

**INTERNAL MENTORSHIP AND EMPLOYEE CAREER GROWTH IN NON-  
GOVERNMENT ORGANIZATIONS IN UGANDA.**

**A CASE STUDY OF OPEN SPACE CENTRE-NTINDA**

**BY**

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**A DISSERTATION SUBMITTED TO THE GRADUATE SCHOOL IN PARTIAL  
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## **DECLARATION**

I declare that this dissertation is my original work and has never been presented for any academic award. Where it is indebted to the work of others, the acknowledgement has been made.

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**APPROVAL**

I certify that the dissertation on “internal mentorship and employee career growth in Non-Government Organizations in Uganda” has been under our supervision and is now ready for submission with our approval.

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**Signed:**.....

**Date:**.....

## **DEDICATION**

This dissertation is dedicated to our course mates, families and friends.

## ACKNOWLEDGEMENT

I am grateful to the Almighty God for the blessing, inspirations, gift of wisdom, life and strength given to me during the struggle for my studies.

A dissertation of this kind can only be successfully accomplished with the help of good friends and my family; I appreciate all the support they gave me. Special appreciation goes to my supervisors **DR. JACOB L OYUGI** and **DR. REGIS ZOMBEIRE** for effort in guiding me during the course of writing this research work, their positive criticisms helped me bring forth this work.

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# TABLE OF CONTENTS

<b>DECLARATION</b> .....	<b>i</b>
<b>APPROVAL</b> .....	<b>ii</b>
<b>DEDICATION</b> .....	<b>iii</b>
<b>ACKNOWLEDGEMENT</b> .....	<b>iv</b>
<b>TABLE OF CONTENTS</b> .....	<b>v</b>
<b>LIST OF TABLES</b> .....	<b>viii</b>
<b>LIST OF FIGURES</b> .....	<b>ix</b>
<b>LIST OF ABBREVIATION</b> .....	<b>x</b>
<b>ABSTRACT</b> .....	<b>xi</b>
<b>CHAPTER ONE</b> .....	<b>1</b>
<b>INTRODUCTION</b> .....	<b>1</b>
1.1    Introduction.....	1
1.2.0  Background to the study .....	1
1.3    Problem statement.....	7
1.4    Purpose of the study.....	8
1.5    Objectives of the study.....	8
1.6    Research questions.....	8
1.7    Conceptual frame work.....	9
1.8    Scope of the study.....	10
1.9    Justification of the study.....	11
1.10   Significance of the study .....	12
1.11   Chapter summary.....	12
<b>CHAPTER TWO</b> .....	<b>13</b>
<b>LITERATURE REVIEW</b> .....	<b>13</b>
2.1    Introduction.....	13
2.2    Theoretical review .....	13
2.3    Conceptual review .....	14
2.3.1  Mentorship identification and employee career growth.....	15
2.3.2  Mentoring programmes and employee career growth .....	19

2.3.3	Role modeling and employee career growth .....	22
2.4	Summary of the literature and knowledge gap .....	24
2.5	Conclusion .....	25
2.6	Chapter summary .....	26
<b>CHAPTER THREE .....</b>		<b>27</b>
<b>RESEARCH METHODOLOGY .....</b>		<b>27</b>
3.1	Introduction.....	27
3.2	Research design .....	27
3.3	Study Area .....	28
3.4	Study Population.....	28
3.5	Sample size and selection .....	28
3.6	Sampling Technique .....	29
3.7	Study Procedure .....	30
3.8	Data Collection methods .....	30
3.8.1	Questionnaire survey .....	30
3.8.2	Interview .....	31
3.9.0	Data collection instruments.....	31
3.10	Validity and Reliability of Data.....	32
3.10.1	Validity of data .....	32
3.10.2	Reliability of data.....	33
3.11	Measurement of variables.....	35
3.12	Data Analysis .....	35
3.13	Model specification .....	38
3.14	Ethical considerations .....	38
3.15	Limitations of the Study.....	39
3.16	Chapter summary .....	39
<b>CHAPTER FOUR.....</b>		<b>40</b>
<b>PRESENTATION, ANALYSIS AND INTERPRETATION OF RESULTS.....</b>		<b>40</b>
4.1	Introduction.....	40
4.2	Response rate .....	40
4.3	Background Information.....	41

4.4.0	Descriptive statistic results of the study variables .....	43
4.4.1	Level of identification at Open Space Centre .....	43
4.4.2	Level of mentorship programmes at Open Space Centre .....	45
4.4.3	Level of role modeling at Open Space Centre .....	47
4.4.4	Level of employee career growth at Open Space Centre.....	48
4.5	Preliminary Analysis.....	50
4.5.1	Test of normality.....	50
4.5.2	Test of multicollinearity.....	52
4.5.3	Correlation Analysis .....	52
4.6	Multiple regression analysis of internal mentorship and employee career growth .	54
4.7	Chapter summary.....	56
<b>CHAPTER FIVE .....</b>		<b>57</b>
<b>SUMMARY, DISCUSSION, CONCLUSION AND RECOMMENDATIONS .....</b>		<b>57</b>
5.1	Introduction.....	57
5.2	Summary of the key findings .....	57
5.3	Discussion of findings .....	58
5.4	Conclusions.....	60
5.5	Recommendations.....	61
5.6	Areas for Further Study .....	62
<b>REFERENCES.....</b>		<b>63</b>
<b>APPENDICES .....</b>		<b>69</b>
<b>APPENDIX I: QUESTIONNAIRE.....</b>		<b>69</b>
<b>APPENDIX II: INTERVIEW GUIDE .....</b>		<b>72</b>
<b>APPENDIX III: TABLE FOR DETERMINING SAMPLE SIZE.....</b>		<b>73</b>
<b>APPENDIX IV: LETTER OF INTRODUCTION .....</b>		<b>74</b>



## LIST OF TABLES

<b>Table 1:</b>	The Sample Size and sampling technique. ....	<b>29</b>
<b>Table 2:</b>	Reliability analysis results .....	<b>34</b>
<b>Table 3:</b>	Data response table .....	<b>40</b>
<b>Table 4:</b>	Background information.....	<b>41</b>
<b>Table 5:</b>	Level of mentorship identification .....	<b>44</b>
<b>Table7:</b>	Level of role modeling .....	<b>47</b>
<b>Table 8:</b>	Level of employee career growth.....	<b>49</b>
<b>Table 9:</b>	Tests for normality of study variables .....	<b>51</b>
<b>Table 10:</b>	Variance Inflation Factors .....	<b>52</b>
<b>Table 11:</b>	Correlation between mentorship identification, mentoring programme, role modeling and Employee career growth.....	<b>53</b>
<b>Table 12:</b>	ANOVA results on internal mentorship and employee performance .....	<b>54</b>
<b>Table 13:</b>	Model summary results on internal mentorship and employee career growth.....	<b>54</b>
<b>Table 14:</b>	Coefficient results on internal mentorship and employee career growth.....	<b>55</b>

## LIST OF FIGURES

<b>Figure 1:</b> The conceptual framework.....	9
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## **LIST OF ABBREVIATION**

<b>CVI:</b>	Content validity index
<b>DV:</b>	Dependent variable
<b>IV:</b>	Independent variable
<b>NGOs:</b>	Non-Government Organization
<b>SPSS</b>	Statistical Package for Social Sciences

## ABSTRACT

The intent of this study was to determine the contribution of internal mentorship to employee career growth in Non-Government Organization (NGOs) in Uganda using a case study of Open Space Centre. The study objectives were to; determine whether mentorship identification contributes to employee career growth, examine how mentoring programmes contributes to employee career growth, establish the contribution of role modeling to employee career growth at Open Space Centre. The study employed a case study research design and both quantitative and qualitative approaches were adopted. Quantitative data was collected using both questionnaire and interview guide from a sample of 55 respondents and only of 45 respondents working at Open Space Centre were able to participate giving a response rate of 81.81%. Qualitative data was collected using an interview guide from a sample of 11 respondents and only 8 were able interviewed giving a response rate of 72.72%.The study was underpinned of the Social exchange theory, prerequisite tests were carried out were data was tested for normality and multicollinearity, all data was normally distributed and lacked collinearity effects and multiple regression analysis was used to address the study objectives. The study findings revealed mentorship identification does not significantly contribute to employee career growth ( $\beta= 0.019$ ,  $p>0.05$ ), mentorship programmes significantly contribute to employee career growth ( $\beta= 0.548$ ,  $p<0.05$ ), role modeling also significantly contribute to employee career growth ( $\beta= 0.355$ ,  $p<0.05$ ). The study recommends that Mentorship programme should be enhanced through; coaching, informal discussions that are important for sharing ideas and performance feedback so as to help employees achieve their goals and prepare them for senior leadership position. Role modeling should also be enhanced through; offering stretch assignments by managers, line managers and supervisors to employees so as to have expertise that can be useful in a different capacity which allows people to go outside their career comfort zone. Further studies can be conducted on how other dimensions of internal mentorship other than mentorship identification, mentorship programmes and role modeling contribute to employee career growth. A similar study may be conducted in other organizations other than Non-Government Organizations like manufacturing companies, construction companies, higher institutions of learning, financial institutions, corporate companies in Uganda to determine how much internal mentorship contributes to employee career growth.

# **CHAPTER ONE**

## **INTRODUCTION**

### **1.1 Introduction**

The intent of this study was to determine the contribution of internal mentorship to employee career growth in Non-Government Organization (NGOs) in Uganda using a case study of Open Space Centre. Armstrong (2001) asserted that in this modern era, individuals who lack career growth prospects within their current organization may emerge as opportunity seekers in the job market if they are not well mentored by their immediate supervisors. However, this study consisted of two variables, the independent being internal mentorship and dependent employee's career growth. In this chapter therefore, the researcher addressed an introduction, background to the study, statement of the problem, purpose of the study, the study objectives, research questions, conceptual framework, scope of the study, justification, the significance of the study and operation definition.

#### **1.2.0 Background to the study**

The background was divided into four perspectives; historical, theoretical showing the theory that relates the study variables, conceptual on definitions of key terms, and contextual on the study area.

#### **1.2.1 Historical background**

Employee career growth has always been one of the focuses of great concern. In recent years, with more and more post-90s entering the workplace from campus and injecting fresh blood into the enterprise, this distinctively-featured group of new generation people is gradually becoming

an important force for organization's sustainable development. In the last two decades, the workplace has been dramatically transformed. Individuals traditionally had careers entrenched in organizations, relying on the paternalistic firm for career growth (Fok, 2016). Increasingly now, individuals are enacting careers outside organizational boundaries, defining career success on their own terms rather than by the organizational measures of salary and rank (Okurame,2012). In western countries like in China, the new generation employees at the present stage are more innovative and motivated by growth needs. They mainly emphasize their personal career growth. At the same time, they keep pursuing the satisfaction of personal needs and the achievement of career goals (Fok *et al*, 2016).

In recent years, scholars have attempted to focus on the connection between mentorship and career growth leaving behind a gap in employee career growth that needs to be filled. Catherine (2016) was interested in studying the effect of mentoring on employee career success in Nairobi's Star Rated Hotels. LaTonya (2016), was interested in exploring mentoring and career advancement using Community College as a case Study. Crawshaw et al. (2012) have pointed out that it is necessary to study the relationship between employee career growth and work performance, work initiative behavior. However, none of these studies were in the context of internal mentorship and employee career growth in NGOs in Uganda by looking at Open Space Centre as a case study. In summary with the above theoretical and contextual gaps raised, a study relating to internal mentoring and employee career growth in NGOs in Uganda was needed to address how internal mentorship can enable to overcome the problem of employee career growth.

Bartlett (2012) noted that today's employees are more career conscious than ever and are more demanding from their work in terms of fulfillment, personal growth and satisfaction. Hence, employees are expressing a strong desire to pursue more than just a job. They are looking for employment opportunities that promise an extension of their interests, personality and abilities. They want variety of things from their jobs outside a pay cheque and a few fringe benefits, and their loyalty to the organization depends upon the degree to which their employer satisfies these wants which has seen internal mentorship of such employees to achieve their goals and targets, experience opportunity growth. In most African countries like Uganda, NGOs are struggling to enable employees to achieve their career growth targets and goals due to the poor internal mentorship programmes as in some of these NGOs, employees remain redundant mainly when their projects end or when there limited funds to facilitate projects. In this regard therefore, a study on determining the contribution of internal mentorship to employee career growth was valuable.

### **1.2.2 Theoretical background**

A number of theories have been put forward to explain the contribution of internal mentorship on employee career growth. This study was underpinned by the social exchange theory. The social Exchange theory has been one of the major theoretical perspectives in the field of social psychology since the early writings of Homans (1961), Blau (1964) and Emerson (1962, 1972). This theoretical orientation is based on earlier philosophical and psychological orientations deriving from utilitarianism on the one hand and behaviorism on the other. The vestiges of both of these theoretical foundations remain evident in the versions of exchange theory that are current today and studies the social behavior in the interaction of two parties that implement a

cost-benefit analysis to determine risks and benefits and also, the theory involves economic relationships, that occurs when each party have goods that the other parties value.

The social exchange theory is based on the social psychological and sociological view on human relationships (Allen & Ebby, 2007). Social exchange theory states that interactions between persons are an exchange of goods, material and non-material Farganis (2011), the theory argues that social change and stability is a process where parties involved negotiate exchanges and mentor's and mentee's participatory behaviors are formed after parties involved weigh the cost and benefits of the relationship and compare alternatives (Ensher et al., 2001). Social exchange theory states that behavior that generates positive consequences is likely to be repeated (Cook and Rice, 2003). This theory is based on the fact that all human behaviors and therefore social relationship between groups as well individuals are dominated by some exchange activity. The exchanges between leaders and members comprise inextricably interconnected episodes of resource transactions which is relevant for individuals to grow in their career basing on mentoring in their organization (Cropanzano & Mitchell, 2005). It is believed that when; there is better internal mentorship of employees in an organization, employees will expect better career growth.

Based on this theory, it is expected that better internal mentorship gives employees an opportunity to grow their career as assumed per this theory due to goods social relationship between the groups (mentor and mentee).



### **1.2.3 Conceptual background**

In this study, internal mentorship was conceptualised as the independent variable and employee career growth was conceptualised as the dependent variable. A mentor is a person who conveys knowledge about organizational routines and systems to current employees or conveys institutional knowledge to new employees (Reinstein, Sinason, & Fogarty, 2013). According to Dawson (2014), internal mentorship is a proven component of an effective onboarding program as it seeks to instill new hires with its culture. Internal mentoring is highly valuable to support career development, enhance skills, break down barriers, and create better teamwork (Parsloe, 2000). Calhoun (2010) defines role model as a person other people look up to in order to help determine appropriate behaviors. According to Kaufman (2014) a role model is a person whose behavior, example, or success is or can be emulated by others, especially by younger people.

The other variable which is employee career growth refers to a vertical career advancement that involves moving up the career rank and filling the next high position till a candidate gets to the top or is a process of becoming larger or longer or more numerous or more important (Weng & Xi, 2010). Career growth is fostered through goals that you set as an individual to get you where you want to be in your field or job. Career is understood as the succession of work experiences in an individual's lifetime (Arthur, 2008). Weng (2013) pointed out that career growth is the process of an individual move from passive dependence to active independence, from being unconstrained to being self-restrained.

According to Graen (1997), Career growth was defined as the opportunity for individuals to gain career growth in an organization, such as undertaking challenging work tasks, taking on more job responsibilities. Zineldin (2000) has viewed retention as an obligation to continue to do business

or exchange with a particular company on an ongoing basis. According to Smriti (2009), promotion can be defined as an upward advancement of an employee in an organization, which commands better pay, better status, higher opportunities, higher responsibilities and better working environment. According to Salleh (2002), growth opportunities refers to improving the quality of their employees' work experience and realize the benefits of developing workers to their full potential or the opportunity to gain new skills and experiences can increase employee motivation and job satisfaction and help workers more effectively manage job stress.

#### **1.2.4 Contextual background**

Open Space Centre is one of the Non-government organizations in Uganda Founded in 2009, Open Space Centre is a non-partisan, not for profit youth agency whose work focuses on the broadening of space and opportunities for young people to unlock their full potential through debate and leadership skills enhancement. In bid to mentorship of employees, the organization reflects what they do; broaden space and opportunities for young people to enhance their potential and constructively contribute to Uganda's social economic political and thus enabling its employees to grow their career (Open Space Centre Human Resource Manual, 2010).

It was revealed that this organization offers a huge scope for learning and gaining experience in the sector and if someone wants to achieve career growth, they offer vast experience of working in dynamic and challenging environments through better internal mentorship and enables one to witness global challenges with a hands-on experience .However, one of the major employee career growth problems faced with this organization being a small NGO is staff retention as revealed that they usually don't have many upper level positions to move into. Given the fact

that this organization is a great place for professionals to start, but they often can't offer many promotions or higher-level, better-paying jobs, growth in opportunities, performance advancement and achievement of goals and targets to their employees.

Some people choose to stay with the organization for lengths of time, but those who want to advance their career are not able to stay long. This problem leaves a lot of shifting in staff, abilities/skills, and expertise depending on the background and experience of the new employees coming in. This has left this organization to offer great entry-level opportunities to new employees and internally mentoring them, but they often don't have many opportunities to advance career within the organization (Open Space Centre Manual, 2018).

### **1.3 Problem statement**

In an attempt to encourage employee career growth at Open Space Centre, opportunities for employees in pursuit to grow their careers are provided through better internal mentorship like mentorship identification, mentorship programmes and good role modeling (Open Space Centre Human Resource Policy, 2017). However, despite of such internal mentorship practices, employees in this organization find it hard to grow with in their career as most of the employees are not appreciated through promotions after gaining skills and knowledge in their current positions and it is even rather hard to enhance their titles from level one to level two with an accompanying pay raise and because of these reasons, at least 76% of these cannot stay for long in the organisation when their current project end, due to limited promotion chances, limited access to similar opportunities and failure to achieve their performance advancement (Open Space Centre Manual, 2018).

It is argued that, if employees cannot grow their career, the internal mentorship efforts to improve employee career growth in this organization will be a waste and this will make the organisation fail to achieve their mission and vision. It was against this backdrop that this study was conducted with aim of determining the contribution of internal mentorship to employee career growth at Open Space Centre.

#### **1.4 Purpose of the study**

The purpose of this study was to determine the contribution of internal mentorship to employee career growth in Open Space Centre.

#### **1.5 Objectives of the study**

- i) To determine whether mentorship identification contributes to employee career growth at Open Space Centre.
- ii) To examine how mentoring programmes contributes to employee career growth at Open Space Centre.
- iii) To establish the contribution of role modeling to employee career growth at Open Space Centre.

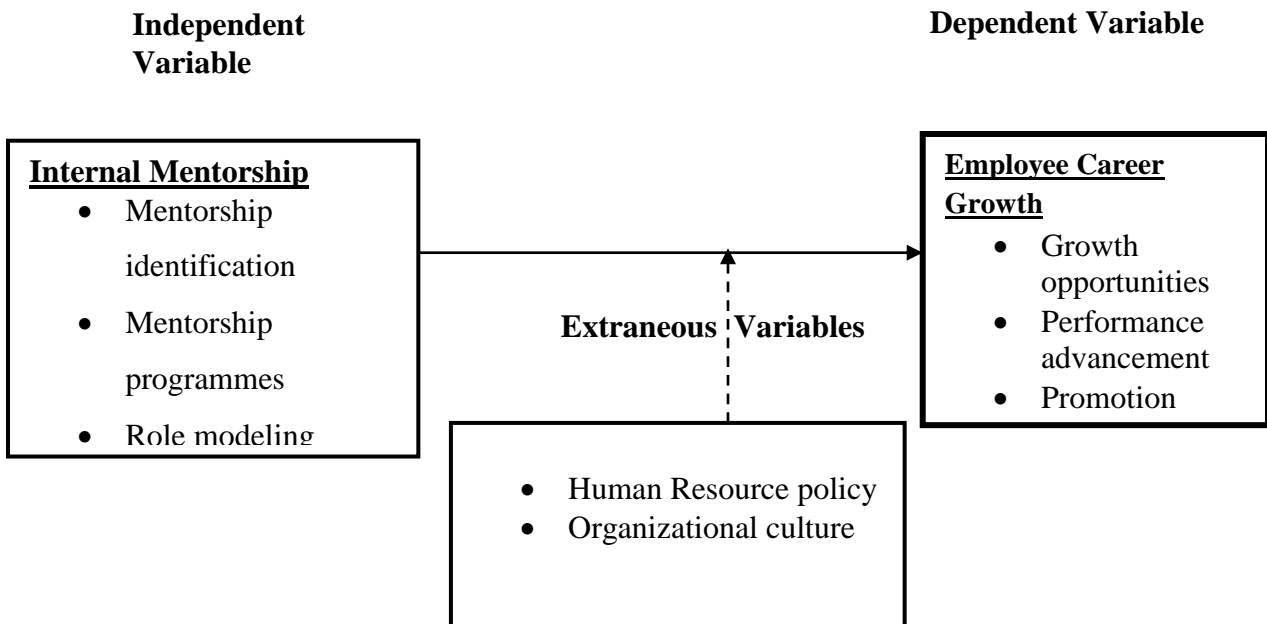
#### **1.6 Research questions**

- i) How does mentorship identification contribute to employee career growth at Open Space Centre?
- ii) How mentoring programmes contributes to employee career growth at open Space Centre?
- iii) What is the contribution of role modeling to employee career growth at Open Space Centre?

## 1.7 Conceptual frame work

The conceptual frame work is hinged on the idea of Amin (2005) which requires that a conceptual framework is relevant to adequately present the contribution of the independent on dependent variables in a study.

**Figure 1: The conceptual framework**



**Source:** Adapted from Dawson, (2014), Weng and Xi, 2010).

The conceptual frame work above explains the contribution of internal mentorship to employee career growth. Internal mentorship was conceptualised as the independent variable (IV) while employee's career growth was conceptualised as the dependent variable (DV) as illustrated in figure1 above. The independent variable was measured using mentorship identification, mentorship programme, and role modeling (Dawson, 2014). The independent variable employee career growth was studied with constructs of growth opportunities, performance advancement and promotion (Weng & Xi, 2010). The study reveals extraneous variables which include human

resource policy and organizational culture although these were not be studied in this study and were held constant to control their effect on both the independent and dependent variables.

## **1.8 Scope of the study**

### **1.8.1 Subject scope**

The study generally focused on contribution of internal mentorship to employee career growth at Open Space Centre with more emphasis on mentorship identification, mentorship programme and role modeling as the main internal mentorship dimensions as they enhance employee's career growth which was measured in terms of growth opportunities, performance advancement and promotion.

### **1.8.2 Geographical scope**

The study was conducted at Open Space Centre located Plot 1564, Odur Lane, Kiwatule-Ntinda, Kampala, Uganda. Open Space Centre was chosen because it is one of the Non-Government Organizations (NGOs) in Uganda that has been faced with poor employee career growth recording as employees have limited chances of stay with the organization when their first contracts end, failure to meet their targets and goals and this attributed to poor internal mentorship thus the need on the contribution of internal mentorship to employee's career growth in this organization. The other reason is the ease by the researcher to access the information that was needed to complete the study.

### **1.8.3 Time scope**

The study was conducted for six months from January to June 2019. The literature reviewed covered a period of five (5) years that is from 2015 – 2019 and this was suitable for determining

various patterns of events as they were put forward by the different scholars obtain current from the organization reports.

### **1.9 Justification of the study**

Today individuals are seeking to gain personal career growth can do so across different organizations, if such opportunities are lacking within their current employer, making internal mentorship less salient to these individuals. It is justified that NGOs in Uganda have prompted internal mentorship of new and old employees to see they are able to grow their career. However, these organizations are still challenged as most of employees in such organizations have not benefited from the internal mentorship as they expected due to failure to extend their contracts after learning from their superiors. Catherine (2016), studied the effect of mentoring on employee career success in Nairobi's star rated hotels and However, Catherine's study had cross sectional survey research design and this study used a case study research design by studying a single entity and adopting quantitative and qualitative approaches to quantify and qualify contribution of internal mentorship and employee career growth in NGOs in Uganda using Open Space Centre as a case study. This study intended to justify the applicability of social exchange theory on how it explains the internal mentorship and employee career growth. It was therefore of great importance to determine the contribution of internal mentorship to employee career growth at Open Space Centre.

### **1.10 Significance of the study**

The findings may contribute to the existing literature about internal mentorship and employee's career growth in private higher institutions of learning NGOs in Uganda. This is because employee career growth in these organizations has been one of the major problems as employees always don't attain their career targets and goals as expected by the mentorship their given when they join and sometimes affects their performance when the projects ends.

To the academia, the study findings might add knowledge on the role of internal mentorship on employee career growth.

To the management of Open Space Centre, the study might enable the top management to improve on their internal mentorship enhancing employee career growth.

To the NGOs in Uganda, this study might be valuable to the funders and directors to recognize the importance of internal mentorship in improving employee career growth.

The study findings might also be valuable to the policy makers to know and implement an internal mentorship method which enables employee career growth.

### **1.11 Chapter summary**

This introductory chapter discussed the background which was presented under four perspectives, the statement of the problem, purpose of the study, the specific objectives of the study, research questions, conceptual framework, the significance of the study, justification of the study, scope of the study, and operational definitions of terms and concepts and the chapter drew a basis for other chapters.



## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter consists of the theoretical review to the study, conceptual review to the study on the assessment of literature on the independent variable; mentor identification, mentorship programmes and role modeling and contribution on the dependent variable, employee career growth as put forward by different scholars, conceptual review and theoretical review. It further reviews literature on how these two variables impact each other, clearly underscoring gaps in literatures of different academicians.

#### **2.2 Theoretical review**

A number of theories have been put forward to explain the contribution of internal mentorship to employee career growth. This study was underpinned by the social exchange theory. The social exchange theory is based on the social psychological and sociological view on human relationships (Allen & Ebby, 2007). Social exchange theory states that interactions between persons are an exchange of goods, material and non-material (Farganis, 2011). The theory argues that social change and stability is a process where parties involved negotiate exchanges and mentor's and mentee's participatory behaviors are formed after parties involved weigh the cost and benefits of the relationship and compare alternatives (Ensher et al., 2001). Social exchange theory states that behavior that generates positive consequences is likely to be repeated (Cook & Rice, 2003). This theory is based on the fact that all human behaviors and therefore social relationship between groups as well individuals are dominated by some exchange activity. The exchanges between leaders and members comprise inextricably interconnected episodes of resource transactions which is relevant for individuals to grow in their career basing on the

mentoring them in their organization (Cropanzano & Mitchell, 2005). It is believed that when there is better internal mentorship of employees in an organization, employees will expect better career growth. Therefore, the researcher thinks that when better internal mentorship gives employees an opportunity to grow their career as assumed per this theory due to the good social relationship between the groups (mentor and mentee).

### **2.3 Conceptual review**

According to Dawson (2014), internal mentorship is a proven component of an effective onboarding program as it seeks to instill new hires with its culture. Internal mentoring is highly valuable to support career development, enhance skills, break down barriers, and create better teamwork (Parsloe, 2000). According to Boags (2008) mentorship is as old as human behavior and applicable in any walk of life; at any level, and at any point in a person's career, from student to the chief executive officer. Mentoring is an employee training system in which an experienced person is assigned to act as counselor, advisor to a less experienced or a knowledgeable person. Due to mentoring, it helps the young professionals to build a relationship with the adult seniors.

Organization managers creating an internal professional development program can have advantages in addressing current managerial and leadership development skills (Sirkis, 2011). In this study, internal mentorship is conceptualized with dimensions which include; mentorship identification, mentoring programme and role modeling.

Weng (2013) pointed out that career growth is the process of individual from passive dependence to active independence, from being unconstrained to being self-restrained. According to Graen

(1997), Career growth was defined as the opportunity for individuals to gain career growth in an organization, such as undertaking challenging work tasks, taking on more job responsibilities. Wengand Hu (2009) recently proposed that employee career growth could be captured by four factors: career goal progress, professional ability development, promotion speed, and remuneration growth. This multi-dimensional conceptualization implies that career growth is both a function of the employees' own efforts in making progress toward their personal career goals and acquiring new skills and the organization's efforts in rewarding such efforts, through promotions and salary increases. For this study, employee career growth is conceptualized with dimensions of growth opportunities, performance advancement, Retention and Promotion.

### **2.3.1 Mentorship identification and employee career growth**

Lois (2000) found that an essential first step in a successful mentoring relationship is for both the mentor and mentee to identify, define, and honestly articulate their common and individual goals and motives. Does the mentor want to eventually delegate a portion of his or her job responsibilities to the mentee? Or is the mentor secretly developing a succession plan? Does the mentee envision mastering their "craft" or transitioning away from hands-on work to build management and leadership skills? Is the mentee planning to use the mentoring experience to progress within the organization or to seek employment elsewhere? Are both looking to give back to the organization and make the work environment a better place for all, or is mentoring a stepping-stone to personal and professional growth? Therefore, when organization management attempts to identify a may be for an new in their organization with the intentions of career growth for such employee, there is need to observe Lois's experience of the essential first successful mentoring relationship and to this study the researcher wants to close this gap in non-

government organization with the intention of determining the contribution of mentorship identification to employee career growth.

Monica and Kathy (2001) revealed that in finding a mentor, it is important to establish the goals of the mentorship and the core competencies needed for effectiveness in present and future positions. Identifying an appropriate mentor and objectives is critical to successful career planning and growth of employees in an organization. For example, a new an assistant programme manager hired from a private organization to Non-government organization probably will need help acclimating to the culture and politics of the Non-government organization. In this case, it would be wise to seek a successful mentor who has a deep understanding of how the institution works and of the historical characteristics for managerial excellence within the organization. Thus this study is contributed of great importance to determine the contribution of mentorship identification in enhancing employee career growth.

Monica et al (2001) mentioned that while most mentoring relationships take place within the same organization, no steadfast rule says a mentor or mentee cannot come from beyond the boundaries of the discipline, division, or even the institution, especially as you advance in your career. This practice is more common in smaller organizations where mentors may not be as plentiful or diverse. For example project or programme support often spans numerous units of an organization, so mentoring relationships might pair central support staff with decentralized staff. Therefore, since most NGOs employ a broad range of professional staff with knowledge in Non-government organizations, so it might be wise for programme director professionals to choose a mentor from different departments, depending on which professional development gaps they hope to address for better mentorship knowledge and skills to facilitate the new employee with

better career growth opportunity. Thus this study, sought to close this gap by determining the contribution of contribution of mentorship identification to employee career growth.

Gene and Cynthia (2003) asserted that mentors are in a position to illustrate how the field is growing and changing and that even after many years there still are new things to learn. Anyone who feels stagnant in their current position will not make a good mentor. When starting out in a new career, people want to feel that the time and energy they spend learning will be rewarded and will ultimately provide them with career satisfaction. Good mentors are committed and are open to experimenting and learning practices that are new to the field. They are excited to share their knowledge with new people entering the field and take their role seriously in teaching their knowledge to others. They may choose to teach or attend classes to further develop their knowledge and skills. They enjoy taking workshops and attending professional conferences provided through their membership in professional associations. However, despite the benefits of mentoring throughout a career, the skills and type of advice needed inevitably change over time and a more job-specific mentor may be appropriate thus this study is of a great importance to close this gap by determining the contribution of mentorship identification to employee career growth.

Penny (2018) highlighted that one of the key responsibilities of a good mentor is to provide guidance and constructive feedback to their mentee. This is where the mentee most likely will grow the most by identifying their current strengths and weaknesses and learning how to use these to make themselves successful in the field and grow their career with their current organization. A good mentor possesses excellent communication skills and can adjust her communication to the personality style of the mentee.

A good mentor also will provide the mentee with challenges that foster professional development and a feeling of accomplishment in learning the field. Therefore, this study contributed to identify the gap in non-government organizations to determine the contribution of mentorship identification to employee career growth.

Penny et al (2018) explained that a mentor who does not exhibit enthusiasm about his job will not make a good mentor. Enthusiasm is catching, and new employees want to feel as if their job has meaning and the potential to create a good life. Good mentors do not take their responsibility lightly and feel invested in the success of the mentee. Usually, this requires someone who is knowledgeable, compassionate, and in possession of the attributes of a good teacher or trainer. Excellent communication skills also are required. A good mentor is committed to helping their mentees find success and gratification in their chosen profession. Overall good mentoring requires empowering mentees to develop their strengths, beliefs, and personal attributes. Therefore, this study is value in closing a gap of choosing mentors who possess such characteristics which contributes to employee career growth.

Luciana and Ashkan (2017) recommend that the mentor should be an established investigator with a track record for personal success and success of previous/current mentees. Choosing an accomplished mentor within the department will not only ensure that the person knows the nuts and bolts of the task that the mentee is about to embark on and how to navigate through the nuances of a specific department but also that the mentor has the requisite network and resources needed to catapult the mentee's career. Gathering information from colleagues about potential mentors within the department should start soon, ideally even before accepting a faculty position. Once potential mentors have been identified, the academic success and insights of current and previous mentees are an invaluable source of further information.

### **2.3.2 Mentoring programmes and employee career growth**

In an organizational context, mentoring is often viewed as a training and development (T&D) program that can be used to increase a group's and/or individuals' potentials to carry out particular duties and responsibilities, to familiarize with new techniques, and care all aspects of the mentees (Hanford & Ehrich, 2006; Long, 2002). Mentoring is also viewed as integral to learning in the workplace, to receiving career help, and for developmental and psychosocial support (Long, 2002; Cummings & Worley, 2009). The implementation of mentoring type as to whether formal and/or informal mentoring activities should be implemented in a particular organization. Formal and informal mentor's help participants prepare for senior leadership positions in an organization (McNair, 2014). Since career landscapes are changing, more organizations are using mentoring as a way to promote and encourage growth and development of employees (Baker, 2015). These mentoring opportunities are necessary for organizations to attract, retain, and develop potential leaders in many organizations due to increased competition and dwindling resources (Baker, 2015).

According to Hansford (2003), a formal mentoring program is often viewed as the structured and coordinated relationship between mentor and mentee, using standard norms, continuous action plans, time frame, and particular objectives. Specifically, this mentoring program has salient characteristics: first, the mentor is defined as a more knowledgeable and experienced person (e.g., senior staff) whereas the mentee is defined as a less knowledgeable and less experienced person (e.g., junior staff). Second, mentors should act as role models, teachers, sponsors, encouragers, counselors, and be a friend to mentees in order to increase the individuals' new

knowledge, update skills and imbue positive attitudes. Third, they are regularly assigned to encourage group and/or individual activities within a defined period of time (Noe, 2002).

Goldstein and Ford (2002) defines informal mentoring is often seen as the process and systems of relationship between mentors and mentees to achieve specific demands and extemporizations. A mentoring program is widely implemented to complement and strengthen formal mentoring programs. According to Hansman (2000), informal mentoring relationships are dependent on the relationship developed between the mentor and mentee, and these relationships may last for many years. In informal mentoring relationships, mentors and mentees choose with whom he or she may want to work. If both mentoring programs are properly managed and effectively implemented they may lead employees to achieve organizational strategies and goals (KhianJui, 2009).

As cited in Azman, Muhammad and Sebastian (2009), it is revealed that most previous studies used a direct effect model to investigate general mentoring programs in western organizational framework with different respondents, such as 510 first-line bank managers (Okurame & Balogun, 2005), and 194 practicing veterinarians (Niehoff, 2006). Those studies found that properly implemented formal and informal mentoring program activities (e.g., friendship, social support, acceptance and participation) had been a determinant of individuals' advancement, such as career growth and psychosocial support (Niehoff, 2006; Okurame & Balogun, 2005). The availability of mentoring programs pertaining to relationships was linked to career development and growth to higher wages and fast-tracked career growth opportunities. However, these studies



focused on the direct effect of model to investigate general mentoring programs and this study intended to determine the contribution of mentoring programs to employee career growth.

Nemanick (2000) found that informal mentoring is a natural component of relationships that occurs throughout the society, in the workplace, as well as in social, professional, and family activities. Informal mentoring occurs in a relationship between two people where one gains insight, knowledge, wisdom, friendship, and support from the other. Either person may initiate the mentoring relationship, the mentor to help the other, the charge to gain wisdom from a trusted person. Also Cotton and Ragins (2000) found that informal organizational mentoring is more beneficial than formal mentoring. Informal mentors provided higher amounts of several types of career development functions, including coaching, providing challenging assignments. Informal mentors were more likely to engage in positive psychosocial activities such as counseling, facilitating social interactions and providing friendship. Informal mentoring is a strong and valuable tool for developing an employee career growth. It occurs in a relationship that is voluntarily formed by both persons. However, there was need to determine the contribution of mentorship programme to employee career growth.

Day (2001) states that mentoring itself is a dynamic and multifaceted mix of coaching, modeling, and feedback, Irrespective of the formality of the mentoring relationship (whether it is formal or informal), effective developmental relationships arise from a mix of opportunity and intent. Mentoring is seen as an especially effective component of development in context. The opportunity to observe and work with members of senior management is an especially critical part of mentoring, as it helps to develop a more sophisticated and strategic perspective on the

organization which therefore develops a type of intrapersonal competence. It is this intrapersonal competence that is the aim of career growth. Therefore mentoring is particularly suited to develop employee career growth.

Nemanick et al (2000) mentioned that formal mentoring programs are pervasive. The literature studies on formal mentoring, its effectiveness, and many of its aspects. Many people may not have the opportunity to develop a mentoring relationship in an informal way. The organization has an investment in all its members and must develop each employee to the greatest extent possible. This is why formal mentoring programs are developed and operated within organizations. Formal mentoring is not as powerful as informal mentoring in some ways, but it is a process the organization should still pursue. The benefits are too important to pass up. The organization should develop a mentoring program that is well thought out and implemented, with adequate resources which enhances employee career growth.

### **2.3.3 Role modeling and employee career growth**

Role models are a frequently mentioned source of inspiration for career choices. They can be defined as individuals who provide an example of the kind of success that one may achieve, and often also provide a template of the behaviors that are needed to achieve such success (Lockwood, 2006). The term role model draws on two prominent theoretical constructs: the concept of role, and the tendency of individuals to identify with other people occupying important social positions, and the concept of modeling, the psychological matching of cognitive skills and patterns of behavior between a person and an observing individual (Gibson,2004).

Gibson et al, (2004) revealed that individuals use the role model attributes they observe as clues to creating their “ideal self”. The self they would like to become. Role models are particularly helpful in imagining this ideal self because by observing role models, individuals can provisionally try out different styles or behaviors to see which ones best suit their developing style. Finally, these processes must be understood as dependent on time. While attention paid to role models may be most intense during the early career stage, as individuals mature in their organizational career, they do not necessarily stop looking for role models. Rather, their role models tend to change, often from more positive to more negative and from more global to more specific. The lack of conceptual clarity surrounding role models has produced a puzzling result: The idea of role models is widely and popularly known, but this wide knowledge masks a superficial understanding of how important role models actually are in career development. While research based on the traditional view suggests that having role models is better than not having them, the research lacks compelling links to dependent variable career growth in this study. Therefore, this research might provide the conceptual clarity that leads the way to new answers about this widely known yet paradoxically little understood concept.

Lockwood (2001) highlighted empirical research has investigated the traditional understanding of role models outlined above, recent research has applied a more fine-grained qualitative approach to examining how individuals perceive and relate to their role models, especially as they are socialized to new organizational roles. Four key processes characterize the findings of this research. First, these studies find that individuals seek a variety of role models from whom they derive attributes and behaviors that can be helpful in their development. These role models may be predominantly positive, that is, illustrate behaviors or traits the individual wishes to

emulate, or predominantly negative, that is, illustrate attributes the individual wishes to avoid. Second, rather than assume that individuals seek traditional role models; these studies tend to find that individuals differ to the extent that they seek a global role model, one from whom they can adopt a wide repertoire of attributes, versus seeking a specific role model who provides an exemplar of a relatively narrow trait. However, this research might provide the conceptual clarity that leads the way to new answers about this widely known yet paradoxically little understood concept.

Ibarra (1999) observed that it is important to distinguish them from two other types of career developmental relationships, behavioral models and mentors. Behavioral modeling focuses on matching specific actions and attitudes between an individual and a model. Typical examples of behavioral modeling in organizations involve supervisors or trainers illustrating specific task skills and performance goals and norms. The basis of the behavioral model relationship, then, is to facilitate individuals' learning of specific tasks and skills by vicarious observation. The basis of a mentoring relationship is distinguished by an active interest by a mentor in advancing an individual's career, and the mentor is understood to provide both career-related and psychosocial functions. In both cases, the focus of these constructs is on the actions of the superior other (a mentor or behavioral model) in helping to develop the individual.

#### **2.4 Summary of the literature and knowledge gap**

The literature finds that good internal mentorship is an important route towards employee career growth. Therefore, the literature review indicates that when employees are poorly internally mentored by their mentor, it definitely affects their career growth although various research

studies have been conducted internationally and locally on employee career growth and the factors that influence it given internal mentorship being one of them. The problem with most of these studies is that they have not looked at the different demographics of the employees. They have generalized the employees and the mentorship has not been specific to like internal mentorship as to this study. This study therefore seek to fill this gap by including the different employee demographics in the study because different employees have different ways as they want to be mentored so as to improve on their career growth.

However, literature by scholars has left a gap for example Catherine (2016) studied the effect of mentoring on employee career success in Nairobi's star rated hotels and However, Catherine's study had cross sectional survey research design and this study used a case study research design by studying a single entity and adopting quantitative and qualitative approaches to quantify and qualify contribution of internal mentorship and employee career growth in NGOs in Uganda thus closing that methodological gap.

## **2.5 Conclusion**

In spite of these great developments by past researchers, a careful examination of the literature on internal mentorship and employee career growth in developing countries, especially Africa, reveals a surprising gap in the literature regarding country-specific analysis of the contribution of internal mentorship on employee career growth in Uganda with scanty literature. Nonetheless, lessons were drawn from developed countries to compare whether the situation in Uganda is different or not from the empirical literature from the stated scholars.

## **2.6 Chapter summary**

This chapter was zealous to a detailed literature review and the chapter provided a detailed description of the theory that guided the study. The theory that has been considered is the social exchange theory. The chapter presented the empirical literature that is based on the study objectives and the study variables. The key academic journals examined focused internal mentorship practices of mentorship identification, mentorship programmes and role modeling on employee career growth. Knowledge gaps from literature reviewed were also presented in this chapter

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter presents the process and procedures involved in conducting the research study. It helped to explain the research design, study area and population, sampling selection techniques and sample size, data collection method, validity and reliability of data, sources of data and study variable, data processing, analysis, presentation, measurement of data, ethical consideration and limitation to the study were used in this study.

#### **3.2 Research design**

The study adopted a case study design in order to conduct an in-depth examination of a single phenomenon at a given point in time and arrive at findings that are applicable to the broader phenomenon that the case represents (Katebire, 2007).

Using this design, both qualitative and quantitative approaches were applied for triangulation purposes in order to collect data aiming at quantifying and qualifying the contribution of internal mentorship and employee career growth in Non-Government Organizations in Uganda using a case study of Open Space Centre.

In the quantitative approach, a systematic investigation of phenomena by gathering quantifiable data using a survey questionnaire and performing statistical, mathematical or computational techniques was applied. In the qualitative approach, data was collected using an interview guide and analysed using content analysis at the same time (parallel). The time horizon over which the

project was undertaken was cross sectional aimed at collection of data at a particular point in time.

### **3.3 Study Area**

The study was carried out at Open Space Centre. The organization is located in located Plot 1564, Odur Lane, Kiwatule-Ntinda, Kampala, Uganda. The interest of using this case study is due to the variables in the study, the current situation in this organization and ease access for the researcher to collect the data so as to complete the study in the required time set by the University.

### **3.4 Study Population**

The study was conducted at Open Space Centre, Kiwatule-Ntinda, Kampala. The targeted population consisted of 80 respondents that include top level staff (8), middle level staff (12) and lower level staff (60). The top management staff included the programme manager, project manager, human resource coordinator, accountant and the middle level staff will include assistants of the top management staff and the lower staff level included supporting staff or the subordinates to the top management staffs.

### **3.5 Sample size and selection**

From the total population of 80, a total sample size of 66 staff were studied and this is determined basing on statistical tables of Krejcie and Morgan (1970) for determining sample size from a give total population size. Sample selection depends on the population size, its homogeneity, the sample media, its cost of use, and the degree of precision required (Salant &



Dillman, 1994). However, the sample size from each stratum was sampled basing on percentage method by dividing the population of each strata by the total population and multiplying it by total sample size to get exact sample for every strata.

**Table 1: The Sample Size and sampling technique.**

<b>Respondents</b>	<b>Target Population</b>	<b>Sample Size</b>	<b>Sampling Technique</b>
Top level staff	8	6	Purposive
Middle level staff	12	10	Purposive
Lower level staff	60	50	Simple random
<b>Total</b>	<b>80</b>	<b>66</b>	

*Source: Adapted from Open Space Centre provisional human resource data base (2018) and modified by the researcher using Krejcie & Morgan (1970) table for determining sample size.*

### **3.6 Sampling Technique**

The study involved both probability and non-probability sampling techniques including simple random and purposive sampling techniques. A simple random sampling was employed to ensure that all employees stand equal chance of being selected to avoid sample bias and ensure that the results are reliable enough to be generalized (Mugenda & Mugenda, 1999). Total samples of 50 respondents who are staff at the lower level were randomly sampled.

Purposive sampling technique was used and in this type, the researcher based on knowledge and expertise of the subject, to select or hand picks the respondents to participate in the study (Mugenda & Mugenda, 1999). In this study, a sample of 16 respondents at the top and middle level management were purposively sampled. From these respondents, 11 at the top and middle management level were interviewed due to their expertise and knowledge about the study and the importance of this sampling technique is that it provides consistency and accuracy of information and also enables to minimize the sampling error to meet the purpose of the study.

### **3.7 Study Procedure**

The researcher got permission from the Graduate School, Kyambogo University and the introductory letter to introduce the researcher to the officer in charge of research and development in organization. The research ethics were observed and this made it easy to carry out the research study in the organization. Permission was sought from Open Space Centre and respondents were assured of anonymity and confidentiality. A cover letter was attached to the questionnaires to introduce the respondents to the research topic to avoid any suspicion or mistrust respondents might have about the study.

### **3.8 Data Collection methods**

Data was collected from only primary sources, both qualitative data and quantitative methods were used in the collection of data. For qualitative data, interview guide was used while quantitative data was collected using a questionnaire. The data was collected from Open Space Centre by the researcher and assisted by research assistants for convenience and speed.

#### **3.8.1 Questionnaire survey**

In this study, a questionnaire survey method was used. The researcher designed a set of questions and make questionnaire. This was comprehensive enough to cover the extent of the problem and all aspects of the study variables basing on the objectives of the study and research question. The questionnaires were broken down to capture background information and data related to each of the variables under investigation. The questionnaires were delivered to staffs of Open Space Centre by the researcher and the questionnaires were self-administered which helped the researcher to get relevant information for the study. This method was used since it is reliable and dependable for large samples, gives respondents adequate time, free from interviewer bias and

cheap, (Mugenda & Mugenda, 2003). The questionnaires were addressed to total number of 55 respondents and these are the employees working with this organization since they are many and the researcher cannot reach them all at once.

### **3.8.2 Interview**

In order to collect qualitative data, interview method were used to collect qualitative data. Face to face interview was conducted. This method was used to gain an understating of the underlying reasons and motivations for people's attitudes, preference or behavior about organizational polices (Mbabazi, 2008). Still the interview was semi-structured in that the questions were predetermined but to allow the respondents to express their opinion at length. The questions were directed to clarify and assessing the contribution of internal mentorship to employee career growth. The questions sought suggestions on how to improve employee career growth. The interviews were held with 11 respondents by the researcher who included top management staffs.

### **3.9.0 Data collection instruments**

#### **3.9.2 Questionnaire**

A five Likert-scale questionnaire (Appendix I) was used to determine the contribution of internal mentorship to employee career growth in NGOs in Uganda. A five Likert-scale questionnaire was used because it can be easily understood and quantifiable, subjective to computation of some mathematical analysis and responses are very easy to code when accumulating data since a single number represents the participant's response (Amin, 2005). A self-administered questionnaire was used because it increases the degree of reliability due to the many items in it and it well enhance the chances of getting valid data, (Amin, 2005). The questionnaire was designed

according to the objectives and study variables and responses to the questions were anchored on a five (5) point Likert scale ranging from 5- strongly agree to 1 - strongly disagree. The questions were close ended to enable the respondents to express their opinions.

### **3.9.1 Interview guide**

In-depth interviews was conducted using the interview guide. The interview guide (Appendix II) was unstructured and semi-structured. For either technique, the instrument enabled the researcher to collect accurate information from the officials who were selected to participate as key informants; because, they have a wealth of experience and knowledge in internal mentorship and to why employees' do not experience career growth (Mugenda & Mugenda, 2003). The instrument well ensured that reliable information is gathered; because, it facilitate a deeper investigation into the topic under study. It helped the researcher to explain or clarify questions thereby increasing the useful of the responses.

### **3.10 Validity and Reliability of Data.**

Patton (2002), states that validity and reliability are two factors which any researcher should be concerned about while designing a study, analyzing results and judging the quality of the study.

#### **3.10.1 Validity of data**

Validity concentrated on how accurately the instrument captures data that gives meaningful inferences (Mbabazi, 2008). The questionnaire was given to other experts in research to seek their opinion about the adequacy and representativeness of the instrument to ensure it covers all the variables being measured as a way of eliminating invalid items on the instrument. The

instruments were pretested, after which the content validity was measured (Denscombe, 1998). To measure validity of the items on the instruments, a content validity index (CVI) was used by using content validity index (CVI) formula prior to the administration of the research instrument to determine the validity of the items on instrument. This intends to find out whether the questionnaires were capable of capturing the intended data that is stated in the researcher objectives and questions

**CVI= n/N**                where **n**= Items rated or declared relevant

**N**=Total number of items

The validity result indicate; 26 = **0.7878 or 78.78%**

33

The results above computed for the CVI indicate that items on the instrument had a CVI of over 70%. Implying that only those items with a CVI of over 70% remained and the rest were discarded as indicated in Amin (2005) resulting to 26 item scale. These were the items that were finally considered in the questionnaires because all together they provided content validity index of 78.78% which is in line with (Amin, 2005).

The results helped to assess the appropriateness of sentence construction, comprehensiveness of instrument and language clarity and comments were received.

### **3.10.2 Reliability of data**

In this study, reliability concentrated on assessing the consistency and repeatability of tests used. In order to ensure reliability, a test-retest was done by administering the same questionnaire /

instrument twice to the same group of respondents at different points in time, who will be included in the sample (Mugenda & Mugenda, 2003). Cronbach's Alpha was used as a measure of reliability and internal consistency. Cronbach's Alpha is a reliability coefficient that indicates how well items in a set are positively correlated to one another. It measures the inter correlations among test items, with a measure of 1 being higher in terms of internal consistency and reliability of 0.7 to 0.9 being acceptable (Revelle & McDonald, 2006). The higher the coefficients, the more reliable the instrument and for an instrument to be taken as reliable, a minimum coefficient of 0.5 is assumed as suggested by Mugenda and Mugenda (2003) in which case the research proceed. This system helped the researcher to test the consistency of the respondent's answers to all the items in the measure.

**Table 2: Reliability analysis results**

Reliability Statistics		
	Cronbach's Alpha	N of Items
Mentorship identification	.759	6
Mentorship programme	.753	7
Role modeling	.733	6
Employee career growth	.759	7

*Source: Primary data*

The reliability results indicate that all items on the instrument were deemed to be reliable as the reliability scores run from 0.733 to 0.759 implying the items adopted on the instrument were highly reliable and they were all above the recommended reliability level of 70% and minimum coefficient of 0.5.

### **3.11 Measurement of variables**

In this study, the measurement of variables was conducted using the works of Sekaran (2004) and three scales were used; nominal, ordinal and interval. Under this study, the researcher has two variables, internal mentorship being independent variable and employee career growth in NGOs being the dependent variable. The responses to the questionnaire were arranged on a 5 Likert scale of strongly agree (5), agree (4), No Comment (3), disagree (2) and strongly disagree (1) in that order of measurement. This is because the responses can be easily quantifiable and subjective to computation of some analysis (Statistical Programme for Social Sciences) and makes question answering easier on the respondent (Amin, 2005). To interpret the mean in chapter four, a legend scale was used. Mean scores were interpreted as follows: 4.20-5.00 (very high); 3.4-4.19 (high); 2.60-3.39 (average); 1.80-2.59 (low); and 1.00-1.79 (very low). The study objectives were measured using descriptive results indicating the percentages and mean scores and the results were interpreted basing on the legend scale above and a regression analysis was used measure contribution of the studied independent sub variables to employee career growth. That is to say to determine whether mentorship identification contributes to employee career growth, examine how mentoring programmes contributes to employee career growth and to establish the contribution of role modeling to employee career growth.

### **3.12 Data Analysis**

According to Xia (2015), data analysis is a process of inspecting, cleansing, transforming, and modeling data with the goal of discovering useful information, informing conclusions, and supporting decision-making. After data processing, it was subjected to further analysis for easy understanding and interpretation where both qualitative and quantitative data was analyzed.

### **3.12.1 Qualitative data analysis**

All the qualitative data collected with the use of interviews schedules was put into meaningful and exhaustive categories after which a summary of the key points that emerged was formed, long statements were compressed into brief statements and similar views were put together in order to make sense of what was of what was generated. Principal themes that emerged from the interview of each question in the interview guide were presented in the discussion of findings (Saunders et al., 2009).

### **3.12.2 Quantitative data analysis**

The analysis entailed conducting descriptive statistics, correlation and regression analysis. Descriptive statistics were utilized to compute the mean, standard deviation and variances of items included in the study. Correlation statistics were utilized to assess the relationship between the dependent and independent variables a condition to conduct a regression analysis to determine whether there could be a statistical significant relationship between the dependent and independent variables.

A multiple regression analysis was in order to analyze the contribution of internal mentorship on employee career growth. But before conducting the regression analysis several assumptions were tested to check whether the variables were fit to run a regression analysis.

Data that exhibits non – normality characteristics may lead to inaccuracy and distortion of the results (Field, 2009). The Shapiro – Wilk Test was introduced in 1965 by Samuel Sanford Shapiro and Martin Wilk and this was employed as the test for normality in the study as it was



the most powerful. This test is deemed appropriate for samples that fall between 7 and 2,000 (Sharpiro – Wilk, 1965) and for samples that fall between 2,000 and 5,000 the Kolmogorov – Smirnov test is deemed appropriate (Park, 2008; Garson,2012). Diagnostic tests were conducted for data that exhibited non-normality characteristics which may.

Linearity test was performed and was concerned with whether the projected value of dependent variable gives rise to a straight line function of each independent variable while other variables are held constant. If not, it may lead to a misleading prediction (Field, 2009). Statistical analysis which uses linear regression assumes that the data is observed in terms of a straight line. The study adopted graphical methods and a plot of standardized residuals against standardized estimates (Fitted values) to cater for linearity. The limits for linearity were as follows; sig value < .05 for the F – Statistic, Sig value < .05 for the  $\beta$  values and for correlation was sig < .05 (Hair & Jordan 2009).

Multicollinearity test was done and this arises when some individual independent variables are highly correlated (Field, 2009, Hair et al. 2010). A multiple regression model would not be able to give reliable results about any individual predictor variable or about which predictor variables are redundant in relation to others. Independent variables would not give an appropriate prediction of the dependent variable when the levels of collinearity appear high (Farrar & Glauber, 1967). Therefore the probability of a good predictor of the outcome may appear insignificant and rejected from the model causing a Type 11 error which occurs when it is believed that there is no effect in the population when there is. This problem was evaluated by using variance inflation factor (VIF) estimates.

### 3.13 Model specification

Multiple regression was used to show association between independent and dependent variables as given below

$$\text{Multiple } Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + e$$

Where Y is the dependent variable (Employee career growth),  $\beta_0$  is the regression coefficient (constant),  $\beta_1$ ,  $\beta_2$ ,  $\beta_3$ , are the slopes of the regression equation, X1 is Mentorship identification, X2 is Mentoring programmes, and X3 is Role modeling while e is an error term.

### 3.14 Ethical considerations

A number of ethical issues were put into consideration including:

- i. Confidentiality of respondents were names nor their contacts were revealed and identification numbers were assigned instead of names to avoid information given being traced to a respondent.
- ii. All data gathered was used only for the purpose of the study and nothing else.
- iii. The research procedures were explained to all the respondents before they took part in the research and their informed consent obtained.
- iv. All the sources of literature were acknowledged throughout the whole study through proper citations and referencing.

### **3.15 Limitations of the Study**

The researcher experienced a problem of non-response from respondents who were given questionnaires to fill. However, the researcher assured the respondents that any information given was to be treated with utmost confidentiality.

The researcher also experienced a time constraint in data collection, analyzing data and in final presentation of the report. However the researcher managed to overcome this problem by ensuring that time element is put into consideration and all appointments agreed with the supervisor and respondents are fully meet.

Costs regarding this limitation were transport, printing and photocopying of relevant materials. However the researcher managed to overcome them by borrowing some money from relatives and friends.

Conceptually, the study focused on mentorship identification, mentorship programme and role model which are limited dimensions of internal mentorship. In other words it didn't include other dimensions which may contribute to employee career growth.

### **3.16 Chapter summary**

The chapter presented the methodology that the study used. The study employed a case study design. A population of 80 respondents was with a sample size of 66 which was based on Krejcie and Morgan (1970) table. Primary data was obtained from 53 respondents with response rate of 81.84% from respondents who questionnaires were administered, and response rate of 72.72% from respondents whom interviews were administered.. Reliability and validity tests were considered for the variables used, measurement of the research variables was made and model specifications were generated. Finally ethical considerations and limitations of the study were presented.

## CHAPTER FOUR

### PRESENTATION, ANALYSIS AND INTERPRETATION OF RESULTS

#### 4.1 Introduction

In this chapter, the data analysis and interpretation are presented. This was done using both qualitative and quantitative data. It is systematically organized according to the variables, and research questions that guided the study and it is divided into three sections. The first section presents analyses and the results regarding the background information. The second section presents analyses and interprets the results on the research findings.

#### 4.2 Response rate

**Table 3: Data response table**

<b>Instrument</b>	<b>Target No</b>	<b>Realised NO</b>	<b>Percentage</b>
Questionnaire	55	45	81.81
Interview	11	8	72.72
<b>Total</b>	<b>66</b>	<b>53</b>	

*Source: Primary data*

From table 3 above, the researcher was able to collect information on 53 (approximately 80.30%), out of 66 from the targeted population. However, out of the 55 questionnaires expected to be filled and returned by the respondents, 45(81.81%) were filled and returned which was a good response rate for the research to base on for data analysis as according to (Mugenda & Mugenda, 2003). The respondents who were interviewed by the researcher were 8 out of 11 respondents expected to provide qualitative information to add on the quantitative data. A total response rate of 80.30% was good enough to enable the researcher to continue with data analysis.

### 4.3 Background Information

The background information of interest to this study included gender, education level, age bracket, length of service and organisation of the respondents as summerized in table 4 below. Such information is vital because it provides an understanding of respondents and the information that contributes employees attitudes about the study.

**Table 4: Background information**

N=45			
Variables	category of response	Frequency	Percent
<b>Gender</b>	Male	18	40.0
	Female	27	60.0
<b>Age bracket</b>	Below 20 Years	1	2.2
	21-35 Years	29	64.4
	36 -50 Years	14	31.1
	51-60 Years	1	2.2
<b>Level of education</b>	Diploma	7	20.0
	Bachelors	33	73.3
	Masters	4	8.9
	Others	1	2.2
<b>Organization position</b>	Top manager	2	4.4
	Middle manager	6	13.3
	Supervisory	19	42.2
	Supporting staff	18	40.0
<b>Length of service</b>	Less than 1 year	6	13.3
	2-3 years	23	51.1
	4-5 years	10	22.2
	6-10 years	6	13.3

*Source: Primary data*

Table 4 above reveals that in terms of gender, both male and female were represented in the sample however, majority of the respondents were female constituting 60%. It can be assumed that this organization is female dominated and this could be attributed to the fact that the need to promote women career as before men used dominate most organization besides the nature of the work and in this context as the organization intends to promote the youth development with a target of women.

In terms of age of the respondents, it is revealed that majority of the respondents represented by 64.4% were between 21-35 years of age being the majority and 31.1% were between 36-50 years of age. This shows that the sample is comprised of mainly the youth and the middle ages and these are the age groups where labor mobility is highly pronounced to look for better career opportunities and to for employees to grow in their career like promotions, advancement in performance, better remuneration if the current job does not provide such. To this study, this finding implies since majority of the respondents are mainly the youth and the middle ages such employees, they can easily adapt to the new skills and knowledge of their mentors, role models in their current organization thus looking forward for career growth.

In terms of level of education as indicated in table 4 reveals that majority of the respondents represented by 73.3% are Bachelor's degree holders and 20.0% are diploma holders. This result the minimum qualification join tis organization is a diploma indicate and the majority of the employee in this organization have attained higher education and they know the contribution of internal mentorship towards their career growth in terms of promotion, growth opportunities and performance advancement.

Concerning the organization position, majority of the employees in this organization represented by 42.2% are considered to be at supervisory level and 40.0% are supporting staff which determines and their positions in the organization determines their remuneration, growth opportunities. This implies that employee in this organization need to learn new skills and knowledge to enable them to improve on their career growth in terms increment in their remuneration, promotion and opportunity growth.

In terms of length of service, the results in the table 4 shows that the employees with a length of service of between 2 to 3 years represented by 51.1% and 22.2% their length of service is between 2 to 5 years. These majority respondents are representative for this study as far as internal mentorship and employee career growth is concerned. However, to the minority 13.3% who have stayed between 6-10 years indicate there is a minimal number of employees in this organization who can stay after their first contracts has ended some could end up being jobless and others the skills and knowledge they adopted may deplete thus affecting their career growth.

#### **4.4.0 Descriptive statistic results of the study variables**

The study sought to determine the contribution of internal mentorship to employee career growth in open space Centre. In order to present the descriptive results of the study variables, an analysis of the Means and Standard Deviations was done on the study variables of internal mentorship in terms of mentorship identification, mentorship programmes, and role modeling and employee career growth.

##### **4.4.1 Level of identification at Open Space Centre.**

This section presents descriptive findings on the level of mentorship identification at Open Space Centre. This item was operationalised using six items on the questionnaire which required each respondent to do self-rating on the level of mentorship identification. Responses were presented based on Likert scale ranging from 5 which reflected strongly agree, 4 agree, 3 neutral, 2 disagree and 1 strongly disagree. The results are summarized in table 5 below;

**Table 5: Level of mentorship identification**

<b>Item Variables</b>	<b>Minimum</b>	<b>Maximum</b>	<b>Mean</b>	<b>Std. Deviation</b>
The mentors in this organization have a deep understanding of the organization works.	1	4	2.42	1.076
The mentors have the core competencies needed for effectiveness in present and future positions in this organization.	1	4	2.42	1.076
The mentors in this organization have the right skills and abilities to mentor	1	5	2.87	1.471
Mentors in this organization promote a safe environment for the exchange of ideas and feelings	2	5	3.78	1.146
Mentors in this organization are unbiased to their own personal and professional preferences	1	4	2.42	1.076
Mentors in this organization serve as a role model for the mentee	1	5	2.87	1.471
<b>Average mean (N=45)</b>	<b>2</b>	<b>4</b>	<b>2.99</b>	<b>.598</b>

*Source: Primary data*

Descriptive results in table 5 indicate a grand average mean of (2.99,  $\sigma=0.598$ ). It can however be seen that there are notable differences on the various items of mentorship identification evaluated, for instance, item (4) indicate mean of (3.78,  $\sigma=1.146$ ) as revealed that mentors in this organization promote a safe environment for the exchange of ideas and feelings. However, much as this organization promote a safe environment for the exchange of ideas and feelings, some of the mentors in this organization don't have deep understanding of the organization works, the core competencies needed for effectiveness in present and future positions in this organization and are biased to their own personal and professional preferences revealed at a low a mean of (2.42,  $\sigma=1.076$ ) was obtained which is lower than the average mean score for the items on this objective.



In follow up interviews, one interviewee had this to say

*“Some mentors don’t have deep understanding of the organization works and the core competencies needed for effectiveness in present and future positions are biased to their own personal and professional preferences”*

This implies that this organization needs to put more emphasis on the core competencies needed for effectiveness in present and future positions are biased to their own personal and professional preferences and when identifying a mentor, the mentor should have deep understanding of the organization works.

#### **4.4.2 Level of mentorship programmes at Open Space Centre**

This section presents descriptive findings on the level of mentorship programmes at Open Space Centre. This item was operationalised using seven items on the questionnaire which required each respondent to do self-rating on the level of mentorship programmes. Responses are presented based on Likert scale ranging from 5 which reflected strongly agree, 4 agree, 3 neutral, 2 disagree and 1 strongly disagree. The results are summarized in table 6 below;

**Table 6: Level of mentoring programmes**

<b>Item Variables</b>	<b>Minimum</b>	<b>Maximum</b>	<b>Mean</b>	<b>Std. Deviation</b>
Participation in formal discussions is a good mechanism to overcome daily job problems	1	5	2.62	1.556
Informal gathering helped me to enhance a sense of belonging among workers	1	5	2.71	1.079
Participation in informal discussion is important for sharing ideas	1	5	3.31	1.240
I receive ongoing feedback on my performance	1	5	2.87	1.471
The mentorship programmes prepare me for senior leadership positions in this organization	1	5	2.62	1.556
Informal mentoring programme is more beneficial than formal mentoring	1	5	2.71	1.079
I prefer to have a say in formal discussions	1	5	2.87	1.471
<b>Grand Mean (N=45)</b>	<b>2</b>	<b>4</b>	<b>2.94</b>	<b>.770</b>

*Source: Primary data*

Descriptive results from table 6 above, an average grand mean of (2.94,  $\sigma=0.770$ ) implying that mentoring programmes contributes to employee career growth to an average level. It can however be seen that there are notable variations on the various items of mentorship programmes evaluated for instance, item (3) ranked highly with an average mean of (3.31,  $\sigma=0.770$ ) was observed as it indicate that participation in informal discussion is important for sharing ideas. However, although an average grand mean was revealed, an average mean below the grand mean of (2.62,  $\sigma=1.556$ ) was obtained indicating the need of employee participation in formal discussions is a good mechanism to overcome daily job problems and the mentorship programmes which prepares employees for senior leadership positions in this organization.

In follow up interviews, one interviewee had this to say

*“Employee participation in formal discussions is a good mechanism to overcome daily job problems and the mentorship programmes which prepares employees for senior leadership positions in this organization and this is because formal mentors help participants prepare for senior leadership positions in this organization”.*

These findings imply that mentors need to allow the mentees to participate in formal discussion of the organization as a way of improve their career growth opportunity.

#### **4.4.3 Level of role modeling at Open Space Centre.**

This section presents descriptive findings on the level of role modeling at Open Space Centre. This item was operationalised using six items on the questionnaire which required each respondent to do self-rating on the contribution of role modeling. Responses are presented based on Likert scale ranging from 5 which reflected strongly agree, 4 agree, 3 neutral, 2 disagree and 1 strongly disagree. The results are summarized in Table 7;

**Table7: Level of role modeling**

	<b>Minimum</b>	<b>Maximum</b>	<b>Mean</b>	<b>Std. Deviation</b>
My immediate boss provided specific guidance for achieving my career goals	1	5	2.09	1.535
My immediate boss gave me assignments that prepared me for a higher position	2	5	4.13	.815
My immediate boss/supervisor exchanged experiences with me to improve job problems in the workplace	1	5	3.31	1.240
I respect and admire my immediate boss	1	5	2.87	1.471
My immediate boss/supervisor acted as a good role model for me	1	5	3.31	1.240
My immediate boss encouraged me to try new ways of behaving in doing my job	2	5	4.13	.815
<b>Grand mean (N=45)</b>	<b>2</b>	<b>5</b>	<b>3.38</b>	<b>.564</b>

*Source: Primary data*

The descriptive results in table 7 indicate a high average mean of (3.38,  $\sigma=0.564$ ) revealing that respondents agreed about the various items measuring role modeling, it can however be seen that there are notable variations on the various items of role modeling evaluated for instance, item (6) ranked highly with an average mean of (4.13,  $\sigma=0.815$ ) revealing that immediate bosses as role models give employees assignments that prepared them for a higher position. However, much as an average mean was obtained, a low mean of (2.09,  $\sigma=1.535$ ) is not pleasant as revealed that immediate bosses do not provide specific guidance for achieving employees' career goals

Follow up interviews, one interview had this to say

*“Some role models do not provide specific guidance for achieving employees' career goals but it is expected that mentors should act as role models, teachers, sponsors, encouragers, counselors, and be a friend to mentees in order to increase the individuals' new knowledge, update skills and imbue positive attitudes”.*

These findings imply that in this organization, role models need to provide specific guidance for achieving employees' career goals.

#### **4.4.4 Level of employee career growth at Open Space Centre**

Employee career growth according to the study was conceived as growth opportunities performance advancement and promotion, responses are presented based on Likert scale ranging from 5 which reflected strongly agree, 4 agree, 3 neutral, 2 disagree and 1 strongly disagree.. The results are summarized in table 8 below;

**Table 8: Level of employee career growth**

<b>Items Variable</b>	<b>Minimum</b>	<b>Maximum</b>	<b>Mean</b>	<b>Std. Deviation</b>
My current job provides me with good growth opportunities	1	5	2.09	1.535
Better performing employees are promoted and recognized for efforts at work	1	5	2.71	1.079
Atleast 1-2 of my colleagues are always promoted from the their current positions each year	1	5	2.87	1.471
I feel my performance has improved atleast by 75% compared to the time I joined this organization	2	5	3.78	1.146
My performance advancement determines the future of my job	1	5	2.09	1.535
The skills and knowledge I have gained with my current job can enable to attain better opportunities.	1	5	2.71	1.079
I feel that I do not utilize my skills	1	5	2.09	1.535
<b>Grand mean (N=45)</b>	<b>2</b>	<b>4</b>	<b>2.88</b>	<b>.661</b>

*Source: Primary data*

The results in table 8 indicate an average grand mean of (2.88,  $\sigma=0.661$ ). However, notable variations are revealed based on the various items of employee career growth evaluated for instance respondents highly agreed that they feel their performance has improved at least by 75% compared to the time they joined this organization at a mean of (3.78,  $\sigma= 1.146$ ). However, despite of an average mean, a low mean of (2.09,  $\sigma= 1.535$ ) indicate that employees feel their current job does not provide them with good growth opportunities, their performance advancement determines the future of their job and feel that they do not utilize their skills.

## **4.5 Preliminary Analysis**

Prior to doing many of the statistical analysis such as Correlation analysis, t-tests, ANOVA and Regression analysis, it is important to check that many of the assumptions made by the individual tests are not violated. These include normality, Linearity, and multicollinearity. Testing of assumptions involves obtaining descriptive statistics on the variables such as mean, standard deviation, Kurtosis and skewness values.

### **4.5.1 Test of normality**

An assessment of the normality of data is a prerequisite for many statistical tests because normal data is an underlying assumption in parametric testing. There are two main methods of assessing normality: graphically and numerically. Data that exhibits non – normality characteristics may lead to inaccuracy and distortion of the results (Field, 2006). Ghasemi and Zahediasl (2012), emphasized that statistical procedures like correlation analysis, t–test, and regression analysis among others assume that data is normally distributed. In order to test for normality, For this study a Shapiro-Wilk test ( $*p>0.05$ ) and a visual inspection of their histograms, normal Q-Plots and box plots showed that the variables were approximately normally distributed. This is illustrated in table 9 below showing the Kolmogorov-Smirnov, Shapiro-Wilk, Skewness and Kurtosis values.

**Table 9: Tests for normality of study variables**

<i>Mentorship identification</i>	<i>Statistics</i>	<i>df</i>	<i>Sig.</i>
Kolmogorov-Smirov	.072	45	.200*
Shapiro-Wilk	.980	45	.000
Skewness	.178		
Kurtosis	-.345		
<i>Mentoring programmes</i>			
Kolmogorov-Smirov	.082	45	.179
Shapiro-Wilk	.982	45	.000
Skewness	.067		
Kurtosis	-.188		
<i>Role modeling</i>			
Kolmogorov-Smirov	.083	45	.170
Shapiro-Wilk	.971	45	.038
Skewness	-.025		
Kurtosis	-.785		
<i>Employee career growth</i>			
Kolmogorov-Smirov	.105	45	.016
Shapiro-Wilk	.957	45	.005
Skewness	-.112		
Kurtosis	-.570		

N=90, \*\*\*p<0.000, \*p<0.01, <math>\*</math><math><0.05</math>

All the study variables did not indicate extreme departures from normality assumption as shown in table 9, while using the Shapiro Wilk tests, Sig. value is less than .05 implying that data was normally distributed, and in testing for skewness and kurtosis, the descriptive statistics in table 9 above show that the skewness of all the items were below 2 and kurtosis was below 7 showing that all the items were normally distributed in line with De Vaus (2002), skewness values between -1.00 and 1.00 are within the acceptable range and indicate a symmetrical distribution.

#### 4.5.2 Test of multicollinearity

Multicollinearity is a situation whereby some individual independent variables are highly correlated. If multicollinearity is present, the multiple regression model will not be able to give reliable results. To check for the presence of multicollinearity, the values of tolerance and Variance Inflation Factors were used for the various models. Hair, *et al* (2006) stated that a problem of multi-collinearity is present if the factor is greater than 10. All Variance Inflation Factors (VIF) were less than 10 indicating that items had achieved multicollinearity condition of independent variables as revealed in table 10 below;

**Table 10: Variance Inflation Factors**

Model	Collinearity Statistics	
	Tolerance	VIF
1 (Constant)		
Mentorship identification	.924	1.092
Mentoring programmes	.924	1.092
Role modeling	.924	1.092

Dependent Variable: Adoption level

#### 4.5.3 Correlation Analysis

In order to determine whether there could be a statistical significant relationship between the dependent and independent variables, a Pearson correlation coefficient was used to measure the linear association between two scale variables (Field, 2009). The direction and strength of the relationship among the study variables of mentorship identification, mentorship programmes, role modeling and employee career growth was revealed by the correlation analysis in table 11 below,



**Table 11: Correlation between mentorship identification, mentoring programme, role modeling and Employee career growth**

Variables	1	2	3	4
Mentorship identification (1)	1			
Mentoring programmes (2)	0.316**	1		
Role modeling (3)	0.319**	0.521**	1	
Employee career growth (4)	0.452**	0.345**	0.503**	1

N=45, \*\*correlation is significant at the 0.01level (2-tailed).

The evidence as presented in table 11 above shows that there is a positive moderate relationship between Mentorship identification and Employee career growth and this relationship is statistically significant relationship ( $r=0.425$ ,  $P<0.01$ ). This implies that when Mentoring identification increase, Employee career growth is also expected to increase.

Secondly, Mentoring programmes revealed a positive weak relationship with the level of employee career growth but this relationship was statistically significant ( $r=0.345$ ,  $P<0.01$ ). This implies that when Mentoring programmes increase, Employee career growth is also expected to increase.

Lastly, the results also shows that there is a positive moderate relationship between Role modeling and Employee career growth and this relationship is statistically significant relationship ( $r=0.503$ ,  $P<0.01$ ). This implies that when Mentoring identification increase, Employee career growth is also expected to increase.

#### 4.6 Multiple regression analysis of internal mentorship and employee career growth

In order to address the study objectives, a multiple linear regression analysis was used to measure the contribution of the three dimensions of internal mentorship of mentorship identification, mentoring programmes and role modeling in on employee career growth and the findings are presented in the, ANOVA, model summary and coefficient tables 12, 13 and 14 below.

**Table 12: ANOVA results on internal mentorship and employee performance**

ANOVA <sup>a</sup>						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	15.084	3	5.028	49.807	.000 <sup>b</sup>
	Residual	4.139	41	.101		
	Total	19.223	44			

a. Dependent Variable: Employee Career Growth

b. Predictors: (Constant), Mentorship identification, Mentorship programmes, Role modeling

In testing the significance of the model, the value obtained was 0.000 which was less than 0.025 at 5% level in a two tailed test this indicates that the model was statistically significant in predicting the influence of the predictor variables on market growth levels. Findings also indicate the calculated Fvalue as 2.822 which is greater than the F critical at 5% level of significance (3.23) implying that the model had adequate fit for the data.

**Table 13: Model summary results on internal mentorship and employee career growth**

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.886 <sup>a</sup>	.785	.769	.31773

a. Predictors: (Constant), ), Mentorship identification, Mentorship programmes, Role modeling

Results in table 13 above indicate that about 0.785 (78.5%) of the variation (Adjusted R2 =0.769) indicates how much employee career growth can be explained by the independent variable internal mentorship (mentorship identification, mentor programme and role modeling). It implies that employee career growth was 78.5% explained by internal mentorship and 21.5% is explained by other factors outside the model.

**Table 14: Coefficient results on internal mentorship and employee career growth**

Coefficients <sup>a</sup>						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.009	.295		.031	.975
	Mentorship identification	.019	.161	.017	.117	.908
	Mentorship programmes	.548	.108	.638	5.092	.000
	Role modeling	.355	.135	.303	2.634	.012

a. Dependent Variable: Employee Career Growth

From table 14 above the regression coefficients help in answering the regression equation on the underlying relationship between the study variables. The coefficient results indicate a beta of 0.19 at significant level of 0.908 for Mentorship Identification implying that mentorship identification does not contribute to employee career growth because the results were not statistically significant with  $p > 0.005$  at 95% level of confidence.

The coefficient results indicate a beta of 0.548 at significant level of 0.000 for Mentorship programmes implying that mentorship programmes contributes to employee career growth because the results were statistically significant with  $p < 0.005$  at 95% level of confidence

The coefficient results also indicate a beta of 0.355 at significant level of 0.012 for Role modeling implying that role modeling contributes to employee career growth because the results were statistically significant with  $p < 0.005$  at 95% level of confidence

Thus in general the resultant regression equation is as below;

$$\text{Multiple } Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + e$$

$$\text{Employee career growth} = 0.009 + 0.19 \text{ Mentorship identification} + 0.548 \text{ Mentorship programmes} + 0.355 \text{ Role modeling} + e$$

The results indicate that holding Employee career growth constant, the predictor variables would be 0.009. This shows that any efforts made to enhance Mentorship identification would result in 0.019 improvement in Employee career growth, any efforts made to enhance Mentorship programmes would result in 0.548 improvement in Employee career growth and any efforts made to enhance Role modeling would result in 0.355 improvement in Employee career growth.

#### **4.7 Chapter summary**

This chapter presented the study response rate, background information about the respondents included in the study were also presented as well as the descriptive statistics on the study variables of Mentorship identification, Mentorship programmes, Role modeling and Employee career growth showing the measures of central tendencies and dispersion. Diagnostic tests were made to confirm that data was parametric and tests of normality and multicollinearity were performed to ensure that data is normally distributed and attained a condition of independent variables. A Pearson correlation analysis was performed to test if there was a relationship between the variables as condition to run a multiple regression. There after a multiple regression analysis was performed to address the study objectives.

## **CHAPTER FIVE**

### **SUMMARY, DISCUSSION, CONCLUSION AND RECOMMENDATIONS**

#### **5.1 Introduction**

This chapter presents discussion and the summary of the study findings as presented in chapter four, conclusions and recommendations plus areas for further research.

#### **5.2 Summary of the key findings**

The main purpose of the study was to determine the contribution of internal mentorship to employee career growth in Open Space Centre. The study specifically aimed at determining whether Mentorship identification, Mentoring programmes and Role modeling contributes to Employee career growth. The quantitative data was collected from 45 respondents and the results were triangulated with data from interviews conducted on 8 respondents.

In a mandate to address the study objectives, a multiple regression analysis was performed. Based on the first objective, the study findings on this indicate a non-significant contribution of mentorship identification to employee career growth ( $\beta = 0.019$ ,  $p > 0.05$ ) at 95% level of confidence.

Results of the second objective revealed that mentoring programmes significantly contributes to employee Career growth ( $\beta = 0.548$ ,  $p < 0.05$ ) at 95% level of confidence. Follow up interviews also revealed mentoring programmes that allow participation in informal discussion is important for sharing ideas that can contribute to employee career growth.

The results on the third objective indicate that role modeling significantly contributes to employee career growth ( $\beta = 0.355$ ,  $p < 0.05$ ) at 95% level of confidence. . Follow up interviews also revealed that role modeling where immediate bosses give assignments to employees that prepare them for a higher position can help enhance employee career growth.

### **5.3 Discussion of findings**

This section presents the discussion of the findings in regards to the study objectives and research questions based on the study findings and literature reviewed.

#### **5.3.1 Discussion of the findings in regards to mentorship identification and employee career growth.**

The study findings in chapter four revealed that mentors in this organization promote a safe environment for the exchange of ideas and feelings. These findings can be related to Gene et al (2003) as asserted that mentors are in a position to illustrate how the field is growing and changing and that even after many years there still are new things to learn. Good mentors are committed and are open to experimenting and learning practices that are new to the field. They are excited to share their knowledge with new people entering the field and take their role seriously in teaching their knowledge to others. They may choose to teach or attend classes to further develop their knowledge and skills. They enjoy taking workshops and attending professional conferences provided through their membership in professional associations.

The findings further indicate that majority of respondents agreed that some of the mentors in this organization don't have deep understanding of the organization works, the core competencies

needed for effectiveness in present and future positions in this organization and are biased to their own personal and professional preferences. This finding can be supported by literature revealed by Monica et al (2001) revealed that in finding a mentor, it is important to establish the goals of the mentorship and the core competencies needed for effectiveness in present and future positions. Identifying an appropriate mentor and objectives is critical to successful career planning and growth of employees in an organization. For example, a new an assistant programme manager hired from a private organization to Non-government organization probably will need help acclimating to the culture and politics of the Non-government organization.

### **5.3.2 Discussion of the findings in regards to mentorship programme and employee career growth**

The study findings indicate that participation in informal discussion is important for sharing ideas can contribute to employee career growth as per the majority respondents. This findings can be related with Nemanick (2000) found that informal mentoring is a natural component of relationships that occurs throughout the society, in the workplace, as well as in social, professional, and family activities. Informal mentoring occurs in a relationship between two people where one gains insight, knowledge, wisdom, friendship, and support from the other. Either person may initiate the mentoring relationship, the mentor to help the other, the charge to gain wisdom from a trusted person.

The findings also revealed that the need of employee participation in formal discussions is a good mechanism to overcome daily job problems and the mentorship programmes which prepares employees for senior leadership positions in this organization. Literature according to

McNair (2014), revealed that the implementation of mentoring type as to whether formal and/or informal mentoring activities should be implemented in a particular organization. Formal and informal mentor's help participants prepare for senior leadership positions in an organization and this can be related to majority respondents' opinion. Noe (2002) further encourages employee participation in formal discussions as suggested that employees may be given regularly assigned to encourage group and/or individual activities within a defined period of time.

### **5.3.3 Discussion of the findings in regards to role modeling and employee career growth.**

The results on this objective revealed that immediate bosses do not provide specific guidance for achieving employees' career goals. This can be confirmed with literature revealed by Gibson et al, (2004) as indicated that individuals use the role model attributes they observe as clues to creating their "ideal self". The lack of conceptual clarity surrounding role models has produced a puzzling result: The idea of role models is widely and popularly known, but this wide knowledge masks a superficial understanding of how important role models actually are in career growth.

## **5.4 Conclusions**

### **5.4.1 Mentorship identification and employee career growth.**

This objective aimed at determining how mentorship identification contributes to employee career growth at Open Space Centre. The results revealed that mentorship identification do not significantly contribute to employee career growth. However, despite the fact that this organization promote a safe environment for the exchange of ideas and feelings, the results further indicate that there is need to some of the mentors in this organization to have deep understanding of the organization works, the core competencies needed for effectiveness in



present and future positions in this organization and are biased to their own personal and professional preferences in this organization.

#### **5.4.2 Mentorship programmes and employee career growth.**

From the study findings of this objective, the results indicate the mentorship programmes significantly contributes to employee career growth as compared to the other sub variables in this study. Thus contribution of mentorship programmes to employee career as observed in form of allowing participation in informal discussion is important for sharing ideas can contribute to employee career growth. However, there is still a need of employee participation in formal discussions as a good mechanism to overcome daily job problems and the mentorship programmes which prepares employees for senior leadership positions.

#### **5.4.3 Role modeling and employee career growth.**

The results on this objective that indicate role modeling significantly contribute to employee career growth .Thus as employees in this organization view their immediate bosses as role models give them assignments that prepared them for a higher position, it is not pleasant as revealed that immediate bosses do not provide specific guidance for achieving employees' career goals which needs to be improved.

### **5.5 Recommendations**

The study recommends that mentorship programme should be enhanced through Coaching, informal discussions that are important for sharing ideas and performance feedback so as to help employees achieve their goals and prepare them for senior leadership position

Further still, role modeling should also be enhanced through offering stretch assignments by managers, line managers and supervisors to employees so as to have expertise that can be useful in a different capacity which allows people to go outside their career comfort zone

## **5.6 Areas for Further Study**

The study suggests that further research may be conducted on extraneous variable in this study as it may also contribute to employee career growth. It will also be interesting to investigate how other dimensions of internal mentorship other than mentorship identification, mentorship programmes and role modeling contribute to employee career growth.

A similar study may be conducted in other organizations other than Non-Government Organizations like manufacturing companies, construction companies, higher institutions of learning, financial institutions, corporate companies in Uganda to determine how much internal mentorship contributes to employee career growth. Further may be carried out to examine the contribution of mentorship identification to employee career growth in NGOs in Uganda.

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**APPENDICES**

**APPENDIX I: QUESTIONNAIRE**

**RESEARCH STUDY FOR MASTERS DEGREE OF SCIENCE IN ORGANIZATION  
AND PUBLIC SECTOR MANAGEMENT, KYAMBOGO UNIVERSITY**

Dear respondent,

I am a master’s student pursuing a Master of Science degree in Organization and Public Sector Management of Kyambogo University. I am conducting a study to determine the contribution of internal mentorship on employee career growth using case study of Open Space Centre. You have been selected to participate in this survey because of your exclusive knowledge and I believe that you can provide trustworthy and appropriate information to boost the study.

The information collected in this survey is purely for academic purposes and shall be treated with utmost confidentiality.

I am looking forward to your cooperation.

Thank you.

Yours sincerely,

**COLLINS WANDERA**

**Questionnaire**

**Section A: Background information** (*Kindly tick the appropriate box corresponding to a particular question*)

<b>A1.</b>	<b>Gender</b>	
Male	<input type="checkbox"/>	Female <input type="checkbox"/>
<b>A2.</b>	<input type="checkbox"/>	<b>Age group</b> ( <i>please tick appropriate group</i> )

Below 2021-35 <input type="checkbox"/>	36-50 <input type="checkbox"/>	51-60 <input type="checkbox"/>	Above 60 years <input type="checkbox"/>
<b>A3. Education Level (please tick appropriate group)</b>			
Certificate <input type="checkbox"/>	Diploma <input type="checkbox"/>	Bachelor's degree <input type="checkbox"/>	Masters <input type="checkbox"/> PHD <input type="checkbox"/> Others <input type="checkbox"/>
<b>A4. Length of service (please tick appropriate group)</b>			
less than 1 year <input type="checkbox"/>	years <input type="checkbox"/>	years <input type="checkbox"/>	0 years <input type="checkbox"/> er 10 years <input type="checkbox"/>
<b>A5. Organisation Poision</b>			
Top manager <input type="checkbox"/>	Middle manager <input type="checkbox"/>	Supervisory <input type="checkbox"/>	Supporting staff <input type="checkbox"/>

For the following sections B, C, D and E, please tick the appropriate box corresponding to a particular question. The abbreviations to the right hand corner of the questionnaire mean;

**SD** – Strongly disagree, **D** – Disagree, **NC** – No Comment, **A** – Agree and **SA** – Strongly Agree  
**SECTION B**

<b>B. MENTORSHIP IDENTIFICATION</b>		<b>SD</b>	<b>D</b>	<b>NC</b>	<b>A</b>	<b>SA</b>
1	The mentors in this organization have a deep understanding of the organization works.					
2	The mentors have the core competencies needed for effectiveness in present and future positions in this organization.					
3	The mentors in this organization have the right skills and abilities to mentor					
4	Mentors in this organization promote a safe environment for the exchange of ideas and feelings					
5	Mentors in this organization are unbiased to their own personal and professional preferences					
6	Mentors in this organization serve as a role model for the mentee					

## SECTION C

<b>C. MENTORING PROGRAMMES</b>		<b>SD</b>	<b>D</b>	<b>NC</b>	<b>A</b>	<b>SA</b>
1	Participation in formal discussions is a good mechanism to overcome daily job problems					
2	Informal gathering helped me to enhance a sense of belonging among workers					
3	Participation in informal discussion is important for sharing ideas					
4	I receive ongoing feedback on my performance					
5	The mentorship programmes prepare me for senior leadership positions in this organization					
6	Informal mentoring programme is more beneficial than formal mentoring					
7	I prefer to have a say in formal discussions					

<b>D. ROLE MODELING</b>		<b>SD</b>	<b>D</b>	<b>NC</b>	<b>A</b>	<b>SA</b>
1	My immediate boss provided specific guidance for achieving my career goals					
2	My immediate boss gave me assignments that prepared me for a higher position					
3	My immediate boss/supervisor exchanged experiences with me to improve job problems in the workplace					
4	I respect and admire my immediate boss					
5	My immediate boss/supervisor acted as a good role model for me					
6	My immediate boss encouraged me to try new ways of behaving in doing my job					

<b>E. EMPLOYEE CAREER GROWTH.</b>		<b>SD</b>	<b>D</b>	<b>NC</b>	<b>A</b>	<b>SA</b>
1	My current job provides me with good growth opportunities					
2	Better performing employees are promoted and recognized for efforts at work					
3	Atleast 1-2 of my colleagues are always promoted from the their current positions each year					
4	I feel my performance has improved atleast by 75% compared to the time I joined this organization					
5	My performance advancement determines the future of my job					
6	The skills and knowledge I have gained with my current job can enable to attain better opportunities.					
7	I feel that I do not utilize my skills					

**THANK YOU**

## **APPENDIX II: INTERVIEW GUIDE**

Dear respondent,

I am **Collins Wandera** master's student pursuing a Master of Science degree in Organization and Public Sector Management of Kyambogo University. I am conducting a study to the contribution of internal mentorship to employee career growth using case study of Open Space Centre. You have been selected to participate in this survey because of your exclusive knowledge and I believe that you can provide trustworthy and appropriate information to boost the study.

The information collected in this survey is purely for academic purposes and shall be treated with utmost confidentiality.

I am looking forward to your cooperation.

### **Questions;**

How are employees mentored in this organization?

How is internal mentorship relevant to employee career growth in this organization?

How does mentorship identification contribute to employee career growth in this organization?

How does mentoring programmes contribute to employee career growth in this organization?

What is the contribution of role modeling on employee career growth in this organization?

What internal mentorship challenges do you face in promoting employee career growth?

How can internal mentorship be improved to enhance employee career growth?

What other factors can contribute to employee career growth other than internal mentorship?

**APPENDIX III: TABLE FOR DETERMINING SAMPLE SIZE**

N	S	N	S	N	S	N	S	N	S
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	265	3000	341
20	19	120	92	300	169	900	269	3500	346
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	354
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	191	1200	291	6000	361
45	40	170	118	400	196	1300	297	7000	364
50	44	180	123	420	201	1400	302	8000	367
55	48	190	127	440	205	1500	306	9000	368
60	52	200	132	460	210	1600	310	10000	370
65	56	210	136	480	214	1700	313	15000	375
70	59	220	140	500	217	1800	317	20000	377
75	63	230	144	550	226	1900	320	30000	379
80	66	240	148	600	234	2000	322	40000	380
85	70	250	152	650	242	2200	327	50000	381
90	73	260	155	700	248	2400	331	75000	382
95	76	270	159	750	254	2600	335	100000	384

**Source: R.V. Krejcie and D.W. Morgan (1970)**

N= Population

S= Sample size

## **APPENDIX IV: LETTER OF INTRODUCTION**