

The benefits of mentoring and coaching in the public sector

By

Aaron Ganesh

Student Number 2085 188 98

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Supervisor: Mr Alec Bozas

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DECLARATION

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ABSTRACT

The South African Public Sector is under increasing pressure to deliver services to the vast majority of previously disenfranchised people who expect improved living conditions. It has become apparent that management styles need to adapt to a changing and varied work force. Leadership must work in conjunction with equity and transformation, affirmative action and gender equality. Mentoring and coaching is gaining increasing prominence in contemporary organisations as a key management intervention for skills enhancement as well as for promoting employees' personal growth through improved job performance. The benefits of positive changes following mentoring and coaching are well documented. A project at the Frontier Hospital in Queenstown commenced in January 2009, and extended over a period of four months. Two mentoring and coaching workshops were held to create a broad awareness and a common understanding about mentoring and coaching as tools for learning and growth.

The objective of this study was to determine the effects of mentoring and coaching on managers following attendance of the workshops. The focus of this study was to establish the effectiveness of the mentoring and coaching intervention and to critically evaluate its impact. A questionnaire which was designed to obtain demographic information, length of service, role in the organisation, and responses to specific statements on the effects of mentoring and coaching was distributed to 33 managers who attended the workshop. The majority of the respondents (73%) were Black (African), Whites and Coloureds comprised a total of 27%. The results revealed that the race and gender of the respondents did not significantly affect mentoring and coaching, following the chi square analysis of the data. The respondents were also in unanimous agreement that the programme was beneficial and functional specialisation of the respondents did not affect their assessment of the mentoring and coaching programme, however, all senior managers were white males whilst females at 39.4% occupied lower management positions compared to only 6% males.

Overall the research conducted reveals overwhelmingly that mentoring and coaching did improve work performance. The study also revealed that mentoring and coaching had far reaching positive effects in improving work-place performance at Frontier Hospital, Eastern Cape, South Africa.

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CHAPTER ONE

INTRODUCTION

1.1 Introduction

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

The benefits of mentoring and coaching have been described as either psychosocial or career advancement and may be achieved in the short, medium or long term. Furthermore, involvement in mentoring relationships has been found to be beneficial for participants and for organisations (Egan and Song, 2008). The inherency of learning within the coaching process have been exposed and linked to learning theory. In doing so, it culminates in a proposal of personal mentoring and coaching as a model for active, collaborative, authentic and engaged learning that courageously challenges and moves beyond more conventional transmission models of learning. Ultimately this may lead to improved skills and better workplace performance.

1.2 Motivation for the study

Information on mentoring and coaching in the business sector and public service in South Africa is lacking. There are only a few reported studies on the impact of mentoring in higher education. However, there is an abundance of literature on the positive effects of mentoring and coaching in the developed world, (Allen and Eby, 2004; Bozionelos, 2004; Eby,

Lockwood and Butts, 2006b; Miller, 2006; and Eby, Allen, Sarah, Evans, Ng and DuBois, 2008a). Furthermore, post-apartheid South Africa is plagued by several social ills caused by widespread poverty and unemployment and this situation is exacerbated by poor service delivery by public sector institutions resulting in a deteriorating health, civic and essential services whilst the goals of employment equity, skills development and empowerment of women are largely missed (Doring, 2009). According to the literature, mentoring and coaching has shown to be an effective intervention to addressing these human resource shortcomings and improving performance on the issues covered. Hence the need for research on how to implement, evaluate and monitor the benefits and challenges of mentoring and coaching in our country does have merit.

1.3 Focus of the study

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

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

evaluate mentoring and coaching as a tool for effective management and for better skilling the South African workforce.

1.4 Problem statement

The public sector in South Africa is facing challenges imposed by shortage of skills, limited resource allocations and unreliable or non-existent infrastructure and adequate support structures. The demands on staff members are enormous and the management support systems are not always readily available to assist. Effective leadership and management are about providing the tools and techniques that enable managers to organise their work and meet constraints. The lack of accountability and decision-making abilities of senior managers is regarded as the most critical problem especially in the sector of public health care. The realisation of the objectives of the South African public health system remains a challenge due to the inability of management to effectively plan, measure, evaluate and complete assignments (Department of Health (DoH), 2009).

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

1.5 Objectives of the study

The objectives of this study were:

1. To critically evaluate the impact of mentoring and coaching by determining if there are differences in benefits obtained based on:
 - Demographics,
 - Functional specialisation,

- Length of employment
2. To establish whether participants have noticed improvements in their performance
 3. To determine whether participants have developed personally in terms of confidence, interpersonal skills and effectiveness

1.6 Research questions

In order to guide the study the following research questions were postulated:

1. What effects do race, gender, age, tenure or role in the organisation of protégés have on mentoring and coaching programmes?
2. What improvements have protégés noticed in their performances following the mentoring and coaching programme?
3. What personal developments were attained / achieved following the mentoring and coaching programme?

1.7 Limitations of the study

It was not possible to sample the entire population of 101 managers and therefore the small sample size of 33 people is a limitation. The evaluation of the mentoring and coaching programme will be on-going so that the short and long term effects can be assessed. Hence this study is intended as a catalyst to spawn a series of evaluations that should be conducted in order to fully determine the benefits of mentoring and coaching in the public sector. The short time span allocated to this study was also a limitation. Only the responses of the protégés/ mentees were assessed and not those of the mentors/coaches. This study was designed to be quantitative study and as such it is limited to the quantitative research approach.

1.8 Significance of the study

Mentoring and coaching is associated with positive work outcomes, including lower work stress and higher career expectations. Mentored individuals report more promotions, higher

incomes, and higher job satisfaction than non-mentored (Dreher and Cox, 1996). However race and gender may affect mentoring relationships. Furthermore such an intervention has been successfully implemented in the health sector in other parts of the world (Supic, Bjegovic, Marinkovic, Milicevic and Vasic, 2010). Mentoring and coaching programmes therefore may be successfully implemented in the public sector in South Africa. One such project at the Frontier Hospital in Queenstown commenced in January 2009, and extended over a period of four months. Two workshops were held to create a broad awareness and a common understanding about mentoring and coaching as tools for learning and growth. However, the outcomes and effects of the workshops on the managers or on work performance have as yet, not been evaluated. Hence the significance of this study is firstly to evaluate the effects of the mentoring and coaching programme and secondly, to determine its applicability to the South African public sector so that its benefits may impact positively.

1.9 Conclusion

This chapter has briefly introduced the topic of mentoring and coaching. It has shown that mentoring and coaching has far reaching positive effects and has the possibility of having similar effects in the South Africa public service, where much improvement in leadership and skilling or perhaps re-skilling is sorely required. Research on mentoring and coaching in general in South Africa is also lacking, and this study is amongst the first few to evaluate managers in the public sector following the implementation of such a programme.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

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

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

This chapter focuses on mentoring and coaching theory and its application mainly in the public sector in order to determine the applicability of this type of intervention to better deliver specific outcomes in the South African context. The focal area of this chapter is to provide a literature review on the effectiveness, applicability and performance impact of mentoring and coaching at a management level.

2.2 Mentoring and coaching defined

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

2.2.1 Coaching

Grant (2001) indicated that the definitions of the coaching process vary considerably in their degree of clarity and succinctness, and the extent to which teaching or direct instruction is emphasised, as opposed to the facilitation of self-directed learning. Parsloe and Wray (2000) however emphasized an instructional approach, wherein it is proposed that coaching is directly concerned with the immediate improvement of performance and development of skills through tutoring or instruction. Coaching also according to Parsloe and Wray (2000) entails a process of observing and offering hints, feedback, reminders, new tasks, or redirecting a student's attention to a salient feature, with the goal of approximating the student's performance with that of the expert's. Whitmore (2004) proposes that coaching is a process of unlocking a person's potential to maximize their own performance, and helping them to learn rather than teaching only.

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

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

2.2.2 Mentoring

Dennen (2004) describes a mentor as one who mediates expert knowledge for novices and helps that which is tacit become more explicit. The two most common uses of the word mentoring are to (a) describe a professional development relationship in which a more

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

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

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

Parsloe and Wray (2000), who discuss practical application distinguished coaching from mentoring by suggesting that a mentor is one who provides support of a more general nature in an on-going capacity and a coach is typically focused on assistance for meeting a particular goal. By this definition, within the context of career development a mentor would help guide

the career choices and workplace skills of the protégé, while a coach would be involved in more concrete, goal-oriented tasks such as getting a new job or promotion. Burton, Brown and Fischer, (1999) state, that there are four goals for a coach to accomplish; Table 2.1.

Table 2.1 The four goals of mentorship (Burton, Brown and Fischer, 1999 p 139 - 150)

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

Hence a coach maintains focus on the goal, and determines when learner exploration is fruitless or ready to move onward.

2.3 Mentoring and coaching compared

The dimensions of the coaching relationship and dialogue process are particularly reflective of mentoring theory. Through a relationship based on personal support, mentoring provides assistance and feedback and fosters the learning and development of mentees (Ehrich and Hansford, 1999). According to Parsloe and Wray (2000), through a process combining similar elements of encouragement, self-management, support and evaluation both mentoring and coaching are learner-centred with learning at their core. In addition, Zachary (2000), indicated that conversation processes such as questioning, restructuring statements,

summarizing, listening intensively and reflection in order to evoke learning are utilized in coaching. Coaching literature indicates that while clients learn, coaches do as well this is well said by Freire 1990, (cited in Zeus and Skiffington , 2002) who stated “that whoever teaches learns in the act of teaching and whoever learns teaches in the act of learning”. According to Skiffington and Zeus (2003), the ultimate learning outcome of the coaching process is when the learner internalizes the teaching function of the coach and becomes his or her own teacher. Thus, despite the hierarchical differences in the learning relationship, mentoring theory provides a basis for understanding the coaching process and how it creates, reciprocates and supports long term learning.

2.4 Executive mentoring and coaching

As recently as the mid 1990’s there seemed to be little evidence that executive coaching could transform individual performance in the work environment. According to Passmore and Gibbes (2007), there is growing support to the claim that coaching does have positive impacts in a range of areas from stress management to self-regard and performance, but cautions that the evidence is not totally conclusive.

The work of Hall, Haggard, Akeroyd, Palmer, Summerfield, Elliott, Gurney and Bowtell, (1999), cited in Passmore and Gibbes, (2007), was based solely on protégé perceptions; however it did provided insight into understanding the perceived value of coaching from the protégé’s point of view. Some of the key aspects included listening and questioning skills, perceived integrity of the coach, caring, and the ability to challenge constructively. According to Douglas and McCauley (1999), cited in Grant, (2001), the aim of coaching is sustained cognitive, emotional and behavioural changes which facilitate goal attainment and performance either in one’s work or personal life. Whilst there has been considerable media interest in coaching on a worldwide scale there is very little empirical research validating the efficacy of executive and life coaching (Kilburg, 1996, cited in Grant, 2001). Despite the lack of validated support for coaching the idea of employing a coach for group or individual performance enhancement is highly attractive to many individuals and organisations. It is generally acknowledged that the relationship between coach and client/protégé is extremely important and has a significant impact on the success or failure of the coaching process.

Executive coaching is by far the most dominant form in business and research, and provides the platform from which personal coaching has evolved. Hence, this form of coaching which starts off in commercial realms was then transformed into individual personal contexts. The most common approaches used are goal-directed coaching and facilitation, as well as process oriented coaching (Bono, Purvanova and Towler, 2004). The International Coach Federation, the self-evolving international regulatory body, identifies goal-directed coaching and facilitation as one of its four core coach competencies. It is the responsibility of coaches to facilitate the development of goals and design of actions which lead to the achievement of these goals. Furthermore coaches must help create client awareness to promote learning and development, and inculcate the self-directed and self-regulated progress of clients by tracking their progress and managing accountability.

According to Grant (2001), goal setting ignites the coaching cycle. This is followed by focused planned action towards the achievement of the goals, and then turns to various methods of observation, assessment and analysis to monitor and evaluate the situation. By capitalizing on their inherent creativity and potential, clients' realities are expanded towards a future vision. Finally, maintenance, support structures and constructive evaluation and feedback complete the coaching cycle toward the achievement of goals (Grant, 2001). Whilst this is a broad framework within which coaching occurs, there are also common elements of the coaching processes which have been shown to lead to successful outcomes (Griffiths, 2005).

2.5 The psychology of mentoring and coaching

Grant (2006) defined coaching psychology as follows: "Coaching psychology can be understood as being the systematic application of behavioural science to the enhancement of life experience, work performance and wellbeing for individuals, groups and organisations who do not have clinically significant mental health issues or abnormal levels of distress." Grant (2006) also suggested that rather than try to fit a specific theoretical approach to the client, as is frequently the case in clinical work, coaching should be collaborative and client-centred. For developmental coaching clients who seek in-depth explanations, coaching based on a psychodynamic model would be most appropriate. For those who seek a more psycho-mechanical approach, a cognitive-behavioural formulation and intervention would be suitable. However, an overemphasis on aspects of positive psychology may not be helpful for

clients showing defensive pessimism (Norem and Hang, 2002). Grant (2006) further explained that coaching psychology needs to be theoretically inclusive and that the professional coaching psychologist should be able to draw on a range of theoretical frameworks, and use client-congruent, theoretically-grounded techniques to best help the client attain goals. Such client-centred theoretical flexibility brings with it significant challenges in terms of the coach's training and personal and professional development.

Grant (2006) also emphasised that coaching psychology has the potential of being a major force for the promotion of wellbeing and performance enhancement of the individual, organisations and society as a whole. The emergence of coaching psychology as a sub-discipline can make psychology more accessible and acceptable to the public. Further, by virtue of their training and professionalism, psychologists are ideally placed to provide coaching services. In addition, coaching psychology can contribute to the development of established and emerging psychological approaches by providing a methodology to further develop our knowledge of the psychological processes involved in purposeful change associated with normal, non-clinical populations.

2.6 The mentoring and coaching relationship

According to Gyllensten and Palmer (2006) the coaching relationship is viewed as being most important, noting that participants reported that unless a good enough relationship was developed in the coaching process, relevant achievements would not be made. It is therefore important that coaches are aware of, and work with the coaching relationship. This mentoring and coaching relationship appears to be particularly important at the start of the coaching process since many participants reported that they were sceptical in the beginning. The Gyllensten and Palmer (2006) study suggests that it is important to develop a positive atmosphere between the coach and the protégé at the outset in order for the protégé to feel comfortable and impart personal information. Moreover, it appears that a good relationship will promote continuity and that the protégé is more likely to gain from it. Nevertheless, the participants highlighted that the relationship was not the only factor that made coaching useful, rather working towards goals and improving performance were also valuable components. It is therefore suggested that coaching may be most beneficial if it incorporates a number of components, including a focus on the relationship.

Table 2.2 Key coaching components identified from (Gyllensten and Palmer, 2006)

Key coaching component	Impact and benefits on the coaching relationship
Trust	Trust enables the coachee to be open, even about personal limitations and difficulties, and this is, of course, vital for the development of coaching.
Confidentiality	In order to develop trust within the relationship, the coach would benefit from clearly stating the terms of the confidentiality at the onset of the coaching
Transparency	Transparency on the behalf of the coach was viewed as very helpful in the current study as this lead the coachee to feel fully included in the coaching process

Trust between the coach and the protégé was identified in the Gyllensten and Palmer (2006) evaluation as being a critical component in the coaching relationship and had obvious benefits. It is also important to highlight the limitations of confidentiality as the organisation may demand feedback regarding the protégés' development. Hence, an understanding of the steps taken, and a feeling of being included in the process, could have a positive effect on the subsequent commitment to the coaching relationship. By being transparent and open, the coach may help the client to feel more inspired to take part in the process. It may be suggested that when the coach is completely open about the process the client is in a better position to evaluate the coaching and take decisions based on a full knowledge of what the coaching entails. Therefore it may be concluded that coaches too could benefit from being transparent about the coaching process.

2.7 Mentoring / coaching and learning

Griffiths (2005) stated that learning is inherent within the coaching process. Many mentoring/coaching studies refer to the implicit nature of learning in coaching which pave the way for the achievement of goals. In a study of nine organisational coaching clients Hurd, (2002) revealed that coaching creates the conditions for learning, for observing behaviour change and for further depicting coaching as an on-going cycle of deep learning. Hargrove (2003) refers to the learning in coaching as transformational rather than transactional. In other

words, when individuals engage in coaching they undertake a form of deep learning which is then integrated into multiple aspects of their lives. Loranger (2001) explained that in its essence, coaching first awakens the will to learn and then, through a learning-partnership between coach and client it unfolds into powerful learning in action.

Wilkins (2000) emphasised, that the coaching model has implications for educational leadership as a tool for facilitating learning and elaborated that learning which occurs through coaching was multi-dimensional, and existed as a form of incidental, informal, skills-based experiential learning. The common thread running through the learning experience in coaching is creating learning that endures (Skiffington and Zeus, 2003), learning for the long haul or learning for life (Hurd, 2002). Once again, it becomes apparent how coaching can provide an effective means for creating active, collaborative, authentic and engaging learning. Hurd (2002) reported that learning is changeable, all-encompassing and ultimately has meaning for the individual. He further elaborated that learning is an integral part of life reaching not only into the depths of our lives, minds and beings but also many theoretical and philosophical disciplines and schools of thought, and therefore can be seen from many vantage points.

Furthermore Spool (2011) explained the four stages of competency which is often achieved through the process of mentoring and coaching. Spool called Stage 1 unconscious incompetence; which is the starting point and Stage 2 is noted as conscious incompetence where one realises that there is much more to what they are trying to do and may become overwhelmed. Spool referred to Stage 3 as being conscious competence where one embarks on a path of learning. The consciously competent person executes their tasks more effectively but may be slow. Finally Spool names Stage 4 as unconscious competence where one internalises all the knowledge and can act effectively without active thought or concentration.

2.8 Public sector management

The focal area of this study is to examine and establish the benefits of mentoring and coaching in the public sector. Managing a governmental, or public, organisation is very different to managing a private business. Van Wart (2005) provides an in-depth discussion on the competencies required for public administrators. As in the private sector, competencies

are typically organised into groupings of related competencies. Different researchers group the same competencies differently, and an important caveat in all this work is that the groupings are less important than the individual competencies that are contained within each group. Van Wart (2005), for example, uses broad categories of traits, skills, task-oriented behaviours, people-oriented behaviours, and organisation-oriented behaviours that are required.

Within these categories are specific traits, skills, and knowledge, such as personal integrity and social skills, required for articulating the mission and vision of organisations. The list is very similar to that required by private sector managers. According to Van Wart (2005), if the two lists were compared, it would be difficult to ascertain which describes private managers and which describes their public sector counterparts. Both lists include interpersonal skills, communications skills, developing and motivating employees, management of work tasks, and organisational skills. Both include a (similar) list of traits, such as personal integrity and self-motivation. Public sector managers however require competency in political sensitivity, understanding of council manager roles and relations, collaboration, mediation, conflict resolution, team building, and civic engagement. The role of city managers is to act as a community leader and a facilitator of community dialogue (Svara, 2010). The internal management role implies the need for competencies in leadership, human resources administration, and the nuts-and-bolts management functions of budgeting, project management, strategic planning, quality control and performance measurement, among others.

The focus of a 1991 survey of 10 000 federal managers and lead workers performed by the United States Office of Personnel Management was to determine the extent to which local government managers' competency requirements differed from that of Federal agency managers (Van-Wart, 2005). In the many different studies conducted in the US public service the practitioners seem to agree with scholars that some form of community leadership role is important. Highly rated, were skills used in assessing community needs, openness to citizen participation and situation analysis. Nevertheless, internal management skills and knowledge are equally important, including budgeting and financial management, staff supervision, and administration/organisation theory. Furthermore, ethics and integrity, communications skills, leadership, teamwork and negotiating skills are also important. The practitioners, however, seem to take a dim view of knowledge in broad areas of the social sciences and rated the

knowledge of sociology, political science, psychology, and economics among the lowest. On the other hand, specific application of research in these specialist fields seems to be more appreciated (NASPAA, 2006).

The practitioners gave a higher rating to the knowledge of social characteristics of institutions, political institutions, and economic development. Many of the highest rated skills, such as negotiating, human relations, and handling interpersonal relations, have a theoretical base in the field of psychology. With the exception of financial management, the more technical skills appear to be among the lowest ranked and include statistics, systems and operations design, engineering, and information technology. The three studies sampled predominantly males and whites, and also showed fairly low rankings for cultural competence and knowledge of minority and disadvantaged group issues (NASPAA, 2006). This insight is important in establishing the appropriateness or applicability of a mentoring and coaching intervention in the different areas of the South African public sector.

2.9 Education and training needs of public sector managers

Lazenby (2010) stated that “Due to the retirement of the baby boom generation, many individuals, in a relatively short space of time, will need to be trained and educated to step into local government senior leadership positions.” The baby boomers generation who have traditionally filled positions in city management are aging and steadily reaching retirement age (Popkin, Morrow, Domenico and Howarth, 2008). Hence managerial positions in city government may go unfilled as this population approaches retirement. Subsequent generations, such as the GenXers and Millennials, are more interested in positions that place greater value on multitasking, independence, and short-term rewards than their predecessors (Aaron and Watson, 2010). Public administration has grown and evolved as an academic discipline much as the practice of local government management has evolved over the past century (Cox, Gabris and Levin, 2010). Therefore public sector managers need to adequately handle organisational performance, responses to the external environment, and the development of new forms of service delivery. Cox et al., 2010 further explain that local government is the most dynamic, innovative, and organisationally diverse, level of government and citizens depend on the effectiveness and quality of local government to better effect safety and health services. The nature and context of local government have

changed over the decades, mirroring changes in American society. The same is true for South African society especially considering the political transition since 1994.

The twentieth century was a time during which the demands placed upon governments and the expectations of citizens rose dramatically. New ways of blending academic research and theory with evolving professional practice must be found, and that managers should be capable of managing public institutions skilfully, competently, and ethically (Cox et al., 2010).

2.10 Impact of Race on mentoring and coaching relationship outcomes

Research has shown that mentors typically provide instrumental and psychosocial support. Instrumental support is said to enhance the career of the protégés whilst psychosocial support includes those activities in which mentors serve as role models and provide counselling, coaching, friendship, confirmation, and acceptance (Ensher and Murphy, 1997). Most reports show that mentoring has been very helpful for the career development of white males (Ensher and Murphy, 1997). Blake (1995, cited in Ensher and Murphy, 1997) reported that black women were frustrated regarding the lack of black role models and felt that their relationships with white women were characterized by mistrust. A study by Ensher and Murphy (1997) indicated that satisfaction was higher when protégés perceived themselves to be more similar to their mentors. Moreover, in a study with MBA students, it was found that African-American and Hispanic students were less likely to establish mentoring relationships with white men (Dreher and Cox, 1996). In a more recent study it was shown that having a mentor of one's own gender or race was considered important by many students, especially women and students of colour. Students who had a mentor of their own gender or race reported receiving more help (Blake-Beard, Bayne and Crosby, 2011).

In a study at the University of South Africa, where black protégés were mentored by white academics, it was found that no race-related problems were encountered. However, fast-tracking of academic capacities was perceived as superficial, because some protégés grappled with problems of self efficacy. Hence, mentoring with a view to increasing self-efficacy was characterised by goal-setting and continuous feedback (van der Merwe, 2010).

2.11 Impact of Gender on mentoring and coaching relationship outcomes

Women face a variety of barriers that impeded career development and prevent them from reaching senior positions. Morrison, White and Velsor, (1987 cited in Ehrich, 2008) coined the term, 'the glass ceiling' to explain those barriers of which mentoring was considered to be one. Other barriers included gender discrimination, family responsibilities and a lack of informal networks (Ehrich, 2008). Presently women throughout the world continue to be under-represented in positions of senior management as was shown in this study where there were no women senior managers. It is well known nowadays that the principle of equal rights for women and men is now embedded in international law (UN, 1979) and in common administrative practices, such as equal opportunity procedures in promotion and appointment as legislated in the Employment Equity Act (RSA, 1998). In addition to administrative and legal strategies to promote women in the workplace, mentoring too has been implemented for successful career development. Formal mentoring programmes have been used as an affirmative action strategy to support women's career progression and address, in part, their under-representation in senior management (Byrne, 1989, 1991, cited in Ehrich, 2008) for some years. These programmes appear to be more widespread today than they were 30 years ago (Ehrich, 2008). In this study the effect of the mentoring and coaching programme was evaluated to determine if there were differences observed by men and women. The results indicated that there were no significant differences in benefits obtained from the programme by male and female employees.

Dreher and Ash (1990) investigated the effects of gender on the role played by mentorship in the career outcomes of men and women. They too showed that gender did not influence mentoring outcomes. However, individuals (irrespective of gender) who received extensive mentoring attained more promotions, had higher incomes, and were more satisfied with their pay and benefits than individuals who had less extensive mentoring (Dreher and Ash, 1990). In the legal profession it was reported that senior male mentors were associated with higher career attainment only for female lawyers. Compared to their counterparts, female lawyers with senior male mentors received higher compensation and career progress satisfaction, and were more likely to become partners or senior executives (Ramaswami, Dreher, Bretz and Wiethoff, 2010). In another study it was found that female protégés experienced significantly fewer challenges related to measuring up to a mentor's standards, than did male protégés (Ensher and Murphy, 2011). Also, female protégés reported that they were significantly more

challenged with goal and risk orientation by male mentors than by female mentors (Ensher and Murphy, 2011).

According to a recent study (O' Brien, Biga, Kessler and Allen, 2010) female protégés consistently report more psychosocial support than male protégés. However, women are reported to be more precarious (Sapienza, Zingales and Maestripieri, 2009) and do not favour high competition (Hogarth, Karelaia and Trujillo, 2012).

2.12 The effectiveness and value of mentoring and coaching

‘Good governance is perhaps the single most important factor in eradicating poverty and promoting development’ quote by United Nations Secretary-General Kofi Annan (Gisselquist, 2012). This is an important reason to implement mentoring and coaching as a critical intervention in public sector management so as to better impact on service delivery and consequently address the issue raised by Kofi Annan. Laske (2004) reported that coaches of whatever training background, life experience, or idiosyncratic approach, use three generic processes to assist clients achieve their goals, these include; supporting and guiding attention, envisioning outcomes, and enacting new behaviours and experiences, based on work by Basseches in 2003.

Laske (2004) further emphasised that coaching schools teach these processes in various ways and under various ideological banners, without making them explicit. The first process has an impact on what clients presently pay attention to, and is largely of a cognitive nature. The second process is interpretive, and is based on insight into how clients presently interpret life and work experiences in terms of their own self-definition. The third process brings to fruition what has been understood and acted upon by the coach regarding where clients presently are developmentally. Laske (2004) reiterated that these three coaching processes enhance work capability by which discretion, choice, decision making, as well as social relations, are brought together to deliver on goals initially defined as ‘what’ and by ‘when’. Coaches are thus process enhancers and process consultants who insinuate their own processes into clients’ present mental-emotional make-up. Coaches’ processes grow in clarity and objectivity over the lifespan, across higher coaching levels, as do those of their clients. The three generic processes named form a system, are mutually supportive of, and supported

by the coaching relationship and contribute to the inter-developmental lifespan of both parties Laske (2004).

2.12.1 Interpersonal skills and its' impact on mentoring and coaching

Findings of research projects which investigated the perceived effectiveness of a national pilot scheme for mentoring new principals in England and Wales indicate that successful mentor coaches must have the following six, rank-ordered characteristics: (a) listening skills, (b) open, warm and enthusiastic behaviour, (c) experience of headship, (d) providing feedback, (e) being non-judgmental, and (f) counselling skills (Bolam, McMahon, Pocklington and Weindling, 1995). These were tabled following an 18-month evaluation and listening skills emerged as the most important attribute of a mentor coach (Bolam et al., 1995). Everyone has his or her own personality and Battley (2006) believes that effective mentor coaches have the following overarching personal attributes; professionalism, maturity, flexibility, and likability. As regards professionalism, according to Battley (2006) the mentor coach is prepared, appropriate, respectful, and trustworthy. Trust is a very important component of a mentee/mentor coach relationship (Bloom, Hendra, Martinson and Scrivener, 2005).

Preparedness must be present for the mentor coach to apply a variety of coaching skills that are appropriate to the context and needs of the mentee. These skills include listening, paraphrasing, questioning, and assessing the specific needs of the mentee (Bloom et al., 2005). By maturity, Battley (2006) indicates that the mentor coach is; self-aware, authentic, confident, reliable, and consistent. Zachary (2005) noted that when creating a mentoring culture, the mentor coaches must be committed to learning about themselves, their people, and the organisation they serve. Also, the mentor coach must be committed to the mentee and realize that the relationship is unlike most other human relationships (Bloom et al., 2005) The mentor coach must extend that commitment to the organisational goals as agreed to by the mentee and push him or her along as needed (Bloom et al., 2005).The actions of those who are involved in organisational mentoring need to reflect genuine commitment to mentoring and coaching (Zachary, 2005).

According to Battley (2006), there is “likability” when the mentor coach is positive, considerate and someone worth emulating. This leads to the whole notion that a mentor coach

could be a role model, which according to Zachary (2005) has both positive and negative possibilities. Murray (1991) contends that role models often exhibit success, exemplary behaviour in achievement and style, ability to get things done, knowledge of organisation policy and philosophy, apparent enjoyment of position, and accomplishment. Some role models may have negative impacts on their mentees. One negative aspect is what Zachary (2005) calls the cloning phenomenon meaning that serving as a role model may lead another down the same path, therefore the mentor coach and the mentee must resist the temptation to become the other if the relationship is to result in growth and development of the partners.

Zachary (2005) believes that despite the challenges of being a role model, the possibilities hold enormous appeal and potential. Battley (2006) explains that a mentor coach exhibits flexibility by being adaptable, patient, and creative. The four personal attributes which are professionalism, maturity, likability, and flexibility are characteristics that are often overlooked when evaluating mentor coaches (Battley, 2006).

2.12.2 Self-confidence gained from mentoring and coaching

According to Griffiths (2005), coaching can be described as a pro-active synthesis of centuries of acquired multi-disciplinary understanding with learning at its centre. The outcomes of coaching are wide and varied. Goal-specific coaching outcomes occur commonly in the areas of time-management, career, business, relationships/family, and physical/wellness, spiritual, personal, goal-setting and financial issues (ICF, 1998).

However, a range of qualitative and quantitative studies demonstrate universal outcomes of coaching regardless of the content area, highlighting a consensus in what clients consistently derive from a coaching experience. In summary, these include heightened self-awareness, self-acceptance and a sense of well-being, improved goal-setting and goal attainment, life balance and lower stress levels, increased self-discovery, self-confidence and self-expression, better communication and problem-solving skills, enhanced quality of life, and, changed and broader perspectives and insights.

Clients repeatedly report better reception and use of feedback, better understanding of consequences of actions, practical application of theory, more effective thinking strategies, changes in behaviour, increased awareness of wants, present-focus, the ability to identify

challenges and blockages, a deeper sense of self and generally functioning as a better person (ICF, 1998; Grant, 2001; Creane, 2002; Hurd, 2002). Thus it is clear that coaching not only enhances life experience but also opens up doors for personal transformation. Coaching provides individuals with an opportunity to explore various dimensions of themselves and their experiences. It combines multi-disciplinary understanding within a goal directed framework of focused, planned action and facilitates both learning and results through a precise orchestration of self-regulated accountability, powerful questioning and active-listening. Finally, this process which gives way to such beneficial and self-empowering outcomes is made possible through a process of learning.

2.12.3 Skills enhancement growth and development impact

Wanberg, Welsh and Hezlett, (2003) described mentoring as “the most intense and powerful one-on-one developmental relationship, entailing the most influence, identification, and emotional involvement”. According to Chao (2009) “mentoring differs from other developmental relationships, such as those with teachers or supervisors, in terms of its intensity and involvement”. Griffiths (2005) suggests that a combined coaching-learning model which is a shift in educational approach, is required. In formal educational contexts such as schools, colleges and universities, learning outcomes are dictated by a curriculum which is then delivered ‘unto’ students, and the achievement of educational goals is regulated by a board of administrators. This is in contrast to a ‘coach approach’ model for learning where the pinnacle is the students’ personal goals, (Griffiths, 2005). Therefore as in adult learning, an individual student’s need to know and readiness to learn would guide his/her development towards goals and in turn should deliver learning outcomes. The combined coaching-learning model as proposed by Griffiths (2005) will progress through a transformational learning-alliance between coach and learner, towards providing a goal-directed, action-based coaching framework. Further facilitation is provided through processes such as active listening, powerful questioning, problem-solving, self-regulation and observation. The combined coaching-learning model is graphically represented on the next page.

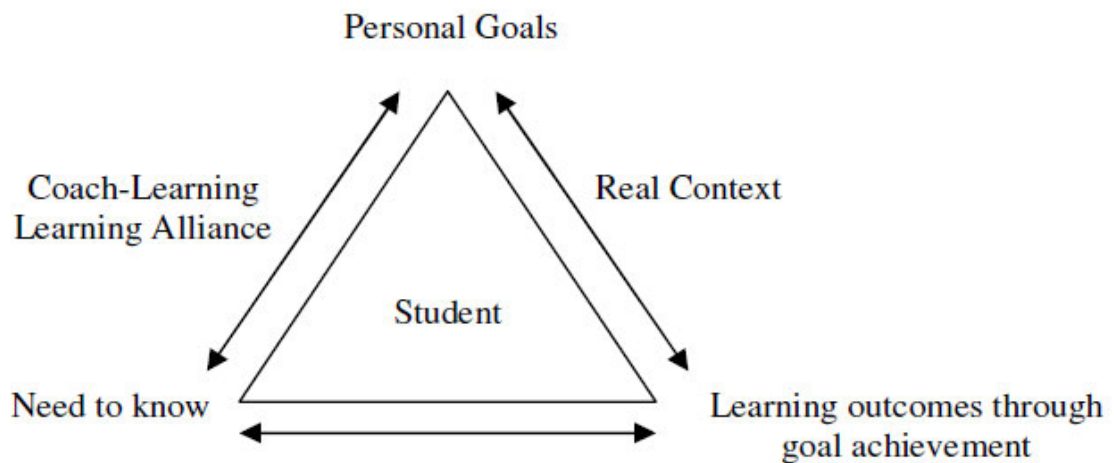


Figure 2.1 Combined coaching-learning model from (Griffiths, 2005)

According to Griffiths (2005) the above model presents a bold move away from the traditional controls of a predetermined curriculum and has the potential, if adopted in its entirety, to challenge core education in schools and higher education institutions and thereby revolutionize education in such institutions. According to Griffiths (2005), even if the coaching-learning model is partially adopted, it has the potential to provide a unique balance between structure and flexibility and thereby meet the needs of individual learners and to succeed in the delivery of truly active, collaborative, authentic and engaging learning.

2.12.4 Effectiveness of the mentoring/coaching-learning approach

In their discussion of ‘good’ learning which draws on research from all sectors of education, Collins, Harkin and Nind, (2002) highlighted that in order to foster effective learning, “it should be transformative, active, interactive, intrinsically motivating and lifelong”. It is interesting to note according to Griffiths (2005) that these factors are strongly reflected in coaching processes and outcomes as evidenced in empirical studies. As the body of literature surrounding coaching is still developing, arguments about what coaching is, what it accomplishes and how it works are still unfolding. Underpinning the goal-directed, action-based framework of coaching which combines powerful dialogue within a supportive yet challenging arena, are the concepts and approaches that are encouraged within adult and

lifelong learning, transformational learning, experiential learning and mentoring theory (Collins et al., 2002).

According to Griffiths (2005), learning is seen largely as a means to an end, and as the precursor to change, yet from an educational perspective, learning can be seen as an end in itself. The goal-directed, self-regulated and self-reflective model for change provided by coaching within a collaborative partnership between coach and client has the potential of being a model for effective learning. A strong learning alliance that transcends the limitations of transactional learning is thus created (Griffiths, 2005).

2.13 Mentoring and coaching outcomes

The evidence based capability framework assumes that behaviour changes depend on developmental shifts, therefore one cannot be assessed without the other. Hence, if behavioural changes are the basis of determining returns on investment (ROI), then both variables have to be measured (Laske, 2004). In the broad sense ROI is used but in the narrow sense of changes due to behaviour, the term coaching return on investment (CROI) is considered more appropriate (Laske, 2004). ROI is assessed on performance pure and simple, while CROI takes into consideration the on-going developmental underpinnings of such change. For example, a change in the clients' ability to manage time or affiliate with others (a behavioural change) refers to one's present capability. Whether the newly enacted behaviour brought about by coaching can be maintained or remains transitory will depend on clients' readiness for change, that is, their developmental potential (potential capability) at the time of coaching (Laske, 2004).

Laske (2004) also said that a developmental shift to another level of mental growth may only begin to occur for clients after the coaching process has formally ended and that assessing such shifts, and accounting for them in the coaching, empowers the coaching clients as it opens a time window in which behavioural changes can be shown to crystallise into reliable new competencies under the influence of naturally progressing lifespan development.

2.13.1 Benefits and positivity

Mentoring and coaching is common-place in the private sector and has been established as a human resource practice for career success. It is often reported that protégés with effective coaches / mentors earn greater compensation, are promoted more rapidly, and have greater career mobility than those with ineffective mentors or no mentoring at all (Allen, Eby, Poteet, Lentz and Lima, 2004; Eby, Durley, Evans and Ragins, 2008b; Ensher and Murphy, 2011).

2.13.2 Career progression and job performance

Mentoring and coaching is an interpersonal relationship between the more experienced mentor / coach and a junior, less experienced individual (the mentee / protégé). Mentoring includes assistance for career coaching and psychosocial (counselling) support. Mentoring is related to favourable work and career attitudes, lower intentions to leave the organisation, higher pay, and faster promotion rates (Allen and Eby, 2004). According to (Allen and Eby, 2004) it is important to note whether the mentorship was initiated through formal or informal means.

Formal mentorships typically occur via an assignment or matching process initiated by a third party, as was the case in the present study. In contrast, informal mentorships evolve spontaneously through a process of mutual attraction. Formal mentorships are usually shorter in duration than informal mentorships. Scandura and Williams (2001) found that protégés in informal mentorships received more career, psychosocial, and role modelling mentoring from their mentors than did protégés in formal mentorships. However, (Allen and Eby, 2004) reported that mentors in informal mentorships did not provide more mentoring than did mentors in formal mentorships.

2.13.3 Salaries impact

Research has demonstrated that individuals, who are coached / mentored advance more rapidly in the organisation, earn higher salaries, are less likely to leave the organisation, and express more favourable work attitudes than individuals who are not mentored (Dreher and Cox, 1996). Allen, Lentz and Day (2006) showed through regression analysis that employees with mentoring experience reported a higher current salary than did those without mentoring experience. According to Ensher and Murphy (2011) protégés with effective mentors earn

greater compensation, are promoted more rapidly, and have greater career mobility than those with ineffective mentors or no mentoring at all. However, Eby, Durley, Evans and Ragins (2006a) did not find a significant relationship between mentor benefits and career success, such as salary and promotions.

In a study by Bozionelos (2004) mentoring outcomes were assessed and it was found that the amount of mentoring received was positively associated with protégé objective and subjective career success. Career accomplishments that can be evaluated by means of external or objective criteria is referred to as objective career success, while subjective career success refers to an individual's own assessment of his/her career accomplishments. Furthermore, the personality trait of openness was evaluated to be more important when compared to the contribution of human capital and demographics.

2.13.4 Time management Impact

According to Harung (1998) the purpose of improved time management is largely to accomplish more, and then to have more productive time available. In a study conducted with managers in Serbian hospitals it was found that overall managers' skills had improved after the training programme, especially in managing time, organizing daily activities, motivating and guiding others, supervising the work of others, group discussion, and situation analysis (Supic et al., 2010). These authors concluded that specific training programme related to strategic management can increase managerial competencies, which are an important source of competitive advantage for organisations. In the present study, such training may have been provided in the mentoring and coaching workshops.

2.13.5 Negativity and scepticism towards mentoring and coaching

Research into the negative aspects of mentoring and coaching have identified specific mentoring behaviour including bullying, jealousy, abuse, neglect, and credit-stealing (Eby et al., 2008b). Participants can also contribute to relationship problems by betraying trust, defaming the coach / mentor or by simply being rude or ungrateful (Eby and Allen, 2002). It would be simplistic to assume that mentoring relationships are either completely good or completely bad. Like other types of close relationships, most mentoring relationships have both positive and negative aspects (Ensher and Murphy, 2011).

It was suggested that the principal reason for failure in coaching programmes was the lack of motivation and the inability of a manager to create the right conditions for a team to thrive (Wageman, 2001). The hypothesis that well-coached teams exhibit more self-management but not higher task performance was supported in a coaching study at the Xerox Company (Wageman, 2001). There was no support for the hypothesis that coaching alone influenced the bottom line. The hypothesis that coaching and design interacted positively for self-management but not for performance or satisfaction was also supported. The overall prognosis was that positive coaching worked best for well-designed teams and negative coaching impacted more on poorly designed teams (Wageman, 2001).

2.14 Developmental impact of the mentoring/coaching programme

2.14.1 Experiential learning

According to Hargrove (2003), experiential learning is linked to the foundations and success of the coaching process, forms the arena in which learning is applied and developed, and provides concrete substance and problem-based discovery. “Experiential Learning Theory (ELT) provides a holistic model of the learning process and a multilinear model of adult development, both of which are consistent with what we know about how people learn, grow, and develop” (Kolb, Boyatzis and Mainemelis, 1999). The theory is called “Experiential Learning” to emphasize the central role that experience plays in the learning process, an emphasis that distinguishes ELT from other learning theories. “The term ‘experiential’ is used therefore to differentiate ELT, both from cognitive learning theories, which tend to emphasize cognition over effect, and behavioural learning theories that deny any role for subjective experience in the learning process” (Kolb et al., 1999).

Kolb et al., (1999) further described the facets of coaching which interlink personal development, work and education with experiential learning, wherein both experiential learning and coaching as well as personal development assumes prime position. Often one’s occupation or interests provide a context and springboard for coaching and thereby experiential learning to occur. Kolb’s theory also proposes a synthesis of adaptive processes, the foundations of which lie in scientific enquiry and problem-solving, decision-making and creativity, within the coaching process. Moreover, he stipulates that there may be greater payoff in the integration of findings from these specialized areas into a single general

adaptive model (Kolb et al., 1999). By comparing the coaching framework and processes with Kolb's basic adaptive processes, it seems that coaching does provide such integration. Notably, at the top of and surrounding this adaptive model is the problem and at the opposite end is answer-seeking. This can be directly related to the client's positive disposition to coaching due to a need for change and thereby using coaching to uncover and discover the answers that will bring about this change.

These two points can be seen to act as creative tension in coaching, which pulls the client from his/her current reality towards her/his future vision (Hargrove, 2003). In between is question asking, which is regarded as the dominant communicative coaching process, and portrayal of knowledge, that is reflective of the learning base that clients progressively build. Learning is facilitated and at the centre of the model is the coaching/learning cycle. Lastly, Kolb et al., (1999) outline a structure for the underlying process of experiential learning and links it to various forms of knowledge. While this model is similar to the learning cycle outlined above, it also highlights the role of intention in the experiential learning process, another shared cornerstone within coaching. The importance of experiential and contextual learning is demonstrated by the manner in which clients actively engage in learning experiences within a context that is real and of immediate concern, (Hurd, 2002). The problem solving capacity of coaching is evidenced in studies by Ellinger and Bostrom, (1999) where managerial coaches explicitly encouraged their coachees to think for themselves rather than be directed, and thereby develop responsibility and problem-solving skills.

2.14.2 Protracted self-development

Return on investment (ROI) following coaching programmes is actualised by coaches who support their clients' attentional, interpretive, and experiential processes. Moreover, when there is equilibrium between programme resources and the mental-emotional processes of clients, a ROI can be expected (Laske, 2004). Given that coaches as well as clients actualise the same or similar processes, a coaching programme (internal or external), can create a scaffold for the processes of both parties to interact in more than just superficially goal-oriented ways. As shown by Laske (2004), there are distinctive and recognizable patterns according to which developmental shifts and behaviour changes materialize between two successive time points. Laske (2004) further explain that the developmental human condition plays out in organisational environments, coaches can be successful in helping clients benefit

from the coaching relationship. Such an understanding is most readily schooled by a training programme explicitly centred around the three generic coaching processes, (supporting and guiding attention, envisioning outcomes and enacting new behaviours and experiences) as well as on the “developmental-behavioural dance” of both parties in the coaching relationship, in order to boost not only the coaches’ process consultation expertise, but also the client’s self-development. Furthermore, if clients show distinctive recognisable patterns of mental growth comprising both developmental shifts and behavioural change, then the same can be expected of coaches (Laske, 2004).

2.15 Conclusion

Mentoring and coaching has been defined in various ways in the literature. Descriptions range from a simple relationship in which generally an older individual coaches, guides, and helps a client/protégé/mentee, to a relationship between two individuals whose nature changes over time. Mentoring and coaching are distinguishable in that a mentor is one who provides support of a more general nature in an on-going capacity whereas a coach may be focused on attainment of a particular goal for a protégé. The concept of mentoring and coaching has grown in popularity in the business arena and is used as a management intervention for improving employee performance so that organisational goals are better served. Learning is said to be at centre of mentoring and coaching, and has its roots in constructivist schools of thought, psychology and learning theory. The area of public sector management particularly in South African is hungry for credible results-oriented interventions to lift the levels of service delivery and improve the efficiency of state owned enterprises Troskie (2009). Research has shown that mentoring and coaching has been positively related to career success for the protégé. In the mentoring and coaching process mentors typically provide two distinct forms of support, instrumental and psychosocial. In instrumental support, challenging assignments and learning processes are enhanced, whereas through psychosocial support mentors serve as role models and provide counselling, coaching, friendship, confirmation, and acceptance. Psychosocial functions are believed to enhance a protégé’s sense of competence, identity, and effectiveness in a role. There is no doubt that the demographic transformation of the public sector in South Africa has created performance gaps that need to be bridged so that the aspirations of majority of the population are met. The above literature is pertinent to the research and specific to the objectives of this research paper.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

The research methodology used and the instrument employed in this study seeks to evaluate the impact of the mentoring and coaching intervention that was embarked upon at Frontier Hospital, by determining whether there were differences in benefits obtained by the protégés based on demographics, functional specialization, or length of employment. The study also seeks to establish whether the participants observed improvements in performance and whether they developed personally in terms of their self-confidence, interpersonal skills and overall effectiveness in their jobs. Due to the nature of this research, both quantitative and qualitative research methods were employed initially. However during the course of the engagements with Eastern Cape Provincial Government (ECPG), in conjunction with the National Business Initiative (NBI), it was found that the use of an electronically submitted questionnaire was a more feasible instrument due to the distant geographic location of the respondents in the Eastern Cape.

It must also be recorded that Buff Port Agencies, under the management of the NBI was commissioned to undertake the task of monitoring and evaluating the mentoring and coaching project at the Frontier Hospital (DoH, 2009). Permission was however still granted to conduct this particular study in addition to the Buff Port mandate.

3.2 Background to the study

The Eastern Cape Office of the Premier signed a Memorandum of Agreement (2007) on behalf of the Eastern Cape Provincial Administration (ECPA) with the NBI, where a formal collaboration was established, to enhance the service delivery of the ECPA in support of the Provincial Growth and Development Plan (PGDP) (DoH, 2009). The first phase of this initiative was to create a public-private sector interface with the Department of Economic Development and Environmental Affairs (DEDEA) where mentors and coaches were introduced to senior and middle managers in the units identified by the department. Various

public departments were invited to participate in the second phase of the initiative. Among others, the Department of Health (DoH) agreed to have the coaching intervention rolled-out at the Frontier Hospital. The project commenced in January 2009, and had been underway for four months when two mentoring and coaching workshops were held in Queenstown to create a broad awareness and a common understanding about mentoring and coaching as tools for learning and growth. A total of 101 senior government officials attended the workshops (DoH, 2009).

Run over three years the NBI and the Eastern Cape government mentoring and coaching project has seen early retirees from the private sector work with public sector managers. (Troskie, 2009) reflected on this initiative at a recent gathering to thank mentors and business for their commitment to the project. Troskie said that she believed that the diversity around age, race, gender and environment has strengthened the success of the project and that the retirees serving as mentors were mostly in their early 60's whereas the managers they worked with were almost half their age. She further mentioned that they had targeted retirees who had worked extensively at a management level during careers in the private sector. She said that given the South African racial polarities the mentors were mainly white and the public sector managers were mostly black this she said had added to the diversity. Most of the mentors were men and few of the mentees were women.

3.3 Purpose of the study

This research was considered because at an NBI event (Durban, 2009) the NBI / Eastern Cape Government mentoring and coaching programme was highlighted as a key intervention programme. Ensuing discussions revealed that there was a serious lack of capacity amongst public sector managers. Also serious concerns were raised about the competence of public sector managers to efficiently manage their areas of responsibility and its consequent impact negative impact on service delivery in the Eastern Cape region. Hence the value and benefits of the mentoring and coaching programme should be assessed to determine whether such intervention can be successful in improving service delivery in South Africa. The purpose of this research was therefore to assess the coaching and mentoring programme of the Eastern Cape Government.

3.4 Aim, objectives and research questions of the study

3.4.1 Aim

The aim of this study was to:

Evaluate the impact of the mentoring and coaching programme that was implemented at the Frontier Hospital by the NBI in conjunction with the Eastern Cape Government, to determine whether such an intervention would improve manager performance and service delivery in the public sector.

3.4.2 Objectives

The objectives of this study were to:

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

3.4.3 Research questions

In order to guide the study the following research questions were postulated:

1. What effects do race, gender, age, tenure or role in the organisation of protégés have on mentoring and coaching programmes?
2. What improvements have protégés noticed in their performances following the mentoring and coaching programme?
3. What personal developments were attained / achieved following the mentoring and coaching programme?

3.5 Research methodology

The research methodology depends on the type of study that is being conducted and may be qualitative or quantitative in nature or a combination thereof. As explained by Sekaran and Bougie (2010) data can be quantitative and gathered through structured questions, or qualitative and extracted from open ended questionnaires or through observations. There are several data collecting methods namely; interviewing, questionnaires, observation and unobtrusive methods, each with its own advantages and disadvantages.

3.5.1 Qualitative approach to research

A qualitative study describes characteristics, people and events without using any measurement or amounts (Thomas, 2003). Qualitative data can be extracted from open ended questionnaires or through observations (Sekaran and Bougie, 2010). There are several data collecting methods namely; interviews, questionnaires, observation and unobtrusive methods, each with its own advantages and disadvantages. Interviewing has the advantage of flexibility, whilst questionnaires have the advantage of efficiency in terms of researcher cost and time, whilst unobtrusive methods such as the extraction of data from company records have the advantage of accuracy (Sekaran and Bougie 2010).

3.5.2 Quantitative approach to research

Quantitative research measures the numbers of respondents in favour of or opposed to an issue, by nature it is numerical (Lind, Marchal and Wathen, 2010). In addition quantitative research often relies on statistical analysis to test results and even to test hypotheses (Lind et al., 2010). Whilst various methods may be used to obtain data, in this research, structured questions were used to gather quantitative data using a questionnaire (Lind et al., 2010). Questionnaires can be adapted to extract both subjective and objective information from the respondent, and it is a preferred method used in research. Other data collection methods include one on one interview, telephonic conversations or by or any other means such as e-mails and web-based surveys. Likewise, questionnaires can be conducted personally or electronically (Sekaran and Bougie 2010).

Whilst interviewing has the advantage of flexibility in terms of adjusting to the needs of the researcher, questionnaires have the advantage of obtaining data more efficiently in terms of time, costs and energy spent by the researcher (Sekaran and Bougie 2010). The role of the questionnaire is to accurately extract the required information in order to achieve those objectives set out in the study. A poorly written questionnaire may produce data that is incorrect, not required, or both.

3.5.3 Research methodology selected

The quantitative data collection method was used in this study. Data was collected by means of a written questionnaire for the respondents to complete. The questionnaire was most effective as it was possible to score and weight the responses and thereby gave substantive quantitative data that was further subjected to statistical analysis.

3.6 Questionnaire construction

The questionnaire set out to obtain demographic information from the respondents, including length of service and role in the organisation. Only structured questions and statements were used in the questionnaire and the format is shown in Table 3.1. Thereby it was possible to measure the subjective characteristics of the object, and not the object itself. The structured nature of the questions provided predetermined responses, and in the case of the dichotomous scale, represented the simplest form as in male / female response. The multiple choice question represented a fixed alternative, but presented the respondent with more than two fixed alternatives. A four point Likert scale was employed to scale the weight of the responses to questions/statements 6-20. These questions/statements were structured to obtain information about the personal development and improvement in protégé performance following the mentoring and coaching programme. Overall the questionnaire served to answer all the research questions.

Table 3.1 Questionnaire format

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

The research instrument was designed to be in the form of pre-printed questionnaires for independent and manual completion by the protégés at a prearranged workshop. The instrument was designed in a user friendly easy to answer manner to elicit quick responses to the questions/statements posed.

3.7 Ethical issues and clearance

Ethical clearance to undertake this study commenced with an application to the University of KwaZulu-Natal declaring the nature, aim, objectives and construct of this study. Following screening by the relevant committee, ethical clearance was duly obtained from the University of KwaZulu-Natal (Appendix 1) to conduct the study. Authorisation was also obtained from the Eastern Cape Provincial Government to conduct research (Appendix 2). The NBI gave written consent to support this study (Appendix 3) and also administered the questionnaire to the protégés. The questionnaire comprised of a covering letter, a letter of informed consent requested from the respondents and the survey itself (Appendix 4). The covering letter contained information about the nature of the investigation and reasons for conducting it, and served to seek prior consent of the respondents.

3.8 Pilot study

In order to establish whether the chosen instrument was clear and unambiguous and to ensure that the study has been conceptually well planned a pilot study was undertaken before the main study. In the pilot study, the draft questionnaire was tested on five people, thereafter the responses were examined and changes were made to eliminate double barrelled/ leading questions. As the result some of the research questions were adjusted and the changes were

made to the questionnaire. The pilot study also provided the opportunity to identify and eliminate any other vagueness that could have arisen due to any ambiguity or unforeseen inferences that may perhaps have been drawn from the way the questions were worded or structured.

3.9 Population

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

3.10 Sample size

The sampling approach selected for this study was non-probability since the study was concerned with the results obtained from a small group that is representative of the much larger grouping, being public sector managers in South Africa. A sample size (n) of 33 was chosen as being representative of the population (N) of 101, at the 90% confidence level and 11.75% error, using an on-line survey random sample calculator (CustomInsight.com, 2010).

The sample of 33 managers included:

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

The degree to which a sample reflects the population it was drawn from is known as representativeness and in quantitative research this is a decisive factor in determining the adequacy of a study (Polit and Beck, 2006). In this case purposive sampling technique was used wherein a small group of people are targeted since it is believed that they are typical or an average representative of managers in the public sector. Since this sampling method is largely limited to exploratory research it was deemed an appropriate technique.

3.11 Reliability and validity

Goddard and Melville (2001) indicated that there are two fundamental criteria set out for data collection instruments, namely reliability and validity. Reliability occurs when experiments are carried out under the same conditions and obtain the same results. Validity is the instrument that measures the data correctly. It is commonly held that one of the most important features of any research instrument is that it measures the concept being studied in a consistent manner. This consistency criterion is managed by the validity and reliability respectively of questions which require answering. Hence, the questionnaire used in this study adequately measured the mentoring and coaching concept, and its linkages to performance and self-confidence thereby enhancing the validity and reliability of the instrument. The reliability of the statements used to evaluate the impact of the programme on personal growth and development of the protégés and its intervention on the professional development of the protégés was tested by determining Cronbach's alpha using the software programme Predictive Analytics SoftWare (PASW) version 18.

3.12 Analysis of data

The data collected was coded, and manually entered into MS Excel, then exported to Predictive Analytics SoftWare (PASW) version 18, where the following statistical analyses were performed:

1. Frequency distributions
2. Descriptive statistics, including measures of central tendency and dispersion
3. Cross tabulations on dependent and independent variables
4. Chi-square analysis
5. Graphical representations

3.13 Fieldwork review

The research was conducted in the Eastern Cape geographical region focussing with the respondents all being involved in the ECPG / NBI programme. The short-time frame of three months in which the study was conducted presented a limitation for in-depth analysis and one-on-one interviews. Frontier Hospital is situated in the Eastern Cape and the distance too

was a limitation for easy cost- effective travel and consultations. The project was not externally funded and personal monies were used for cover all expenses. Overall, the small sample size was a limitation, but considering the nature and demands of their role in the public health sector, the participation of the respondents in this survey was considered invaluable.

3.14 Conclusion

The methodology used in this study and the aim and objectives were presented in this chapter. The sample consisted of 33 respondents, who were directly involved in the ECPG / NBI mentoring and coaching programme. The data was analysed using the PASW version 18 software where descriptive statistics, including cross tabulation was used to elicit salient relationships between respondents. The next chapter graphically illustrates the results collected from the questionnaires.

CHAPTER FOUR

PRESENTATION OF RESULTS

4.1 Introduction

Chapter 4 presents the empirical data of this study arising from the research methodology described in Chapter 3. The data that was gathered from the targeted sample is described and presented. Hence, a comprehensive account of the findings is presented, and the reliability of the study, sample size and relevance to the population (N) are explained. Initially the data analysis is of a descriptive nature while the second section focuses on inferential data analysis, related to the objectives of the study. Data on the age, gender and race distribution of the respondents is described. Thereafter, data on the effects of the mentoring and coaching programme and its impact on the professional and personal development on public sector managers is then evaluated.

A total of 33 questionnaires were administered yielding a response rate of 100%. A sample size (n) 33 was chosen as being representative of the population (N) of 101, at the 90% confidence level and 11.75% error, using an on-line survey random sample calculator (CustomInsight.com, 2010). In this chapter the data will be presented in the sequence in which the questionnaire was structured.

4.2 Reliability

Reliability refers to the consistency of a measure of a particular concept. Cronbach's alpha is a commonly used test of internal reliability (Bryman and Bell, 2007). Cronbach's alpha in this study, using the variables shown in Table 4.1 was calculated at 0.700. This indicated that the questionnaire was reliable. The closer the Cronbach's alpha value is to 1, the greater the level of reliability (Gliem and Gliem, 2003). Should the research be conducted by other parties, similar results should be obtained.

Table 4.1 Reliability statistics showing Cronbach’s Alpha

Cronbach’s Alpha	N of items	Variables (items)used
.700	10	Mentoring positive Mentoring beneficial Recommend Performance targets Career progression Confidence Interact better Time management Grow and development Prioritise tasks

4.3 Data analysis

The data analysis was presented in univariate form, which represented the analysis of one variable at a time. This representation was in the form of frequency tables, and bar charts. The bivariate analysis of two or more variables at a time was conducted to ascertain whether a significant relationship between these two variables existed. These analyses took the form of cross tabulations and correlations.

4.4 Demographic profile of respondents

The questionnaire was designed to extract demographical information from each respondent. Such information was considered important to better evaluate mentoring and coaching for both professional and personal growth toward the enhancement in performance of public sectors managers in relation to their age, gender and race.

4.4.1 Race, gender and age

The demographic data representing age, gender, race and also length of service has been summarised in Table 4.2.

Table 4.2 Demographic profile of the respondents

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

The majority of the respondents (73%) were Black (African). There were no Indians in the sample and Whites and Coloureds comprised a total of 27%. Most of the respondents were females (67%). The vast majority of the respondents were above 45 years old (73%), and 18% were above 55 years of age (Table 4.2).

4.5 Role in the organisation

The level of management of the respondents was also recorded and is shown in Figure 4.1 below.

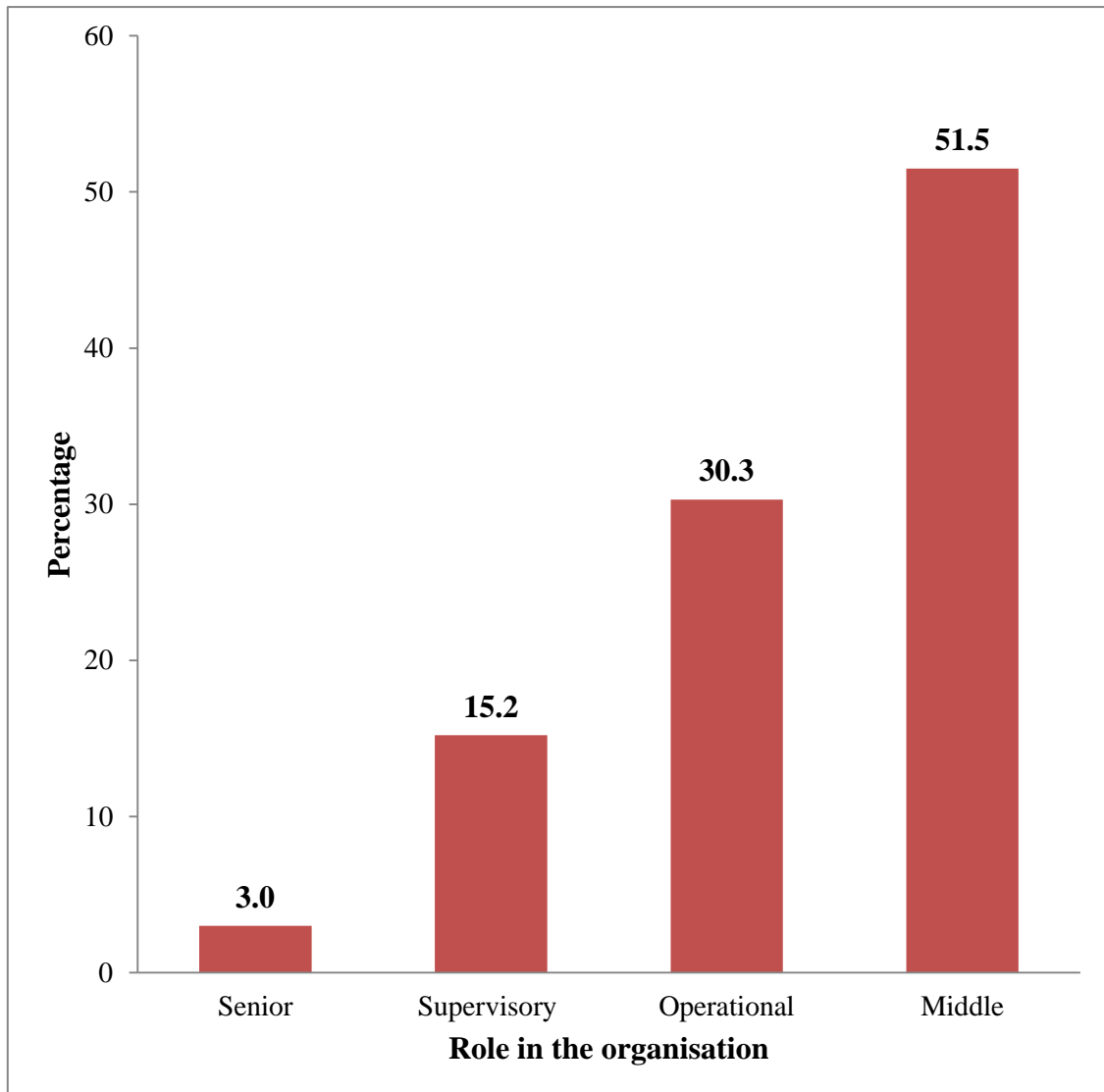


Figure 4.1 Level of management of the respondents

The results indicated that the majority (51.5%) of the respondents were middle managers, and that only 3% were senior managers.

4.6 Length of service

The lengths of service (tenure) of the respondents are shown in Table 4.3.

Table 4.3 Length of service of the respondents in the organisation

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

Employees with 11 to 15 years of service made up 24.2% of the sample, whilst employees with less than 5 years of service made up 18.2% of the sample. The majority of the respondents (42.4%) worked for the organisation for 15 years and longer (Table 4.3).

4.7 Effects of the mentoring and coaching programme

The respondents were asked to rate various statements on the effects of the mentoring and coaching programme by indicating whether they strongly agreed, agreed, disagreed or strongly disagreed to each statement. The data was analysed and is shown in Table 4.4.

Table 4.4 Responses to various aspects of the mentoring and coaching programme

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

4.7.1 Positive effect of mentoring and coaching

The results indicated that 81.8% of respondents strongly agreed that the mentoring and coaching programme had, had a positive impact on them. Overall, there was 100% agreement that mentoring and coaching had a positive effect (Table 4.4).

4.7.2 Beneficial effect of mentoring and coaching

The vast majority (93.9%) of the respondents strongly agreed that a mentoring and coaching programme would be beneficial to other managers in the public sector. There was 100% agreement that such programmes are beneficial (Table 4.4).

4.7.3 Mentor/ coach appraisal

The results revealed that 63.6% of the respondents agreed that the mentor or coach was an expert and was therefore able to provide specialised assistance. However, 36.3% of the respondents were disagreed (Table 4.4).

4.7.4 Level of scepticism about mentoring and coaching

It was revealed that 6.1% and 45.5% of the respondents highly agreed and agreed respectively, that they were still sceptical of mentoring and coaching as a management development intervention in South Africa (Table 4.4).

4.7.5 Recommendation of mentoring and coaching

All the respondents agreed that they would recommend mentoring and coaching to other professionals with 66.7% highly agree and 33.3% agree responses (Table 4.4).

4.7.6 Job performance targets

33.3% and 51.5% of the respondents highly agreed and agreed respectively that the mentoring and coaching programme assisted them to meet job performance targets. Hence this constituted agreement from the vast majority (84.8%) of the respondents. However, 15.2% of the respondents disagreed (Table 4.4).

4.7.7 Exceed job performance targets

The majority (72.7%) of the respondents agreed that the mentoring and coaching programme assisted them to exceed job performance targets. However 27.3% of the responses disagreed (Table 4.4).

4.7.8 Favourable performance appraisal

The results reveal a mixed reaction by respondents to them receiving a favourable performance appraisal following the mentoring and coaching programme. Only 9.1% of the respondents highly agreed, 39.4% agreed, whilst 36.4% disagreed and 15.2 % highly disagreed. Overall, more than 50 % of the respondents did not receive favourable performance appraisals (Table 4.4).

4.7.9 Career progression

The majority (66.7%) of the respondents agreed that prospects of career progression improved following the mentoring and coaching programme. However, 33.4% disagreed with 6.1% of these recorded as highly disagree (Table 4.4).

4.7.10 Salary increases

All the respondents disagreed to receiving higher than average salary increases following involvement in the mentoring and coaching programme (Table 4.4).

4.7.11 Confidence about abilities

The vast majority of the respondents (97%) agreed that they were confident about their abilities. There was a only 3% of the respondents who disagreed that they were confident about their abilities following the mentoring and coaching programme (Table 4.4).

4.7.12 Effective interaction on different levels

There was 100% agreement that respondents were able to interact more effectively and on different levels in the organisation following the mentoring and coaching programme (Table 4.4).

4.7.13 Time management

Although the majority (81.8%) of the respondents agreed that they managed time more effectively and have become more effective managers following the mentoring and coaching programme, 18.2 % disagreed (Table 4.4).

4.7.14 Effectiveness in the organisation

The results revealed that there was 100% agreement that the respondents were able to prioritise tasks more effectively to the extent that they were able to maximize effectiveness in the organisation, following the mentoring and coaching programme (Table 4.4).

4.7.15 Personal and professional development

There was 100% agreement that the mentoring and coaching programme helped the respondents to grow and develop on a personal level and this has had a positive impact on professional development (Table 4.4).

4.8 Analysis of objectives

This section of the chapter sets out to analyse the data collected against the relevant objectives set out in the study.

4.8.1 Objective 1:

To critically evaluate the impact of mentoring and coaching by determining if there were differences in benefits obtained based on demographics, functional specialization or length of employment

In order to assess this objective the following information was requested for on the questionnaire:

1. Race
2. Gender
3. Age
4. Your role in the organisation
5. Your length of service at this organisation:

In order to evaluate this objective all the demographic data was cross-tabulated against role in the organisation (level of management) and length of service. Following chi square analysis, it was revealed that there was a significant relationship only between age and length of service in the organisation.

4.8.1.1 Relationship between age and length of service in the organisation

Several cross tabulations were carried out using chi square analysis and Fisher's exact test. Significance was shown only when age was cross-tabulated against length of service in the organisation. Fisher's exact test was 0.011. This indicated that there was a significant relationship between age of the respondents and the length of service in the organisation. Thirty three percent of the respondents in the 45-54 age group were in service for longer than 16 years, compared to only 3% of respondents who were between 35 and 44 years. It is indicated therefore that respondents in the 45-54 age group benefited from mentoring and coaching. Younger respondents served the organisation for shorter periods (Table 4.5).

Table 4.5 Cross-tabulation between age and length of service

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

Fisher's exact test= 0.011

4.8.1.2 Other cross-tabulations

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

Race and role in the organisation,

Race and length of service,

Gender and role in the organisation,

Gender and length of service,

Age and role in the organisation,

Role in the organisation and length of service,

Role in the organisation and mentoring positive, and

Role in the organisation and mentoring beneficial the data have relevance in the discussion and are therefore presented in Tables 4.6 to 4.13 from the next page onwards.

Table 4.6 Cross-tabulation between race and role in the organisation

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

All the senior managers (3%) in the sample were White and all the Coloureds were middle managers (6.1%). Blacks occupied middle, supervisory and operational management positions, but not senior management positions (Table 4.6).

Table 4.7 Cross-tabulation between race and length of service

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

Black (39.4%) and white managers (3%) served the organisation for longer than 16 years and in total comprised 42.4% of the sample. At the time of the survey, Coloured managers were in service for a minimum of 6 and a maximum of 15 years (Table 4.7).

Table 4.8 Cross-tabulation between gender and role in the organisation

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

All senior managers were males. In total only 6% of the males occupied supervisory and operational management positions, compared to 39.4% of the females who held these positions (Table 4.8).

Table 4.9 Cross-tabulation between gender and length of service

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

Females (36.4%) were the longest in service compared to males (6.1%); (Table 4.9).

Table 4.10 Cross-tabulation between age and role in the organisation

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

All senior managers were in the 45-54 age group. Younger respondents between 35-44 years of age were middle, supervisory and operational managers whereas older respondents above 55 years old were either middle or operational managers (Table 4.10).

Table 4.11 Cross-tabulation between role in the organisation and length of service

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

Middle managers comprised 51.5% of the sample of which 21.2% served the organisation for more than 15 years (Table 4.11).

Table 4.12 Cross-tabulation between role in the organisation and mentoring positive

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

Although all the respondents agreed that the mentoring and coaching workshops had had a positive effect on them, the weighting of their responses differed. Senior managers only agreed, while all supervisory managers strongly agreed. Middle and operational managers both agreed and strongly agreed (Table 4.12).

Table 4.13 Cross-tabulation between role in the organisation and mentoring beneficial

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

All the respondents agreed that the programme was beneficial, however all senior and all supervisory strongly agreed (Table 4.13).

4.8.2 Objective 2:

To establish whether participants have noticed improvements in their performance

In order to assess this object the following statements were presented on the questionnaire, and a 4-point Likert scale was used to quantify the responses, ranging from strongly agree (4) to strongly disagree (1):

- The mentoring and coaching that I have received has had a positive impact on me
- The mentoring and coaching programme has assisted me to meet my job performance targets
- The mentoring and coaching programme has assisted me to exceed my job performance targets
- I have received a more favourable performance appraisal following my participation on the mentoring and coaching programme
- My career progression prospects have improved following the mentoring and coaching programme
- I have received higher than average salary increases following my involvement on the mentoring and coaching programme

In order to evaluate this objective the scores from the Likert scale data (shown in Table 4.4) were computed to give the mean percentage score of the responses to each of the above statements. Hence, the following scores were computed: Positive effect of mentoring and coaching, Job performance targets, Exceed job performance targets, Favourable performance appraisal, Career progression and Salary increases. The results are shown in Table 4.14 and Figure 4.2.

Table 4.14 Statistical data reflecting the scores used in analysing objective 2 (n=33)

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

Table 4.14 shows the median percentage score (which represents the middle value of the data set) for each of the statements used. It is clearly indicated that the programme had a positive impact on the respondents as the median was 100 for the responses to the statement “The mentoring and coaching that I have received has had a positive impact on me”. On the other hand, the statement pertaining to the attainment of higher than average salary increases had a median value of 50. The mean percentage values are explained below.

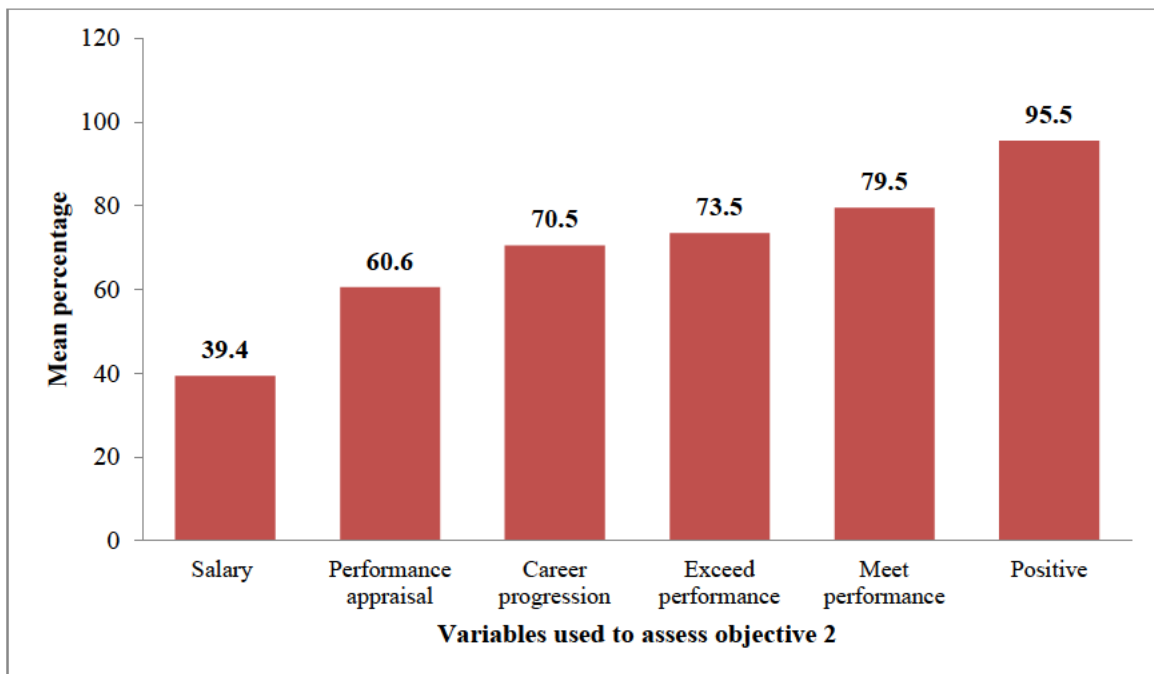


Figure 4.2: Mean percentage scores used to evaluate improvements in performance

The statistical data (Figure 4.2) showed that the respondents found that the mentoring and coaching programme had a positive impact on them and the mean percentage score was 95.5% and that they were able to meet job performance which scored a mean percentage of 79.5%. The programme had least impact in attaining higher than average salary increases (39.4%). Other high scoring attributes of the programme were assistance in exceeding job performance targets (73.5%) and progression in career (70.5%). Hence it was indicated that the mentoring and coaching programme was instrumental in improving the overall work performance of the respondents.

4.8.3 Objective 3:

To determine whether participants have developed personally in terms of confidence, interpersonal skills and effectiveness

In order to assess this object the following statements were presented on the questionnaire, and a 4-point Likert scale was used to quantify the responses, ranging from strongly agree (4) to strongly disagree (1):

I am far more confident about my abilities following the mentoring and coaching programme

I find that I am now able to interact more effectively on different levels in my organisation

I find that I am now managing my time more effectively and this has led me to become a more effective manager

I am now able to prioritise my tasks more effectively so much so that I am able to maximise my effectiveness in my organisation

The mentoring and coaching programme has helped me grow and develop on a personal level and this has had a positive impact on my professional development

I am of the opinion that a mentoring and coaching programme would be beneficial to other managers in the public sector

My mentor or coach was an expert in my field and was therefore able to provide me with specialized assistance

I am still sceptical of mentoring and coaching as a management development intervention

What is the likelihood of you recommending mentoring and coaching to other professionals?

In order to evaluate this objective the scores from the Likert scale data (shown in Table 4.4) were computed to give the mean percentage score of the responses to each of the above statements. Hence, the following scores were computed: Confidence about abilities, Effective interaction on different levels, Time management, Effectiveness in the organisation, Personal and professional development, Beneficial effect of mentoring and coaching, Recommendation of mentoring and coaching, Mentor/ coach appraisal, and Level of scepticism about mentoring and coaching. The results pertaining to this objective are shown in Table 4.15 below and in Figure 4.3 on the next page

Table 4.15 Statistical data reflecting the scores used in analysing objective 3 (n=33)

	Scepticism	Mentor	Time management	Prioritise tasks	Grow and development	Interaction	Confidence	Recommend	Benefit
Mean	57.58	75.00	78.03	81.06	85.61	86.36	87.12	91.67	98.48
Median	75.00	75.00	75.00	75.00	75.00	75.00	100.00	100.00	100.00
Mode	75.00	100.00	75.00	75.00	75.00	75.00	100.00	100.00	100.00
Minimum	25.00	25.00	50.00	75.00	75.00	75.00	50.00	75.00	75.00
Maximum	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00

Table 4.15 shows the median percentage score of the responses to each of the statements used in assessing objective 3. It is clearly indicated that the programme had a beneficial effect, improved respondents' confidence, and was highly recommendable as the median value for the responses to each of these statements was 100. The median value for the responses of the remaining statements was 75 which indicated that overall there was positive feedback from the respondents. The mean percentage values are explained in Figure 4.3.

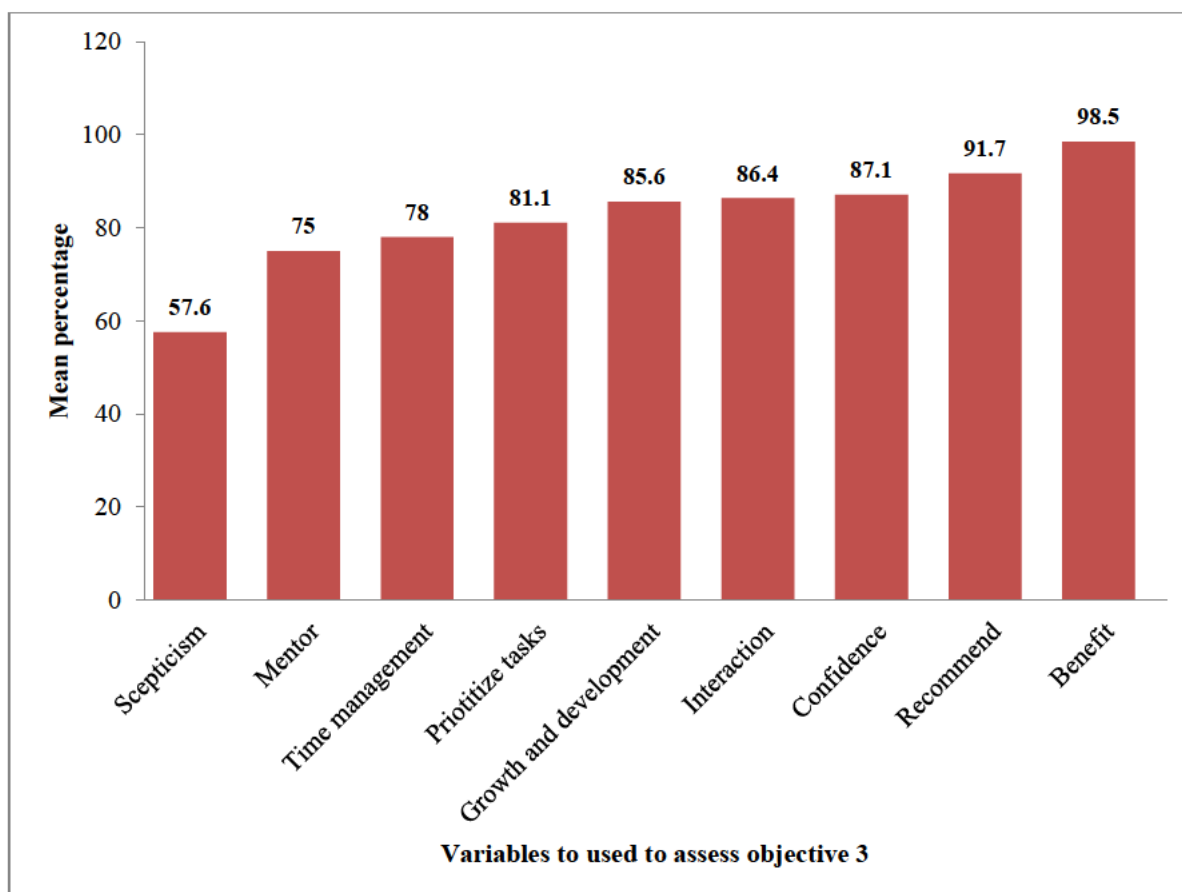


Figure 4.3: Bar chart showing mean percentages of the variables used to assess objective 3

The above results (Figure 4.3) also indicated that the respondents were mainly of the opinion that a mentoring and coaching programme would be beneficial to other managers in the public sector, and the mean percentage score was 98.5%. In so far as development was concerned, the prioritization of tasks, personal growth and development, interaction on different levels in the organisation and confidence about abilities the scores were 81.1%, 85.6%, 87.4% and 87.1% respectively. Managing time more effectively following the mentoring and coaching programme scored a mean percentage of 78%. Overall it is indicated that the programme contributed to the development of the respondents in terms of confidence, interpersonal skills and effectiveness. Although there was some scepticism about the programme, this statement scored the lowest at 57.6%. The respondents did regard the mentor/coach as an expert (mean score 75%), but stated that there was a high likelihood of them recommending mentoring and coaching to other professionals, the score was 91.7% which emphasizes this finding.

4.8.3.1 Cross-tabulations

Although there were no significant relationships between the following cross-tabulations and using chi square analysis:

race and level of scepticism;

age and level of scepticism;

gender and level of scepticism;

gender and mentor/coach;

race and mentor/coach; and

age and mentor/coach

the data have relevance in the discussion and are therefore presented in Tables 4.16 to 4.21 below.

Table 4.16 Cross-tabulation between race and level of scepticism

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

When race was cross-tabulated against scepticism, it was found that blacks (42.5%) were the most sceptical about the mentoring and coaching programme, followed by whites (6.1%) and Coloureds (3%), (Table 4.16).

Table 4.17 Cross-tabulation between age and level of scepticism

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

Older respondents over 45 years of age were most sceptical (who strongly agreed); however they only comprised only 6.1% of the sample of responses (Table 4.17).

Table 4.18 Cross-tabulation between gender and level of scepticism

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

More than twice as many women (36.4%) than men (15.2%) were sceptical of the benefits offered by mentoring and coaching as a management development intervention (Table 4.18).

Table 4.19 Cross-tabulation between gender and mentor/coach

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

Of the respondent (36.3%) who disagreed that the mentor or coach was an expert, 27.2 % were female and 9.1% were male (Table 4.19).

Table 4.20 Cross-tabulation between race and mentor/coach

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

All the Coloured respondents agreed that the mentor or coach was an expert and was therefore able to provide specialised assistance, but whites (9.1%) and blacks (27.2%) disagreed (Table 4.20).

Table 4.21 Cross-tabulation between age and mentor/coach

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

Respondents above 45 years old (21.2%) disagreed that the mentor or coach was an expert compared to 12.1% of the respondents who were younger than 45 (Table 4.21).

4.9 Conclusion

This chapter presented an analysis of results that were obtained from the participants of this study. The analysis of the data revealed that all of the objectives that had been set out for this study have been met. The most salient findings from the research revealed that the mentoring and coaching programme was beneficial and would be instrumental for both professional and personal growth of public sector managers in South African. It was also revealed that performance of public sectors managers (the respondents) was improved and consequently an inference may be drawn that such an intervention may lead to improved delivery from these essential organs of state in general. Although there was some scepticism about the programme, this statement scored the lowest, which indicated that scepticism was not a major concern. Respondents said that the mentoring and coaching programme had minimal impact in the attainment of higher than average salary increases. However, there was overwhelming support that the respondents would recommend such a programme to other professionals. A full review of the results analysed in this chapter will be discussed in Chapter 5.

CHAPTER FIVE

DISCUSSION OF RESULTS

5.1 Introduction

This chapter discusses the results that have been presented in Chapter 4. The chapter serves to link the literature reviewed in Chapter 2 with the findings of this study. As previously mentioned, mentoring and coaching programmes were implemented at Frontier Regional Hospital in Queenstown in the Eastern Cape, South Africa, in order to improve the efficiency and quality of services to the public. This study set out to evaluate the effect of the mentoring and coaching workshops which attempted to inculcate knowledge of how, where and when mentoring and coaching is applied, inclusive of successful application. According to Troskie (2009) the workshops provided opportunities to experience mentoring and coaching through practice in a safe environment. Hence this chapter is structured to provide a comprehensive account of the demographics of this study and then a discussion of each objective aligned to the findings and the literature. It must be noted that in this chapter mentoring and coaching is discussed jointly, and interchangeably and is therefore not regarded as two separate disciplines.

5.2 Objective 1

To critically evaluate the impact of mentoring and coaching by determining if there were differences in benefits obtained based on demographics, functional specialization or length of employment

The age of each respondent was significantly associated with his/her tenure in the organisation, and older respondents served the organisation for longer. The respondents found the mentoring and coaching programme to be positive and beneficial, and following analysis this was found to be irrespective of their race, gender or age. The role of the managers in the organisation did not affect their assessment of the mentoring and coaching programme, however, all senior managers were white males and females occupied lower management positions.

5.2.1 Age and Length of service

The results showed that there was a significant relationship between age of the respondents and the length of service in the organisation. It was also noted that 33.3% of the respondents in the 45-54 age group worked in the organisation for longer than 15 years, compared to only 3% of respondents who were between 35 and 44 years. Long service is characteristically a feature of the workforce in several countries, and has been reported by researchers such as Rix (2004; Garofano and Salas, (2005) ; Popkin et al.,(2008); Ilmakunnas and Ilmakunnas, (2010). It is also indicated that older respondents in this study benefited more from the mentoring and coaching programme.

The objectives of implementing the mentoring and coaching programme were to better equip the managers for embracing the challenges in the public sector and overall improve service delivery. It has been shown that older workers may negatively affect productivity (Ilmakunnas and Ilmakunnas, 2010). Our findings showed that 73% of the respondents were above 45 years old and 18% were above 55 years of age. On the other hand, Sarker et al., (2003) showed that length of service (tenure) was significantly associated with overall job satisfaction, and not age. Gibson and Klein, (1970) reported that although age and tenure are highly related, they are conceptually different. Their data revealed a linear positive relationship between employee satisfaction and age, and a linear negative relationship between employee satisfaction and length of service. Seeing as the managers in the present study were mostly above 45 years (42.4% of the respondents) and worked for longer than 15 years, the mentoring and coaching programmes may have been very appropriate because both old age and tenure (which are reported to affect productivity) were inadvertently attend to in the workshops, and overall served to better respondents' productivity. Furthermore there was 100% agreement that the programme was beneficial, and this aspect has been expanded under Section 5.4.7.

5.2.2 Race and Mentoring/coaching

The present study examined the racial composition of the respondents but not that of the mentors or coaches. Therefore the study was unable to draw inferences about the effect of race on the mentee-mentor relationships. However, it was revealed that the mentors were all

whites, mostly men in their early 60s who had worked extensively at a management level in the private sector (Troskie, 2009). Unlike the respondents in other studies (Dreher and Cox, 1996; Blake-Beard et al., 2011), where race was shown to have a negative effect on mentoring, the respondents of this study agreed 100% that mentoring and coaching had a positive effect. Furthermore, there was 100% agreement that a mentoring and coaching programme was beneficial.

Similarly, van der Merwe, (2010) showed that no race-related problems were encountered in her study at the University of South Africa, where black protégés were mentored by white academics. However, some protégés experienced difficulties with self efficacy. Hence, it may be assumed that unconscious competence (Spool, 2011) was not being achieved effectively. Measures were taken to increase self-efficacy and this included goal-setting and continuous feedback (van der Merwe, 2010). In the present study it was shown that majority of the longest serving managers are Black (39.4%). By comparison, only 3 % of white managers had served the organisation for longer than 15 years. At the time of the survey, Coloured managers were in service for a minimum of 6 and a maximum of 15 years as per Table 4.7. However no significant associations or relationships that were directly related race, the benefits and effects of the mentoring and coaching programme, or tenure, were attained following evaluations of the managers' responses in this study. As was mentioned by the project executive, it therefore seemed that the diversity around age, race, gender and environment had strengthened the success of the project (Troskie, 2009).

5.2.3 Gender and mentoring/coaching

Due largely to the successful implementation of affirmative action and gender equality policies, women are well-represented at management level, particularly in the public health sector in South Africa. Females comprised over two thirds of the study sample hence the responses in this study were overwhelming that of the women. Furthermore, the responses of the mentors or coaches were not evaluated. Therefore it was not possible to evaluate the effect of gender on mentoring relationships. Seeing as the mentoring and coaching programme had been implemented at the Frontier Hospital in only 2009, it was therefore not possible in this study to evaluate the long term beneficial effects on men and women. However, the results clearly indicated that females (36.4%) were the longest in service (>15

years), compared to males (6.1%). Therefore it is assumed that women may benefit more from the mentoring and coaching programme in the long term.

The reason behind the implementation of mentoring programme was to improve service delivery in the public sector in the Eastern Cape. Studies have shown that women leaders are more caring (Adams and Funk, 2012), take less risk (Hogarth et al., 2012), and report more psychosocial support than males (Sapienza et al., 2009). Other studies have shown that gender did not influence mentoring outcome, and that individuals (irrespective of gender) who received extensive mentoring attained more promotions, and were more satisfied with their pay and benefits than individuals who had less extensive mentoring (Dreher and Ash, 1990). Therefore it is assumed that the mentoring and coaching may serve to improve overall effectiveness and efficiency of the all public sector managers following continued assessment and evaluation.

5.2.4 Role in the organisation

In this study all senior managers were white males, and only 6% of all the males in the sample occupied lower level management positions, compared to 39.4% females. Furthermore 27.3% middle managers were females of which 21.2% served the organisation for more than 15 years. Such evidence may also offer a possible explanation for the general lack of progression for the female managers in this study. Hence it may be deduced that the mentoring and coaching programme may serve to change this scenario, and progression made by females should be assessed in subsequent evaluations.

It is important that public sector managers are politically sensitive, proficient leaders and competent in every aspect of management (Nalbandian, 1991 ; Svara, 2010). Noticeably, all the managers in this study agreed that the mentoring and coaching workshops was positively beneficial. It was clearly evident that all senior and all supervisory managers benefitted from the teachings and learnings of the programme, seeing as they strongly agreed that the programme was beneficial. As was reported by Griffiths (2005) and Hurd (2002) learning is inherent within the coaching process and thereby paves the way for the achievement of goals. Moreover, such on-going developments collectively contribute to change (Whitworth et al., 1998) which is much needed in the public sector in South Africa.

It stands to reason that the managers in the present study will make accessible their learning and promote wellbeing in the performance of others, due to the psychological processes of mentoring and coaching. According to Grant (2006) and Laske (2004), coaching psychology can provide a methodology to further develop purposeful change associated with normal, non-clinical populations (Grant, 2006). It has been shown that internal management of the organisation remains an essential part of the city manager's job (Lazenby, 2010). Therefore the objective of improving the overall capacity of public service in South Africa through mentoring and coaching may well be attained.

5.3 Objective 2

To establish whether participants have noticed improvements in their performance

The statistical analysis on this objective reveals that the mentoring and coaching programme had least impact on the attainment of higher than average salary increases (39.4%) and on achieving performance appraisals (60.6%). Nonetheless, the analysis does indicate that the programme did contribute to improving the overall work performance of the respondents and facilitated career progression (70.5%). Respondents also reported that they were better able to meet job performance (79.5%). Overall the programme was rated by the respondents as having had a positive impact (95.5%).

5.3.1 Salary impact

All the respondents in the present study disagreed to receiving higher than average salary increases following involvement in the mentoring and coaching programme. However, research has demonstrated that individuals who are mentored advance more rapidly in the organisation earn higher salaries, are less likely to leave the organisation, and express more favourable work attitudes than individuals who are not mentored (Dreher and Cox, 1996). Allen, T. D., Lentz, E. & Day, R. (2006) showed through regression analysis that employees with mentoring experience reported a higher current salary than did those without mentoring experience. According to Ensher and Murphy, (2011) protégés with effective mentors earn greater compensation, are promoted more rapidly, and have greater career mobility than those with ineffective mentors or no mentoring at all.

As was observed by Eby et al., (2006a), in the present study there was no significant relationship between mentor benefits and career success, such as salary and promotions. A possible reason for this is that salary and promotions are determined by many other factors in the organisation, including overall job performance, age, position, and education level (Eby et al., 2006a), and not only a direct consequence of mentoring. Furthermore, researchers have reported that short-term or proximal benefits of mentoring may be directly attributed to relationships or psychosocial support, while long-term or durable benefits are associated with more peripheral career outcomes, including salary and promotions Allen et al., (2004). Hence, the effect of mentoring on salary increases at Frontier Hospital may take time to accrue over several mentoring and coaching sessions.

5.3.2 Performance appraisal outcomes

A performance management system is implemented to promote better performance, and may use a system of rewards as incentive. Performance management is a systematic approach to achieving the organisation's goals and objectives. It works on the principles of alignment and measurement. A performance appraisal, usually compiled by the supervisor is a systematic and periodic process that assesses an employee's job performance and productivity in relation to key performance areas and organisational objectives (Laske, 2004). The results reveal a mixed reaction by the respondents of this study to receiving favourable performance appraisals following the mentoring and coaching programme. Overall, 48.5% agreed whilst 51.6 % of the respondents did not receive favourable performance appraisals. Under Sections 5.3.4 and 5.3.5 it is shown that the respondents overwhelmingly agreed that their work performance was enhanced following the mentoring and coaching programme. Therefore, similar to salary progression, respondents may have to allow more time for enhance work performance to reflect in favourable performance appraisals.

5.3.3 Career progression effect

Given that formal and informal mentorships are dissimilar, it is not surprising that differences would be found in the mentoring provided. The majority (66.7%) of respondents at Frontier Hospital agreed that prospects of career progression improved following the mentoring and coaching programme. However 33.4% of respondents disagreed that the mentoring received was through a formal mentoring and coaching programme would enable career progression.

Furthermore, as pointed out by Allen et al.,(2006) rewards may be used by organisations as a means to persuade individuals to participate in formal programmes and these factors may translate into a greater number of promotions for formal mentoring. Another possible explanation for the 33.4 % respondent disagreement to career progression in this study may have been the small sample size (n=33).

Finally, as explained by Bozionelos, (2004) objective career success refers to career accomplishments evaluated by means of external or objective criteria, which utilize societal or organisational definitions of success or failure. Bozionelos, (2004) explains further that subjective career success refers to individuals' own internal evaluations of their career accomplishments. In this study the subjective career success of the protégés was evaluated.

5.3.4 Meet and exceed job performance targets

Job performance was met by 84.8% of the respondents and was exceeded by 72.7% of the respondents in this study and the mean score for meeting job performance was 79.5%. Although most mentoring programmes are not targeted specifically at improving productivity, mentoring does improve protégé performance by improving learning, communication and career commitment (Eby et al., 2008a). The positive relationship between mentorship and objective career outcomes, such as compensation and promotions (Allen and Eby, 2004), also implies that job performance may be improved through mentoring. However, few studies have measured job performance in relation to mentoring participation and no studies have assessed managerial or organisational reported measures of protégé performance (Egan and Song, 2008).

A correlation between number of publications and participation in informal mentoring for graduate students was reported (Green and Bauer, 1995). Job performance was used as a control by Day and Allen (2002); cited in Egan and Song (2008) who reported that career motivation was fully aligned to the relationship between self-reported performance effectiveness and involvement in mentoring.

Egan and Song, (2008) further explored job performance and mentoring and hypothesised that individuals who received high- or low-level-facilitated mentoring will have job performance ratings from their managers at the end of the mentoring programmes greater than those receiving no formal mentoring. The hypothesis was supported because employees who received high-level-facilitated mentoring demonstrated higher job performance ratings

than the low-level-facilitated mentoring, and both mentoring groups had higher average performance ratings than those of the control group.

The majority (72.7%) of the respondents agreed that the mentoring and coaching programme assisted them to exceed job performance targets, which had a mean score of 73.5%. It may therefore be assumed that overall the respondents' management skills and abilities were improved through the mentoring and coaching programme.

5.3.5 Positive effects

There is overwhelming support in the literature for the positive effects of mentoring and coaching (Allen and Eby, 2004; Bozionelos, 2004 ; Eby et al., 2006b ; Eby et al., 2008a). The results of this study revealed that there was 100% agreement that mentoring and coaching had a positive effect on the respondents (Table 4.4). Research, including this study, has shown that formal mentoring may bring psychological benefits to participants of the mentoring programme through increased job satisfaction, higher commitment to their organisation and perceived better fit with their organisation. In addition protégés may also demonstrate higher job performance immediately after the programme (Egan and Song, 2008). A more satisfied, committed and higher performing employee is highly likely to impact positively in the organisation, hence there is mutual gain and organisations could therefore benefit from formal mentoring programmes.

5.4 Objective 3

To determine whether participants have developed personally in terms of confidence, interpersonal skills and effectiveness

Since managers are key representatives of the organisation and play an important role in transmitting organisational values and beliefs, this study is of great importance for both evaluating the effects of the mentoring and coaching programme, as well as to determine the effects on public sector managers. Overall, the managers in this study largely agreed that the mentoring and coaching programme would be beneficial to other managers in the public sector, despite a high level of scepticism (51.7%). Developmentally, managing time more effectively, the prioritisation of tasks, personal growth and development, interaction on

different levels in the organisation and confidence about abilities were high on their list of accomplishments following mentoring and coaching. The respondents regarded the mentor/coach as an expert (score 75%), and would highly recommending the mentoring and coaching to other professionals (91.7%).

5.4.1 Interaction, managing time, tasks and effectiveness in the organization

One of the objectives for implementing the mentoring and coaching programmes at Frontier Hospital in the Eastern Cape Province was to improve interaction with others because effective communication was identified as the key success factor. Effective communication is further elaborated as the tool that will ensure common understanding of the tasks to be completed, create feedback of delays and obstacles and can be used to motivate and encourage staff. In the public service basic communication tools such as e-mail, memo's and courtesy calls were under-utilised which resulted in misunderstanding and mistrust amongst staff members (DoH, 2009). That there was resounding success in improving these skills was evident when the respondents agreed (100%) that they were able to interact more effectively and on different levels in the organisation following the mentoring and coaching programme (Table 4.4). The mean score for the variable interaction with others was 86.4% (Figure 4.3).

Effectiveness in the organisation is often assessed by return on investment (ROI). However coaching return on investment (CROI) takes into consideration behavioural changes and may assess change in the ones' ability to manage time more effectively (Laske, 2004). It was shown in this study that all the respondents agreed to better interaction on different levels. Also the majority (81.8%) of the respondents agreed that they managed their time more effectively and have become more effective managers following the mentoring and coaching programme.

However, 18.2 % did not succeed in better managing their time following mentoring and coaching. Likewise it was shown in the Serbian study that some deputy managers, economists and head nurses showed less improvement in some managerial skills compared to others (Supic et al., 2010). According on the evidence-based capability framework, behaviour changes depend on developmental shifts (Laske, 2004). It therefore seems possible that behaviour shifts were not fully achieved in some of the respondents in this study. The respondents agreed that they were able to prioritise tasks more effectively to the extent that

they were able to maximize effectiveness in the organisation, following the mentoring and coaching programme.

5.4.2 Growth and development

Studies have shown that mentoring and coaching may result in a deeper sense of the self and generally leads to functioning as a better person (Grant, 2001). Researchers have also shown that mentees do benefit from a mentor's guidance and support (Allen and Eby, 2004; Bozionelos, 2004; Eby et al., 2006b; Eby et al., 2008a). The respondents at Frontier Hospital were in 100% agreement that the mentoring and coaching programme facilitated their growth and development which positively impacted on professional development. It has often been reported that mentored individuals are generally more satisfied and committed to their professions than non-mentored individuals. Furthermore, some evidence has shown that mentored individuals receive more promotions and are more highly compensated than non-mentored individuals (Chao, 2009).

A meta-analysis by Allen et al., (2004) supported the relationship between mentoring and several protégé outcomes, including increased compensation, higher salary, higher job satisfaction, higher career satisfaction, greater organisational commitment, greater career commitment, and greater intentions to stay with the organisation. Objective career success was determined by percentage change in salary during a specified time period as opposed to current income, and by assessing the number of promotions received. Subjective career success is considered typically a multi-item self-report measure of how happy one is with one's career or how successful one believes one has been in his or her career (Allen et al., 2004). In the present study, growth and development was not measured, and was taken to be a reflection both objective and subjective career success, based on the information provided in the completed questionnaires.

5.4.3 Confidence

Psychosocial support is said to provide a platform for sharing personal problems, socializing activities, exchanging confidences, and sharing friendship with the mentor (Scandura and Williams, 2001; Allen et al., 2004). This confidence which may become associated with

anticipated job and career success may link to more positive work-related attitudes and further motivate protégés into achieving better objective outcomes such as higher performance rating and salary (Egan and Song, 2008). Supic et al., (2010) showed that improved skills development through mentorship could lead to upgraded confidence and the motivation to improve organisational performance. Ninety seven percent of the respondents in this study agreed that they were confident about their abilities.

5.4.4 Scepticism

Although mentoring is reported to be highly useful it is not always beneficial for all individuals. It was revealed in this study that 51.7% of the respondents were sceptical of mentoring and coaching as a management development intervention. It was further revealed that blacks (42.5%) were the most sceptical followed by whites (6.1%) and Coloureds (3%). Respondents over 45 years of age were most sceptical but comprised only 6.1% of the sample .Overall women (36.4%) were more sceptical than men (15.2%).

It was revealed in this study that Black and women respondents were the most sceptical and it is therefore assumed that other factors such as self efficacy as reported by van der Merwe, (2010), lack of back role models Blake (1995), cited in Ensher and Murphy, (1997), or gender-race mismatch as reported by Blake-Beard et al., (2011) may have been contributory to their levels of scepticism.

5.4.5 Mentor/coach effect

According to Battley (2006), coaches who are positive and considerate result in good role models. Murray (1991) reported that role models often exhibit success, have knowledge of organisation policy and philosophy, and thereby accomplish tasks. However some role models may have negative impacts on their mentees (Murray, 1991). According to Troskie, (2009), the mentors in the present study were retired managers with extensive experience in the public sector, and it is therefore assumed that they acted as good role models.

The results revealed that 63.6% of the respondents agreed that the mentor or coach was an expert and was therefore able to provide specialised assistance. However, 36.3% of the respondents were in disagreement. Of the respondent who disagreed 27.2 % were female and

9.1% were male, and were either white (9.1%) or black (27.2%). Furthermore, older respondents above 45 years old (21.2%) disagreed compared to 12.1% of the respondents who were younger than 45 years of age.

According to Allen and Eby, (2004) mentors provide more psychosocial mentoring to female protégés than to males, but no differences in career mentoring were observed. These authors assumed that mentors were more comfortable providing the functions associated with psychosocial mentoring to women. However, in this study female managers (27.2%) were least pleased with the mentor. Feedback between mentors and protégés is a critical component of mentoring relationships. The importance of feedback to the individual learning and development process has been reported (van der Merwe, 2010). Protégés expect feedback from their mentor and use that feedback to help improve personal performance. It is therefore assumed that feedback may have been limiting factor by those respondents who did not regard the coach as an expert in workshops at Frontier Hospital.

5.4.6 Recommendation by protégés

Another objective of the mentoring and coaching workshops was to develop proficient managers through teaching the processes of competency. As assessed in this study, it is clearly indicated that there was an unfolding of development from when the managers were unaware of how ineffective they may have been (unconscious incompetence), to possibly thinking they were effective in their jobs (conscious incompetence), then to realizing that there was much more to what they were trying to do, overcoming these difficulties and embarking on the path of learning (conscious competence), to finally utilizing their understanding without active thought or concentration (unconscious competence). The unconsciously competent person completes the tasks with grace and speed (Spool, 2011), as was revealed in this study. There was 100% agreement for the following statements: Positive effect of mentoring and coaching; Beneficial effect of mentoring and coaching; Effective interaction on different levels; Effectiveness in the organisation and Personal and professional development. There was 97% agreement for improved confidence following mentoring and coaching. Having benefitted from such training and development, the managers in this study had no hesitation in recommending mentoring and coaching to other professionals, which indicated that they had acquired knowledge and were using their skills

without active thought or concentration, to the point that they all recommended the programme.

5.4.7 Beneficial impact

The most consistent statement made in the literature is that those who are mentored accrue substantial benefits. Given that the respondents in this study largely praised the mentoring and coaching programme, it stands to reason that they benefited from it. According to Griffiths (2005) benefits are maximised when driven by the mentee, and when expectations between mentor and mentee are clear. The vast majority (93.9%) of the respondents strongly agreed that a mentoring and coaching programme would be beneficial to other managers in the public sector.

Overall, there was 100% agreement that such a programme would be beneficial to other managers in the public sector. It may further be assumed that internal management skills and knowledge, including budgeting, financial management, staff supervision, and administration and or organisational theory, ethics and integrity, communications skills, leadership, teamwork, and negotiating skills were improved because there was overwhelming support for the programme. It may therefore be assumed that the coaching-learning model as proposed by Griffiths (2005) progressed through a transformational learning-alliance between coach and learner, towards the achievement of goal-directed, action-based objectives, because there were overwhelmingly positive outcomes in this study.

5.5 Conclusion

This chapter provided an in-depth account of the findings of this study and drew analogies to other studies of this nature. Overall it was shown that race and gender did not have a significant effect on the programme as has been previously reported. The relatively small sample size may have affected this finding. Mentoring and coaching was shown to improve the overall work performance of the respondents and facilitated career progression. Despite some scepticism, the respondents largely agreed that the mentoring and coaching programme would be beneficial to other managers in the public sector. Developmentally, managing time

more effectively, the prioritization of tasks, personal growth and development, interaction on different levels in the organisation and confidence about abilities were high on their list of accomplishments following mentoring and coaching. To a great extent it would seem that unconscious competence was achieved through the programme and all the respondents recommended the programme. Mentoring and coaching in the form of career coaching and psychosocial (counselling) support was attained by the respondents. This study is of great importance for both evaluating the effects of the mentoring and coaching programme, as well as to determine the effects on public sector managers.

CHAPTER SIX

CONCLUSIONS AND RECOMMENDATIONS

6.1 Introduction

In this concluding chapter the salient findings linked to each objective of the study, together with highlighting areas of limitations are summarised. The chapter also includes recommendations that may be undertaken in future studies on the effects of mentoring and coaching, taking into account the findings and limitations of the study. The study was designed around the literature reviewed in Chapter 2 with the purpose of determining the value and benefit of mentoring and coaching for public sector managers in South Africa.

6.2 Objective 1

6.2.1 Commentary

The first part of the study set out to critically evaluate whether there were differences in benefits obtained from mentoring and coaching based on demographics, functional specialization or length of employment. To this end only age of respondent was significantly associated with his/her tenure in the organisation, and older respondents served the organisation for longer.

6.2.2 Conclusions reached

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

6.2.3 Recommendations

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

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

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

6.3 Objective 2

6.3.1 Commentary

The study further investigated improved performance in the participants following the mentoring and coaching programme.

6.3.2 Conclusions reached

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

6.3.3 Recommendations

It is highly recommended both the psychosocial and career impacts of protégés are evaluated before and after a mentoring and coaching programme. Hence queries/statements about the Human Resources records as well as education and skills certification should also be factored into the questionnaire to evaluate both the personal and the work/career-related benefits of such programmes. As mentioned above, the mentor/coach should also complete the questionnaire. Furthermore, follow-up surveys are recommended.

6.4 Objective 3

6.4.1 Commentary

The final objective of the study was to determine whether participants developed personally in terms of confidence, interpersonal skills and effectiveness.

6.4.2 Conclusions reached

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

in terms of confidence, skills development and effectiveness was achieved following mentoring and coaching.

6.4.3 Recommendations

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

6.5 Suggestions for further research

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

6.5.1 Informal mentoring

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

6.5.2 Continuous evaluation

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

6.5.3 Develop a framework

There is a need to consider the problem of conceptualizing mentoring to account for its diversity in practice. It is important to provide a simple and relevant account of the diversity of mentoring in practice. It is also important to make use of particular perspectives, such as a psychosocial perspective, to analyse organised mentoring that centres more specifically on human resource concerns, and to focus on contemporary issues. Organisational cultures and structures have changed tremendously in South Africa especially since 1994. Approaches to the management of people at work have also changed. If these environmental factors, which will shape what mentoring/coaching can and will be, have changed, it becomes important to explain organised mentoring/coaching as a product of these factors. Hence, an analytical approach to understanding the diversity of organised mentoring/coaching in modern organisations needs to be developed. Without a conceptual framework it is difficult to provide the critical perspective necessary to promote debate and analysis about the potential and limitations of investing in mentoring/coaching as a major innovation in employee development, which is highly capable of improving service delivery and meeting organisational needs.

6.5.4 Qualitative study approach

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

6.6 Conclusion

The study revealed that mentoring and coaching has far reaching positive effects and that work-place performance can be improved through such intervention and consequently such benefits may accrue to managers engaged in the public sector. It was also shown that race and gender did not have an effect on mentoring and coaching, that overall performance improved in that the mentor/coach was appraised positively and that protégé development was enhanced.

The long-term benefits and challenges were not assessed in this study. However, the study provided evidence that skills development may be facilitated through mentoring and coaching and thus the overall objective of improving service delivery in the public sector may be attained.

Several recommendations and suggestions to improve future studies were made. These included; informal mentoring, continuous evaluation and the development of a conceptual framework. It is also suggested that an assessment of mentor feedback should be undertaken as well as, researching a larger sample size in future studies. A further recommendation would be to conduct an evaluation of mentoring and coaching in other South African public sector entities. It is also recommended that an assessment of Human Resources records and education and skills certification of staff is made. This research also points to the need for a post-intervention study to ascertain the performance improvement following a mentoring/coaching intervention.

In conclusion this research paper has investigated the benefits of mentoring and coaching in the public sector. Conclusions have been reached and appropriate recommendations have been made and that should result in positive outcomes following the implementation of these recommendations in future such studies or interventions.

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Appendix 1

UKZN, Ethical clearance



**UNIVERSITY OF
KWAZULU-NATAL**

*University of KwaZulu-Natal
Research Office
Govan Mbeki Centre
Westville Campus
University Road
Chithern Hills
Westville
3629
South Africa
Tel No: +27 31 260 3587
Fax No: +27 31 260 2384
E-mail : naidoo4@ukzn.ac.za*

17 July 2011

Mr A Ganesh
Graduate School of Business
WESTVILLE CAMPUS

Dear Mr Ganesh

PROTOCOL: The benefits of mentoring and coaching in the Public Sector
ETHICAL APPROVAL NUMBER: HSS/1151/2010 MBA: Faculty of Management Studies

In response to your application dated 01 October 2010, Student Number: **208518898** the Humanities & Social Sciences Ethics Committee has considered the abovementioned application and the protocol has been given **FULL APPROVAL**.

PLEASE NOTE: Research data should be securely stored in the school/department for a period of 5 years.

I take this opportunity of wishing you everything of the best with your study.

Yours

.....
Prof. A M Singh (Supervisor)
HUMANITIES & SOCIAL SCIENCES ETHICS COMMITTEE

SC/sn

cc: Prof. A M Singh (Supervisor)
cc: Ms C Haddon

Postal Address:

Telephone:

Facsimile:

Email:

Website: www.ukzn.ac.za

Founding Campuses:

Edgewood

Howard College

Medical School

Pietermaritzburg

Westville

Appendix 2

Gatekeeper's authorisation from the Eastern Cape Provincial Government



Province of the
EASTERN CAPE
HEALTH

FRONTIER HOSPITAL

Kingsway Avenue • Private Bag/Ingxowa Eyooowa X7063 • Queenstown • 5320 • Eastern Cape
▪ REPUBLIC OF SOUTH AFRICA • Tel: (045) 808 4236 • Fax: (045) 839 4072 •
E-mail: wezile.chitha@impilo.ecprov.gov.za • Enquiries: Dr. W.W.Chitha

15 December 2010

Mr. A. Ganesh

Graduate School of Business
Westville Campus
University Road
Chiltern Street
Westville
3629

**RE: REQUEST TO DO RESEARCH
"THE BENEFITS OF MENTORING AND COACHING IN THE PUBLIC SECTOR"**

Dear Mr. Ganesh

Your request is hereby approved. However, you are expected to get approval of the Head of Department of Health, Eastern Cape in case you need to publish the findings of your research.

Yours in Health.



**Dr W. W. CHITHA
CHIEF MEDICAL
SUPERINTENDENT**

CHIEF MEDICAL SUPERINTENDENT

United in achieving quality health care for all

24 hour call centre: 0800 0323 64
Website: www.ecdoh.gov.za



Ikamva eliqambileyo!

Appendix 3

Gatekeeper's authorisation from the National Business Initiative (NBI)



17th May 2010

To whom it may concern

Dear Sir/Madam

RE: Request for assistance for MBA Research Project

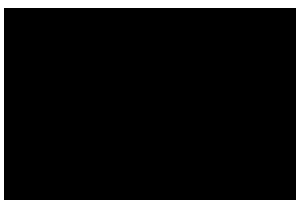
The NBI is a voluntary coalition of 140 South African and multinational companies, working together towards sustainable growth and development in SA.

The Eastern Cape Provincial Administration (ECPA) and National Business Initiative (NBI) have been running a joint collaboration initiative since January 2007, in an effort to improve service delivery within government. The initiative has gained both national and provincial recognition both on the part of Government and Business. .

In essence the model is to recruit early-retirees, train them as Mentors and Coaches, and match them carefully with Senior Manager Protégés from Government. We are involved both with the mentorship of line staff in various Departments and also with those in charge of specific projects.

As per the agreement, access will not be gained to the protégés directly and therefore the research is to be facilitated by incorporating Mr Ganesh's questionnaire in its unaltered form into the 360 degree assessment in order to ensure validity and authenticity for the purposes of the research.

We are looking forward to assisting in any way to ensure the success of the Thesis.



Ruth Troskie
Project Executive



Appendix 4

The study questionnaire



**UNIVERSITY OF
KWAZULU-NATAL**
Graduate School of Business

Voluntary Questionnaire:

The benefits of mentoring and coaching in the public sector

Thank you for taking the time to respond to this questionnaire. Your contribution is much appreciated to this body of research.

As part of the course assessment, MBA students are required to conduct a research study with a view to compiling a set of recommendations that theoretically could be put forward for further research or from which recommendations maybe adopted by individuals or organisations for their individual or collective benefit.

Purpose of the Study/Objectives

- 1. To critically evaluate the impact of Mentoring and coaching by determining if there are differences in benefits obtained based on
 - a. demographics,
 - b. functional specialization,
 - c. length of employment**
- 2. To establish whether participants have noticed improvements in their performance**
- 3. To determine whether participants have developed personally in terms of confidence, interpersonal skills and effectiveness.**

This research questionnaire should take about 15 minutes to complete. The questions are structured such that all that is required is to tick / shade-in the relevant box or provide a single-phrase answer. Please note that due to the very strict deadlines of this MBA

course we would greatly appreciate your response within 10 days of receipt of this questionnaire.

Your participation in this research is voluntary and all information provided will remain totally confidential. Furthermore, your name, your organisation's name and any other details will not be made public or disclosed in the research document and will not be able to be linked back to your specific responses. Hence all information provided retains anonymity in the research document and will be used purely for statistical evaluation purposes.

In compliance with the university's ethical research policy, please provide your consent to participating in this research study by completing and signing the declaration / consent sheet on the next page.

Responses may be e-mailed back to me at aaron.ganesh@paarlmedia.co.za or faxed to 031 714 7410

If you send your response back by email, the sending back by e-mail will convey that you consent to being part of the survey (i.e. no consent form required). If you fax back your response, or if the form is completed in conjunction with a member of our research group, please include a signed copy of the declaration / consent sheet.

Should you have any queries in regard to any of the above, please feel free to contact me (my details are provided below) or you may contact Prof. Anesh Singh, UKZN Graduate School of Business on 031-260 7564.

Thank you for taking the time to respond to this questionnaire.

Aaron Ganesh

MBA Student

E-mail address: aaron.ganesh@paarlmedia.co.za

Contact telephone numbers: 031-031 714 4701 (office hours); 0828051329 (all hours).

Fax: 031 714 7410

Voluntary Questionnaire: The benefits of mentoring and coaching in the public sector

MBA STUDENT-INDIVIDUAL RESEARCH STUDY

DECLARATION / CONSENT

Dear Respondent,

Thank you for considering being a respondent in my research study.

To meet the research ethical requirements of the University of KwaZulu-Natal, please provide your consent to being part of this research project. Without your consent, your response is not valid and we may not use your response.

For respondents returning this questionnaire by e-mail, your return e-mail will signal your consent to be part of the research project. For respondents faxing back the questionnaire, or if the form is completed in conjunction with a member of our research group, please include a signed copy of the declaration / consent sheet.

Should you have any queries, you may contact Prof. Anesh Singh, UKZN Graduate School of Business on 031-260 7564.

DECLARATION / CONSENT

I, (Name of participant, please print),
hereby confirm that I understand the contents of this document and the nature of the research project, and I consent to participating in the research project. I understand that I am at liberty to withdraw from the project at any time should I so desire, and my name and / or my company details will remain confidential at all times and will not be made public.

SIGNATURE OF PARTICIPANT

DATE

No signature required if electronically submitted

Voluntary Questionnaire:

The benefits of mentoring and coaching in the public sector

MBA STUDENT-INDIVIDUAL RESEARCH STUDY

INSTRUCTIONS TO RESPONDENTS

**Please tick / shade-in your response in the relevant blocks for each of the questions,
or provide a short single-line / single-phrase answer where relevant.**

1. Race:

Black

White

Coloured

Asian

2. Gender

Male

Female

3. Age

25 - 34

35 - 44

45 - 54

55 - older

4. Your role in the organisation:

Executive management

Senior management

Middle management

Supervisory

Operational

5. Your length of service at this organisation:

< 5 years

6 – 10 years

11 – 15 years

> 16 years

6. The mentoring and coaching that I have received has had a positive impact on me

Strongly agree

Agree

Disagree

Strongly disagree

7. I am of the opinion that a mentoring and coaching programme would be beneficial to other managers in the public sector

Strongly agree

Agree

Disagree

Strongly disagree

8. My Mentor or Coach was an expert in my field and was therefore able to provide me with specialized assistance

Strongly agree

Agree

Disagree

Strongly disagree

9. I am still sceptical of the benefits offered by Mentoring and coaching as a management development intervention

Strongly agree

Agree

Disagree

Strongly disagree

10. What is the likelihood of you recommending Mentoring and coaching to other professionals

- Very likely
- Likely
- Unlikely
- Very unlikely

11. The Mentoring and coaching programme has assisted me to meet my job performance targets

- Strongly agree
- Agree
- Disagree
- Strongly disagree

12. The Mentoring and coaching programme has assisted me to exceed my job performance targets

- Strongly agree
- Agree
- Disagree
- Strongly disagree

13. I have received a more favourable performance appraisal following my participation on the Mentoring and coaching programme

- Strongly agree
- Agree
- Disagree
- Strongly disagree

14. My career progression prospects have improved following the Mentoring and coaching programme

- Strongly agree
- Agree
- Disagree
- Strongly disagree

15. I have received higher than average salary increases following my involvement on the Mentoring and coaching programme

- Strongly agree
- Agree
- Disagree
- Strongly disagree

16. I am far more confident about my abilities following the Mentoring and coaching programme

- Strongly agree
- Agree
- Disagree
- Strongly disagree

17. I find that I am now able to interact more effectively on different levels in my organisation

- Strongly agree
- Agree
- Disagree
- Strongly disagree

18. I find that I am now managing my time more effectively and this has led me to become a more effective manager

- Strongly agree
- Agree
- Disagree
- Strongly disagree

19. I am now able to prioritise my tasks more effectively so much so that I am able to maximize my effectiveness in my organisation

- Strongly agree
- Agree
- Disagree
- Strongly disagree

20. The Mentoring and coaching programme has helped me grow and develop on a personal level and this has had a positive impact on my professional development

- Strongly agree
- Agree
- Disagree
- Strongly disagree

Please email this to aaron.ganesh@paarlmedia.co.za or fax to:

031714 4710.

Thank you for your time in completing this questionnaire.

Aaron Ganesh

MBA Researcher

E-mail address: aaron.ganesh@paarlmedia.co.za

Contact telephone numbers: 0317144701 (office hours); 0828051329 (all hours)

Fax: 0317144710