value between "Amcor Flexibles SA must have a coaching and mentoring program in place for new employees" and "How long have you been working for Amcor Flexibles SA or Nampak Flexibles (the previous company)?" is 0.033. This meant that there exists a significant relationship between the variables. That will mean, the length of employment of the participant played a significant role in the way they viewed the provision of a program for new employees. Results showed that a quarter (25, 8 %) of the participants have been in the employee of Amcor South Africa or Nampak (the previous company) for less than 5 years. These employees are fairly new to the business and environment meaning that the statement on the provision of a coaching and mentoring for new employees would be an area they would have a strong view on. The work life experience that they would have gone through after joining the business would still be fairly fresh and vivid in their minds.

A significant relationship was also noted between the statements "There is adequate coaching and mentoring in our business which empowers me to perform my tasks effectively" and "How long have you been working for Amcor Flexibles SA or Nampak Flexibles (the previous company)". The p value was found to be 0.05. This meant that there was a significant relationship between the variable. The length of employment of the participant played a significant role in the way they viewed the adequacy of the coaching and mentoring program in the

business. With three quarters (74, 2%) of respondents having been in the employment of the company for over 5 years, there is a relatively strong link as responds would have been long enough to appreciate the program's adequacy. Those in the business for less than 5 years and regarded as new employees in this instance would also be looking at how much of this program would be deemed sufficient hence the link.

The study has highlighted and shown that the p-value between "There is adequate coaching and mentoring in our business which empowers me to perform my tasks effectively "and "Age" is 0,038. This shows that there is significant relationship between the variables. That is the age of a participant played a significant role in the way the participants viewed the adequacy of the coaching and mentoring program in the business. It has been noted from the study that the age category of 20 - 29 years contributed and accounted for 23, 9% of the total sample. The next category of 30 - 39 years accounted for 44, 7% of the total sample of the respondents. Those over 40 years category contributed to 31, 4% of the total sample.

The statements "My organisation aligns coaching and mentoring with our company business strategy" and "Age" showed significant relationship between them. The p value was found to be 0,046. This showed that there is a significant relationship between the variables. This means the age of a participant played a significant role in the way the participants viewed the business strategy and its alignment to coaching and mentoring programs. As stated previously 31, 4% of respondents are in the age group category of over 40 years whilst the remaining 68, 6% are under 40 years.

Another significant relationship showed between the statements "Coaching and mentoring will enable me to gain on career advancement opportunities" and "Highest qualification". The p value was 0,037. This showed that there is a significant relationship between the variables. This meant that the qualification of a participant played a significant role in the way on how they viewed the career advancement opportunities being presented by coaching and mentoring programs at Amcor South Africa. The educational level of the respondents showed that 99.1 % of them had a matric qualification as a minimum. The majority of the respondents (70.0%) had a post school qualification. One-tenth of the respondents (10.7%) had at least graduate degree. All p-values more than 0.05 do not have a significant relationship.

5.8 Correlations

A Pearson correlation matrix would show the direction, strength as well as significance of the bivariate relationships amongst the variables that were measured at an interval. The correlation would be derived through assessing of the variations in one variation as another variation also varies. While correlations would vary between +1.0 and -1, we would also need to know if the correlation between any given two variables would be significant (Sekaran and Bougie, 2013). Bivariate correlations were performed on the (ordinal) data. The results are shown in the applicable appendices. The results indicated the patterns as follows.

Positive values have indicated a directly proportional relationship between the variables and a negative value indicates an inverse relationship. For instance, the correlation value between "Coaching and mentoring programs have helped me improve on my work performance and achieve my daily targets" and "I believe coaching and mentoring has helped me improve on my overall skills to do my job" was 0.561. This is a directly related proportionality. Participants indicated that the better the skills acquired, the better the work performance would be, and vice versa.

A strong correlation was noted between the statements "The implementation of coaching and mentoring programs has greatly improved operational efficiencies" and "Coaching and mentoring programs have helped me improve on my work performance and achieve my daily targets". The correlation value was found to be 0.707. The respondents have shown that improvements in work performance will result in a corresponding increase in operational efficiencies.

Another directly proportionate relationship was picked up between "I believe coaching and mentoring interventions provided by my organisation have a positive impact on my productivity" and "The quality of coaching and mentoring programs I participated in was very high" statements. The correlation value was found to be 0.718. This indicates that respondents believe that the higher the quality of the program the better the productivity.

The correlation value between "Coaching and mentoring has given me the tools to confidently resolve complex manufacturing challenges within my working environment" and "I am given a chance to apply the learnings and knowledge immediately after coaching and mentoring interventions "was found to be 0.627. The respondents are indicating that the more the chances given to apply the leanings the more confident one gets in resolving complex challenges in the working environment.

The statements "My organisation has a coaching and mentoring policy applicable to all employees and I fully understand it" and "The implementation of coaching and mentoring programs have greatly improved operational efficiencies" were noted in the study to have a direct proportional relationship value 0,528. The participants are noting that the more structured and inclusive a coaching and mentoring policy is the better the improvements of operational efficiencies.

A direct proportional relationship was found between the themes or objectives "Effect of a reconceptualised coaching and mentoring framework on performance and growth at Amcor South Africa" and "Impact of a reconceptualised coaching and mentoring framework to operational efficiency improvements at Amcor South Africa". The correlation value was found to be 0.851. The participants are indicating that the better the operational efficiency improvements the better will be the performance and growth of Amcor South Africa.

The correlation value between "Recommended coaching and mentoring framework geared for optimal operational efficiency improvements at Amcor South Africa" and "Benefits harnessed from a reconceptualised coaching and mentoring framework at Amcor South Africa" is 0.582. Participants have noted that the more geared a reconceptualised framework is for operational efficiency improvements the better the benefits would be for respondents at Amcor South Africa.

A strong positive correlation was noted for the themes "Effectiveness of a reconceptualised coaching and mentoring framework in operational efficiency improvements at Amcor South Africa" and "Impact of a reconceptualised coaching and mentoring framework to operational efficiency improvements at Amcor South Africa". The correlation value was found to be 0.623. Respondents are indicating that the more effectiveness a framework is the more impact it has on operational efficiency improvements at Amcor South Africa.

5.9 Conclusions

The study results showed that there is an overwhelming agreement (76,87%) and a consensus from the respondents that a reconceptualised coaching and mentoring framework has a significant impact on operational efficiencies at the study organisation, Amcor South Africa. The findings revealed that indeed coaching and mentoring was effective at Amcor South Africa. Approximately three quarters (73 %) of the respondents were in agreement with the effectiveness statement. A high response in agreement (87,75%) was noted across statements showing that a reconceptualised coaching and mentoring framework had a positive impact on performance and growth. There are numerous benefits for individuals, teams, the study organisation and community at large. Over three quarters (88, 6%) of respondents strongly felt that huge benefits would be reaped from a good coaching and mentoring program at Amcor South Africa. The benefits included amongst other, improved skills levels, communication, confidence, job satisfaction, return on investment, collaboration across departments, quality gains, productivity and business growth. These benefits that are coming would not only ehance the wellbeing of the employees but would make Amcor South hold its competitive position within the lucrative African markets. Approximately three quarters (72, 2%) of the respondents were in agreement with the proposal of recommending coaching and mentoring programs to improve operational efficiencies. Recommendations were also noted from the study, with the need for development programs for new employees and a formalised mechanism for identifying employee developmental needs. The findings also highlighted the need for Amcor South Africa to spell out the strategic coaching and mentoring objectives and policies and to ensure understanding by all workers. The findings are further discussed in the next chapter which will summarise the study and provide recommendations.

CHAPTER 6. RECOMMENDATIONS AND CONCLUSIONS

6.1 Introduction

In the preceding chapter the study findings at Amcor South Africa were presented, analysed and interpreted accordingly. This chapter will be summarising, recommending as well as conclude the research findings at Amcor South Africa. The chapter will be tying up the five objectives of the study which were earlier presented in Chapter 1 with the findings and thus bring the study at Amcor South Africa to a closure. The objectives as well as the findings will be viewed against a background of the literature review. The main goal of the study was to investigate the impact of a reconceptualised coaching and mentoring framework on operational efficiencies at Amcor South Africa. This was achieved through the testing of the five objectives

6.2 Has the Study Problem been Resolved?

Through the use of our research instruments which comprised of a closed ended 5-point Likert questionnaire for the quantitative process and an interview schedule for the qualitative part for this study, thus bearing in mind the mixed method approaches the following were found:

Objective 1: To determine the impact of a reconceptualised coaching and mentoring framework on operational efficiencies at Amcor South Africa

From the study findings as captured in Chapter 5 and available literature presented there is an overwhelming general agreement and consensus from the respondents that a reconceptualised coaching and mentoring framework does have an impact of operational efficiencies at the study organisation, Amcor South Africa. Over three quarters (76,87%) of the respondents on this theme are in agreement. This is a solid and overwhelming response in support of the theme. Amcor South Africa as an organisation has embarked on a major drive to upskill and empower the local empoyees. Coaches and mentors have been made available from other overseas sister sites and Amcor Head Office. This has come through in the form of subject experts from diffent functional areas such as printing, extrusion, laminanation, inking, engineering being seconded through and spending time on site in South Africa. The time spent varies from a few days, weeks or months and sometimes the experts would return back after a while to check on progress made or to engage on the next advanced phase of the program. Individuals and sometimes the whole team would shadow the said experts for a given time, they would be given tasks to attend to and would receive feedback constantly on how they would have performed.

Positive themes have been found to have emerged for this objective. Responses have noted that they feel they are now better equiped with the right tools which woul make them more comfortable to carry out complicated tasks, approach daily challenges with an open mind. They have noted that collaboration and working together with other peers or departments through exchange of ideas has made problem solving much simpler thus aiding in the quest to improve business performance and ultimately operational efficiences at Amcor South Africa. Respondents are convinced and confident that coaching and mentoring will greatly improve the company fortunes in terms of productivity and sustainabilty.

Objective 2: To review the effectiveness of a reconceptualised coaching and mentoring framework at Amcor South Africa;

There is a general agreement across the objective statements from the respondents that the reconceptualised coaching and mentoring framework at Amcor South Africa is effective. Approximately three quarters (73 %) of the respondents on this objective or theme were in agreement. With almost three quarters (74.2%) of respondents having been in the organisation for more than 5 years and with a high educational level (99,1 % of participants having at least a matric qualification) there is a good feeling that the respondents were in a good position to provide sound and learned responses with confidence. Amcor South Africa has committed from a top management level to support the coaching and mentoring programs. Resources have been availed with support coming through from Amcor Group Head Office. This as has been explained earlier on, resources in the form of coaches and mentors have been availed, funds provided, and a full alignment being reported. Local South African employees have also been sent across to high performing overseas plants in Europe, Americas and other for exposure. Respondents have thus given the all clear message and are confident in voicing out that the program is effective.

The use of qualitative analysis as a support in this mixed method approach has given a solid anchor in affirming that the coaching and mentoring program at Amcor South Africa is indeed effective. Themes have come with participants noting improvements in knowledge base, skills, empowerment, tools and right frame of mind together with higher confidence levels. Respondents feel at ease in attending to challenges and are confident in taking business decisions. This would thus translate to a better competitive workforce with a better working environment which is good news for the business and its endeavours.

Objective 3: To ascertain the benefits harnessed from a reconceptualised coaching and mentoring framework at Amcor South Africa;

There is an overwhelming positive response in agreement across the objective statements that great benefits are being realised from a good coaching and mentoring program at Amcor South Africa. Over three quarters (88,6 %) of the respondents on this objective are in agreement with the fact that coaching and mentoring bring great benefits to both the individaul, the team, departments as well as the organisation as a whole. Amcor South Africa has committed resources in the form of monetary, infrastructure and mangement time in order to ensure coaching and mentoring progams are a success. Resources have also been availed from Head Office (Amcor Group). Participants have thus anonymously scored the statements focusing on coaching and mentoring within the theme highly showing their happiness.

The participants are coming out quite strongly and have noted the great benefits that coaching and mentoring do bring to themslves as individuals, as a team, department and business as a whole. Participants have noted improved skill levels, collaboration within teams, better communication, career advancement, better salaries, confidence levels, work satisfaction as among some of the benefits they are reaping as individuals. Team wise and departmental wise there is cross sharing of knowledge, better collaboration as well as multi skilling opportunities thus making problem solving and decision making a lot easier. Whilst on the business side there are gains in productivity, less employee turnover, better return on investment, reduction in waste, improved quality, better turnaround times for customer requests thus producing less customer complaints. This thus puts

the business performance in a positive trend which would be turned into improved operational efficiencies. This would ensure the competetivenes of Amcor South Africa in the cut throat globalised markets.

Objective 4: To assess the impact of a reconceptualised coaching and mentoring framework on Amcor South Africa's performance and growth

There is a high response in agreement across all objective statements showing that a reconceptualised coaching and mentoring framework has a positive impact on Amcor South Africa's performance and growth. Over 87,75 % of the respondents for this objective are in agreement which shows a high level of confidence in anticipated performance and growth of Amcor South Africa as an organisation. As commented already Amcor South Africa senior management team and Amcor Group have fully committed themselves to ensure the coaching and mentoring programs are a success. The success of such will translate into improvements in productivity, better product quality with reduced customer complaints. These interventions lead to improved performance and ultimately growth for Amcor South Africa making the business competitive and sustainable. The study analysis has provided strong supporting views on the impact on performance and growth. Responses have shown that participants believe there is alignment within the business, optimum advancement in productivity, achievement of competent operations, focus on unblocking the problems holding the business back, strong customer focus to deliver on in-time, in-spec and in-full thus regaining customer confidence in the market place. Customers demand value for money as well as consistency, once this is achieved, they would bring more business. This thus would improve the business performance and its future growth, with positive sustainability spin offs as well as shareholder financial gains.

Objective 5: To recommend a suitable coaching and mentoring framework geared for optimal operational efficiency improvements at Amcor South Africa?

There are high responses in agreement across all objective statements in comparison to those in disagreement giving an indication that respondents would support the business in reviewing and introducing programs which would be applied to enhance efficiency improvements. These would include tailor made programs for new employees, sharing and engaging employees on coaching and mentoring policies with individual needs being identified in a formal manner through performance reviews. Approximately three quarters (72, 2%) of the respondents for the objective are in agreement showing confidence in the recommendations on coaching and mentoring framework which would improve operational efficiencies at Amcor South Africa. Amcor South Africa supported by Amcor Group have fully committed themselves in ensuring that the coaching and mentoring programs they have been rolling out are a success through continuously reviewing and making them relevant. The success of the revised programs will translate to improvements in productivity, better product quality, customer delivery turnaround times and reduced customer complaints. The proposals would lead to improved business performance and growth for Amcor South Africa.

The study analysis has shown that participants believe certain areas in the coaching and mentoring program should be reviewed with improvements being added to it. Participants have noted the need for implementation of annual reviews across the business from which gaps on employees' abilities are highlighted, areas requiring improvement would be noted and specific interventions would be proposed. The effectiveness of the program

has also been mooted as an area for further attention. Programs need to be evaluated in order to gauge effectiveness and justification for ROI (return on investment). It will not be a worthwhile exercise for Amcor South Africa to invest huge amounts of money and human resources for projects that cannot be quantified and justified as value adding.

6.3 Implications of the Research

Many an organisation have recognised the threatening changes around globalisation and are thus striving to achieve competitive advantages through sustainability-oriented innovations. One such source of advantage can be achieved by engagement and development of talented human resources in the form of organisational development programs such as coaching and mentoring (Woo, 2017). Human capital undoubtedly becomes a centre pivot in an organisation's success and existence. Coaching and mentoring have come to be the crucial human resource development intervention that would assist an organisation to create and gain that advantageous position in the market arena (Pousa and Mathieu, 2014).

The success of an organisation in the current day's turbulent and demanding harsh environment will be influenced by the internal organisational factors. It is argued that a central role in the organisation's success is undoubtedly played by human capital, in which engagement at work would manifest itself through employees with specific attitudes, emotions and behaviours. Research has shown that coaching and mentoring present an effective tool for supporting employees. They influence not just development of employees themselves but also the entire organisation's development. By having an effect on the employees' emotions, attitudes and behaviour, it impacts their work engagement thus making a contribution to the business' success. Engagement from the organisation's perspective would come out in various forms: a commitment to the institution, commitment to one's work, the employer and a commitment to the social environment in which the employees' function (Baran, 2018).

Coaching and mentoring has been found to have a direct effect on an employees' attitude in the form of commitment, motivation and satisfaction. It is further argued that employees' turnover in the workplace is strongly influenced by motivation, job satisfaction and organisational commitment. Over 71% of Fortune 500 companies were found to be offering coaching and mentoring programs to their employees. Employee retention has also been found to be 25 % more for organisations who partake in coaching and mentoring programs with the return on investment being seven times for the same companies (Balu and James, 2017).

The research work on the impact of a reconceptualised coaching and mentoring framework on operational efficiencies at Amcor South Africa served as a means of acquiring vital and useful information on the subject at hand which will help in its own little way to close highlighted gaps on the limited literature for the respective topic. The research would ultimately contribute to the body of scholarship knowledge that would be made available. Balu and James (2017) had argued that despite the importance of coaching and mentoring the available number of studies exploring the relationship between coaching and mentoring and operational efficiencies were very limited.

The study's problem statement at Amcor South Africa was captured in Chapter 1 and allude to operational efficiency challenges. Amcor South Africa has endured a run of poor operational efficiencies since 2015 in the form of reduced production throughput (30 % down) , low quality products (15% rejects), high manufacturing

waste (16%), increasing customer complaints (20 % higher) and compromised delivery times to customers (30% off target). This has been the picture over the last 4 years post the business acquisition from Nampak Group and has attributed to the business' loss of market share and earnings. The deteriorating operational efficiencies have greatly impacted on the business' bottom line. This is a far cry from the high expectations the shareholders had placed on the new acquisition as it had been seen as a strategic launch pad into the lucrative African markets. Not only has this poor performance compromised the business's future viability but it also poses an immediate threat to the local employee's job security (Amcor Limited, 2019). This thus makes our study fits the description of an applied study, where the research deals with a current ongoing problem which needs to be solved.

Has the problem been resolved? The research findings as captured in Chapter 5 shows that the problem is not entirely resolved, however the signs are positive that things are slowly turning in the right direction to rectify the operational efficiencies. There is an overwhelming general agreement and consensus from the respondents as shown in the statements that a reconceptualised coaching and mentoring framework does have an impact on operational efficiencies at the study organisation, Amcor South Africa. Over three quarters (76,87%) of the respondents in the study are in agreement. This is a solid overwhelming response in support of the theme.

6.4 Recommendations to Solve the Research Problem

In the light of the findings as well as given applicable literature reviews the study did make some recommendations with regards to coaching and mentoring and these are captured as per below:

6.4.1 New Operational Employees

There was a strong positive response in agreement at 92,4 % for the respondents on the statement "Amcor South Africa must have a coaching and mentoring program in place for new employees". The figures show that a very significant number of operational employees at Amcor South Africa who took part in the study believed that there was need for a coaching and mentoring program to be put in place for new employees into the business. This need would have come from gaps that would have been identified by new employees battling to adjust to the new working environment. With a quarter (25,8%) of the respondents having been in the employee of Amcor South Africa for less than 5 years it can be argued that there is a fair representation of new employees in the business who would be in a good position to understand what it means being in a new work environment and thus would rightly so recommend a coaching and mentoring program for new entrants. This would assist the employees get up to speed in a reasonably shorter time and get them to be productive much early. The program will assist the new employees to learn the organisation's culture, learn the business politics, get to understand the different systems and gain the required confidence levels before being fully released into their respective role. This induction program would need to be intense and value adding.

In this era of globalisation with increased competition, technological advancements, constrained resourcing and restructuring, organisations are on the lookout for better ways to do more with less especially in the human resources side of things. Many organisations have now initiated coaching and mentoring programs to cater for business needs and to assist employees meeting their developmental needs. Coaching and mentoring provide a valuable resource for learning as well as dealing with major organisational changes and challenges (Jyoti and Sharma, 2015).

Developing capabilities and skills of the current and new workers are the crucial aspects of overall corporate strategy of an organisation. Organisations will not be expected to be competitive unless they are providing training and development. Coaching and mentoring are viewed as an important aspect of effective learning strategy for organisations (Neupane, 2015). Bishop (2016) have noted that in the working environment, coaching and mentoring is associated with improving performance levels, taking responsibilities, self-actualisation, planning, execution of duties and creativity

6.4.2 Strategic Objectives and Employee Engagements

In the statement "I am aware of the organisation's coaching and mentoring strategic objectives", the study found that 56, 9 % of the respondents had agreed that they were aware of the organisation's coaching and mentoring strategic objectives. The figure is just above half of respondents, a fairly low score compared to other statements. This low positive score will be of concern to the business as it shows a gap in communication, the understanding or comprehension thereof of the objective strategy. This gap will require the business review its employee engagement strategies with possible recommendations being frequent employee engagements (monthly, quarterly or other appropriate) in the form of Roadshows, Townhalls or other similar platforms.

Many an organisation have recognised the threatening changes brought about by globalisation and are thus striving to achieving competitive advantages through sustainability-oriented innovations. One such source of advantage can be achieved by strategic engagement and development of talented human resources in the form of organisational development programs such as coaching and mentoring (Woo, 2017). Human capital undoubtedly becomes a centre pivot in an organisation's success and existence. Coaching and mentoring have become to be the crucial strategic human resource development intervention that would assist an organisation to create and gain that advantageous position in the market arena (Pousa and Mathieu, 2014).

6.4.3 Coaching and Mentoring Policy Disconnect

For the statement "My organisation has a coaching and mentoring policy applicable to all employees and I fully understand it", it was noted that only 48, 4 % of the respondents were in agreement to the fact that there was a coaching and mentoring policy which the employees understood. This figure though higher than those disagreeing is rather much lower compared to all the other statements in the study which scored well in the 70% - 90% region. If fact it is the lowest score of agreement in the study and the only one below 50%. This would be a very worrying statistic for Amcor South Africa. Less than half of participants are aware of the applicable coaching and mentoring policy. The low figure indicates that there is some disconnect within the organisation when it comes to employees understanding policies on coaching and mentoring. This is worrying to Amcor South Africa as it means there is a huge gap in the organisation with regards to information flow and communication. The organisation needs to ramp up on frequent structured employee engagements sessions led up by Human Resources (HR) Practitioners. The engagements as already stated in other sections of this study would include various platforms such as roadshows, management/ union monthly meetings and other structured platforms that the business would need to come up with to address the gap.

Coaching and mentoring deals with the improvement of one's career. The establishment for a structured coaching and mentoring program will enable an organisation in determining an approach which will tie in with its culture and strategy. There are a range of possible objectives as well as approaches for structured programs:

leadership development and succession planning, knowledge transfer from retiring experts to younger employees, improvement of the organisation's investment in training, improved induction and socialisation to improve retention and improved opportunities for disadvantaged people. A structured program would assist in delivering greater benefits to an organisation compared to an informal approach. A structured approach will: be planned and organised instead of being ad hoc, focus energy to a given objective, provide appropriate recognition to participants for their effort, provide a training and support to all respondents, provide suitable guidelines and policies and will monitor as well as evaluate the effectiveness of the process (Okechukwu, and Raymond, 2015).

6.4.4 Performance Appraisals

Analysing the statement "Coaching and mentoring needs must be identified through a formal performance appraisal mechanism" it was recorded that 91,2 % of respondents felt and agreed that coaching and mentoring needs should be identified using a formal performance appraisal mechanism. This is a significantly high score of agreement for the statement which shows that respondents are clear in their minds that coaching and mentoring needs must be identified via an appraisal system. With three quarters (74.2%) of employees having been with Amcor South Africa for more than five years they would have spent enough time in the business to understand what their developmental needs would be. In general businesses do take a holistic decision to roll out coaching and mentoring programs without employee involvement in identifying their specific needs. This thus will require Amcor South Africa to take note and rectify accordingly.

There is not much agreement in literature with regards to the most appropriate criteria to evaluate coaching and mentoring. In order to make an advancement it is advisable to use established models on learning, training and development in order to propose a framework for coaching evaluation. It is argued that the ultimate goal of training, learning and development is to be able to maximise the effectiveness of an organisation's human capital through the improvement of performance at the individual level assuming that this would subsequently result in organizational-level improvements (Jones, Woods and Guillaume, 2016; Riddle et.al., 2015).

The purpose of appraisal will be to identify achievements and ensure that new performance goals will be realistic. An appraisal does call for a joint review and a development plan. The joint review would cover, the previous period's objectives, achievement examples, the client's self-rating, the mentor coach's appreciation, the upcoming period's objectives and the comments from the client. From a joint review development plans are developed and would cover the long-term objectives, immediate objectives, the required competencies, training needs, the actions agreed, the date of review to be agreed (Serrat, 2017).

6.5 Recommendations for Future Studies

The current study was carried out only at the Amcor South African operations which is a subsidiary of Amcor Limited. Amcor Limited (Group) is a leading global packaging company based in Melbourne, Australia. The company produces flexible packaging, rigid containers, specialty cartons, beverage packs, and closures for food, pharmaceutical, home and personal care amongst other products. The Group has an annual revenue of US $ 9.1 billion with 35 000 employees across 200 Operation sites in over 40 countries. The business has two reporting segments: Flexibles Packaging and Rigid Plastics. The study focus at Amcor South Africa was sampled from

only a selected category of operational staff, printing journeyman, factory machine operators, machine assistants, forklift drivers, engineering artisans, supervisors and middle managers.

A recommendation for future studies could consider:

i.   Sampling from all the Amcor Limited Operational sites which comprises of 35 000 employees across 200 Operation sites in over 40 countries

ii.   Inclusive of both the two Amcor Operating segments which are Flexibles Packaging and Rigid Plastics. The current study only focused on the Flexible Packaging sector (South Africa).

iii.   A representative sample taken from all the Amcor employee categories across the business and not just focusing and limiting to selected operational staff as was the case in the current study.

iv.   A study focused across the whole Packaging Manufacturing Industry sector, either regionally or internationally or both.

v.   Study on other South African organisations that would have been acquired by a foreign company in the last 5 years. This would highlight any similar transitional challenges

An inclusive study of either a wider Amcor Limited Group, the whole Packaging Manufacturing sector or other recently foreign acquired local businesses could highlight trends which would include more information that may not be available in the current study and this could enable possible comparative analysis.

6.6 Conclusion

Coaching and mentoring empower and inspire employees, increase productivity, build commitment, grow talent and promote success. By establishing coaching and mentoring schemes organisations will empower employees who in turn would utilise the new skills to improve the organisational efficiencies. Amcor South Africa has continuously been trying to improve their operational performance over the last couple of months. The organisation had thus introduced coaching and mentoring programs and initiatives in various forms. Developing capabilities and skills of employees are the crucial aspects of overall corporate strategy of an organisation. Coaching and mentoring are viewed as an important aspect of effective learning strategy for organisations. It has been proposed that Amcor South Africa must consider implementing annual performance evaluations so as to have insight of gaps and thus respond with action plans to close such. Programs for new business entrance has been noted, this is to ready the new entrant smoothly into their new business environment. Amcor South Africa's coaching and mentoring strategic objectives and policies have also been highlighted as an area for review as it has been shown that there is some disconnect with the workforce. Frequent employee engagement sessions have been recommended as a practical solution. It is the belief of this researcher that the data collected, and the analysis thereof has managed to fully answer the main research question as well as all the sub questions that emanated from it.

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APPENDICES

Appendix A - Crosstabulation 1

There is adequate coaching and mentoring in our business which empowers me to perform my tasks effectively
* How long have you been working for Amcor Flexibles SA or Nampak Flexibles (the previous company)?

Crosstab

			How long have you been working for Amcor Flexibles SA or Nampak Flexibles (the previous company)?			Total
			< 5	5 - 10	> 10	
There is adequate coaching and mentoring in our business which empowers me to perform my tasks effectively	Strongly Agree	Count	20	12	14	46
		% within How long have you been working for Amcor Flexibles SA or Nampak Flexibles (the previous company)?	34.5%	14.0%	17.7%	20.6%
	Agree	Count	19	42	37	98
		% within How long have you been working for Amcor Flexibles SA or Nampak Flexibles (the previous company)?	32.8%	48.8%	46.8%	43.9%
	Indifferent	Count	9	21	13	43
		% within How long have you been working for Amcor Flexibles SA or Nampak Flexibles (the previous company)?	15.5%	24.4%	16.5%	19.3%
	Disagree	Count	7	10	14	31
		% within How long have you been working for Amcor Flexibles SA or Nampak Flexibles (the previous company)?	12.1%	11.6%	17.7%	13.9%
	Strongly Disagree	Count	3	1	1	5
		% within How long have you been working for Amcor Flexibles SA or Nampak Flexibles (the previous company)?	5 2%	1.2%	1.3%	2 2%
Total		Count	58	86	79	223
		% within How long have you been working for Amcor Flexibles SA or Nampak Flexibles (the previous company)?	100.0%	100.0%	100.0%	100.0%

Chi-Square Tests

	Value	Df	Asymptotic Significance (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)	Point Probability
Pearson Chi-Square	16.072[a]	8	0.041			
Likelihood Ratio	15.023	8	0.059	0.075		
Fisher's Exact Test	14.729			0.050		
Linear-by-Linear Association	.857[c]	1	0.355	0.357	0.189	0.022

| N of Valid Cases | 223 | | | | | |

a 3 cells (20 0%) have expected count less than 5 The minimum expected count is 1 30

c The standardized statistic is 926

Appendix B –Crosstabulation 2

Amcor Flexibles SA must have a coaching and mentoring program in place for new employees * How long have you been working for Amcor Flexibles SA or Nampak Flexibles (the previous company)?

Crosstab

			How long have you been working for Amcor Flexibles SA or Nampak Flexibles (the previous company)?			Total
			< 5	5 - 10	> 10	
Amcor Flexibles SA must have a coaching and mentoring program in place for new employees	Strongly Agree	Count	37	44	48	129
		% within How long have you been working for Amcor Flexibles SA or Nampak Flexibles (the previous company)?	63.8%	51.2%	60.8%	57.8%
	Agree	Count	18	39	20	77
		% within How long have you been working for Amcor Flexibles SA or Nampak Flexibles (the previous company)?	31.0%	45.3%	25.3%	34.5%
	Indifferent	Count	2	2	9	13
		% within How long have you been working for Amcor Flexibles SA or Nampak Flexibles (the previous company)?	3.4%	2.3%	11.4%	5.8%
	Disagree	Count	1	1	2	4
		% within How long have you been working for Amcor Flexibles SA or Nampak Flexibles (the previous company)?	1.7%	1.2%	2.5%	1.8%
Total		Count	58	86	79	223
		% within How long have you been working for Amcor Flexibles SA or Nampak Flexibles (the previous company)?	100.0%	100.0%	100.0%	100.0%

Chi-Square Tests

	Value	Df	Asymptotic Significance (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)	Point Probability
Pearson Chi-Square	13.198[a]	6	0.040	0.034		
Likelihood Ratio	12.870	6	0.045	0.062		
Fisher's Exact Test	12.408			0.033		
Linear-by-Linear Association	1.038[b]	1	0.308	0.320	0.170	0.030

N of Valid Cases	223				

a 5 cells (41 7%) have expected count less than 5 The minimum expected count is 1 04

b The standardized statistic is 1 019

Appendix C- Crosstabulation 3

There is adequate coaching and mentoring in our business which empowers me to perform my tasks effectively * Age

Crosstab

			Age 20 - 29	30 – 39	40+	Total
There is adequate coaching and mentoring in our business which empowers me to perform my tasks effectively	Strongly Agree	Count	12	25	9	46
		% within Age	22.6%	25.0%	12.7%	20.5%
	Agree	Count	20	39	40	99
		% within Age	37.7%	39.0%	56.3%	44.2%
	Indifferent	Count	16	17	10	43
		% within Age	30.2%	17.0%	14.1%	19.2%
	Disagree	Count	3	17	11	31
		% within Age	5.7%	17.0%	15.5%	13.8%
	Strongly Disagree	Count	2	2	1	5
		% within Age	3.8%	2.0%	1.4%	2.2%
Total		Count	53	100	71	224
		% within Age	100.0%	100.0%	100.0%	100.0%

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)	Point Probability
Pearson Chi-Square	15.482[a]	8	0.050	0.047		
Likelihood Ratio	15.851	8	0.045	0.057		
Fisher's Exact Test	15.470			0.038		
Linear-by-Linear Association	.128[b]	1	0.720	0.725	0.378	0.033
N of Valid Cases	224					

a. 3 cells (20.0%) have expected count less than 5. The minimum expected count is 1.18.

b. The standardized statistic is .358.

Appendix D- Crosstabulation 4

My organisation aligns coaching and mentoring with our company business strategy * Age

Crosstab

			Age 20 - 29	30 - 39	40+	Total
My organisation aligns coaching and mentoring with our company business strategy	Strongly Agree	Count	6	14	14	34
		% within Age	11.1%	14.1%	20.0%	15.2%
	Agree	Count	36	54	32	122
		% within Age	66.7%	54.5%	45.7%	54.7%
	Indifferent	Count	6	23	17	46
		% within Age	11.1%	23.2%	24.3%	20.6%
	Disagree	Count	2	8	5	15
		% within Age	3.7%	8.1%	7.1%	6.7%
	Strongly Disagree	Count	4	0	2	6
		% within Age	7.4%	0.0%	2.9%	2.7%
Total		Count	54	99	70	223
		% within Age	100.0%	100.0%	100.0%	100.0%

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)	Point Probability
Pearson Chi-Square	15.478[a]	8	0.050	0.047		
Likelihood Ratio	17.197	8	0.028	0.040		
Fisher's Exact Test	14.973			0.046		
Linear-by-Linear Association	.017[b]	1	0.895	0.920	0.467	0.040
N of Valid Cases	223					

a. 5 cells (33.3%) have expected count less than 5. The minimum expected count is 1.45.

b. The standardized statistic is -.132.

Appendix E - Correlation

			(1) Coaching and mentoring programs have helped me improve on my work performance and achieve my daily targets	(2) The implementation of coaching and mentoring programs have greatly improved operational efficiencies	(3) Coaching and mentoring has given me the confidence to tackle and achieve challenging work targets	(4) There is adequate coaching and mentoring in our business which empowers me to perform my tasks effectively	(5) I believe coaching and mentoring has helped me improve on my overall skills to do my job	(6) I am given a chance to apply the learnings and knowledge immediately after coaching and mentoring interventions	(7) Coaching and mentoring has given me the tools to confidently resolve complex manufacturing challenges within my working environment	(8) The quality of coaching and mentoring programs I participated in was very high	(9) I believe coaching and mentoring interventions provided by my organisation have a positive impact on my productivity	(10) Coaching and mentoring is intended to develop better skills, knowledge and competency
Spearman's rho	Coaching and mentoring programs have helped me improve on my work performance and achieve my daily targets	Correlation Coefficient	1.000									
		Sig. (2-tailed)										
		N	226									
	The implementation of coaching and mentoring programs have greatly improved operational efficiencies	Correlation Coefficient	.707**	1.000								
		Sig. (2-tailed)	0.000									
		N	226	226								
	Coaching and mentoring has given me the confidence to tackle and achieve challenging work targets	Correlation Coefficient	.600**	.624**	1.000							
		Sig. (2-tailed)	0.000	0.000								
		N	224	224	224							
	There is adequate coaching and mentoring in our business which empowers me to perform my tasks effectively	Correlation Coefficient	.578**	.581**	.547**	1.000						
		Sig. (2-tailed)	0.000	0.000	0.000							
		N	224	224	222	224						
	I believe coaching and mentoring has helped me improve on my overall skills to do my job	Correlation Coefficient	.561**	.579**	.567**	.663**	1.000					
		Sig. (2-tailed)	0.000	0.000	0.000	0.000						
		N	226	226	224	224	226					
	I am given a chance to apply the learnings and knowledge immediately after coaching and mentoring interventions	Correlation Coefficient	.590**	.607**	.583**	.612**	.608**	1.000				
		Sig. (2-tailed)	0.000	0.000	0.000	0.000	0.000					
		N	226	226	224	224	226	226				
	Coaching and mentoring has given me the tools to confidently resolve complex manufacturing challenges within my working environment	Correlation Coefficient	.528**	.500**	.538**	.585**	.554**	.627**	1.000			
		Sig. (2-tailed)	0.000	0.000	0.000	0.000	0.000	0.000				
		N	225	225	223	223	225	225	225			
	The quality of coaching and mentoring programs I participated in was very high	Correlation Coefficient	.550**	.552**	.647**	.673**	.621**	.693**	.678**	1.000		
		Sig. (2-tailed)	0.000	0.000	0.000	0.000	0.000	0.000	0.000			
		N	226	226	224	224	226	226	225	226		
	I believe coaching and mentoring interventions provided by my organisation have a positive impact on my productivity	Correlation Coefficient	.442**	.525**	.495**	.561**	.550**	.689**	.635**	.718**	1.000	
		Sig. (2-tailed)	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000		
		N	225	225	223	223	225	225	224	225	225	
	Coaching and mentoring is intended to develop better skills, knowledge and competency	Correlation Coefficient	.380**	.312**	.253**	.346**	.337**	.347**	.425**	.353**	.369**	1.000
		Sig. (2-tailed)	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	
		N	225	225	223	223	225	225	224	225	224	225
	Coaching and mentoring will enable me to gain on career advancement opportunities	Correlation Coefficient	.398**	.374**	.378**	.388**	.438**	.373**	.409**	.502**	.439**	.546**
		Sig. (2-tailed)	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
		N	225	225	223	223	225	225	224	225	224	225
	I believe that proper coaching and mentoring will result in motivated and committed employees	Correlation Coefficient	.169*	0.043	0.130	0.122	0.113	0.060	0.087	.150*	0.131	.243**
		Sig. (2-tailed)	0.011	0.519	0.052	0.068	0.091	0.367	0.195	0.024	0.050	0.000
		N	225	225	223	223	225	225	224	225	224	224
	Coaching and mentoring will assist employees to achieve productivity targets	Correlation Coefficient	0.113	0.029	0.099	.167*	0.100	.180**	0.113	0.130	0.124	0.130
		Sig. (2-tailed)	0.091	0.668	0.138	0.012	0.134	0.007	0.091	0.050	0.063	0.051
		N	226	226	224	224	226	226	225	226	225	225
	I am of the opinion that coaching and mentoring will assist me in making good business decisions	Correlation Coefficient	.137*	.146*	.202**	0.138	.241**	.229**	.155*	.234**	.262**	.298**
		Sig. (2-tailed)	0.039	0.029	0.002	0.039	0.000	0.001	0.020	0.000	0.000	0.000
		N	226	226	224	224	226	226	225	226	225	225
	Coaching and mentoring will make the company more competitive in the marketplace	Correlation Coefficient	.149*	0.111	.162*	0.067	.206**	0.075	.163*	.153*	.193**	.381**
		Sig. (2-tailed)	0.025	0.097	0.015	0.318	0.002	0.262	0.014	0.022	0.004	0.000
		N	226	226	224	224	226	226	225	226	225	225
	My organisation aligns coaching and mentoring with our company business strategy	Correlation Coefficient	.333**	.457**	.332**	.490**	.489**	.445**	.390**	.528**	.545**	.236**
		Sig. (2-tailed)	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
		N	223	223	221	221	223	223	223	223	222	222
	Amcor Flexibles SA must have a coaching and mentoring program in place for new employees	Correlation Coefficient	0.059	0.079	0.077	0.070	0.031	0.056	0.081	0.055	0.074	0.095
		Sig. (2-tailed)	0.377	0.239	0.251	0.296	0.643	0.401	0.228	0.409	0.270	0.159
		N	224	224	222	222	224	224	223	224	223	223
	I am aware of the organisation's coaching and mentoring strategic objectives?	Correlation Coefficient	.400**	.538**	.522**	.442**	.401**	.488**	.400**	.500**	.442**	.215**
		Sig. (2-tailed)	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.001
		N	225	225	223	223	225	225	224	225	224	224
	My organisation has a coaching and mentoring policy applicable to all employees and I fully understand it	Correlation Coefficient	.485**	.528**	.460**	.466**	.387**	.382**	.427**	.459**	.337**	.143*
		Sig. (2-tailed)	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.032
		N	225	225	223	223	225	225	224	225	224	224
	Coaching and mentoring needs must be identified through a formal performance appraisal mechanism	Correlation Coefficient	.276**	.266**	.196**	.193**	.237**	.282**	.278**	.254**	.283**	.479**
		Sig. (2-tailed)	0.000	0.000	0.003	0.004	0.000	0.000	0.000	0.000	0.000	0.000
		N	226	226	224	224	226	226	225	226	225	225

Appendix F - Informed Consent Form

GRADUATE SCHOOL OF BUSINESS & LEADERSHIP

Informed Consent Form

Research Title: Reconceptualising Coaching and Mentoring Framework to Improve Operational Efficiencies: Case Study of Amcor South Africa

Researcher's Name: Willard Nzeru (212522647)

You are being asked to participate in a research study. This research is being conducted to determine the impact of coaching and mentoring on operational efficiencies at Amcor South Africa. Please take note:

- You have the right to be informed about the study procedures so that you can decide whether you want to consent to participation.
- You have the right to know what you will be asked to do so that you can decide whether or not to be in the study.
- Your participation is voluntary, you do not have to be in the study if you do not want to.
- If you do not want to continue to be in the study, you may stop at any time.

I, the undersigned, confirm that (please tick box as appropriate):

		YES	NO
1.	I have understood the information about the research project		
2.	I have been given the opportunity to ask questions about the research project and my participation.		
3.	I voluntarily agree to participate in the research project.		
4.	I understand I can withdraw at any time without giving reasons and that I will not be questioned on why I have withdrawn.		
5.	The procedures regarding confidentiality have been clearly explained to me.		

Participant:

_____   _____   _____
Signature   Date   Name of Participant

Appendix G - Quantitative Questionnaire

GRADUATE SCHOOL OF BUSINESS & LEADERSHIP

THIS QUESTIONNAIRE IS TO BE ANSWERED BY AMCOR FLEXIBLES SOUTH AFRICA EMPLOYEES

NB. The information provided in this questionnaire will remain anonymous and confidential.

The questionnaire seeks to determine the impact of coaching and mentoring on operational efficiencies at Amcor South Africa. Please respond to the Questionnaire from Question 1 Section A to Question 24 in Section B, by inserting an X in the appropriate box.

SECTION A

1. What is your age?

Below 20 years	
20-29 years	
30- 39 years	
Over 40 years	

2. What is your Gender?

Male	
Female	

3. What is your highest qualification?

Below Matric	
Matric	
Certificate	
Diploma	

Undergraduate	
Postgraduate	
Other	

4. How long have you been working for Amcor Flexibles SA or Nampak Flexibles (the previous company)?

Below 5 years	
5-10 years	
Over 10 years	

SECTION B

5. Coaching and mentoring programs have helped me improve on my work performance and achieve my daily targets	Strongly Agree	Agree	Indifferent	Disagree	Strongly Disagree
6. The implementation of coaching and mentoring programs have greatly improved operational efficiencies	Strongly Agree	Agree	Indifferent	Disagree	Strongly Disagree
7. Coaching and mentoring has given me the confidence to tackle and achieve challenging work targets	Strongly Agree	Agree	Indifferent	Disagree	Strongly Disagree
8. There is adequate coaching and mentoring in our business which empowers me to perform my tasks effectively	Strongly Agree	Agree	Indifferent	Disagree	Strongly Disagree
9. I believe coaching and mentoring has helped me improve on my overall skills to do my job.	Strongly Agree	Agree	Indifferent	Disagree	Strongly Disagree
10. I am given a chance to apply the learnings and knowledge immediately after coaching and mentoring interventions	Strongly Agree	Agree	Indifferent	Disagree	Strongly Disagree
11. Coaching and mentoring has given me the tools to confidently resolve complex manufacturing challenges within my working environment	Strongly Agree	Agree	Indifferent	Disagree	Strongly Disagree
12. The quality of coaching and mentoring programs I participated in was very high	Strongly Agree	Agree	Indifferent	Disagree	Strongly Disagree
13. I believe coaching and mentoring interventions provided by my organisation have a positive impact on my productivity	Strongly Agree	Agree	Indifferent	Disagree	Strongly Disagree

14. Coaching and mentoring is intended to develop better skills, knowledge and competency	Strongly Agree	Agree	Indifferent	Disagree	Strongly Disagree
15. Coaching and mentoring will enable me to gain on career advancement opportunities	Strongly Agree	Agree	Indifferent	Disagree	Strongly Disagree

16. I believe that proper coaching and mentoring will result in motivated and committed employees.	Strongly Agree	Agree	Indifferent	Disagree	Strongly Disagree
17. Coaching and mentoring will assist employees to achieve productivity targets.	Strongly Agree	Agree	Indifferent	Disagree	Strongly Disagree
18. I am of the opinion that coaching and mentoring will assist me in making good business decisions	Strongly Agree	Agree	Indifferent	Disagree	Strongly Disagree
19. Coaching and mentoring will make the company more competitive in the marketplace.	Strongly Agree	Agree	Indifferent	Disagree	Strongly Disagree
20. My organisation aligns coaching and mentoring with our company business strategy.	Strongly Agree	Agree	Indifferent	Disagree	Strongly Disagree
21. Amcor Flexibles SA must have a coaching and mentoring program in place for new employees.	Strongly Agree	Agree	Indifferent	Disagree	Strongly Disagree
22. I am aware of the organisation's coaching and mentoring strategic objectives?	Strongly Agree	Agree	Indifferent	Disagree	Strongly Disagree
23. My organisation has a coaching and mentoring policy applicable to all employees and I fully understand it	Strongly Agree	Agree	Indifferent	Disagree	Strongly Disagree
24. Coaching and mentoring needs must be identified through a formal performance appraisal mechanism.	Strongly Agree	Agree	Indifferent	Disagree	Strongly Disagree

Appendix H – Interview Schedule

INTERVIEW SCHEDULE (QUALITATIVE COMPONENT) - AMCOR FLEXIBLE SOUTH AFRICA.

1. How has coaching and mentoring helped you and the team (department) to improve on performance and operational effectiveness?
   ……
   ……
   ……
   ……
   …………………………………………..

2. How confident are you in attending to complex tasks and also to resolve any complicated challenges that might arise in your working environment after having been exposed to coaching and mentoring programs
   ……
   ……
   ……
   ……
   …………………………………………………

3. What are the benefits that you have observed or will come in due course at Amcor South Africa as a result of coaching and mentoring?
   ………………………………………………………………………………………….………………
   ……
   ……
   ……
   …………………………………………………

4. What role is played by coaching and mentoring in growing the Amcor South Africa business?…………………………………………………………………………………………………
   ……
   ……
   ……
   …………………………………………………

5. Through your coaching and mentoring experiences at Amcor South Africa what recommendations would you propose for the program to be effective and sustainable?
   ……
   ……
   ……
   ………………………………………………………....

Appendix I - Ethical Clearance

UNIVERSITY OF
KWAZULU-NATAL

INYUVESI
YAKWAZULU-NATALI

Mr Willard Nzeru (212522647)
Grad School Of Bus &Leadership
Westville

Dear   Mr Willard Nzeru,

Protocol reference number: 00001892

Project title: Reconceptualising Coaching and Mentoring Framework to Improve Operational Efficiencies:
Case Study of Amcor South Africa

Exemption from Ethics Review

In response to your application received on   27 May 2019, your school has indicated that the protocol has been granted **EXEMPTION FROM ETHICS REVIEW.**

Any alteration/s to the exempted research protocol, e.g., Title of the Project, Location of the Study, Research Approach and Methods must be reviewed and approved through an amendment/modification prior to its implementation. The original exemption number must be cited.

For any changes that could result in potential risk, an ethics application including the proposed amendments must be submitted to the relevant UKZN Research Ethics Committee. The original exemption number must be cited.

In case you have further queries, please quote the above reference number.

PLEASE NOTE:
Research data should be securely stored in the discipline/department for a period of 5 years.

I take this opportunity of wishing you everything of the best with your study.

Yours sincerely,

\-

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Dr Emmanuel Mutambara
Academic Leader Research
Grad School Of Bus &Leadership

UKZN Research Ethics Office
Westville Campus, Govan Mbeki Building
Postal Address: Private Bag X54001, Durban 4000
Website: http://research.ukzn.ac.za/Research-Ethics/

Appendix J - Gatekeeper's Letter

15 May 2019

University of KwaZulu-Natal

Private Bag X54001

Durban, 4000

To Whom It May Concern

<u>Re: W. Nzeru - Approval Letter to Conduct PhD/DBA Research at Amcor Flexibles</u>

This serves to confirm that Amcor Flexibles South Africa (Pty) Ltd (AFSA) has granted permission to Mr. Willard Nzeru (Student No. 212522647) to carry out research towards a PhD/DBA Program.

Research Topic:

> **Reconceptualising Coaching and Mentoring Framework to Improve Operational Efficiencies: Case Study of Amcor South Africa**

Please feel free to contact me should you wish to verify the above authorisation.

Regards,

Bongiwe Hamana

Human Resources Director

4 Bayete Street, Ndabeni, Cape Town, 7450

T +27 21 507 5404   M +27 66 300 5803

Appendix K - Supervisor's Permission to Submit

UNIVERSITY OF KWAZULU-NATAL
INYUVESI YAKWAZULU-NATALI

College of Law and Management Studies

Supervisors Permission to Submit Thesis for Examination

Name: **Willard Nzeru**		No: **212522647**	
Title: **Reconceptualising Coaching and Mentoring Framework to Improve Operational Efficiencies: Case Study of AMCOR South Africa**			
Qualification: **DBA**		School: **GSB&L**	
		Yes	No
To the best of my knowledge, the thesis is primarily the student's own work and the student has acknowledged all reference sources		X	
The English language is of a suitable standard for examination without going for professional editing.		X	
Turnitin Report %*		9%	
Comment if % is over 10%:			
I agree to the submission of this thesis for examination		X	
Supervisors Name: Prof TI Nzimakwe			
Supervisors Signature:			
Date: 20 October 2020			
Co- Supervisors Name: N/A			
Co- Supervisors Signature: N/A			
Date: N/A			

* The submission of a Turnitin or equivalent Report is compulsory.

Appendix L - Turnitin Originality Report