The influence of leadership mentoring on the development of employee's career

GS Smith

orcid.org 0000-0001-8772-8886

Mini-dissertation accepted in partial fulfilment of the requirements for the degree *Master of Business Administration* at the North-West University

Supervisor: Prof JC Visagie

ABSTRACT

Leadership mentoring is deemed as a paramount aspect in helping employees to develop their careers to their full capacity optimally. This study is aimed at identifying whether mentorship is present inside the study population and, if any, which type of leadership style the study population found their mentors to be most closely associated with. The leadership styles included and discussed throughout this study are transactional, transformational, charismatic and servant leadership style. As communication is an important component of any relationship, with specific reference to mentoring relationships, the study also sought to identify the levels and extent of communication between the mentor and mentees. The combination of the factors mentioned above, coupled with the statistical information inferred by these factors, results in an illustration of how leadership mentoring and the specific style thereof ultimately leads to the positive or negative development of the careers of employees. Results were obtained from the data collected by the Likert scale questionnaire that was distributed to participants to complete. These majority of the respondents work inside the call centre at a major insurance group. Based on statistical information obtained from this questionnaire, the employees inside the company do, in fact, receive mentoring to some extent where participants identified their mentors as transformational leaders. Although transformational leadership is the most prominent style found, the study identified charismatic- and servant leadership to also be strongly correlated with mentorship. In addition, healthy communication exists inside the company, which is an essential characteristic in the development of employees' careers. Along with healthy and effective communication, factors such as personal and professional support provided by mentors are also contributing factors to mentoring with the subsequent effect of the optimal development of the employees' careers.

Keywords: Mentorship, career development, communication, transactional leadership, transformational leadership, charismatic leadership, servant leadership.

ACKNOWLEDGEMENTS

TABLE OF CONTENTS

LIST OF TABLES AND FIGURES

CHAPTER 1
PROBLEM STATEMENT AND OBJECTIVES

1. INTRODUCTION

1.1 BACKGROUND

The purpose of this study is to identify whether there is effective leadership mentoring inside the insurance company and if these mentors help employees to develop their career capacity optimally.

According to Gisbert-Trejo *et al.* (2019:85), mentoring is a relationship between a superior individual with more experience and infield knowledge and a younger, less knowledgeable individual with lesser understanding in which the mentor transfers his expertise and knowledge, towards the less experienced employee. Balu and James (2017:39) suggest that effective mentoring leads to elevates the change of a mentee to be successful in the working environment and that will enhance their career development. He also indicates that most Fortune 500 companies see mentoring of one of the most effective ways to develop an employees' career.

Wong *et al.* (2018:435) argue that efficient mentoring plays a crucial role in the development of employees' careers and that an excellent personal relationship between mentor and mentee, may also lead to personal growth. The sharing of personal experiences and valuable lessons, would enable the mentee to manage their personal life better and build more confidence in their abilities that could subsequently lead to job satisfaction and ultimately advancement in their career.

Furthermore, Hafsteinsdóttir *et al.* (2017:31) indicate that the self-confidence and drive obtained from effective mentoring are fundamental in the development in one's career. This would not only sharpen the necessary skills to do the work optimally but will also enable the ability to generate good interpersonal relationships that can subsequently lead to better networking.

Balu and James (2017:39) opine that these personal investments by mentoring develop individual growth and also develop a business on a more economical level because the employees are more committed to investing their time and newly acquired knowledge inside the company. They are also because more motivated to add value to their company and strive to reach the organisational objectives. This view is substantiated by Johnson (2016:68), who indicates that mentors with leadership abilities are usually better perceived by the mentees.

Gisbert-Trejo *et al.* (2019:93) also indicate that the most effective mentors are those experienced individuals who possess strong leadership capabilities. This study is therefore going to explore which type of leaders, namely transactional, transformational, charismatic and servant, would comprise a more remarkable ability to serve as a mentor.

Johnson (2016:27) is further of the view that lower levels of mentoring would be perceived if the mentor is a transactional leader because the relationship will consist purely of the mentee conducting an activity with the outcome of receiving something in return. This means there is less engagement between a mentor and mentee. However, the more transformational the mentor is, the more reciprocity occurs between the two parties in return, and this leaves a better platform for an influential relationship to happen. This means that, in essence, there is going to be a transaction. Also, the transformational mentorship approach serves as motivation for the mentee to go beyond of what is expected from him or her. This encouragement can activate the mentee to become a better employee.

Qadir and Yesiltas (2020:8) also reveal that as employees are mentored by transformational leaders, they show greater levels of individual performance. This then leads to companies achieving their objectives with greater ease. In comparison with transactional leadership, as these employees are more loyal and committed to the goals that need to be accomplished. LePine *et al.* (2016:1036) argue that a mentor that is a charismatic leader tends to help employees see the positive side of a pressured situation, this allows them to see the problem through a less problematic lens which in turn motivates them to conduct the task with lower stress levels.

Charismatic leaders as mentors have a remarkable ability to communicate ideas with mentees, as their ability to articulate a vision enables mentees to see how the result would impact them positively. These authors also indicate that a charismatic approach is similar to that of transformational mentoring and leadership styles because it relies on the ability of the mentor to influence their mentees and give them a sense of inspiration. However, the difference is that the transformational leader doesn't only inspire through words and charisma; they actively participate and lead from the front.

Employees tend to follow servant leaders, not primarily due to their expertise and what they can learn from these leaders, but rather owing to their trustworthiness. As employees trust them given that these leaders are not mainly power or status-driven but instead place their focus on serving the employees, they lead (Chi *et al.* 2020:2). The servant style, where the emphasis is placed on being a serving leader, enables a leader to effectively mentor an individual by investing in an employee on a personal and business environmental platform, which will subsequently provide the employees with better tools to improve one's career. Chi *et al.* (2020:22) are also of the view that these leaders are effective because they create a better working environment, they stimulate progressive habits for employees, and they create and environment in which everyone helps each other. These employees become organisationally driven rather than personally driven which subsequently allows employees to learn better relational abilities which would help them significantly in the development of their careers.

It is argued by Ren *et al.* (2018:454) that younger generation employees prefer and respond better to leadership styles that involve them through direct interaction, where their opinions are respected and valued (as with transformational, charismatic and servant leadership). This is opposed to leadership styles where there are direct orders wherein employees are dictated as to what they should do without giving them the knowledge as to why it needs to be done (portraying transactional leadership).

LePine *et al.* (2016:1053) mention that engaging in relationships with a mentor is of utmost importance in the modern high paced, highly stressed working environments. Such a relationship does not only enhance an employee's performance and career but also helps the employee to manage stress and high-stressed situations better.

1.2   PROBLEM STATEMENT

This study addresses the essence of effective mentoring leadership in the development of an individual's career because studies have shown that a lack of practical guidance, mentorship and leadership towards employees maybe one of the barriers that could influence optimal employee career development (Donahue *et al.* 2020:8).

Abramson *et al.* (2019:860) identified in their study that the lack of mentors could ultimately lead to the outcome of the following: (1) a decrease in productivity, (2) lack of advancement of employees in their career, as well as (3) employees jumping from one company to another as there is a lack of stimulation for these employees to engage and get involved. Therefore, they don't feel they belong and do not see any positive impact that this company might have on their career development.

In conjunction with the possible lack of mentors, Eesley and Wang (2017:645) suggest that the available mentors lack experience, which also leads to mentees not being optimally mentored. This is substantiated by Straus *et al.* (2013:88) where he further identifies that inadequate communication between the mentor and the mentee is also one of the contributing factors that lead to poor mentoring. Attributing to the abovementioned, Jonson (2016:213) indicated that it is not only a lack of experience that makes some mentors poor, but some character traits of the mentor also disable them to be optimal mentors. Inadequate communication between the mentor and the mentee is also one of the contributing factors that lead to poor mentoring (Straus *et al. 2*013:88).

In another study, Eesley and Wu (2020:688) suggest that mentors are valuable to the development of a mentee's career through mentoring because mentors usually have a broad network to introduce to the mentee. This ultimately gives the mentee more resources which to benefit from in his/her journey of career development. Therefore, the lack of a mentor may subsequently also lead to mentees having lesser resources.

The low quality of mentorship, or complete lack thereof, would leave individuals underdeveloped in terms of their full potential. They are incapable of contributing to the maximum extent of their ability in the workplace, which has an undesirable effect about the loss of time and money from a company's' perspective to correct mistake employees made due to a lack of mentorship (Straus *et al.* 2013:88).

Emanating from the above theory and background, the problem statement could be formulated as employees with a lack of mentorship do not perceive optimal growth in their working environment which subsequently leads to a business being affected adversely.

1.3   OBJECTIVES OF THE STUDY

The objective of the study at hand is to identify to what extent employees perceive mentoring and leadership inside the company, and whether the current mentoring style is effective and of such a nature to develop employees to their full potential. The following objectives would be relevant:

- To explore what the impact of proper mentoring and leadership skills are in the development of employees' careers.

- To determine whether the mentors consists of the character traits to help these employees in their career development.

- To explore the support given to the mentee by the mentor, whether it is personal or in the business environment, as both these types of support are attributing factors in the facilitation of developing employees to their full potential.

- To determine what the impact would be on the development of an employee's career if it is due to mentorship.

- To identify whether there is communication between the mentor and mentee as communication between these parties would serve as a platform in which these employee's careers can be optimally developed.

- To explore what kind of leaders the current mentors are and how this leadership style would serve as a mentor.

1.4   RESEARCH QUESTIONS

- Is there any form of mentoring available inside the company?

- Is there involvement of the mentors and is there characteristics which allow them to show empathy towards the situation's employees are confronted with?

- Do the involved mentors provide employees with personal and professional support?

- Do mentors play a direct part in helping employees to develop their career?

- Is there a standard form of communication between the mentor and mentee, which serves a platform for employees to obtained information through communication to develop their career?

- What type of leader are the mentors, and how does this leadership style serve as a mentor?

1.5   IMPORTANCE AND BENEFITS OF THE PROPOSED STUDY

1.5.1   Benefits for employees

This study might identify that there are ineffective mentorship and communication platforms between managers and employees in the workplace. By identifying the various contributing factors, feasible solutions can be outlined of how these gaps could be bridged. The aim would be to provide managers with a better insight of how to be an active mentor and leader to take the current tacit knowledge and transfer it towards the mentee to help one develop an employee's career to its optimal potential. This will furthermore ensure that profession-specific expertise and experience do not get lost and are transferred from one group to another. The aim further to the above is to present various ways in which communication gaps due to poor mentoring may be bridged by providing better insight with regards to leadership skills and styles. This will, in turn, create better work relationships and subsequently, a positive work culture.

Ziwoya and Falconer (2018:538) is of the opinion that effective mentoring helps mentees to build their self-esteem and to gain essential information which would help them to operate better in their current working circumstances. He is further emphasising that as these employees receive support and tacit knowledge to better perform at work, their job satisfaction increases significantly with a reduction in the

stress they perceive. Johnson (2016:3) deems mentorship as one of the principal relationships needed for a mentee to flourish in the working environment. He believes that these relationship does not only help the employee to develop inside their career by getting promotions earlier as well, but that it also helps them to develop on a personal level. This is because a deep-rooted mentor-mentee relationship develops which allows for personal interaction. With the above mentioned, Askari (2015:624) indicates that young professionals deal with difficult general circumstances in life, and he, therefore, reiterates that effective mentoring is essential to help these individuals to build resilience against obstacles in their career and personal difficulties that they might be confronted with.

1.5.2   Benefits to the company

As an employee's career is developed to its optimal potential employing effective leadership and mentoring, this would leave employees to be better skilled.   If employees are better skilled, stressful situations or complex problems could be addressed with more confidence and effective and sustainable solutions could be formulated to ensure that the given problem is resolved with time and resource efficiency kept in mind (Johnson 2016:13). This will, in turn, provide a company a better competitive advantage in the market. Hernandez *et al.* (2018:43) also state that when employees are more satisfied in their jobs as mentioned by Ziwoya and Falconer above, employees would be more loyal towards the company which means that this will contribute to the company's skill retention plan. He also notes that happy employees can create a positive work culture which correlates directly with the performance of individuals in the working environment.

1.6 LIMITATIONS OF THE STUDY

1.6.1 Delimitations (Scope)

Specific delimitations identified in this study are as follow:

- This study is only going to include transactional, transformational, charismatic and servant leadership styles.

- With regards to educational levels of the employees, matric, diploma, graduate and post-graduate qualifications would be included to identify how individuals with different qualifications, perceive the research question at hand.

1.6.2 Assumptions

- It may be assumed that each individual would answer the questions at hand with integrity and absolute honesty.

- It could further be assumed that all genders will be included in the study as well as various ethnic groups.

CHAPTER 2

LITERATURE REVIEW

2. LITERATURE REVIEW

2.1 INTRODUCTION

This chapter would provide literature concerning mentorship, characteristics of mentorship, personal and professional support provided by mentors, communication between mentor and mentees, development of leaders through effective mentoring as well as leadership styles such as transactional-, transformational-, charismatic and servant leadership along with these leadership styles capabilities of being mentors. These are the primary aspects that are investigated in this study to answer the research questions at hand and clarifies problems as lineated in the problem statement, to identify the influence that mentors have on the development of employees' careers.

2.2 MENTORSHIP

2.2.1 Mentorship defined

According to Shen (2020:893), Krams' definition formulated in 1985 is one of the most prominent definitions of mentorship. It defines mentorship as a relationship between a more experienced individual with a higher ranking and an inexperienced individual, or between colleagues of the same rank to provide the follower or mentee with the assistance that enables them to develop their career and personal attributes to become more successful and to help them become more established in a business. The terminology "mentorship" was firstly derived in the 1800s from King Odysseus' entrusted friend and counsellor, mentor, in which the King asked him to foster and take care of his son Telemachus, whilst he was away for war. The term mentor became prevalent for an elder, more experienced individual to take someone younger and inexperienced beneath their wing to transfer knowledge and wisdom (Ellis *et al.* 2020:3).

However, according to Hastings and Kane (2018:9), it was only in later years in which the realisation was made that good mentorship is synonymous with success and which

can be substantiated by Crisp (2017:11) as Crisp acknowledges the evident part that mentors play in the success of a mentee. Hastings and Kane (2018:10) are furthermore of the opinion that mentoring is a prolonged process in which knowledge is transferred to an individual and must not be regarded as a short-term solution in enabling mentees to develop their career.

According to Crisp (2017:18), there is no precise definition which can comprehensively explain the extent of a mentoring relationship. However, contributing to the opinion of Hastings and Kane (2018:10), Blackwell (1989:9) defines mentorship as follows "process by which persons of a superior rank, special achievements, and prestige instruct, counsel, guide, and facilitate the intellectual and/or career development of persons identified as "protégés".

2.2.2   Mentoring relationship

A mentor is perceived as a role model. The ideals, values and morals that they hold become internalised by the mentee, and thus, an inference can be drawn that these ideals and values will exist in perpetuity as long as the mentor is perceived as a role model to the mentee, and binds these individuals to a goal that has been projected onto them by the charismatic mentor (Gebert *et al. 2*015:99).

Contributing to Krams' definition, Crisp and Alvarado-Young (2018:38) indicate that mentorship from a higher rank is not the only type of mentoring relationship. He also places focus on peer mentorship, in which two individuals of the same rank group or age group cooperate and join forces to help each other to achieve the same objectives, becomes more prevalent in the modern working environment. Betts (2019:99), furthermore, indicates that these individuals attract each other in an unpremeditated manner and indicates that individuals who are currently participating in a peer mentoring relationship, may have lower stress levels. This results from their feelings that they have more psychological safety to discuss a problem at hand with their peers, rather than a superior individual.

Although it is usually assumed that the mentor is the elder and more experienced individual, Hernandez *et al.* (2018:42) state that because of the continual development

of structures and evolvement of technology in the working environment, this is not always the case. It is important that not only mentees are to be mentored, but also to consider the phenomena where a reverse mentorship exists in which a younger individual could be seen as the mentee. The younger mentee would then actively engage in the mentor role to transfer technical information towards the original mentor, which would now evident as the mentee. This illustrates the mutualistic working ways in which the mentor and mentee complement each other. This is substantiated by Khojah and Asif (2020:156) in their research. They found than an effective mentor-mentee relationship leads to the professional growth of both the mentor and the mentee – this is optimally attained in situations where mentors and mentees spent one-on-one time together.

It is generally assumed that mentoring refers to the young individual who is the recipient of mentoring. However, Moore and Wang (2017:1) placed focus in his study on mentoring of executives inside a company. Moore and Wang (2017:8) believe that effective mentoring of these executives would increase the innovative culture of a company. This creates a psychological safety sphere inside this environment - if young individuals perceive psychological safety generated by their mentored executives, they would feel safe to take calculated risks inside the company which would stimulate their growth inside the company.

However, Khojah and Asif (2020:157) concluded in their study that mentoring is a relationship based on reciprocity. Therefore, even though a mentee is presented with the best potential mentor, the great skillset of the mentor to teach the mentee and meet their needs would not be capable of realising if the mentee was unwilling to engage in this relationship and communicate their needs.

2.2.3   Mentors investing in mentees

According to van Beek (2018:28), mentoring serves as the perfect platform in which a leader can provide support to a newly employed individual which will, in turn, enhance the development of this employee. She furthermore implores companies to invest in mentorship programmes as this can help these companies to develop the skillset of employees by sharing internal of knowledge from the mentor. This saves the company

training costs . Hernandez *et al.* (2018:43) furthermore state that these investments in employees through mentoring, don't only improve these employees' skillset. Still, it also helps to create future leaders for that company and also generates a certain level of loyalty which would furthermore contribute to this company's' skill retention plan.

Tabloski (2016:57) mentions that when mentoring takes places, the mentor should not disregard the power of incorporating self-directed learning (instead of spoon-feeding information) as this will teach the mentee to gather resources on their own and build their network outside the network provided by the mentor. This will also help this individual to preserve or even enhance their autonomy inside the workplace, which may subsequently provide a new perspective towards the company.

Although mentioned as a professional relationship, active mentors also invest in the development of an individual on a personal level. This stimulates not only personal growth but equips an employee with a more efficient mindset in which could make a significant contribution to a company, thus stimulating growth in a company (Ojedokun 2011:338). Contributing to Ojedokun's perspective, Akpotor (2011:357) said that a mentor is playing a versatile role in which the mentor does not only provide the mentee with technical information and tacit knowledge but also with valuable life lessons and support concerning personal aspects.

2.2.4 Lack of mentorship

Khalid *et al.* (2017:661) depicted that effective mentorship would serve as the cornerstone in the development of an employee's career and should therefore be utilised optimally as a lack thereof may lead to negative implications for respective employee.

According to Maluleke (2014:65), the lack of mentorship can be detrimental to any company. In her study, she concluded that small, medium and micro enterprises (SMME) either fail or do not have the capacity to survive the current financial status quo due to the lack of skill of mentors who can transfer their knowledge to keep the company afloat – her study also concludes with the finding that there is a lack of

mentorship which is subsequently one of the contributing factors for some of these companies to fail to survive.

Although mentorship can play an important part in the development of an employee's career, Simpson-Kramer *et al.* (2018:363) state that a mentee's success is not solely dependent on the effectiveness of their mentors as mentees should also engage in activities by themselves to develop their skills.

2.3   CHARACTERISTICS OF MENTORS

2.3.1   Mentors as good listeners and commitment to a relationship

Van Beek (2018:29) argues that trust is the basis of a good mentor-mentee relationship. There are a few contributing factors that mentors should have that would deepen the relationship and enhance the efficacy of such a relationship. These factors are that (1) they have time available, (2) they need to be good listeners, (3) they have to commit to helping the mentee in developing optimally, (4) honest guidance where a mentor can show his vulnerability in his previous failures to help the employee avoiding these pitfalls, and (5) mentors need to have a learning mindset to ensure they are up to date with the developments in the profession to ensure modern knowledge transfer to the mentee.

Gisbert-Trejo *et al.* (2019:39) conducted a study to identify the which is the most prominent character traits that a mentor should possess over. The findings substantiate the work of van Beek with regards to listening skills along with the commitment that the mentor should have as he argues that it would not suffice for a mentor to be a great principal, but doesn't commit to a mentor an employee. With these traits mentioned, his study also shown that educational abilities, good communication as well as tacit expertise. Balu and James (2017:41) also add that a mentor should have the ability to pick the mentee's mind to facilitate creative thinking as the modern working context requires innovative solutions to solve complex problems.

In their study, Khojah and Asif (2020:156) concluded that the more mentors interact with mentees to help them to achieve their goals, the more their listening skills improves. This ability subsequently enables them to identify the need of their next mentee more effectively.

2.3.2   Mentors ability to convey messages

Along with the above mentioned, Gisbert-Trejo *et al.* (2019:41) study concluded that accumulated expertise in the field and proficiency, as well as the ability to convey this experience and knowledge towards a mentee, is probably the two most significant factors in mentoring individuals in a working environment. He is further of the opinion that the mentor should have emotional intelligence, allowing them to summarise the emotions of the mentee, and to grasp their needs and formulated a solution for the mentee.

In conjunction, opinion of Gisbert-Trejo *et al.* (2016:71) indicates that for a mentor to practically convey their experience and knowledge to a mentee, they should have exceptional relationship skills and abilities.   They should also possess emotional adaptability to engrave a deeper relationship with the mentee; this would give them influence over the mentee in which modelling of the mentor can occur. It is essential though to identify potential toxic mentors, as modelling of these mentors may have detrimental effects on the mentee. Shen (2020:893) furthermore indicates that the clear conveyance of a message towards and mentee would help the mentee to plan their career better in a way, which should serve them in the working environment in the future.

2.3.3   Social exchange theory in mentoring

Song *et al.* (2019:3880) indicate that mentoring relationships may be based on the social exchange theory as both parties engage in a social relationship which leaves space for both parties to gain at certain levels by finding a healthy balance between giving and taking. Song *et al.* explains that the mutuality of this relationship allows both parties to obtain interior gains such as a sense of connection, love etc. with exterior gains such financial gains, broadening social capital and enhancement of careers. However, if the mentor is absent, the mentee would sit with a lowered level of internal

and external gains as mentioned above with the subsequent effect of reduced social capital inside and outside the company which may have adverse effects on employees' careers (Shen 2020:898).

2.3.4 Emotional intelligence of mentor

Johnson (2016:97) indicates that it is important for a mentor to serve as a psychosocial pillar towards the mentee as well, as the social support would elevate the influence a mentor has, to steer a mentee in the right direction. Emotional intelligence needed, as indicated by Gisbert-Trejo *et al.*, would bring about for the mentor to serve as a psychosocial pillar. This can also only be done if the mentor is reachable and approachable for the mentee.

Balu and James (2017:42) indicate that these mentors can cement a deeper relationship with mentees by disclosing their routes and difficult decisions they had to make to advance in their career. This is especially true when the mentee is experiencing a similar, difficult decision-making process. This guidance can also be applied on a personal level using emotional intelligence as guidance to disclose the right information at the right time to guide the mentee. According to Johnson (2016:68), he also indicated that mentors that are modest about their accomplishments and capabilities could deepen the relationship even more as mentees perceive humility as an outstanding characteristic in their mentors.

2.3.5 Willingness of mentor to engage in the relationship

Gisbert-Trejo *et al.* (2019:93) also indicate in another article, that although a mentor has all of the characteristic traits as mentioned above, this characteristic trait won't help much as the mentor is not inclined to support this mentee and invest time and knowledge into their growth. These character traits and the mentor's willingness will help the employee to develop optimally in his/her career. He also indicates in his study that age and gender do not play any significant role in effective mentoring.

2.4 PERSONAL AND PROFESSIONAL SUPPORT BY MENTORS

This section refers to mentors giving mentees advice in all aspects of life, be it is advice and support in the working environment or whether it might be personal issues which are not company-related that the mentee is confronted with.

2.4.1 Reciprocity in this relationship which enables mentors to provide support:

Hastings and Kane (2018:10) state that it is noteworthy that for a good mentor-mentee relationship to persist, there has to be a mutual inclination from both parties to engage in this relationship. In support of Hastings and Kane (2018:7-10), Ellis *et al.* (2020:3) believe it is important to realise that this relationship is not a one-way stream in which the mentor holds the sole power in conveying knowledge. It is a relationship where an exchange of information and ideas takes place one in which the mentee is also stimulated to delve deep into their creativity to resolve problems at hand. To establish whether a healthy mentor-mentee relationship exists, Crisp and Alvarado-Young (2018:39) identify four elements that should be present between the two parties, namely:

- Psychological and emotional support.
- Support for setting psychological and emotional support.
- Academic subject knowledge support.
- Role modelling.

A healthy mentor-mentee relationship and support offered by the mentor help the mentee to develop, it also creates a sense of loyalty within the mentee towards the company. It may also have the lateral effect of the mentee who can mentor the mentor in the usage of technology or social media, which may enhance the company's operations (van Beek 2018:29).

2.4.2 Elaboration on the two planes of support provided by mentors:

According to Distelberg and Schwarz (2015:201), there are two primary goals that a mentor-mentee relationship needs to achieve on an individual level. On the career side, mentees need developments in their managerial and leadership adroitness,

whilst the personal side employees need guidance on the psychosocial aspects such as self-assertiveness and interpersonal relationships. Both the work and psychological sides are required to equip mentees with a better skill set to handle work-related soft issues. These authors also argue that initial considerations of such a relationship should be that the mentee has clearly defined goals. These goals should be assessed by both parties to identify if the relevant resources are available to achieve these goals, and if the mentor experienced enough (or have the capabilities) in steering the mentee to achieve these goals (Distelberg & Schwarz 2015:203). In support, Rootman *et al.* (2017:6) place focus on the effect that the lack of correct resources may have as restrictions may be placed on the spontaneous flow of this relationship.

In order to enhance the efficacy of this mentor-mentee relationship, specific subjects should be identified which should enjoy prevalence over other to achieve the set goals, where a time frame should be set within which certain objectives should be achieved to stay on track. Gatherings in which the subjects are addressed should then be scheduled to correlate with the objectives set in the time frame (Rootman *et al.* 2017:4)

2.4.3   Benefits of mentor-mentee relationships and support

Meyer (2016:290) indicates that the benefits of effective mentors-mentee relationships and support can be set out as follows:

- It does not only develop the employees in their all-day effectiveness in the working environment but also leads to the development of leaders.
- Mentoring has the lateral effect of creating more productive managers as skilled employees, using mentoring and helps managers to resolve problems faster and more efficient sometimes without having to have asked for their help.
- This will also contribute to effective succession planning as mentored employees who possess the skills and abilities to take over the responsibilities of their direct supervisor or manager.
- Contributes to work satisfaction.
- Mentoring enhances progressive thinking patterns which would ultimately ease the processes of transformation towards gender and cultural equity inside the working environment.
- Employee retention.

2.4.4 Risks of mentor-mentee relationships and support

Meyer (2016:290) also identifies risks of paired mentor-mentee relationships and support:

- Senior managers are set with the belief that there is no straightforward way for personal success except for working hard through the ranks without support as they have previously, which leaves them less prone to mentor employees and share their expansive tacit knowledge actively. Therefore, there is a limitation as to the transfer of skills.

- For the problems encountered, there are various approaches and external companies have shown such significant differences in their strategies that the market is left confused as to which program to implement or to follow.

- Programs may be implemented, but the problem arises where there may not be any mentors to enforce this program effectively.

2.4.5 Establishment of mentor-mentee relationships:

However, the question remains, how is a mentor-mentee relationship established? Johnson (2016:18) establishes that in the initial phase, the prospective mentor and mentee may collaborate on projects in which they can determine whether there is a mutualistic attraction between the personalities. The cultivation phase would follow after that, in which phase these two individuals interact and collaborate on more projects frequently. This then leads to the active phase in which the mentor and mentee spend more time together. A stronger relationship is built, both on career and personal level. If this phase is reached in the relationship, the strongest platform persists for the mentor to influence the mentee. Parija and Adkoli. (2020:22) describe the "magic formula" for an effective mentor-mentee relationship to persist by using the four steps as illustrated in the figure below:
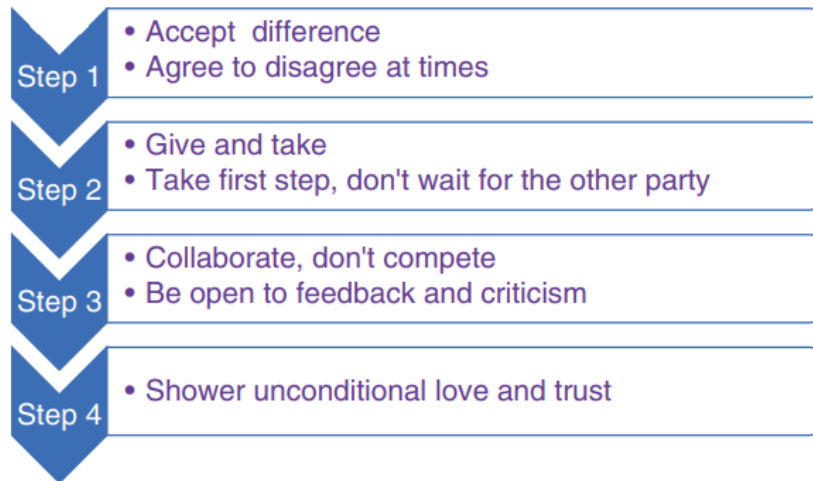
Figure 1 -   The magic formula for a successful mentor-mentee journey (Parija & Adkoli 2020:22)

2.5   MENTORSHIP ON CAREER DEVELOPMENT:

2.5.1   Importance of mentorship in employees' career development:

According to Meyer (2016:288), it is a worldwide accepted notion that one of the best strategies to stimulate accelerated learning and growth of an individual, is by effective mentoring. He believes that 80% of current problems (as the majority of problems already manifested due to inadequate knowledge and the inability to handle situations due to the lack thereof) encountered in the South African business environment, can be resolved by the transfer of knowledge by a mentor. Therefore, Meyer (2016:289) argues that mentoring would not only help to resolve problems but would be seen as a proactive means to exclude unnecessary issues from arising in the first place. This can be done by using one-hour per week, which is specifically allocated to the transfer of knowledge.

Raymond Ackerman's autobiography, titled "Hearing Grasshopper Jump", emphasises the importance of mentoring to enhance the development of one's career in the of. He dedicated five chapters to those under whose mentorship he had been, stating that they played a pivotal role in the success he had obtained with Pick 'n Pay, and where mentors provide real learning in real-life situations (Meyer 2016:288). Meyer (2016:289) gives the indication that mentoring can be viewed as twofold; firstly, providing employees with tasks to help them develop practical experience, and to

provide them with psychosocial support as the modern working environment bombards employees with external stressors.

Meyer (2016:297) indicates that a mentor-mentee program has to be promoted inside the business environment by making prospective parties aware of the potential benefits in participating in such a program. He is further of the opinion, however, that the nature of some individuals dictates that they would not engage in such a program willingly of their own volition due to specific social-psychological reasons. Thus, potential individuals that may gain from such a program may be identified by Human Resource personnel as they would be more prone to join when approached by someone else than out of their account.

Kuruku *et al.* (2018:86) hypothesized that by mentoring an employee, it would lead to increased levels of job satisfaction which was accepted and confirmed during their study. They further argued that the mentor also enjoys some of this job satisfaction, as this allows them to show off their extensive knowledge and provides them with a sense of fulfilment as they are in the process of helping others to succeed.

2.5.2   Developing leaders through mentoring

Hastings and Kane (2018:18) think that effective mentoring would not only develop an employee's career but also serve as an ideal platform in which leaders can be developed. However, in her view, mentoring in isolation would not be the only factor that would lead to leadership development, but rather an interrelated combination of mentoring, coaching and advising where the perfect combination of these three factors would lead to optimal leader development. This would, in turn, stimulate the development of an employees' career as the employee is then equipped with a better skill set.

Contributing to the reverse mentoring as mentioned in Section 2.1 (Mentorship), Hernandez *et al.* (2018:43) are of the view that putting the original mentee in the mentor role to educate elder employees (original mentors), gives him or her a sense of responsibility. They are required to take a leading role to ensure that the company, as well as the original mentor, are up to date with the modern evolvements in the

working environment. Hernandez states that for this individual to take up that responsibility at a young age, stimulates them to take ownership of such matters with the subsequent effect of developing their leadership abilities which would enhance their career development.

2.5.3 Improvement of employees' psychological capital to develop their career

For an employee to develop one's career to its optimal potential, guidance is needed to force the thinking pattern in the right direction (Luthans *et al.* 2015:2). A mentor can help a mentee develop their career even more through the investment in their psychological capital. The notion of, psychological capital, was developed to adopt a positive psychological state and attitude and comprised the following four components (Luthans *et al.* 2015:2):

- **Efficacy** - Having confidence in personal capability.

- **Optimism** - Being positive and having a sense of responsibility towards success.

- **Hope** - Determination to achieve goals.

- **Resiliency** - Exhibiting determination to face setbacks.

According to Luthans *et al.* (2015:36), improving these four aspects through mentoring would radically change the way the mentee perceives situations at work, and how an employee is perceived by colleagues. Subsequently, this will lead to lower stress levels as an individual gets the feeling of being understood as well as the sense of purpose in contributing to the organisation positively and efficiently.

2.5.4 Overcoming structural discrimination through mentoring to improve employees' careers

According to Ferris (2019:119), structural discrimination can refer to inequality which is cultivated inside the working environment and where not everyone is provided with the same opportunity for growth, promotions and even salaries. This inequality can be based on factors such as gender, race, or age may subsequently influence the rate at which employees' careers develop. Holmquist *et al.* (2019:44) investigated the influence of mentorship to bridge these gaps in structural discrimination, where she

found that mentorship may be used as an instrument to overcome these structural discriminations. Holmquist *et al.* think that mentors would motivate the minority party in which the discrimination is based against (in this instance against a woman) to apply more vacancies in managerial positions to woman, and breakthrough the norm as this breakthrough would allow more women to reach the top and lower the levels of discrimination.

2.5.5   Career development support by mentor:

Song *et al.* (2019:3880) argues that effective mentoring involving career development support plays a significant role in helping a mentee adapt to the new working environment. Subsequently, the new mentee engaging to a more significant extent and lower the potential for this to mentee pull back into their comfort zone and isolating themselves. This support provided by the mentors is to provide the mentee with sufficient information to help them adapt to the new circumstances and working environment they are faced with, as additional details would lower uncertainty of this mentee with the subsequent effect of reduced stress levels.

2.6   MENTOR-MENTEE COMMUNICATION

2.6.1   Communication defined

Mudiyanse and Ellawala (2020:5) define communication as the interaction between two or more parties in which these individuals exchange particulars of knowledge on a rational level or exchange of emotions between these involved parties. Mudiyanse and Ellawala also indicate that communication consists of the following: content, process and perception. McAllister and Steele (2020:96) indicate that the mentor and mentee should find a communication system that works for them, whether it is continual meeting inside the office or to discuss subjects over lunch. Communication is regarded as a continually evolving process, and certain situations or information would need to be communicated by a different method of communication. This is substantiated by Johnson (2016:211) as he indicates that some individuals prefer to get to the point whereas other individuals instead prefer enlengthened conversations.

2.6.2   Time needed for communication

Zona (2019:34) indicates in their study that limitations on time that mentors and mentees have, subsequently leads to less time for mentors and mentees to communicate. In this study, mentors indicated that it is difficult to mentor a mentee if they spend limited time together in which the mentor is unable to communicate all the essential information towards mentees due to limited time. Furthermore, Zona (2019:34) also reflected in his study that when the participants in the study (mentees) had more time to spend with their mentors, more communication between the mentor and mentees took place which led to mentees reflecting successive results in their tasks. Therefore, he is of the opinion that time is an essential component for effective communication to occur - with more time and communication, a deeper-rooted mentor-mentee relationship can be established. Zona (2019:51) also indicates that it is of essence that when the time is made, the mentor communicates clear expectations towards mentees in an unambiguous way.

In conjunction, Kramer-Simpson *et al.* (2018:363) indicate that the frequencies in which the mentor and mentee communication take place are of importance because elevated frequencies in discussions and interactions between the mentor and mentee. The more the mentee understands what is expected of them in which they would subsequently better perform on the task at hand and can better formulate an approach in addressing problems. Therefore, she believes that effective communication plays a crucial role in the development of these mentees' problem-solving abilities.

Mudiyanse and Ellawala (2020:7) indicate that a mentor with effective communications skills would have the ability to convey a message towards and mentee in a fast and efficient way. Therefore, if the mentor is an effective communicator, less time will be wasted to try to break down a concept for a mentee in a simplistic way.

2.6.3   Communication abilities generated through effective mentoring:

Kuruku *et al.* (2018:88) indicate that it is of utmost importance to ensure that all communications between a mentor and mentee are conducted in a just and unambiguous manner to exclude the potential of gossipers to spread wrong information. Such gossip is disadvantageous to any involved parties in the company

that may cause damage to their reputation. Despite the positive effects that mentoring has on the mentee, according to Crisp (2017:38), the mentor also develops valuable communication skills as certain phenomena's and ideas have to be explained in such a simplistic manner towards a mentee at a level that one could grasp it.

Gebert *et al.* (2015:102) believe that communication proves to be a key feature in terms of the relationship because this is how values and visions are transmitted from the mentor to the mentee. He furthermore states that language is imperative in conveying and sharing the beliefs, and that associated emotions such as beliefs, speaking to the imagination of the follower, are critical. Also, for the charismatic leader to thrive, the way how visions and missions are communicated is paramount to resonate the values of the mentor to the mentee successfully.

2.6.4   Types of knowledge to be obtained through effective communication

Luthans *et al.* (2015:162) state that there are two types of knowledge that a mentee can obtain through effective communication through this relationship:

- Explicit knowledge is the knowledge that one has acquired from any resource in which specific information has been documented. Typically, information that one got from a book, articles or other sources.

- Tacit knowledge is obtained through years of personal experience inside the workplace which would enable an individual to sum up a situation effectively and formulate the response according to the situation to reach the maximum potential of the situation.

He indicates that for a mentee to acquire a competitive advantage, mentors should invest therein to provide their mentees with tacit knowledge through effective communication to help mentees avoid potential pitfalls that mentors where confronted within their career build-up with the subsequent effect of enhancing the mentees' development.

2.6.5   Benefits of effective communication

Szabo *et al.* (2020:100) argue that a newly appointed individual in a position my lose faith in themselves as they might be confronted with new problems that they have never been confronted with, by articulating these problematic situations towards their mentors. Mentors may assist these mentees in showing them practical approaches to follow, which would help the mentees regain their confidence. Johnson (2016:17) also indicates that for these mentors to sustain their mentees' confidence in the workplace, it is important to congratulate and compliment mentees when they have accomplished goals and not solely placing focus on demand required to achieve the goal.

As a lot of personal information may be shared between the two parties, this information should be handled with responsibility and confidentiality as would be the expectation of a mentor with integrity (Johnson 2016:62) Therefore, he indicates that this information should not be misused for personal gain. Crews *et al.* (2019:421) suggests that clear communication plays a vital role in establishing relationships between various parties – improved communication leads to improved relationships which ultimately leads to enhanced performance inside companies.

2.7   DEVELOPING LEADERS THROUGH EFFECTIVE MENTORING

Hafsteinsdóttir (2017:33) Mentors generate future leaders as they provide their mentees with their experience built over the years, along with a strategic thinking pattern of how to approach a specific problem. He furthermore states that mentors would have to stimulate their mentees in seeing a problem or situation holistically and making the best decision possible that will not only benefit the company but also serves the greater good by colluding the mentee's personal goals with objectives of a company, this would help the employee to develop their career again. Although the above mentioned lineated the positive effects which leadership mentoring might have on employees, Hafsteinsdóttir (2017:33) is also realistic when he acknowledges that the platform in providing employees with mentoring is not always viable due to the lack of time in the continuous changing working environment.

Developing leadership capacity requires practices and experiences which are transformative in nature and in which knowledge and skill are increased - mentoring

and advising are strategies that support the growth of leadership capacity, and the leadership identity is mainly viewed as a manner of comprehending and furthering the readiness and capacity development of leadership (Priest *et al.* 2018:24).

2.7.1 Developmental stages of leadership

In the early stages of leadership development when a potential leader is identified, Gibson *et al.* (2018:370) is of the opinion that mentors should expose these mentees towards leadership type related activities which would have the subsequent effect of them pursuing and developing their leadership capabilities.

According to Komives *et al.* (2005:606-607), before a leadership style can be attributed to an individual leader or mentor, it would first have to be established whether or not there is a leader, to begin with. Thus, the detailed leadership developmental stages are categorized into six stages, as illustrated in figure 2, of which a discussion of each will follow:
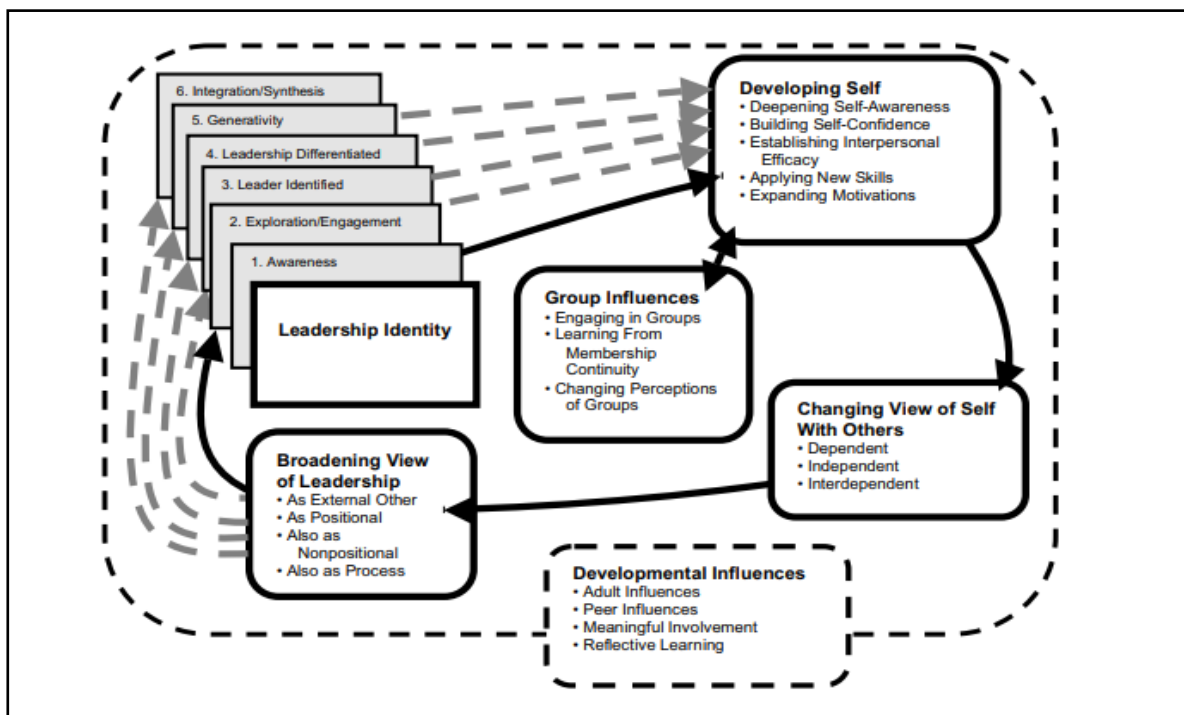
Figure 2 -   Developing a Leadership Identity: Illustrating the Cycle (Komives *et al.* 2005:599)

- **Awareness stage**: The individual has not yet identified as a leader, although they recognise the existence of leaders. Here, the individual views leadership

as vesting in those who hold office in authoritative positions. The desire to become involved in an organisation with the encouragement of those perceived by the individual to be persons who have authority and are leaders may facilitate the transitioning into the second stage known as the "exploration" stage.

- **Exploration stage**: This stage is characterised by the enthusiastic and encouraged involvement of the individual in activities wherein the responsibilities may increase during the individual's involvement in the organisation. The process of "granting and claiming" the identity as a leader is highlighted in this stage. As the individual is recognised as a leader by others within that respective organisation, the individual, the individual starts to recognise themselves as possessing qualities and characteristics generally associated with leadership. This occurrence flows into the third stage; the "identification" stage.

- **Identification stage**: With the individual having been identified, a twofold phase is entered; firstly, by emerging as a leader, an attempt to a new way of life being embarked upon, and subsequently the second phase of immersion of the newly acquired skills and practices will follow.

- **Leadership differentiated stage**: After having become independent from the practices of said organisation, the fourth stage is known as "differentiation of leadership" is entered. This can then be distinguished from leadership embodied by an individual and leadership as a continual process existing outside of the person themselves (Priest *et al.* 2018:26). Here, the leader gives more consideration toward how their own vision and skills can be of use to the organisation, and broadly, to society at large (Priest *et al.* 2018:26).

- **Generativity stage**: This phase in which the "mentor". In this phase, leaders who have now become a mentor, are more actively and enthusiastically committed to more significant purpose, and to the responsibility of the development and, more importantly, the sustaining of the organisation.

- **Integration stage**: The final stage of leadership and mentorship is representative of the embodiment of leadership as a process. The "leader" or "mentor" is now synonymous with the self, whether or not the individual holds office in a position that is generally viewed as one occupied by leaders or

authoritative figures. The propensity to recognise and react appropriately to organisational and systemic complexities in terms of diverse contexts allows for the leader to become confident to work well in a team and to recognise new opportunities and reimagine new ways old organisational systems.

As most mentors have already built themselves with a steady network, mentors can mentor their mentees in doing the same and even refer their mentees to their own network in helping them make the best possible decision with regards to a problem as a leader would do (Miloff and Zachary 2012:102). Although leadership traits may be developed through effective mentoring, it has to be noted that other factors also play a leadership role.

2.7.2   Potential preliminary features of future leaders

According to Knowles (2018:102), the follower will subconsciously perceive an individual as a strong leader based on robust facial features more prominent jaw- and cheekbones (as growth thereof is stimulated by testosterone) as these features would let someone appear to be supreme and socially dominant. Therefore, perception due to facial feature might play a role. Knowles believes that dominance is of the essence in leadership as this would give them the superior ability to win in a dispute which may preserve the peace inside a social or company setting as individuals would rather avoid conflict with this individual and would instead take in a submissive role.

Knowles (2018:112) is also of the opinion that although dominance plays a critical role in leadership. This can be paired with trustworthiness from which the follower derives psychological safety from this leader, and they know that this leader can protect them with their dominant features against any potential threat that might occur.

Mentors would have to stimulate their mentee in seeing a problem or situation holistically and making the best decision possible that won't only benefit the company but also serves the greater good by colliding the mentee's personal goals with objectives of a company - as most mentors have already built themselves with a steady network, mentors can mentor their mentees in doing the same and even refer their mentees to their own network in helping them make the best possible decision with regards to a problem as a leader would do (Miloff and Zachary 2012:102).

2.8   INTERRELATION BETWEEN LEADERSHIP STYLES AND MENTORSHIP

2.8.1   Transactional Leadership

2.8.1.1   *Transactional leadership defined*

According to Qadir and Yesiltas (2020:2), Max Weber did not only identify the *charismatic style of leadership and mentoring* but also made discoveries in terms of the *Transactional mode of mentoring* in 1947. This mode of mentoring, which was substantiated by Bernard Bass to help companies in their planning process where a certain individual would conduct a certain task and would then be remunerated accordingly.

2.8.1.2   *Dimensions of transactional leadership:*

Aamodt (2010:458) states that the leader achieves desired performance by initiating a reward exchange process for good performance by the mentee. This process between the employer and employee consist of three dimensions:

a) **Contingent Rewards**

Here the goal is linked to the reward, and expectations are made clear beforehand, the resources to necessitate the task are provided to the employee, the desired goal is mutually agreed to, and a reward is promised for the successful performance of the task.

b) **Active Management by Exception**

In this category of transactional leadership, the leader steps into the role of actively monitoring the performance of the employee and puts preventative steps in place to avoid deviation from what is considered to be acceptable performance.

c) **Passive Management by Exception**

In terms of this mode of transactional leadership, the leader or employer intervenes only when the acceptable performance is deviated from, and punishment may be used as a step to ensure that the desired level of performance is upheld.

Although it might seem that leaders with higher emotional intelligence are less prone to follow a transactional leadership style, a study conducted by Abdelmoniem and Osman (2020:11) found that emotionally intelligent leaders may tend towards the contingent reward dimension of transactional leadership. However, he agrees with Amah (2017:69), as mentioned after the continuum below, that leaders with emotional intelligence are far more likely to adopt transformational leadership style.

2.8.1.3 *Mentoring relationship continuum (Transactional vs. Transformational)*

As can be seen on the Mentoring Relationship Continuum below, Johnson (2016:29) derives that the more transactional the relationship tends to be, the lower degree of mentoring would be perceived by the mentee. He believes that a transactional approach should be beneficial in the initial stage of an employees' career development, but as time lapses, the mentees tend to outgrow the mentor-mentee relationship due to the inflexibility of the relationship. Furthermore, as their skill set as a result of their mentoring, they would instead pursue a collaborative relationship.
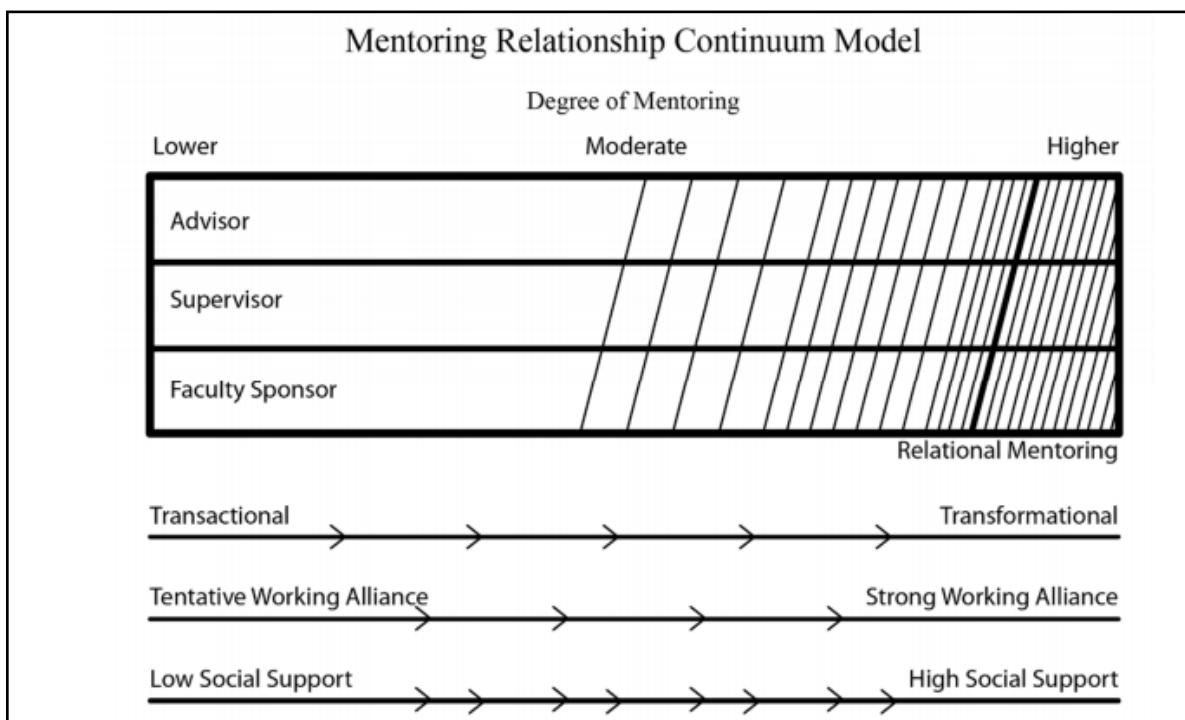
Figure 3 - **Mentoring Relationship Continuum Model (Johnson 2016:29)**

In conjunction, a study by Amah (2017:69) reflected that a negative relationship between a transactional leader and the effectiveness of the mentoring relationship

exists because a transactional leader would engage in transactions with the follower instead of building a relationship with an emotional basis with the employees. As can be derived from Section 2.1, emotional bond with the mentee is of the essence for an effective mentoring relationship.

2.8.2 Transformational leadership

2.8.2.1 Transformational leadership defined

Mittal (2015:27) suggests that James MacGregor Burns introduced the transformative approach to mentoring and leadership, where according to Boamah *et al.* (2018:181), Bass, further defined transformational leadership as a relationship that would lead to an engagement between a leader and a follower where both parties would bring out the best in each other due to healthy interactions on a business level, personal level and ones' psychological state which ultimately leads to the elevation in the way employees operate and do more in their respective company than what is expected of them.

2.8.2.2 Principles of transformational leadership

Boamah *et al.* (2018:187) indicate that this leadership style consists of four principles, namely (1) idealised influence, (2) inspirational motivation, (3) intellectual stimulation and (4) individualised consideration. Boamah argues that these four principles stimulate the employee's growth directly by encouraging them to actively participate in resolving matters at hand with subsequent stimulation of their critical thinking pattern and that it also enhances a good overall working culture. As a result, the effects of indirectly stimulating an employee's growth as well as an employee who would strive even more towards performing better due to the healthy working environment. Contributing to the above mentioned, Martinez *et al.* (2020:89) state that these leaders usually allocate work according to the followers' needs and capabilities of resolving the matter at hand, which helps them not to become discouraged, but rather develop in their careers gradually according to the abilities.

Boamah *et al.* (2018:187) conclude in their study that employees are working with a transformational leader, experience overall more job satisfaction with the ensuing

effect of limiting absenteeism. He is further of the opinion that this leads to increased employee retention.

2.8.2.3 Transformational leaders as mentors

Huang *et al.* (2015:2153) is of the opinion that transformational leaders may be more prone to be better mentors compared to other leadership styles as transformational leaders are more emotionally involved in mentees' lives as their emotional intelligence allows for it, which subsequently gives them a more robust platform to work from to influence an employee. He furthermore states that this leadership style is effective as it does not focus on a group, but rather concentrates on an employee's personal needs and incorporating a mentees' view and opinion, attributing to the above mentioned that a transformational leader possesses over extraordinary abilities to be a mentor. Johnson (2016:68) also indicates that these mentors may be better as they tend to be humbler, which subsequently leads to them to prioritise company and mentee objectives above their objectives.

Juxtaposing the abovementioned, Mittal (2015:26) however, suggests that transformational leadership would be more favourable in a group setting as opposed to leading an individual. As Mittal indicates that transformational leadership favours groups, Martinez *et al.* (2020:92) suggest that an effective transformational leader can engage a team of employees and create positive working environments for employees to provide good work, irrespective of the emotional demand that they might be faced with. As there is better engagement from employees, and they are in a good mental state to conduct their work, they would further motivate other employees and deliver better work and would subsequently lead to better service delivery.

2.8.2.4 The psychological component of transformational leaders

Although Huang *et al.* mentions that this type of leader's emotional ability with their followers is what makes them effective to lead these employees, Lin (2019:1556) suggests that this emotional investment of this leader leads to emotional exhaustion. This ultimately leaves the follower to deal with a leader that doesn't have the optimal mental and emotional capability of leading them sufficiently.

However, O'Reilly and Chatman (2020:5) American Psychiatric Association indicates that the personality traits found in a transformational leader may overlap some narcissistic traits and could be classified as a narcissist due to these traits. As there are traits that overlap, he indicates that it is of importance to differentiate between a transformational leader and a "pseudo-transformational" leader who is the narcissist. According to O'Reilly and Chatman (2020:19), this differentiation can be initiated by identifying if the current transformational leader has the overall interest of the company at heart and if he or she influences the organisational outcome positively in comparison with the pseudo-transformational leader posing to have the company's' interest at heart, but rather manipulates the situation to play into their advantage, even though it might have subsequent toxic effects on the company.

2.8.3   Charismatic leadership

2.8.3.1   Charismatic leadership defined

Grabo *et al.* (2017:474) believe that the concept of charisma is deeply entrenched in leadership styles throughout history in which the word Charisma is derived from the Greek word "charis" meaning "to have charm, beauty, or allurement". Grabo *et al.* furthermore indicate that charisma is defined by Max Weber as a certain quality of an individual by virtue of which he is considered extraordinary and treated as endowed with supernatural, superhuman or at least specifically exceptional powers or qualities. Charisma is in the relationship between the leader possessing charismatic qualities and his or her mentee's openness to the charisma that they exude. Thus, the balance between cynicism and the need for meaning is evaluated in terms of the process of value erosion (Gebert *et al.* 2015:98).

2.8.3.2   Charismatic leaders as mentors

Charismatic leaders as mentors tend to clearly articulate their vision and goals and indicate to them the socially favourable outcome in terms of which they are encouraging their mentees to have faith in them. When mentees can trust and attribute positive characteristics to their respective mentor, a relationship comprising charisma is established, and the mentor is not merely perceived as a mentor any longer, but as a role model (Gebert *et al. 2*015:106).

LePine *et al.* (2016:1053) found in their study that charismatic leaders can encourage and motivate employees to overcome difficult obstacles with apparent articulation abilities which subsequently leads to an elevated performance by these employees. He is also of the opinion that as these employees are motivated by these charismatic leaders that they have the capabilities of overcoming these obstacles, ultimately leads to lowered stress levels by these employees.

Yang and Zhu (2016:158) derived from their research that, irrespective of an employee's emotional intelligence, this leadership is effective on all spectrums of employees. However, one with higher emotional intelligence would be more prone to reflect high performances at work which leaves a better platform for an employee to grow their career. Mittal (2015:26) believes that charismatic leadership is a more suitable style for leading individuals inside a company and may therefore be effective mentors.

According to Keating (2018:161), how attractive one perceives a charismatic leader is not purely based on the words spoken. Still, they make use of body language to communicate nonverbal messages towards their followers which stimulates the followers to become even more submissive towards their great charm conveyed in both a verbal and nonverbal way. She is, therefore of the view that the perception created by a charismatic leader, verbally or nonverbally, plays a significant role in leadership.

2.8.3.3   *Charismatic leadership risk*

Although charismatic leadership has numerous positives in the development in employees' careers, Gebert *et al.* (2015:100) warn that a negative dynamic could manifest, in terms of a mentor-mentee relationship is charismatic. In leadership, the mentor's influence on the mentee, and the mentee's obedience to the mentor is entirely dependent on the success of the mentor's endeavours. Therefore, there is a risk of mentees withdrawing their obedience and willingness to adopt the same vision and objectives if the charismatic mentor fails in their respective functions or endeavours.   The perception of invincibility that the mentee may have of the mentor could be lost instantaneously once the mentee comes to realise that the mentor has

failed. Therefore, the success of the development of the mentee's career may be mostly dependent on the success of the mentor.

A study by Barnes *et al.* (2016:1196) to determine the effect of sleep deprivation on charismatic leadership, concluded that sleep deprivation influences the cognition of the employees (and subsequently also leaders). A reduction of charisma was also perceived with a lack of sleep. This could further reduce the influence the leader has to stimulate the employees in the right direction. Therefore, it is argued that the leader and the followers in a company must get enough sleep as sleep because deprived leaders and employees would adversely influence the effectiveness of charismatic leaders with the subsequent effect that organisational goals would be more challenging to achieve.

2.8.4   Servant leadership

2.8.4.1   *Servant leadership defined*

In 1970, Robert K. Greenleaf did a publication in which he was the first person to use the term servant leadership. This style is defined as a selfless leadership style as the primary focus is placed on serving others first, which makes this leadership style distinctive from other styles. This makes followers feel accepted as they get the feeling that they are a top priority for the leader (Irving 2018:27).

2.8.4.2   *Characteristics of a servant leader*

As the modern working environment places a high demand on employees which leads, increased depression and burnout could easily result when from leaders with a lack of compassion if they do not empathise with the employees' situation. In such cases, Hakanen and Pessi (2018:119) indicate that employees become less engaged in the working environment. This disengagement has detrimental effects on the company.

Greenleaf placed focus on wisdom as he argues that that wisdom gained over the years by a four-step process including experience, reflection, insight and action, serve as a basis for this leadership style. This process would help one acquire wisdom to help them develop themselves as a servant leader (Frick 2018:13). From the wisdom obtained, the servant leader acknowledges the importance of diversity, as they

understand that diversity brings fresh perspective and insight to any challenge that a company might face; more perspectives mean more possible solutions (van Dierendonck 2018:178).

According to van Dierendonck (2018:181), servant leaders is also characterised by encouraging followers to have a better work-life balance as a secondary means of nurturing the mentee. This is opposed to the transactional leader who may instil a culture of reward and relying only on what needs to be done in the workplace. The transactional leader does not focus on the necessary balance of all aspects of the respective individual's life that have effects on growth as an employee and the possibility of a flourishing career.

By analysing the lives and contributions made by historic servant leaders such as William Wilberforce, Margret Benedictsson, Eleanor Roosevelt and Nelson Mandela, Crippen (2018:57) derived that all these leaders had one thing in common. They all played an instrumental part in who they were as leaders, either through their religion or their belief system to create a better future for all involved parties, even though they might face jail time. They were all willing to fight for their followers and their beliefs at the expense of themselves.

These leaders do not only place focus on serving followers and listening to them to determine their needs, but they also keep themselves open to improvements based on the knowledge and information exchanged between the servant leader and follower (Frick 2018:22).

As the two concepts of serving and leading may stand paradoxically, this begs the question of why someone would lead others by serving, what is in it for them? Sun (2018:76) argues that as these leaders are always willing to listen and improve, they exchange perceptions and ideas with their followers through their serving ways, in which they use their newly obtained knowledge and perceptions to enrich themselves and improve as leaders and as individuals.

2.8.4.3 Servant leaders as a mentor

Irving (2018:27) further argues that although the organisational outcome is not the primary focus of servant leadership style, the fact that the follower is the priority stimulates the development of the employee with the subsequent effect of achieving organisational goals through their mentoring abilities. Therefore, having compassion with employees' needs and prioritising them, not only develops their growth and helps them to cope with the working environment, but also helps with the positive organisational outcome.

Servant leaders tend to be good mentors due to their ability in building trusted relationships and are usually respected as a good servant leader, honour their words and are reliable in nature (Chi 2020:22). As can be seen below from the study conducted by Amah (2017:68), an inference can be drawn that servant leadership has a much better correlation with effective mentoring. Amah's study has indicated that servant leadership creates a positive energy relationship between the leader and the follower as this type of leader is more follower orientated, and based on that. A perfect platform has been laid for effective mentoring to occur.
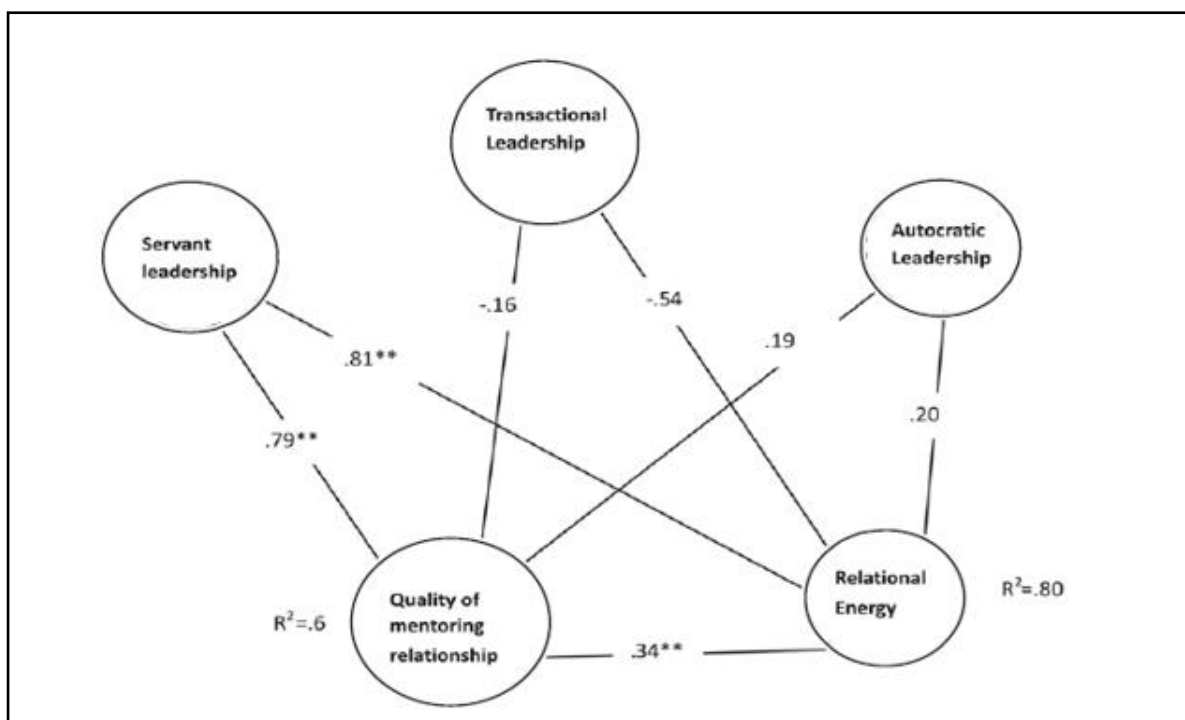
Figure 4 -   Estimated Model (Amah 2017:68)

CHAPTER 3

EMPIRICAL RESEARCH

3. INTRODUCTION

An empirical study has been done inside a company doing insurance and investigate subjects as lineated throughout the literature of this study. All respondents participating in this study conduct their work inside the call centre of the involved company. This empirical study would be quantitative of nature in which a questionnaire was given to participants.

The empirical study would incorporate the description of the research design, data collection methods used, statistical analysis thereof and research ethics incorporated in this study to answers the research questions at hand.

3.1 DESCRIPTION OF OVERALL RESEARCH DESIGN AND PARADIGM

The study is quantitative in nature. According to Bryman *et al.* (2014:31), a quantitative study helps to exclude subjectivism, and as such, this study is viewed holistically. It focusses on the collection of numerical data from which quantitative information is used to draw conclusions from.

3.2 DATA COLLECTION

3.2.1 Study population

A study population is the group of individuals the researcher takes an interest in, and from which they want to gather information to test their hypothesis against (Abutabenjeh & Jaradat 2019:243). The research took place in an insurance company situated in the East Rand, Gauteng. The specific department where the development of employees as a result of mentorship was targeted. In the working environment, individuals from the call centre formed part of the unit of analysis. These individuals included employees with various educational backgrounds, ages and work experience.

3.2.2 Sampling method

The sales manager of the company was contacted for approval to proceed with the research in the respective department. The respondents were prompted by the procedure to follow in a cover letter, explaining what the study wished to achieve with this questionnaire. A comprehensive instruction was also verbally communicated so that each individual taking the questionnaire is aware of what it is that is expected from him or her, and how this questionnaire needs to be completed. The respondents were also informed that the study was voluntary and that they can opt-out at any time if they elect not to proceed.

Random sampling was utilised to provide each individual with a fair chance of participating in this study. A probability sampling method, such as random sampling, makes use of randomisation in identifying respondents to participate in the study which means every individual is provided with an equal chance of being selected as this helps to exclude bias (Bryman *et al*. 2014:171). Questionnaires were handed out towards participants to complete. The questionnaires were collected afterwards by the company representative who dispatched it to the North-West University's Statistical Consultation Services for statistical analysis.

3.2.3 Data collection instrument

The data was collected in the form of, and questionnaire (refer to Appendix 1) with a four-point Likert scale. A Likert scale enables one to convert numerical data into usable information and to form optimal generalisations to test a study populations' beliefs concerning certain variables (León-Mantero *et al*. 2020:2). The North-West University's Statistical Consultation Services used the mainframe Statistical Analytic Software (SAS) system to analyse the data.

Firstly, **Section 1** of the questionnaire aimed to gather biographical information from each individual. This includes qualification, years in service and age to determine what generation is predominantly answering the questionnaire.

Furthermore, **Section 2** was divided into three subsections in which the questions were populated, using a Likert scale, to identify the following:

Subsection 1 from Section 2:

- This subsection gathered information in the level of mentorship present at the working environment. Furthermore, to identify whether these mentors actually provide professional and personal support to the mentees and if these mentors play a part in helping these mentees to develop their career optimally.

Subsection 2 from Section 2:

- This subsection aimed to identify the level of communication present in the mentor-mentee relationship. All the questions on communication are formulated to determine if the mentor communicates enough with the employee. Does the employee communication with the mentor, and is there a component of psychological safety where the employees feel safe to communicate with the mentor? The Likert scale will give an idea of to what extent the level of communication is present as communication plays a vital role in the development of ones' career.

Subsection 3 from Section 2:

- Subsection 3 took an interest in the leadership style that is predominantly utilised. Four primary leadership styles were identified, namely transactional leadership, transformational leadership, charismatic leadership and servant leadership, where a few questions are allocated to each style. The Likert scale would help identify which style is the more prominent one to draw the line to see how this leadership style correlates with the development of an employees' career.

Mentoring, **development in employee careers** and **communication** between these two parties and **leadership styles** which is most useful to help employees develop their career would be the main focus areas of this questionnaire.

3.3   DATA ANALYSIS

Data were analysed by the Statistic Consultation Services of the North-West University by using the SAS System for Windows (SAS Institute Inc. 2020). The analysis of these

data includes the validity, factor analysis, reliability through obtaining Cronbach alpha values, Cohens' effect sizes (Cohen, 1988) as well as Spearman correlations which are elaborated on in the following subsections:

3.3.1   Validity

Validity in a study determines the construct that wishes to be measured along with the effectiveness in which it is measured, therefore giving the researcher sufficient information to differentiate between a reliable and unreliable test and subsequently whether the statistic would provide statistically significant data (Urbina *et al.* 2014:168). Ultimately, Urbina *et al.* (2014:173) indicate that Cronbach suggested that the validity test the relationship between the literature of the construct and the data obtained through the study for a particular construct.

3.3.2   Factor analysis

Exploratory factor analysis was done to establish the validity of the constructs and to measure the appropriateness of the constructs by obtaining the MSA numerical values through Kaiser's measure of sample adequacy (Hair *et al.* 1998:730). Hair *et al.* indicate that the MSA value would range between 0 and 1 with 1 being the perfect number. However, for the construct to be deemed appropriate, the MSA values should be above 0.5.

3.3.3   Reliability

Reliability refers to the consistency and accuracy of scores obtained throughout the study process, for example, if the same study has to be reconducted on the same group on a different occasion, that the same outcome and scores can be expected Urbina *et al.* (2014:127). Cronbach alpha values obtained through statistical analysis indicates whether the scale use in the research, are reliable where Field (2007:668) suggests that for the data to be deemed reliable, the alpha coefficient should be equal to or above 0.7.

3.3.4   Effect sizes

Effect sizes use a numerical scale in which the extent of a relationship between two variables is quantified which indicates how statistically significant the data is (*p*-value

- < 0.05 to be statistically significant) and significance this data would have in practice (Ellis & Steyn 2003:52). The significance of the data in practice is measured with Cohens' effect size d-value for this study in which Cohen (1988) indicates that a d-value of 0.2 would have a small practical effect, d-value of 0.5 would have a medium effect in practice where a d-value of 0.8 would have a large effect in practice.

3.3.5   Correlations

Correlations measure the relationship between variables, therefore, the higher the numerical correlation value, the higher the correlation between the variables with 1 being the perfect number (Urbina *et al.* 2014:43). For this study, Spearman's' correlation coefficient (r_s-value) will be used in which r_s-values > 0.3 would be seen as a correlation with a medium effect whereas r_s-values > 0.5 would have a large and noteworthy effect.

3.4   RESEARCH ETHICS

All of the ethical principles set out by the NWU were strictly applied. The privacy of each individual surveyed was respected. No individualised information gathered by the survey is disclosed to anyone. The results of the final report is available upon request from the involved managers.

According to Fouka and Mantzorou (2011:4-7) in the Health Science Journal, there are five primary ethical considerations one has to focus on during the cause of their studies namely informed consent, beneficence, anonymity and confidentiality, respect of privacy and vulnerable groups of people.

3.4.1   Informed consent

Informed consent is when the respondent partaking in the research is provided with all the information needed such as the procedure, what is expected of the participant, possible benefits and/or risks with regards to the research where the respondent voluntarily gives their consent to be included in the study. This helps the respondent to preserve their autonomy. No respondent would receive a questionnaire or would be

obliged to answer a questionnaire if one does not feel 100% sound to do so and this would be well communicated to the individuals at hand (Fouka & Mantzorou 2011:4).

3.4.2   Beneficence

According to Fouka and Mantzorou (2011:5), the primary aim of any research should be to formulate a study that will benefit others and serve the greater good instead of causing harm. This is referred to as the beneficence principle. As this study aims to identify the impact of leaders and mentors on the development of employees' careers with possible recommendations of what principles to utilise to leave the working environment and place emphasis on employees' growth, one may see prominent traits of beneficence.

3.4.3   Anonymity and confidentiality

Anonymity and confidentiality in research refer to the fact that an individual partaking in the study cannot be linked by in any way with the results obtained during the study (Fouka & Mantzorou 2011:6). According to Fouka and Mantzorou this links back up with beneficence as an individuals' dignity is kept intact with this principle. The emphasis would be placed on anonymity and confidentiality during this research process to ensure that individuals feel free to answer this questionnaire as accurately as possible without any concerns of lateral implications or discrimination based on their answers.

3.4.4   Respect of privacy

Fouka and Mantzorou (2011:6) state that one's privacy is protected when the individual partaking can control which information or what may not be disclosed and not where the other party respect the wishes of the respondent. Individuals were reassured that no personal information or any information gained in confidentiality, would be disclosed to any other parties at all cost where the study would set high prize in protecting the privacy of any involved parties.

3.4.5   Vulnerable groups of people.

The inclusion of vulnerable groups is of concern in various ethical circles in research and rightly so as these groups do not have the capacity or resources to protect their rights or privacy (Fouka & Mantzorou 2011:7). However, in this study, all respondents sit in the same capacity with resources and may not be classified as a vulnerable group as they have the right to refrain from participating in the study and are not obliged or under duress to participate in this study.

CHAPTER 4
EMPERICAL RESULTS, DISCUSSION AND CONCLUSION

4. INTRODUCTION

There are numerous young, driven individuals with the hope of developing their careers to their full potential with guidance provided from their mentors. The questionnaire was formulated to determine whether there are mentors in the firm, and to what extent the current characteristics of these mentors enhance employees to develop their careers optimally.

The questionnaire was analysed by the statistics department of the North-West University where the results obtained from them would be discussed by interpretation thereof with some recommendations the firm at hand may follow to enhance the development of their current employees to their full capacity.

4.1 RESULTS

Results and findings obtained throughout this study would be discussed in this section.

4.1.1 Study population

The aim of Section 1 was to establish the demographical information of the respondents from the insurance company which participated in this study.

4.1.1.1 Age category of respondents

From the data gathered, it was evident that 32.65 % of the respondents are below 24 years of age. In contrast, the remainder of the respondents fell between the ages of 25 to 41 years of age, which comprises 67.35% of the study population. No respondents found older than 41 years of age.
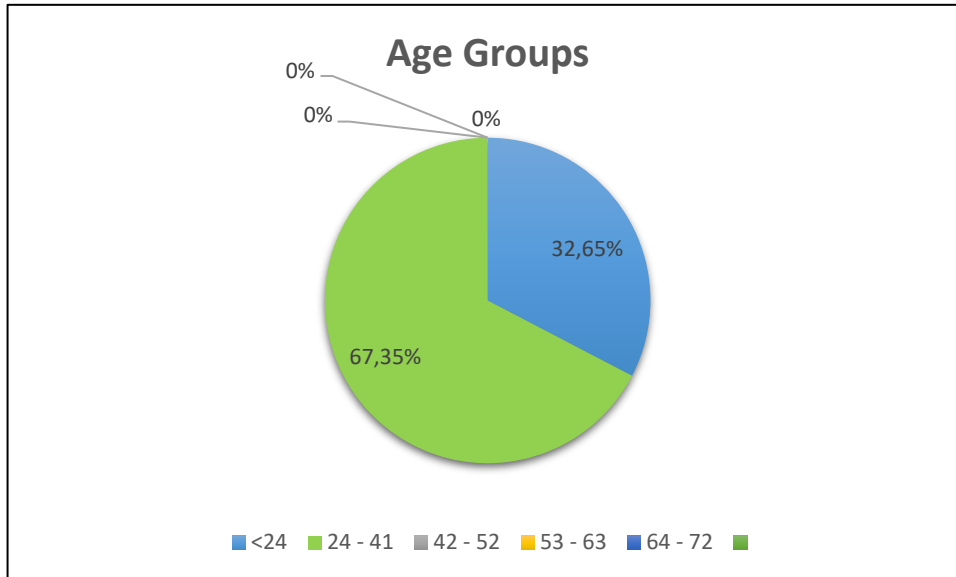
Figure 5 -   **Age categories**

4.1.1.2   *Amount of years working for the insurance company*

Majority of the population are new employees with 0 to 1 year at this insurance company as they comprise 54.35% of the study group. Respondents working at the company between 2 to 5 years at the firm are the second largest group in the study population at 17.39% with the groups between 1 to 2 years as well as 5 to 10 years equally distributed as both amounted to 10.87% of the study population each. The smallest portion of the group has been working at the company for longer than 10 years which made up 6.52% of the study population.
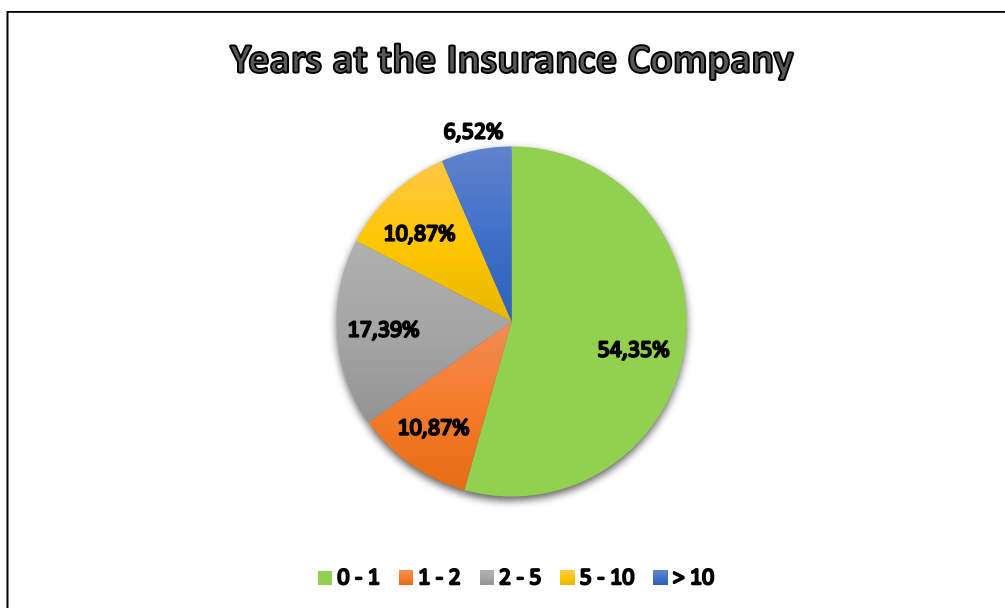
Figure 6 -   **Amount of years in services**

4.1.2   Statistical analysis on research questions:

4.1.2.1   Research Questions and related Constructs

The following section would use the statistical data obtained to accost the following 6 research questions at hand, paired with their related construct/constructs will follow:

- The questionnaire deals with **<u>Mentorship</u>** and aims to answers the following questions:
  - o Is there any form of mentoring available inside the company? (construct 1 – Mentorship)
  - o Is there involvement of the mentors and are there characteristics which allow them to show empathy towards the situation's employees are confronted with? (construct 2 - Characteristics of Mentors)
  - o Do the involved mentors provide employees with personal and professional support? (construct 3 - Personal and Professional Support by Mentors)

- The questionnaire deals with **<u>Career Development</u>** and aims to answer the following questions:
  - o Do mentors play a direct part in helping employees to develop their career? (construct 4 - Employees' Career Development by Mentor)

- The questionnaire is also is concerned with the **<u>Communication</u>** within this company and subsequently led to the following question originating:
  - o Is there a regular form of communication between the mentor and mentee, which serves a platform for employees to obtain information through communication to develop their career? (construct 5 - Mentor-Mentee Communication)

- Furthermore, the questionnaire took an interest in **<u>Leadership</u>** inside this company and therefore placed the following research question at hand:
  - o What type of leaders are the mentors, and how does this leadership style serve as a mentor? (construct 6 - transactional leadership; construct 7 -

transformational leadership; construct 8 - charismatic leadership; construct 9 - servant leadership)

4.1.2.2   *Validity*

For research questions 1 to 6 to be answered, it is of the essence to use valid constructs. Factor analysis was done on the various constructs to identify whether the constructs at hand have validity to it through obtaining MSA scores (which indicates the appropriateness of the constructs – these scores should be above 0.5 to be deemed as appropriate as indicated in Section 3.3.2) from factor analysis as summarised in the table below:

TABLE 1 -   FACTOR ANALYSIS DONE ON VARIABLES

Construct	N	MSA	Number of Factors	% variance	Communality
			Retained	Explained	Vary between
Mentorship	49	0.63	2	65.97	0.55 to 0.69
Characteristics of Mentors	48	0.86	2	68.57	0.52 to 0.87
Personal and Professional Support by Mentors	48	0.91	1	62.81	0.48 to 0.74
Employees' Career Development by Mentor	49	0.85	1	65.75	0.25 to 0.81
Mentor- Mentee Communication	47	0.72	3	70.88	0.30 to 0.84
Employee Consulting Mentor	47	0.72	3	70.88	0.30 to 0.84
Transactional Leadership	49	0.46▪	2	77.75	0.69 to 0.85
Transformational Leadership	48	0.66	1	73.38	0.62 to 0.83
Charismatic Leadership	50	0.74	1	80.4	0.76 to 0.83
Servant Leadership	50	0.72	1	75.2	0.73 to 0.78

▪   :   *Factors' appropriateness not assured*

As the MSA scores obtained through statistical analysis reflected MSA's varying between 0.46 and 0.91 for the factor mentioned above, it can be derived that the appropriateness of majority of the factors are assured with exception to "transactional leadership" as an MSA of 0.46 was obtained, which is inferior to the 0.5 as indicated in Section 3.3.1.

4.1.2.3   Reliability

For research questions 1 to 6 to be answered, it is of the essence to use reliable constructs. The reliability of the various constructs are reflected in the table below by reporting the constructs' respective Cronbach alpha values:

TABLE 2 -   CRONBACH ALPHA VALUES

Construct	N	Cronbach alpha
Mentorship	50	0.70
Characteristics of Mentors	48	0.93
Personal and Professional Support by Mentors	48	0.94
Career Development through Mentor	49	0.87
Mentor- Mentee Communication	47	0.87
Employee consulting Mentor	50	-0.41▪
Transactional Leadership	49	0.38▪
Transformational Leadership	48	0.81
Charismatic Leadership	50	0.88
Servant Leadership	50	0.83

▪   :   *Cronbach alpha values <0.70*

As literature states, a Cronbach alpha value of equal to or above 0.7 should be obtained for them to be deemed as reliable. Majority of the Cronbach alpha values obtained (with exception to "Employee consulting Mentor" and "transactional leadership") therefore indicated that the scales of these constructs are measured against, are seen as reliable as these values vary between 0.70 and 0.94. "Employee consulting mentor" as well as "transactional leadership" on the other hand, indicated Cronbach alpha values of -0.41 and 0.38 which is below 0.7. Therefore, the reliability of these constructs would not be deemed as acceptable.

4.1.2.4   Effect sizes

Effect sizes are based on years in service with group 1 referring to individuals having less than 1-year experience with group 2, referring to employees having more than 1-year experience in the company.

TABLE 3 -   EFFECT SIZES ON VARIABLES

Construct	Group	N	Mean	SD	*p*-value	*d*-value
Mentorship						
Mentorship	1	25	3.24	0.49	0.57	0.16
	2	21	3.15	0.53		
Characteristics of Mentors	1	25	3.36	0.47	0.24	0.31□
	2	21	3.16	0.63		
Personal and Professional Support by Mentors	1	25	3.25	0.50	0.14	0.40□
	2	21	2.99	0.64		
Career Development						
Career Development through Mentor	1	24	3.38	0.56	0.04*	0.65■
	2	21	3.01	0.57		
Communication						
Mentor- Mentee Communication	1	25	3.32	0.51	0.05*	0.61■
	2	21	3.01	0.51		
Leadership						
Transactional Leadership	1	24	2.92	0.72	0.16	0.40□
	2	21	2.57	0.87		
Transformational Leadership	1	25	3.46	0.57	0.07	0.53■
	2	21	3.16	0.54		
Charismatic Leadership	1	25	3.39	0.60	0.05*	0.59■
	2	21	3.03	0.59		
Servant Leader	1	25	3.36	0.62	0.16	0.40□
	2	21	3.11	0.55		

*	:	*Statistically significant as p-value are below 0.05*
□	:	*Small effect in practice (>0.2 but <0.5)*
■	:	*Medium effect in practice (>0.5)*

- **Mentorship:**

    It is derived from the table above those characteristics of mentors as well as personal and professional support given by mentors indicate a small practical significance between these groups one and two as *d*-values of 0.31 and 0.40 were obtained respectively. This means that for characteristics of mentors, group 1 (m = 3.36) complies practically slightly more than group 2 (m = 3.16) where the same observation was made for personal and professional support

given by mentors as group 1 indicated an *m*-value of 3.25 with group 2 reflecting an *m*-value of 2.99.

- **Career development:**

  It is evident from the table above that career development through mentors is statistically significant as a *p*-value of 0.04 was obtained in conjunction with a *d*-value of 0.65, which indicates medium practical significance between the two groups. Group 1 (m = 3.38) therefore complies more with career development through mentors in comparison with group 2 (m = 3.01).

- **Communication:**

  Mentor-mentee communication is statistically significant by indicating a *p*-value of 0.05, where medium practical significance can be expected as a *d*-value of 0.61 was obtained. Group 1 indicates more communication between the mentor and mentee in comparison with group 2 as *m*-values of 3.32 and 3.01 were obtained through statistical analysis.

- **Leadership:**

  Transactional- and servant leadership indicated small practical significance between these group 1 and 2 reflected *d*-values of 0.40 for both types of leadership. Transactional Leadership indicated an *m*-value of 2.92 for group 1 with group 2 reflecting an *m*-value of 2.57 which complies practically slightly more where the same observation was made for servant leadership as group 1 yielded an *m*-value of 3.36 with group 2 reflecting an *m*-value of 3.11.

It is evident from the table above that charismatic leadership is statistically significant as a *p*-value of 0.05 with both Transformational and charismatic leadership indicated *d*-values of medium practical significance as values of 0.53 and 0.59 were recorded respectively. Group 1 reflected an *m*-value of 3.46 which complies more with transformational leadership in comparison with group 2 (m = 3.16) where the *m*-value of group 1 (m = 3.39) reflected the same trend for charismatic leadership as an *m*-value of 3.03 was reflected for group 2.

Of all the leadership styles, transformational leadership indicated the highest mean by recording a value of 3.46 for group 1 with charismatic leadership yielding the second highest mean for group 1 as a value of 3.39 was obtained.

4.1.2.5 Correlations

The table below expresses the Spearman correlation coefficient between all variables.

TABLE 4 FOLLOWS ON NEXT PAGE

TABLE 4 - SPEARMAN CORRELATION COEFFICIENTS

Construct → (r_s – values) ↓	Mentorship	Characteristics of Mentors	Personal and Professional Support by Mentors	Career Development through Mentors	Mentor-Mentee Communication	Transactional Leadership	Transformational Leadership	Charismatic Leadership	Servant Leadership
Mentorship:									
Mentorship	**1.00**								
Characteristics of Mentors	0.59∎	**1.00**							
Personal and Professional Support by Mentors	0.57∎	0.85∎	**1.00**						
Career Development:									
Career Development through Mentor	0.56∎	0.73∎	0.75∎	**1.00**					
Communication:									
Mentor- Mentee Communication	0.45□	0.70∎	0.81∎	0.66∎	**1.00**				
Leadership:									
Transactional Leadership	0.17	0.12	0.19	0.08	0.17	**1.00**			
Transformational Leadership	0.46□	0.66∎	0.64∎	0.65∎	0.60∎	0.44□	**1.00**		
Charismatic Leadership	0.42□	0.68∎	0.80∎	0.71∎	0.76∎	0.30□	0.78∎	**1.00**	
Servant Leadership	0.47□	0.71∎	0.81∎	0.67∎	0.77∎	0.15	0.66∎	0.85∎	**1.00**

□ : Medium effect in practice (>0.3 but <0.5)

∎ : Large effect in practice (>0.5)

- **Mentorship:**

The Spearman correlation coefficient based on mentorship aims to answer research question 1 – 3. Derived from the data as lineated in the table above, it is evident that the correlation between mentorship and the characteristics of a mentor, mentorship and personal and professional support provided by mentors as well as mentorship and career development of employees through a mentor, indicated Spearman correlations r_s-values for the mentioned variables ranged from 0.56 to 0.59 which should have a large effect in practice as these values are above 0.5.

- **Career development:**

Career Development (answering research question 4) indicated the strongest correlations with personal and professional support through mentors indicated a Spearman coefficient of 0.75. A slightly lesser correlation was found with charismatic leadership by reflecting an r_s-value 0.71 with the correlation between career development and transformational and servant leadership yielding r_s-values of 0.65 and 0.67, respectively. Career development and mentor-mentee communication also indicated a strong correlation which should have a large effect in practice as an r_s-value of 0.66 was analysed.

- **Communication:**

This section deals with information that addresses *Research question 5.* Spearman correlation coefficient between mentor-mentee communication and mentorship reflected an r_s-value of 0.45 which should have a medium effect in practice. However, mentor-mentee communication and other mentorship constructs such as career development through mentors yielded a strong correlation with a large effect on practice as an r_s-value of 0.66 was obtained, with a stronger correlation of 0.70 between communication and characteristics of mentors, with the strongest correlation between mentor-mentee communication and personal and professional support by mentors as this correlation indicated a Spearman coefficient of 0.81.

With regards to leadership, servant style reflected the highest correlation with mentor-mentee communication with an r_s-value of 0.77 with charismatic leadership yielding a value slightly lesser of 0.76. Transformational leadership indicated a lower correlation in comparison with the other two leadership styles mentioned above, but still reflects a correlation which should have a large effect in practice with an r_s-value of 0.60. Transactional leadership and communication indicated a correlation of 0.17, which doesn't prove to have significance in practice.

- **Leadership:**

  The following information will answer the research question 6. With regards to mentorship, servant leadership indicated the strongest correlation yielding an r_s-value of 0.47, transformational leadership charismatic with a slightly lesser correlation of 0.46 and charismatic leadership reflecting a correlation with a Spearman coefficient of 0.42 – therefore these three mentioned leadership styles in relation with mentorship indicates a medium effect in practice as it is > 0.3 but < 0.5 with transactional leadership indicating a poor correlation with the mentorship of 0.17.

  Servant leadership also indicates the strongest correlations of all leadership styles with other variables including characteristics of a mentor, personal and professional support through mentor and mentor-mentee communication by reflecting r_s-values of 0.71, 0.81 and 0.77 respectively, where charismatic leadership correlates second highest with same variables by indicating r_s-values of 0.68, 0.80 and 0.76 with transformational leadership indicating the third-highest correlations with characteristics of a mentor, personal and professional support through mentor and mentor-mentee communication by yielding Spearman correlation coefficients of 0.66, 0.64 and 0.60 – therefore, all of these r_s-values mentioned, indicate correlations which should have a large effect in practice.

  With regards to leadership correlations with career development through mentors, Spearman correlation coefficients indicate that the leadership style

which correlates the strongest with this variable is charismatic leadership (0.71) with servant leadership correlating second highest (0.67) and transformational leadership the third-highest (0.65). As can be derived from table 4, transactional leadership did not reflect any significant correlations with the variables discussed.

4.2   DISCUSSION

The purpose of this study was to identify whether mentorship is present inside the company at hand and what type of leadership style is prevalently paired with mentorship. As communication is the basis of any healthy relationship, especially in mentoring to help employees to develop their careers as lineated in the literature of the study, the study further aimed to identify the level of internal communication present inside the company. The combination of the factors mentioned above provides the study with information of what the influence of leadership mentoring would be on the development of an employees' career as would be elaborated on the subsections of this discussion that follow hereunder.

4.2.1   Discussion on mentorship:

This section aimed to answer research question 1 to 3 in which these questions seek to identify whether there is mentorship available inside the firm are these mentors involved in the development of these employees inside the company, and to establish whether these mentors provide these employees with personal and professional support which may play a vital role in the development of an employees' career. In general, it can be derived that all employees throughout the firm perceive mentorship with some form of support from their mentors. Furthermore, derived from the effect size analysis, it is indicative that employees with less than 1 year of experience in the company perceive mentorship along with professional and personal support to a greater extent in comparison with individuals that have been in this company's employment for longer which was anticipated, as a newly employed individual would need more mentoring and support to familiarise themselves with the new systems.

Furthermore, the findings reflected that mentorship is strongly correlated with professional and personal support which indicates that support offered by a mentor,

would play a vital role in the mentoring relationship that the mentor and mentee have. This study also shows that personal and professional support offered by a mentor is an essential mentor characteristic a mentor should have to mentor the mentee effectively.

4.2.2   Discussion on career development of employees:

The discussion of this subsection aimed to answer research question 4, which is to identify whether mentors play a role in the development of employees' careers. It is evident through the statistical analysis that mentorship plays a vital role in the development in an employee's career. However, individuals with experience of less than a year indicated that they perceive development to their career using mentoring on a bigger scale in comparison to employees that are more experienced. Other factors from mentorship such as personal and professional support received from their mentors along with good communication are also essential characteristics that contribute to good mentoring relationships which stimulates career development and confirms the words of Meyer (2016:288). This indicates that learning and growth stimulated by mentors are of the essence to accelerate the development of employees' careers. The study further indicated that although transformational-, charismatic- and servant leadership are associated with the development of employees' careers, statistical analysis indicated that a mentor with a charismatic leadership style reflected the strongest correlation with the development of employees careers, which makes sense as LePine *et al.* (2016:1053) indicates that charismatic leaders can encourage and motivate employees to overcome obstacles that might obstruct their development and ultimately leads to an elevated performance by these employees – stimulating growth in their career.

4.2.3   Discussion on communication between mentor and mentees:

Research question 5 are to be answered in this subsection and therefore aims to identify whether there is communication between mentors and mentees as effective communication between these parties are paramount to serve as a platform in the development of employees' careers. Data at hand gives a clear indication that communication is present between the mentor and mentees, with employees with less than 1 year experience perceive more communication from their mentors as employees that have more than 1 year of experience in the company. As these

employees with less than 1 year of experience are still uncertain of the working ways, it might have been anticipated that these employees would receive more communication from mentors to guide them in familiarising themselves to the work set-up. Statistical analysis also indicates that effective mentor-mentee communication is required for these mentors to provide personal and professional support towards their mentees – Szabo *et al.* (2020:100) indicates that newly appointed employees may lose confidence when they are confronted with new problems in which they have no reference for, however, effective support from mentors help mentees to regain their confidence by providing them with tools to overcome the problem at hand. Communication is also deemed as a strong characteristic to have by a mentor to help the mentee to develop their career in which this finding is substantiated by Mudiyanse and Ellawala (2020:7) as he indicates that a mentor with strong communication skills, can convey a complex concept, simplistically in a fast and efficient manner. As would be elaborated on in the discussion of leadership, servant leadership indicated that strongest correlation with communication.

4.2.4   Discussion on leadership:

This part of the study aimed to answer research question 6 to identify what type of leaders are found inside the company and what type of leadership included in the study, would serve as the best mentor. The findings of this study indicate that both groups (group 1 with less than a years' experience; group 2 with more than a years' experience) found their mentor to be associated with a transformational leadership style, this could, however, have been anticipated as the company strives towards a continually changing working environment by stimulation of creative thinking patterns to resolve problems at hand. However, although transformational leadership were identified as the most prominent leadership style, group 1 identified more characteristics of a charismatic leadership style in their mentor whilst group 2 rather associated their mentor as a stronger servant leader. The study identified that servant leadership is strongest correlated with mentorship in comparison to other leadership styles. This view is substantiated by the study done by Amah (2017:68) where servant leadership has the strongest correlation with mentorship as results of the positive energy created by these mentors. However, the findings of this study, shows that servant leadership is stronger associated with characteristics of a mentor, mentor-mentee communication and personal and professional support provided by a mentor.

Dierendonck (2018:181) agrees with these findings as in his study and confirms that a servant leader encourages their mentees to maintain a healthy work-life balance, therefore, keeping the personal and professional aspects intact. However, statistical analysis has shown that charismatic leaders would have the strongest ability in helping employees to develop their career.

4.3   CONCLUSION

The purpose of the study was to determine whether there is mentorship present inside company (*Research question* 1 - 3); is there sufficient communication between mentors and mentees (*Research question* 5); and what is the predominant leadership style (*Research question* 6) found in mentors along with how all of these factors contributes towards the development of employees' careers (*Research question* 4).

Although Abramson *et al.* (2019:860) outlined the negative effects of the lack of mentoring in the workplace as lineated in the problem statement, the findings of this study indicate that these employees may not be subjected to these negative effects as employees. From all levels of experience inside the company, perceive that they are mentored to some extent. Along with the above mentioned, it is evident that were mentors involved and provide their mentees with personal and professional support.

It was also found that employees receive adequate communication from their mentors. As lineated in the problem statement, Straus *et al.* (2013:88) indicate that communication between the mentor and mentee is essential for good mentoring – this study confirms the abovementioned statement as it was found that communication is one of the most important characteristics needed by an individual to be a strong mentor in order to help employees develop their career optimally.

It was found that the study population found their mentor to lead with a more transformational leadership style; however, characteristics from a servant- and charismatic leadership styles were also found to be relatively prominent. Although the study population perceives their mentor to follow a transformative approach, the correlations indicated that servant leadership are most associated with mentorship. Chi (2020:22) confirms this finding and argues that servant leaders are excellent mentors due to their ability to build trusting relationships which serves as an ideal platform to influence a mentee on in a positive way. It is noteworthy that

transformational leadership, charismatic leadership and servant leadership all proved to be highly associated with mentoring aspects (as outlined in this study), and that all three leadership styles can serve as strong mentors as well as guiding employees to develop their careers optimally.

The study concludes from statistical data (Spearman correlations) that effective mentoring from a servant leader (transformational- and charismatic leadership to a slightly lesser extent), effective communication between the mentor and mentee along with personal and professional support provided by a mentor, are all essential components which would enhance a mentors' ability to help a mentee to develop their career to their full capacity. Therefore, although absolute generalisations cannot be drawn from this study, the results give insight and are quite indicative that healthy leadership mentoring is still found in some companies.

4.3.1 Limitations and suggestions for future research

Generalisations cannot be drawn from the findings and results of the research; however, it merely indicates the status quo in some companies. The researcher was confronted with the following limitations during the study:

- Not all questionnaires given to respondents may be filled in due to personal preference in filling in the questionnaire or not.

- The company might experience workload pressure which may alter the mental state employees are in and may influence how respondents approach the questionnaire.

- Respondents participated in the study after returning from COVID-19 imposed lockdown after which a few of the employees at the company at hand were retrenched. Therefore, respondents filled in the questionnaire with an altered mental state as these respondents didn't have absolute job security at the time.

- As some employees were retrenched during the COVID-19 lockdown period, left lesser individuals in the study population to participate in the study.

A possible suggestion for future research is because a mentor-mentee relationship is based on reciprocity, a study may be formulated from the mentor's perspective to find

out what the level of engagement is from the mentee's side as a great mentor cannot effectively mentor a mentee if the mentee is not willing to learn.

REFERENCE LIST

Aamodt, M.G. 2010. *Industrial and organizational psychology: an applied approach*. 6th ed. Belmont, CA: Wadsworth Cengage Learning.

Abdelmoniem, I. & Osman, E. 2020.The relationship between emotional intelligence (EI) and middle management leadership styles (Transformational and transactional leadership) among managerial personnel at Khartoum State. *The Ahfad Journal*, 37(1):3-13.

Abramson, E.L., Naifeh, M.M., Stevenson, M.D. & Li, S.T. 2019. Scholarly collaboration, mentorship, and friendship: a new model for success in academic medicine. *Academic Paediatrics,* 19(8):860-864.

Abutabenjeh, S. & Jaradat, R. 2018. Clarification of research design, research methods, and research methodology: A guide for public administration researchers and practitioners. *Teaching Public Administration*, 36(3):237-258.

Akpotor, J. 2011. Managers as mentors in formal organisations. *IFE PsychologIA: An International Journal*, 355-365.

Amah, O.E. 2017. Leadership styles & relational energy in high quality mentoring relationship. *The Indian Journal of Industrial Relations,* 53(1):59-71.

Askari, L., Kamran, F., Baig, A., Askari, M.S. & Baig, A.S. 2015. Effective mentoring enhances employee personal resilience: A comparative study of telecom companies. *Pakistan Business Review*, 17(3):624-647.

Balu, L. & James, L. 2017. Facilitating protégé career development through skills of mentors. *Journal of Education and Practice*, 8(4):39-44.

Barnes, C.M., Nauman, S., Guarana, C.L. & Kong, D.T. 2016. Too tired to inspire or be inspired: sleep deprivation and charismatic leadership. *Journal of Applied Psychology,* 101(8):1191-1199.

Betts, S. 2019. The effects of peer mentoring. *Journal of Sociology and Social Work,* 7(2):92-104.

Blackwell, J.E. 1989. Mentoring: An action strategy for increasing minority faculty. *Academe*, 75(5):8-14.

Boamah, S.A., Spence-Laschinger, H.K., Wong, C. & Clarke, S. 2018. Effect of transformational leadership on job satisfaction and patient safety outcomes. *Nursing Outlook,* 66:180-189.

Bryman, A., Bell, E., Hirschsohn, P., Dos Santos, A., Du Toit, J. & Masenge, A. 2014. *Research methodology: business and management contexts.* 5th ed. Cape Town: Oxford University.

Chi, J.L., Chi., G.C., Khanfar, N.M., Gao, G & Kaifi, B.A. 2020. The impact of innovative executive servant leadership on organizational citizenship, and organizational cynicism. *International Journal of Business and Public Administration,* 17(1):1-31.

Cohen, J. 1988. *Statistical power analysis for behavioural sciences.* 2nd ed. Hillsdale, NJ: Erlbaum.

Crews, E.R., Brouwers, M. & Visagie, J.C. 2019. Transformational and transactional leadership effects on communication styles. *Journal of Psychology,* 29(5):421-428.

Crippen, C. 2018. Maintaining your stance: history reveals the cost to servant-leaders. In: van Dierendonck, D. & Patterson, K., eds. *Practicing servant leadership developments in implementation.* Champaigne, IL: Palgrave Macmillan. pp. 43-60.

Crisp, G. & Alvarado-Young, K. 2018. The role of mentoring in leadership development. *New Directions for Student Leadership*, 158:37-47.

Crisp, G. Baker, V.L., Griffin, K.A., Lunsford, L.G. & Pifer, M.J. 2017. Mentoring undergraduate students. *ASHE Higher Education Report,* 43(1):87-103.

Dierendonck, D. 2018. Building a people-orientated and servant-led organization. In: van Dierendonck, D. & Patterson, K., eds. *Practicing Servant Leadership*

Developments in Implementation. Champaign, IL: Palgrave Macmillan. pp. 169-186.

Distelberg, B.J. & Schwarz, T.V. 2015. Mentoring across family-owned businesses. *Family Business Review,* 28(3): 193-210.

Donahue, C.A., Kuhnen, A.H., Kleiman, D.A., Marcello, P.W., Schoetz, D.J., Roberts, P.L. Breen, E.M. & Saraidaridis, J.T. 2020? How to get ahead: early-career colorectal surgeons reflect on their first few years in practice. *Journal of Surgical Education,* In press. https:///doi.org/10.1016/j.jsurg.2020.06.031

Eesley, C. & Wang, Y. 2017. Social influence in career choice: Evidence from a randomised field experiment on entrepreneurial mentorship. *Research Policy,* 46(3):636-650.

Eesley, C. & Wu, L. 2020. For startups, adaptability and mentor network diversity can be pivotal: evidence from a randomised experiment on a MOOC platform. *MIS Quarterly*, 44(2):661-697.

Ellis, N.J., Alonzo, D. & Nguyen, H.T.M. 2020. Elements of a quality pre-service teacher mentor: A literature review. *Teaching and Teacher Education,* 92:1-13.

Ellis, S.M. & Steyn, H.S. 2003. Practical significance (effect sizes) versus or in combination with statistical significance (p-values). *Management Dynamics*, 12(4):51-53.

Ferris, G. 2019. The glass box: a law teacher's experience of structural discrimination. *The Law Teacher,* 53(1):119-122.

Field, A. 2007. *Discovering statistics using SPSS*. 2nd ed. London: Sage.

Fouka, G. & Mantzorou, M. 2011. What are the major ethical issues in conducting research? is there a conflict between the research ethics and the nature of nursing? *Health Science Journal*, 5(1):3-14.

Frick, D.M. 2018. Wisdom as a pillar for servant leadership. In: van Dierendonck, D. & Patterson, K., eds. *Practicing Servant Leadership Developments in Implementation*. Champaign, IL: Palgrave Macmillan. pp. 11-24.

Gebert, D., Heinitz, K. & Buengeler, C. 2015. Leaders' charismatic leadership and followers' commitment - the moderating dynamics of value erosion at societal level. *The Leadership Quarterly*, 27:98-108.

Gibson, D.M., Dollarhide, C.T., Moss, J.M., Aras, Y. & Mitchell, T. 2018. Examining leadership with American Counselling Association Presidents: A grounded theory of leadership identity development. *Journal of Counselling & Development,* 96:361-371.

Gisbert-Trejo, N., Landeta, J., Albizu, E. & Fernández-Ferrín, P. 2019. Determining effective mentor characteristics in inter-organizational mentoring for managers: an approach based on academics' and practitioners' perspectives. *Industrial and Commercial Training*, 51(2):85-103.

Grabo, A., Spisak, B.R. & van Vugt, M. 2017. Charisma as a signal: An evolutionary perspective on charismatic leadership. *The Leadership Quarterly*, 28(4):473-485.

Hafsteinsdóttir, T.B., van der Zwaaga, A.M. & Schuurmansa, M.J. 2017. Leadership mentoring in nursing research, career development and scholarly productivity: A systematic review. *International Journal of Nursing Studies*, 75: 21-34.

Hair, J.R.*,* Anderson, R.E., Tatham, R.L. & Black, W.C. 1998. *Multivariate data analysis.* 5th ed. Upper Saddle River, NJ: Prentice-Hall.

Hakanen, J.J. & Pessi, A.B. 2018. Practising compassionate leadership and building spirals of inspiration in business and in public sector. In: van Dierendonck, D. & Patterson, K., eds. *Practicing Servant Leadership Developments in Implementation*. Champaign, IL: Palgrave Macmillan. pp. 119-140.

Hastings, L.J. & Kane, C. 2018. Distinguishing mentoring, coaching, and advising for leadership development. *New Directions for Student Leadership*, 2018(158):9-22.

Hernandez, J.S., Poole, K.G. & Grys, T.E. 2018. Mentoring millennials for future leadership. *Physician Leadership Journal,* 5(3):41-44.

Holmquist, S., Ljungqvist, C. & Norman, S. 2019. *Breaking through the ceiling studying the impact of mentorships on female career development.* (Dissertation - Bachelor Business Administration). Småland: Jönköping University.

Huang, C.Y., Weng, R, H & Chen, Y.T. 2015. Investigating the relationship among transformational leadership, interpersonal interaction and mentoring functions. *Journal of Clinical Nursing*, 25:2144-2155.

Irving, J.A. 2018. Leader Purposefulness and servant leadership. In: van Dierendonck, D. & Patterson, K., eds. *Practicing Servant Leadership Developments in Implementation.* Champaign, IL: Palgrave Macmillan. pp. 25-42.

Johnson, W.B. 2016. *On Being a Mentor, A Guide for Higher Education Faculty.* 2nd ed. New York, NY: Routledge Taylor & Francis Group.

Keating, C.F. 2018. About face! Facial status cues and perceptions of charismatic leadership. In: Senior, C., ed. *The Facial Displays of Leaders.* Champaign, IL: Palgrave Macmillan. pp. 145-170.

Khalid, S., Rehman, M., Muqadas, F. & Rehman, R. 2017. Women leadership and its mentoring role towards career development. *Pakistan Business* Review, 19(3):649-667.

Khojah, A. & Asif, F. 2020. Mentoring matters in workplace: The impact of formal Mentoring Program on EFL Instructors' Performance at ELI, King Abdulaziz University, Saudi Arabia. *English Language Teaching*, 13(4):140-161.

Knowles, K. 2018. The Evolutionary Psychology of Leadership Trait Perception. In: Senior, C., ed. *The Facial Displays of Leaders.* Champaign, IL: Palgrave Macmillan. pp. 97-121.

Komives, S.R., Owen, J.E., Longerbeam, S.D., Mainella, F.C. & Osteen, L. 2005. Developing a leadership identity: a grounded theory. *Journal of College Student Development,* 46(6):593-611.

Kramer-Simpson, E. 2018. Feedback from internship mentors in technical communication internships. *Journal of Technical Writing and Communication*, 48(3):359-378.

Kuruku, E. & Ukeyima, U.S. 2018. Employee mentoring and workplace politics as predictors of job satisfaction among employees of NBC Plc Makurdi, Benue State. *Department of Psychology*, 26(2):81-89.

León-Mantero, C., Casas-Rosal, J.C., Pedrosa-Jesús, C. & Maz-Machado, A. 2020. Measuring attitude towards mathematics using Likert scale surveys: The weighted average. *Plos One*, 15(10):1-15.

LePine, M.A., Zhang, Y., Crawford, E.R. & Rich, B.L. 2016. Turning their pain to gain: charismatic leader influence on follower stress appraisal and job performance. *Academy of Management Journal*, 59(3):1036-1059.

Lin, S.H., Brent, A., Scott, A. & Matta, K. 2019. The dark side of transformational leader behaviors for leaders themselves: a conservation of resources perspective. *Academy of Management Journal*, 62(5):1556-1582.

Luthans, F., Youssef-Morgan, C.M. & Avolio, B.J. 2015. *Psychological capital and beyond.* New York, NY: Oxford University.

Maluleke, A. 2014. *Challenges Faced by Seda in Providing Training and Mentoring Support Services to SMMEs.* (Dissertation - Masters of Management in Public Policy). Johannesburg: University of Witwatersrand.

Martinez, I.M., Salanova, M. & Cruz-Ortiz, V. 2020. Our boss is a good boss! cross-level effects of transformational leadership on work engagement in service jobs. *Journal of Work and Organizational Psychology*, 36(2):87-94.

McAllister, C. & Steele, C. 2020. Mentorship in collections and resource management: an implied competency. *The Serials Librarian*, 78(1):93-97.

Meyer, M. 2016. *Managing human resource development*. 5th ed. Durban: LexisNexis.

Miloff, M. & Zachary, L.J. 2012. Mentoring to develop strategic leaders. *Teaching and Development*, 66(4):102-105.

Mittal, R. 2015. Charismatic and transformational leadership styles: a cross-cultural perspective. *International Journal of Business and Management*, 10(3): 26-33.

Moore, J.H. & Wang, Z. 2017. Frontiers in psychology, mentoring top leadership promotes organizational innovativeness through psychological safety and is moderated by cognitive adaptability. *School of Management*, 8(318):1-8.

Mudiyanse, R.M. & Ellawala, A. 2020. Communication vocabulary and landscape. In: Parija, S.C. & Adkoli, B.V.K., eds. *Effective Medical Communication*. Singapore: Springer. pp. 3-15.

O'Reilly, C.A. & Chatman, A. 2020. Transformational leader or narcissist? How grandiose narcissists can create and destroy organizations and institutions. *California Management Review*, 62(3):5-27.

Ojedokun, A. 2011. Mentoring: a factor for organisational management. *IFE PsychologIA: An International Journal*, 337-354.

Parija, S.C. & Adkoli. 2020. *Effective Medical Communication*. Singapore: Springer.

Priest, K.L., Kliever, B.W., Hornung, M. & Youngblood, R.J. 2018. The role of mentoring, coaching, and advising in developing leadership identity. *New Directions for Student Leadership*, 158:23-35.

Qadir, K.H. & Yesiltas, M. 2020. Effect of leadership styles on organizational commitment and performance in small- and medium-sized enterprises in Iraqi Kurdistan. *Social Behavior and Personality an International Journal*, 48(9):1-12.

Ren, S., Xie, Y., Zhu, Y. & Warner, M. 2018. New generation employees' preferences towards leadership style in China. *Asia Pacific Business Review*, 24(4):437-458.

Rootman, C., Venter, E. & Matabooe, M.J. 2017. Non-relational conditions necessary for mentoring of black small business owner-managers in South Africa. *Acta Commercii,* 17(1):1-11.

Shen, M. 2020. A review of the literature on enterprise mentoring: a perspective of social capital theory. *Open Journal of Business and Management*, 8(2):892-901.

Song, H., Zhao, S., Zhao, W. & Han, H. 2019. Career development support, job adaptation, and withdrawal intention of expatriates: a multilevel analysis of environmental factors. *International Journal of Environmental Research and Public Health*, 16(20):3880.

Statistical Analytic Software (SAS). 2020. *SAS Institute Inc.* Cary, NC: SAS Institute.

Straus, S.E., Johnson, M.O., Marquez, C. & Feldman, M.D. 2013. Characteristics of successful and failed mentoring relationships: a qualitative study across two academic health centers. *Academic Medicine*. 88(1): 82-89.

Sun, P. 2018. The motivation to serve as a corner stone of servant leadership. In: van Dierendonck, D. & Patterson, K., eds. *Practicing Servant Leadership Developments in Implementation*. Champaign, IL: Palgrave Macmillan. pp. 63-80.

Szabo, A.L., Neil, E.R., Walker, S.E., Thrasher, A.B. & Eberman, L.E. 2020. Professional program preparation, orientation, and mentoring tactics used to develop professional responsibility in early-career athletic trainers. *Athletic Training Education Journal*, 15(2):93-101.

Tabloski, P.A. 2016. Setting the stage for success: mentoring and leadership development. *Journal of Professional Nursing*, 32(5): 54-58.

Urbina, S., Kaufman, A.S. & Kaufman, N.L. 2014. *Essentials of Psychology testing*. 2nd ed. Upper Saddle River, NJ: Wiley.

van Beek, A. 2018. Mentoring is more than a tick-box exercise. *HR Future*, 4:28-29.

Wong, S.S.K, Cross, J.A. & Mueller, P.S. 2018. Impact of mentoring on practising engineers: a meta-synthesis, Impact of mentoring on practising engineers. *Journal of Workplace Learning*, 30(6):415-441.

Yang, Z. & Zhu, J. 2016. Charismatic leadership behavior and leadership effectiveness: the moderating role of subordinates' emotional intelligence and the mediating role of psychological empowerment. *Revista De Cercetare Si Interventie Sociala,* 55:158-184.

Ziwoya, F., Falconer, J. 2018. Designing mentorship: exploring the challenges and benefits of undergraduate research. *College Student Journal*, 52(4):532-538.

Zona, J. 2019. *High School STEM Academy Mentor-Mentee Relationships.* (Thesis - PhD). Pittsburgh: University of Pittsburgh.

APPENDIX A
- **Data collection instrument(-s) -**

Section 1: Biographical Information

Questions with regards to biographical background, follows. Mark the applicable block with an (X):

1. Highest qualification			
Matric	1	Diploma	3
Graduate	2	Post-Graduate	4
2. Age Category			
< 24 years	1	53 - 63 years	4
25 - 41 years	2	64 – 72 years	5
42 - 52 years	3		
3. Write down the number of year that you are part			
From 0 to 1 years	1	More than 5 to 10 years	4
More than 1 to 2 years	2	More than 10 years	5
More than 2 to 5 years	3		

Section 2

Questions with regards to biographical background, follows. Mark the applicable block with an (X):

Indicate to what extent you agree by marking most applicable with a (X)	Strongly Disagree 1	Disagree 2	Agree 3	Strongly Agree 4
1. **MENTORSHIP**				
Mentors:				
1.1 I would like to form part of a mentor-mentee program at work.				
1.2 I receive mentoring from senior employees.				
1.3 I receive mentoring from colleagues.				
1.4 I receive mentoring from management.				
1.5 Mentors/managers invest time in the development of my career.				
Type and characteristics in Mentor:				
1.6 My mentor/manager is skilful enough to teach me.				
1.7 My mentor/manager challenge me to reach my full potential.				
1.8 My mentor/manager shares theoretical information with me.				
1.9 My mentor/manager shares practical knowledge with me.				
1.10 Mentor/manager help me to think outside the box when resolving a problem.				
1.11 My mentor/manager shares resources and network with me to resolve a problem.				
1.12 My mentor/manager interferes whilst I'm resolving a problem.				
1.13 My mentor/manager provides me with constant feedback.				
1.14 I feel I can share personal problems with my mentor.				
1.15 My mentor shows empathy towards my personal problems.				
1.16 I feel my mentor understand my problems.				
Mentors providing personal and professional support:				
1.17 My work is stressful.				
1.18 Stress at work influence my work adversely.				
1.19 Mentors/managers help me to cope with stressful situations.				

Indicate to what extent you agree by marking most applicable with a (X)		Strongly Disagree 1	Disagree 2	Agree 3	Strongly Agree 4
1.20	Mentors/managers help me to manage heavy workload.				
1.21	Mentors/managers exploit my full potential				
1.22	Mentors/managers shares their field knowledge with me.				
1.23	Mentors/managers like to see me succeed.				
1.24	Mentors/managers make me feel a sense of purpose at work.				
1.25	I trust my mentors/managers with personal information.				
1.26	Mentors/managers handle my sensitive information ethically.				
1.27	Mentors/managers gives me a chance to share my opinion in resolving matters.				
1.28	Mentors/managers respect my opinion.				
1.29	Mentors/managers respect my opinion even if they don't agree.				
1.30	Mentors/managers would correct my wrong doing in a respectful matter.				
Mentors help developing careers:					
1.31	Mentor provides me with hope to achieve my goals.				
1.32	My mentor helps me to stay positive.				
1.33	My mentor helps me to face and overcome my setbacks.				
1.34	My mentors help me to generate confidence in my capabilities.				
1.35	I feel successful.				
1.36	I feel I underachieve.				
2.	**Communication**				
2.1	I feel free to ask my mentor questions.				
2.2	My mentor order me to do something.				
2.3	My mentor takes my perspective into account.				
2.4	My mentor asks me to do something.				
2.5	My mentor compromise and meet me halfway when communicating.				

Indicate to what extent you agree by marking most applicable with a (X)		Strongly Disagree 1	Disagree 2	Agree 3	Strongly Agree 4
2.6	I only consult my mentor to help me resolve complex issues.				
2.7	My mentor expects of me to consult him before handling a situation				
2.8	I consult my mentor with every situation in the workplace.				
2.9	My mentor gives me free roam to handle a situation on my own.				
3.	**LEADERSHIP**				
	Type of Leader:				
3.1	The goals I achieve is linked with an incentive if achieved.				
3.2	I do my job because I'm scared of being penalized.				
3.3	My mentor is results driven.				
3.4	My mentor continuously transforms the working environment to a positive change.				
3.5	I feel a want to contribute more in my work than is expected of me.				
3.6	My mentor handles situations with an innovative approach.				
3.7	My mentor makes me feel good about myself.				
3.8	My mentor positively motivates me to achieve my goals.				
3.9	My mentor articulates an inspirational vision clearly.				
3.10	My mentor creates an environment of mutual respect.				
3.11	The help I get from my mentor, makes me want to help others in the working environment.				
3.12	My mentor would serve my needs, whether it is personal, or work related above organizational goals.				

APPENDIX B
- Informed consent form -

Dear Respondent

My name is Stephan Smith and I'm currently registered with the North-West University and serve my final year as an MBA student. You are invited to take part in a quantitative research study with the title: The influence of leadership mentoring on the development of employee's career. This study would be under the supervision of Prof. Jan Visagie. The purpose of this questionnaire would be to identify to what extent mentorship is still present in companies in the modern time and how it enhances the development of employees' careers.

There would be required for you to work through the questions and answer each question as honest as possible to ensure accurate results. Before each section, instructions would be provided to guide in the answering of the questions. The questionnaire should take approximately 10 minutes to fill out.

It has to be noted that it is extremely important to preserve confidentiality throughout this questionnaire to ensure the questionnaire are filled in with integrity, therefore, it is important to ensure that no personal information appear on the questionnaire in order to preserve your anonymity. It has to be noted that this questionnaire is voluntary. If there is any further queries or uncertainty, the contact details below could be contacted in which the enquiry would be attended to.

Thank you for the time u are willing to give up in completing this questionnaire.

Yours faithfully

Stephan Smith   **Professor Jan Visagie**

076 831 7661   **jan.visagie@nwu.ac.za**

stephan@excoservices.co.za

APPENDIX C
-    **Letter: Language and Technical editing -**

Dynamic Language & Translation Specialists

Antoinette Bisschoff
71 Esselen Street,
Potchefstroom
Tel: 018 293 3046
Cell: 082 878 5183
Language@dlts.co.za
CC No: 1995/017794/23

Sunday, 22 November 2020

To whom it may concern,

Re: Letter of confirmation of language editing

The dissertation **The influence of leadership mentoring on the development of employee's career** by **GS Smith** was language and technically edited. The referencing and sources were checked as per NWU referencing guidelines. Final corrections remain the responsibility of the author.

Antoinette Bisschoff

Officially approved language editor of the NWU since 1998
Member of SA Translators Institute (no. 100181)

Precision ... to the last letter