

ROLE OF MENTORING IN BUSINESS DEVELOPMENT IN NIGERIA

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ABSTRACT: *Recently, the death of business organisations in Nigeria is on the increase as business operates in an environment that is embedded with change, risk, high uncertainty, stiff competition, unethical business practices, unfavourable government policies and ignorance of the role of mentors in business development. Mentoring is rapidly becoming recognised worldwide as a highly effective human resource development process. Many organisations have gone through or are currently going through increasing significant change. Generally, people in any organisation react positively to change when they take responsibility for their own development. Mentoring is one way in which organisations can provide this assistance as there is a high degree of trust and mutual regard which will enable the person to become what he aspires to be by realising his or her potential. Mentoring has being identified as an important influence in business development. The major function of mentoring is to promote the mentee's development in specific areas and to facilitate success in business activities. Mentoring relationship can produce positive development and organisational outcomes and it can sometimes fail due to a variety of causes and problems viz-a-viz lack of participation, absence of leadership involvement, poor planning, setting unrealistic expectation and fuzzy goals. The paper examines the roles of mentoring in business development. It focuses on the stages, forms, reasons, types, roles and characteristics of mentors, fundamental objectives, benefits and keys to mentoring success with a view to accelerate business development through investment in human capital development particularly through mentoring. The paper opines that mentorship and business development offers a wide range of benefits such as welfare, satisfaction, development, progress, feeling rejuvenated in career development, learning how to use new technologies, becoming aware of business issues, methods, strategies or perspectives that are vital to business. Content analysis was used in the writing of this paper. Evidence from the paper on the policies that need to be adopted to improve Nigeria's business environment includes, the need to address those issues constraining business development. The paper also recommends that mentoring should be based upon encouragement, frank advise, readiness to assist the mentee to acquire needed knowledge, skills and competencies so as to operate functionally in our ever changing business environment, constructive comments, openness, mutual trust, respect, willingness to learn and share ideas and experiences, improve self confidence, job competitiveness and enhanced diversity of the workforce. Moreover, there is need to eliminate negative factors that militate against business growth and development with a view to increase business efficiency. There is the need, therefore for a re-orientation of our businesses because mentoring relationships depends on the people and the character of the organisation concerned. The paper concludes that successful mentoring programs as aid to business development requires proper understanding, planning, implementation and evaluation.*

KEYWORDS: *Mentoring, Business Development, Re-orientation, Career Development, Openness, Human Capital Development.*

INTRODUCTION

Mentoring is rapidly becoming worldwide as a highly effective human resource development process. Many organisations have gone through or are currently going through increasing significant change. Generally, people in any organisation react positively to change when they take responsibility for their own development. Good organisations also recognise the importance of the role they play in offering assistance to people during period of change. Mentoring is one way in which organisations can provide this assistance as there is a high degree of trust and mutual regard which will enable the person to become what he aspires to be by realising his or her potential. Mentoring is recognised as an important contributor to building capacity within organisation. The private sector drives innovation, investment and growth, competitive markets are one of the most effective ways of creating more and better jobs, higher incomes and prosperity which in turn leads to empowerment and economic independence. The increasing competition in business environments calls for the need for business to mobilise resources and to encourage companies to develop new approaches to extend their core business to contribute positively to the way business is carried out with a view to improve conditions for people living in poverty and in order to make sufficient return on investment to business owners. Employers need to maximise the productivity of their human capital, while employees need to maximise their productive capacity in order to remain employable in an increasingly dynamic business environment. Today's organisations are embracing innovative mentoring practices to meet the increasing developmental challenges of today's knowledge worker. By creating a mentoring culture, the best organisations are going far beyond the rhetoric of "people are our most important asset" and are taking practical steps to nurture talent and improve learning, performance and retention. But what makes mentoring work well in the corporate environment is the realisation that both the mentor and mentee need each other cooperatively for the good of the organisation. The best mentoring situation is when both the mentor and mentee come into the relationship as volunteers.

The paper examines the roles of mentoring in business growth and development. It focuses on the stages, forms, reasons, types, roles and characteristics of mentors, fundamental objectives, benefits and keys to mentoring success with a view to accelerate business development through investment in human capital development particularly through mentoring. The paper opines that mentorship and business development offers a wide range of benefits such as welfare, satisfaction, development, progress, and feeling rejuvenated in career development, learning how to use new technologies, becoming aware of business issues, methods, strategies or perspectives that are vital to business. Content analysis was used in the writing of this paper.

Mentoring has been identified as an important influence in professional development in both the public and private sector. Mentoring relationships can produce positive development and organisational outcomes. Mentoring programs and relationships sometimes fail due to a variety of causes and problems viz-a-viz lack of participation, no leadership involvement, poor

planning, unrealistic expectations, and “fuzzy” goals. Hence, successful mentoring programs require proper understanding, planning, implementation and evaluation. Learning is at the heart of mentoring process and it is important that both mentor and mentee understand the learning process.

Productivity is a function of an employee’s level of competence. Competence has been defined as things that a person who works in a given occupational area should be able to do. Competence is the combination of knowledge, skills and attitudes (KSA) an individual requires enabling him carry out a defined job or task to the required standard. According to Rao (2010), competency is the ability to perform exceptionally well and increase the stock of targeted resources within the firm. Core competence are activities that the firm performs especially well when compared to its competitors and through which the firm adds value to its goods and services over a long period of time. Research has consistently found mentored individuals to be more satisfied and committed to their professions, earn higher performance evaluations, higher salaries, and foster career progress than non-mentored individuals (Wanberg, Weish and Hazlett 2003).

Mentors benefit from a successful mentoring relationship by deriving satisfaction from helping to develop the next generation of business leaders, feeling rejuvenated in their own career development, learning how to use new technologies, or becoming aware of business issues, methods, strategies, tactics or perspective that are vital to their field.

Mentoring ponders on opportunity to collaborate and share insight to build the potential of employees. Mentoring has being identified as an important influence in business development. The major function of mentoring is to promote the protégé’s development in specific areas and to facilitate success in business activities. Mentoring relationship can produce positive development and organisational outcomes and it can sometimes fail due to a variety of causes and problems viz-a-viz lack of participation, no leadership involvement, poor planning, setting unrealistic expectations and fuzzy goals. Hence successful mentoring programs require proper understanding, planning, implementation and evaluation. It provides a forum to offer constructive and Frank advise to support career development of the mentee, offers managers and executives a cost-effectiveness way assisting groups of employees to acquire the knowledge and skills to operate within a changing business environment, share their professional and personal skills and experiences or mentoring is based upon encouragement, constructive comments, openness, mutual trust, respect and a willingness to learn and share, improve self confidence and job competitiveness, enhance diversity of the workforce.

The business sector is multifaceted and includes everything from small enterprises in rural areas to large multinational companies. Its growth is of strategic importance when it comes to the opportunities for poor people to improve their living conditions. Development cooperation offers many different ways to stimulate and strengthen the positive role of business in the development process.

Definitions of Mentoring and Business Development

Mentoring occurs when a senior person (the mentor) in terms of age and experience undertakes to provide information, advice, and emotional support for a junior person (the protégé) in a

relationship lasting over an extended period of time and marked by substantial emotional commitment by both parties (Kram 1985)". Mentoring "is a teaching-learning process acquired through personal experience within a one-to-one, reciprocal, career development relationship between two individuals diverse in age, personality, life cycle, professional status, and/or credentials". Mentoring is a "dynamic and non-competitive nurturing 'process' that promotes independence, autonomy, and self-actualisation in the protégé while fostering a sense of pride fulfilment, support and continuity in the mentor". Mentoring is usually a formal and informal relationship between two people – a senior mentor and a junior protégé (Little 1990).

Mentoring is about systematic learning and mentees look for different things, such as a sounding board, a giver of encouragement, a critical friend, a source of emotional support a confident and a source of knowledge. Mentoring is an extension of the action learning approach requiring an on-the-job presence to develop skills and knowledge. (Martin 1997).

Business development refers to the process of strengthening ties with existing clients as well as cultivating customers in other sectors. In order to accomplish this goal, business development normally crosses the traditional barriers between sales, marketing, customer care, operations and management in order to promote this process of expansion on more than one level. This means the business development specialist must exhibit a degree of competence in many different areas to identify and capitalise on growth opportunities. The business development specialist will work closely with sales and marketing professionals to identify the degree of penetration already enjoyed by the company in various sectors. Business development is a process of starting, improving and expanding an existing business by generating opportunities and learning on how to analyse business environment in order to make it work for ones advantage. Business development refers to the process of strengthening ties with existing clients as well as cultivating customers in other sectors. In order to accomplish this goal, business development normally crosses the traditional barriers between sales, marketing, and customer care operations and management in order to promote this process of expansion on more than one level. Business development may well be defined as the management of growth and competitiveness of an economic enterprise. Business development involves evaluating a business and then realizing its full potential, using such tools as: i. Marketing ii. Information management (sometimes conflated with knowledge management) iii. Customer services iv. Costing and v. Security Survey

Areas of Development

A mentor can help a mentee to: i. Adjust to change ii. Understand appropriate behaviour in social situations. iii. Develop personal qualities of being enthusiastic, motivation and encouragement iv. Open, emphatic, good listener and positive in outlook. v. Gain knowledge and skills vi. Character vii. Acquire technical expertise viii. Be aware of organisational politics ix. Overcome setbacks and obstacles. x. Develop values xi. Understand different and conflicting ideas. xii. Acquire an open flexible attitude to learning. xiii. Gain from the mentor experience on how to face difficulties other include: meet new challenges, being helped as a mentee; working with others, contributing to an organisation, achievement success, failure; coping with stress; trauma and setback, a variety of organisations/working practices, and being responsible for oneself, ones actions and reactions to others and situations.

Mentee's Expectations

Mentee's who understand the value of mentoring and are committed to a mentoring relationship; expect to gain in some of the following ways: i. Challenged; ii. Enjoy friendship iii. Learn from example iv. Learn from mistakes; v. Receive wise counsel, vi. Share critical knowledge, vii. Listen and be listened to, viii. Develop greater self confidence ix. Become more self aware x. Be assisted in developing their careers. xi. Foster the mentoring relationship xii. Be coached xiii. Learn how the organisation works and xiv. Be supported and encouraged.

Tasks of Business Development Team:

Overall:

- Meeting with potential customer in connection with the marketing activities for integrated security solutions.
- Prepares the annual Business Development Plan; as well as prepares the annual work plan.
- Lead and develop staff by identifying training needs.
- Define and follow up of yearly targets and objectives
- Develop and implement strategies for new products and services
- Determine new opportunities by analyzing business needs.
- Provide direction, guidance to the department to ensure alignment with the company's strategies.
- Prepare quotation / proposal / cost analysis
- Prepare CIRs received from group
- Prepare mapping report for group
- Assist operation in all phases of the deployment
- Assist in getting the contract renewed every year.
- Co-ordinate meetings of potential customer with MD Guarding and all Directors of the respective division.

In the field of commerce, the specialist area of **business development** comprises a number of techniques and responsibilities which aim at attracting new customers and at penetrating existing markets. Techniques used include:

- Assessment of marketing opportunities and target markets
- Intelligence gathering on customers and competitors
- Generating leads for possible sales
- Advising on, drafting enforcing sales policies and processes
- Follow-up sales activity
- Formal proposal and presentation management and writing
- Pitch and presentation rehearsals
- Business model design
- Account planning and performance monitoring
- Proposition development and campaign development

A sound organisation aiming to withstand competitors never stops business development, but engages in it as an ongoing process. However, business development is often related to growth although sometimes the optimal marketing strategy and objectives could be

about downsizing the activity in an existing market or decreasing the sales volume of a selected line of products or services.

Capture Management Lifecycle describes the process of business development in three broad stages: 1. Pre-bid phase, 2. Bid phase and 3. Post-bid phase

Why Organisations Implement Mentoring Programs

More and more organisations are creating formal mentoring programs for various reasons. From increased morale to increased organisational productivity and career development, the benefits of an organisation that actively supports mentoring are numerous (Laulend 1998). However, successful mentoring programs do not just happen. Organisations must first make a strong business case to demonstrate why the organisation should devote the time, attention and resources required to make a formal mentoring process work. Reasons for establishing a mentoring program must be linked to the organisation's business goals. Mentoring program helps in preparing high-potential employees for future managerial positions in that series. Also, an organisation planning a reorganisation may be interested in a mentoring program to help facilitate continuity of organisational performance. Listed below are some reasons why organisation chooses to establish mentoring programs as posited by (Bullis and Bach 1989):

- **As part of the On boarding process:** mentoring helps new recruits, trainees or graduates settle into the organisation;
- **Skills Enhancement:** mentoring enables experienced, highly competent staff to pass their expertise on to others who need to acquire specified skills;
- **Professional Identity:** when younger employees are early in their careers, they need help understanding what it means to be a professional in their work environment. Professionals embody the values of the profession and are self-initiating and self-regulating. Mentors play a key role in defining professional behaviour for new employees. This is most important when employees first enter the federal workforce;
- **Career Development:** mentoring helps employees plan, develop, and manage their careers. It also helps them become more resilient in times of change, more self-reliant in their careers and more responsible as self-directed learners;
- **Leadership and Management Development:** mentoring encourages the development of leadership competencies. These competencies are often more easily gained through example, guided practice or experience than by education and training;
- **Education Support:** mentoring helps bridge the gap between theory and practice. Formal education and training is complemented by the knowledge and hands-on experience of a competent practitioner;
- **Organisational Development and Culture Change:** mentoring can help communicate the values, vision and mission of the organisation; a one-to-one relationship can help employees understand the organisational culture and make any necessary changes;
- **Customer Service:** mentoring assists in modelling desired behaviours, encouraging the development of competencies in support of customer service, and above all, cultivating the right attitudes;
- **Staff retention:** mentoring provides an encouraging environment through ongoing interactions, coaching, teaching, and role modelling that facilitates progression within the organisation; mentoring has been found to influence employee retention because it helps

establish an organisational culture that is attractive to the top talent clamouring for growth opportunities. Mentoring is a tangible way to show employees that they are valued and that the company's future includes them;

- **Recruitment:** mentoring can enhance recruitment goals by offering additional incentives to prospective employees; and
- **Knowledge Management/Knowledge Transfer:** mentoring provides for the interchange/exchange of information/knowledge between members of different organisations.
- **Ease of Succession Planning:** mentoring prepares employees for career growth so as to take up senior or managerial position in the future.
- **Productivity:** mentoring programme encourages employees to increase their contributions in terms of output, job satisfaction, and reduce rate of labour turnover.
- **Synergy:** mentoring embraces synergy as it provides mentor and mentee to become better and more productive than either could be individually.

Typology of Mentorship

According to Pascarelli, (1998) there are three typology of mentorship namely: direct, collegial and indirect mentoring.

Direct mentoring is a direct relationship between two individuals, often a more experienced member of an organisation or group (the 'mentor') and a less experienced member of the organisation or group (the 'mentee' or 'protégé'). It can emerge from a supervisor-student relationship or designated mentoring program. Depending on the nature of the organisation, this type of mentoring relationship may be formal or informal, horizontal or 'top-down'.

Collegial mentoring incorporates the characteristic of friendship into the tradition definition of the mentoring relationship. Mentorship acknowledges and promotes the development of a personal, supportive relationship between mentor and mentee. Commence through friendship or professional contact rather than as a result of professional needs, for example a student-supervisor relationship that evolves into a collegial relationship, creating opportunities for collaboration in research beyond the thesis or dissertation.

Indirect mentoring is the result of intentional efforts from a mentor to be available to junior members of an organisation or emerging mentees. By humanising the processes, social, norms, and culture of the organisation and by being open to allowing newcomers to more personal side of the mentor, mentorship can occur without contact between mentor and mentee. For example 'silent' mentorship is offered through editorial columns in a journal.

Characteristics of a Good Mentor

The attributes of a good mentor are: (i) Act as a role model (ii) Ready to share experiences (iii) Teach by example, (iv) Offer encouragement (v) A good coach (vi) A desire to help (vii) Good reputation for developing others (viii) Positive experiences (ix) Time and mental energy (x) Up-to-date knowledge (xi) Learning attitude as one who keeps adding to his/her knowledge repertoire by opening oneself up to new experiences and ideas (xii) Listen and understand (xiii) Demonstrated effective mentoring skills (coaching, counselling, facilitating and networking skills) (xiv) Feels challenges and (xv) Stimulate learning.

Characteristics of a Good Protégé

The characteristics of a good protégé are as follows: (i) Openness to new ideas (open minded) (ii) Motivation and Commitment to expansion of knowledge base and skills (iii) Willingness to apply knowledge back on the job (iv) Ability to accept feedback and act upon it (v) Alert to knowledge when knowledge is needed and what to ask for help (vi) Focus on achievement of desired results. (vii) Willingness to apply knowledge back on the job (viii) Ability/willingness to relate, communicate and cooperate with others (ix) A sense of personal responsibility, dedication, sacrifice and commitment open. (x) Proactive. (xi) A good listener, (xii) Check ego at the door (xiii) Willing to change (xiv) Always ask for feedback.

Factors Responsible for the Success of Mentoring

The factors responsible for the success of mentoring in business growth and development include:

- Participation by willing volunteers who wish to succeed and grow, initially in a pilot scheme.
- Those involved must own process.
- Top management support and commitment in action as well as words. The importance of the whole organisation being supportive must be stressed by them.
- Appropriate awareness raising and marketing of the scheme to the whole organisation and to potential participants.
- The provision of a well prepared, flexible, involved and supportive learning environment.
- Promotion the scheme as valuable form of personal and professional development.
- Appointment of a coordinator to manage the programme.
- Linking the mentoring scheme with some other developmental efforts.
- Building in short stages, say month by month, and flexibility.
- Encouraging contracting with a 'no fault' opt out clause.
- Making all participants aware of potential risks and problems.
- Effective orientation of mentors, mentees, line managers and any other stakeholders prior to commencement.
- Developmental diagnosis i.e auditing of mentee's needs and requirements.
- Provision of training and support for both mentors and mentees which should include clear learning outcomes, monitoring and evaluation, rewards, e.g CATS points; structured follow-up and the ownership of those involved.
- Shared expectations between mentor and mentee
- Good communications structures between all players.
- Careful and appropriate selection and matching and pairing of partners.
- Monitoring and evaluation of the scheme linked to the defined objectives and anticipated outcomes of the scheme, involving feedback from all stakeholders. Feedback should be triangulated and based on periodic consultation of individuals and representative focus group.
- Ensuring confidentiality in integral to the systems and administration of the programme.
- The provision of adequate space, financial and personnel resources and quality, focused time.

- Setting a time limit in advance for the mentoring relationships, after which the relationship may continue outside the programme.
- Devising a set of learning objectives.
- Establishing specific working arrangements to enhance benefits of support scheme, e.g. same work shifts.

Mentoring is more likely to succeed if both partners are willing volunteers. It is also helpful if the mentee is able to select their own mentor although it is not always possible or practicable. Good practice suggests that the matching and pairing process within a facilitated mentoring scheme needs to be undertaken sensitively by encouraging a more natural and informal bonding and pairing process.

Mentoring Life Cycle

Mentoring life cycle has been described by Hay, (1995) as comprising four definable stages which can be defined as follows:

Stage 1: Initiation, Orientation or Courtship Stage

First stage is about creating an alliance and costs of preparing for the relationship, forming a bond and agreeing a contract. It is about establishing rapport and trust (forming the bond), terms of reference and setting objectives (contracting). Preparation involves considering what both the mentor and mentee need to do before they meet but following pairing.

The next phase involves bonding. Both mentor and mentee are likely to be nervous and unsure (Lewis, 1996). It is important to break the ice and establish rapport more quickly if individuals behave as if it has already been established and the following four dimensions match when rapport established:

- Voice tone and tempo
- Body posture
- Pattern of breathing
- Repetitive movements or gestures

Lewis (1996) also suggests that it is important to consider the:

- Ethos or moral dimension of the relationship key words being consistency, congruency, integrity, honesty, sincerity, credibility, genuineness and values.
- Pathos or having a genuine interest in the other person as a person in his/her own right and recognising that the other person brings human emotions, hopes, fears, ambitions in the relationship. Key words here are empathy, warmth, positive regard, disclosure and rapport.
- Logos or substantive context of the essential conversations the goals, techniques and outcomes of the conversions.

Sharing responses to the above checklist, discussing why mentor agreed to mentor and what the mentee hopes to achieve are further ways of continuing the bonding process.

Stage 2: Getting Established, Adolescence, Dependency, Nursing or Honeymoon Stage

During Stage 2 the mentee may be anxious and lacking in self confidence. They need friendly support, a safe and secure environment and help to identify and reflect on learning. According to Lewis (1996) this phase is characterised by:

- The development of an honest, trusting, sincere relationship based on open communication.
- A focus on learning and growth
- Getting to grips with business matters
- Moving from plans to real outcomes.

Hay (1995) suggests that this stage involves helping the mentee to tell their story or narrative. The core skills of listening, questioning, getting the mentee to talk and reflecting are essential. Empathy, self disclosure, mind mapping, SWOT analysis, reality checking, problem solving, personal lifelines and the initiation of the learning portfolio are all particularly important issues during this stage.

The next step is to analyse this information and apply appropriate frameworks and theories (Hay, 1995) so that the mentee gains awareness and understanding, identified what part he/she plays in events and recognises relevant trends and patterns of behaviour and ideas for development activities. It is important to remember that it is not possible to tackle everything at once so prioritisation is imperative.

Stage 3: Maturing, Developing Independence or Autonomy Stage

This stage involves the mentor facilitation deeper learning by encouraging the mentee to reflect, to see things differently, to identify potential changes he/she might wish to make, possible goals he/she might wish to adopt and a wider range of alternative options that are available to him/her. There will be a shift in the mentor's role. Increasingly the mentor will become devil's advocate, confronting, stimulating and challenging the mentee to take a different perspective, consider the merits of the various options, select the best option and devise a detailed plan of action whilst encouraging innovation and creativity. A structured approach to problem solving and decision making is helpful. Force field analysis and objective setting are important techniques to develop.

An individual's ability to develop and share understanding and deepen awareness is affected by their self awareness and how much they decide to reveal or disclose about themselves.

Stage 4: Ending, Termination or Divorce Stage

At stage 4, the mentoring relationship will either come to a premature end or terminate naturally. Good practice suggests that a relationship is set up for a finite duration and that signpost or indicators are identified to signify end points. Reasons for ending include:

- One or both partners have fulfilled their needs
- Scheme/project/placement completes its term
- One or other partner moves away to another job or role
- Inappropriate matching
- Personality clash/lack of bonding
- The relationship is not fulfilling the needs particularly of the mentee
- Partners do not fulfil their commitment to turn up for meetings.

The ending of the relationship needs to be carefully planned so that the reliance and the habit of the relationship can be wound down gradually to try and avoid the relationship just ceasing (Lewis, 1996). On the other hand if the relationship has fulfilled its needs then the pair will need to consider the future and where they go from this point.

Types of Mentors

There are many types of mentors. They are:

- **Career Guide:** promotes development through career guidance, counselling and visibility;
- **Information Source:** provides information about formal and informal expectations;
- **Friend:** interacts with the protégé socially and provides information about people; and
- **Intellectual Guide:** promotes an equal relationship, collaborates on research projects and provides constructive feedback and criticism.

Flash Mentoring: is a new concept in mentoring which is growing in popularity. 13L is a leadership collective of 13 committed mid-career federal employees who have a strong interest in issues related to leadership in the Federal Government. It is a low budget and simple option to recruit busy executives and other senior staff to become mentors without investing a lot of time. The only requirement is one-hour or less of a mentor's time to meet with a protégé. During the one-hour session, mentors can share lessons learned, life experiences and advice to aspiring protégés. After this meeting, mentors and protégés can decide if they would like to continue the relationship. The matching process is simple. Mentors and protégés are matched with little or no criteria. It is the protégé's responsibility to contact the mentor within an established timeframe. After the initial meeting, the mentor and protégé decide whether or not to continue the relationship.

Group Mentoring: is when one mentor can be teamed with several protégés who meet at the same time. As the mentor poses questions, listens and reflects he or she engages all members of the group into the conversation. Each one has their own experience and insight to share and can draw their own learning from the discussion.

Peer Mentoring: is usually a relationship with an individual within the same grade, organisation, and/or job series. The purpose of peer mentoring is to support colleagues in their professional development and growth, to facilitate mutual learning and to build a sense of community. Peer mentoring is not hierarchical, prescriptive, judgmental or evaluative.

Reverse Mentoring: is the mentoring of a senior person (in terms of age, experience or position) by a junior (in terms of age, experience or position) individual. Reverse mentoring aims to help older, more senior people learn from the knowledge of younger people, usually in the field of information technology, computing, and Internet communications. The key to success in reverse mentoring is the ability to create and maintain an attitude of openness to the experience and dissolve the barriers of status, power and position.

Situational Mentoring: is the right help at the right time provided by a mentor when a protégé needs guidance and advice. It is usually short term addressing an immediate situation but can transition to a more long-term connection.

Supervisory Mentoring: is an inherent responsibility of leadership. The Individual Development Plan usually outlines expectations for supervisory coaching and feedback. Most frequently, this mentoring is informal and related to day-to-day guidance about the current job. As leaders, supervisors should also encourage outside mentoring partnerships, informal and formal, and allow their employees the time to work on them.

Team Mentoring: involves more than one mentor working with one protégé or a group of protégés. Team mentoring allows mentors to work together or separately to help the protégé

reach identified developmental goals (If mentors work separately, they should communicate regularly to share information and ideas.)

Virtual Mentoring/E-Mentoring: uses videoconferencing, the Internet, and e-mail to mentor individuals. This is beneficial for those who are unable to leave their workplace and for those who live in rural or remote communities. Virtual mentoring is usually less expensive compared to face-to-face mentoring and provides an individual with more choices for mentors. Even with virtual mentoring, it is recommended the mentor and protégé meet face-to-face at least once. When planning and developing mentoring programs, agencies must consider the types of mentors and decide which type(s) of help will be most appropriate given the program goals. E-mentoring is a computer mediated mutually beneficial relationship between a mentor and a mentee which provides learning, advising, encouraging, promoting and modelling in a boundary-free, egalitarian way. It may include the use of chat rooms, e-mail, collaborative or shared web space, or other electronic media to facilitate communication between mentors and mentees. This approach to mentoring may extend to mentoring groups or peer mentors. E-mentoring may serve as a ‘long-distance’ way to build capacity between and among research partners in different country settings and networks. (Cameron & Jesser 1990)

Mentoring Styles

Broadly, a mentoring style could be either ‘equipping’ or ‘empowering’. An equipping mentor is one whose approach is predominantly that of a teacher, telling the protégé what to do and giving him detailed directives on how to do it. Such a mentor tends to be domineering, giving the protégé little room to exercise his initiative. In this type of relationship, the protégé is dependent on the mentor, hardly takes risks and experiences relatively slow growth.

On the other hand, an empowering mentor is non-directive in his approach. He tends to give the protégé a broad outline of what needs to be done, leaving it to the protégé to use his initiative to find an appropriate solution. The mentor is laissez-faire in his approach and does not insist on strict adherence to structures in his relationship with the protégé. The protégé in this kind of relationship tends to be more independent and self-reliant. He accepts advice from the mentor, but is able to make his own judgment as to whether to act on it. According to Bill Gray of The Mentoring Institute, there are four main styles of mentoring:

- **Informational Mentoring**

This is an equipping style, involving the mentor playing an active role teaching, explaining and describing things to the protégé, arranging things for him. Sometimes he also prescribes and advises. The protégé is usually dependent on the mentor, and shows little initiative. Hence he tends to be very receptive to advice or prescriptions from the mentor.

- **Guiding**

This is also an equipping style, but less so than the informational style. Here the mentor suggests, rather than prescribes, options to the protégé. The mentor persuades and confronts the protégé sometimes and coaches and models at other times. He questions, probes and pushes to motivate the protégé, who tends to be responsive to the mentors’ actions, applying the suggestions or considering and selecting the best of several options suggested by the mentor. The protégé begins to show some initiative.

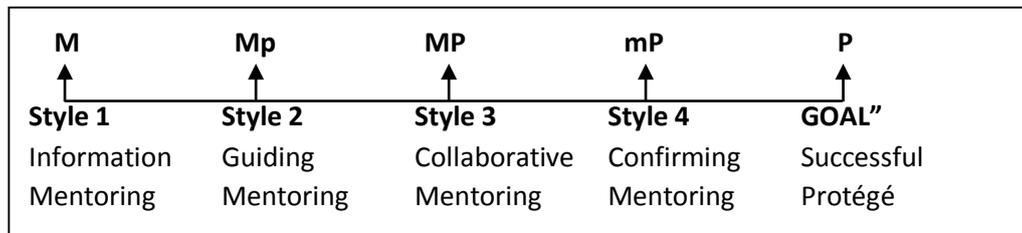
- **Collaborative**

This is an empowering style. The mentor and protégé engage in two way dialogue, take joint decisions and joint responsibility for solving problems. The protégé is becoming more independent and shows a lot more initiative. He values the mentoring he receives but adapts the information and advice he gets from his mentor towards achieving his own clearly defines goals.

- **Confirming**

This is also an empowering style. The mentor serves as a sounding board for the protégé's ideas. He listens empathetically, helps the protégé clarify his ideas and encourages him. The protégés is very confident and is able to develop and present ideas of his own, while incorporating insights gained from the mentor.

None of the above mentoring style is ideal for all situations and for all mentoring relationships. The appropriate mentoring style in any given situation must depend on the protégé's level of competence and career development, the issue at stake, and the urgency of the solution required.



The letter M and P reflect the diminishing role of the mentor in the relationship as the protégé grows in confidence and competence.

Formal and Informal Mentoring Programs

Formal mentoring programs are structured, have oversight, and have clear and specific organisational goals (Loveled 1998). For example, some agencies, as part of their formal on boarding process, assign mentors or "peer buddies" to new hires as an information source allowing new employees the opportunity to better navigate a new work environment (Douglass 1997). Unlike formal mentoring, informal mentoring has minimal to no structure and oversight and may or may not have a clear and specific goal (Kantar 1977). Informal mentoring is normally for interpersonal enhancement, but can also promote career development (Bryne 1991). Nevertheless, the success of either type of mentoring is greatly dependent upon clearly defined roles and expectations in addition to the participants' awareness of the benefits of participating in the mentoring program. (Zey 1988)

Benefits of Mentoring for the Mentor

As a result of being a mentor, the person is: i. having opportunities to test new ideas ii. Enhanced knowledge of other areas of the agency iii. Renewed enthusiasm for their role as an experienced employee (Levinston 1978) iv. Higher level recognition of their worth and skills through encouragement to take on a mentoring role v. Challenging discussions with people who have fresh perspectives and who are not already part of the organisational thinking vi. Raising awareness and responsiveness to EEO group issues in a non-threatening/non-compulsory process (Ball 1989) vii. Satisfaction from contributing to the mentee's

development viii. Opportunities to reflect upon and articulate their role (Hylan & Postlethwaite 1998) ix. Cultural awareness — improved understanding of employment equity management principles x. Develop deeper awareness of their own behaviour xi. Improved inter-personal skills in counselling, listening, modelling and leading, (Rogers & Taylor 1997) xii. Improved ability to share experience and knowledge. xiii. Renews their enthusiasm for the role of expert; xiv. Obtains a greater understanding of the barriers experienced at lower levels of the organisation; xv. Enhances skills in coaching, counselling, listening, and modelling; xvi. Develops and practices a more personal style of leadership; xvii. Demonstrates expertise and shares knowledge, and xviii. Increases generational awareness. (Moorhead and Girffins 2004).

Benefits of Mentoring to the Protégé (Mentee)

As a result of having a mentor, the employee: i. increased skills and knowledge ii. Increased potential for career mobility and promotion iii. Improved understanding of their roles in the organisation iv. Insights into the culture and unwritten rules of the organisation v. a supportive environment in which successes and failures can be evaluated in a non-confrontational manner vi. A smoother transition through management levels vii. A powerful learning tool to acquire competencies and professional experience viii. Potential for increased visibility ix. Networking opportunities x. Development of professional skills and self-confidence xi. recognition and satisfaction xii. Empowerment xiii. Encourages different perspectives and attitudes to one's work, and xiv. Develops greater appreciation of the complexities of decision-making within the organisational framework. xv. Makes a smoother transition into the workforce; xvi. furthers his/her development as a professional; xvii. Gains the capacity to translate values and strategies into productive actions; xviii. Complements ongoing formal study and/or training and development activities; xix. Gains some career development opportunities; xx. Develops new and/or different perspectives; xxi. Gets assistance with ideas; xxii. Demonstrates strengths and explores potential, and; xxiii. Increases career networks and receives greater agency exposure. (Bullis and Bach 1989)

Benefits to the Agency

- Improved delivery of services through more informed and skilled staff
- Application of knowledge gained from mentoring
- Reduced recruitment and selection costs as a result of higher employee retention
- Progress towards diversity and equal opportunity in the workplace
- Improved communication between separate areas of the agency
- Support networks for employees in times of organisational change
- Managers will enhance people management skills.
- Successful mentees often become mentors and better managers
- Promotes the concept of a learning environment where employees are encouraged to be developed.
- More committed and productive staff can contribute to succession planning, employment equity planning, and
- Transmitting of cultural values and norms that can contribute to a change in workplace culture.

Tips for Mentors & Mentees

Tips for Mentors

1. Maintain regular contact.
2. Always be honest.
3. Avoid being judgemental.
4. Recognise that you have your own need for support. A mentor may need a mentor as well!
5. Don't expect to have all the answers.
6. Help your mentee access resources and further support.
7. Be clear about expectations and boundaries.
8. Stand back from the issues your mentee raises but work together on them.
9. Respect confidentiality.
10. If the relationship falters - hang on in there!

Tips for Mentees

1. Accept challenge willingly.
2. Share with your mentor how you feel about the way the relationship is working.
3. Maintain a positive view of yourself.
4. Be active in your own development.
5. Have faith and trust in your mentor.
6. Be willing to discuss issues openly.
7. Take a few risks in order to progress.
8. Think about other ways to develop yourself outside of your mentoring relationship.
9. Don't expect too much of your mentor.
10. Talk about the end of your relationship when the time comes.

The tips on successful business development for start-ups, including how to avoid many of the typical frustrations with business development is as follows:

1. Hire the Right Person at the Right Time

A person with deep industry knowledge and strong network ready to “do deals” can turn into a disaster if it is too early in a company’s product lifecycle. There are three stages in the commercialization process and not everyone is suited for every stage.

- **Scouting:** The earliest stage of a company. At this point, business development is about identifying various routes to market, points of leverage and providing the internal team early market feedback. The ability to work with product and engineering teams is a key skill.
- **Testing:** At this stage, business development will close a few deals to test assumptions and provide measureable input before you scale the business. Analytical skills to set up a framework for what to measure, and examining the data, will determine if and where to scale based on the company’s strengths and vision.
- **Scaling:** After gathering data from early deals and validating a path to achieve your goals, business development is ready to start replicating deals and putting a support structure in place.

2. Business Development Is Not Sales

In general, business development will identify and create partnerships that enable leverage for driving revenue, distribution or that enhance the product. Sales are focused almost exclusively

on driving revenue. Similar distinctions will apply when hiring a sales leader for an early stage company versus a more mature organisation.

3. Post-Deal Management Is Crucial

All successful deals are a result of accountability and proactive management — by both business development and account management. In most cases, the account manager is a different person than the business development person who did the deal. Ideally, the account manager has variable compensation or incentives tied to meeting the goals established by both parties. If you are not ready to allocate the resources to support a deal, think twice before signing it.

4. Qualitative Versus Quantitative

Companies sometimes try to build a business purely around a qualitative value proposition, which is difficult and has a higher likelihood of failure. The market is less willing to pay for a better user experience or the promise of increased engagement, even if they like the product and find it useful. A quantitative value (in terms of lower cost, drives revenue, more customers, etc.) dramatically increases the odds of success. One way to remember this rule is the pacemaker versus the hearing aid analogy: If you could only have one, which one would you choose?

5. Support for Business Development Is Essential

A good business developer will engage internal resources along the way to ensure the company can meet the goals and expectations of a partnership. A lack of support will almost certainly lead to finger pointing and blaming when things go south. Everyone should own part of the success or failure from the start.

6. Establish a Framework for Assessing Opportunity

In order to gain support from your team, everyone needs to understand why the deal makes sense for your company. Does it drive revenue, lead to new users or enable the company to enter a new market or vertical? When the goal is clear and measurable, it makes it easier to address issues like, “Why are we converting below projections?”

7. Make Deals Carefully

There is a difference between doing deals and doing the right deals. A good dealmaker can help identify a false signal — when there is just enough market momentum and revenue to mask the greater opportunity. Conversely, a less experienced dealmaker or one with the wrong incentives can generate enough momentum and distract the company from the bigger opportunity. Many companies have been weighed down by a bad deal they later regretted — this is where you want to develop a level of understanding and trust with your business development person.

8. There Are No Legal Issues

A legal agreement codifies a business arrangement and includes commercial terms as well as what happens if things do not work out. This requires business development and legal counsel to assess the business opportunity versus the business risk and explain the trade-offs to management.

Building a company is hard and requires a lot of things to go well including having a great product and team. Watching an idea become a product and a product generate revenue that becomes a successful company makes it all worthwhile. Bringing in the right business development person at the right stage, and following these other guidelines, will keep your company on the right track.

Kirkpatrick Model

One of the best known training evaluation models is Donald Kirkpatrick's four level models which include:

Level 1: Reaction: how the participants feel about the training or learning experience;

Level 2: Learning: was there an increase in knowledge; this level assesses whether knowledge was learned, skills were developed or improved, and attitudes were changed;

Level 3: Behaviour: application of learning and changes in behaviour since completing the mentoring program; and

Level 4: Results: final business results occurred as a result of the mentoring program. Some measures of success to include in a Level 4 evaluation are: Improvement of retention rates; increased morale; decreased absenteeism; improvement in overall job performance; and increase in promotion rates.

The Etiquette of Mentoring and Ethical Principles

In an effort to facilitate the development of functional and successful mentor relationships, articulating the rules of etiquette for these encounters may prove beneficial for both mentors and mentees.

APA Ethical Principles

In mentoring mutual relations APA Ethical Principles must be adhered to:

Principle A Beneficence and Nonmaleficence: Helps others and be careful not to harm them

Principle B Fidelity and Responsibility

Principle C Integrity: Do what you have agreed to do.

Principle D Justice: Aspire to fairness and be free from inappropriate bias

Principle E Respect for people's Rights and Dignity: Consider personal differences and ensure that differences do not bias interactions.

Potential Problems in Mentor Relationships

Potential problems in mentor relationship that may hinder the career development of either individual are:

1. Mismatch between mentor and mentee (Kilburg 2002)
2. Lack of time
3. Mentee request for personal favour or expect involvement and credits with the mentors work. (Tellez 1992)
4. Breach of confidentiality – Mentee's reputation may be tarnished if his/her mentor commits a serious breach of ethics (Murray & Oven 1991) .
5. Unrealistic expectations
6. Lack of top management support.
7. Neglect of mentee
8. Communication (Arends 1998)
9. Ambiguous or not clear understood relationship may make a mentee to be overly dependent on a mentor, asking for micromanagement instead of business career advice and counsel. (Douglas 1997).
10. Submissive mentee having a manipulator as mentor who overly controls the mentee (Brock & Grady 1998).

11. Slow learning mentee – Mentors and mentees may experience problems with performance issues. (Noe 1991)
12. Mentor/Supervisor conflict – Mentors may be jealous when their mentee outshine them (De Paul 2000).
13. Mentor/mentee conflict due to incompatibility in mentoring/learning styles or if the mentee feels the mentor is not marketing any effective contribution to his competence development. (Long 1997)
14. Power alignment and cronyism: An organisation that is beset with a high degree of organisational politics would have to give a serious thought to whether it is in the interest of the organisation to introduce a mentoring program that is likely to be hijacked by power drunk individual to advance the interest of those who belong and to witchhunt less favoured individuals in the enterprise. (Jacobi 1991).
15. Interpersonal problems in mentoring occurs when the relationships moves from a professional one to a personal one of sexual relationships (Young, Cady & Foxon 2006)

CONCLUSION AND RECOMMENDATIONS

Mentoring has long been recognised as a powerful tool in business development. It is important for the supervisor or mentoring program coordinator to watch out for any evidence of such conflicts and take appropriate action at the earliest possible stage to nip them in the bud. Ensure that in selecting and matching mentors, existing power alignments are not adhered to and this will force the mentor and mentee to interact outside the normal power base.

For mentoring to serve a useful purpose in business growth and development the following guidelines must be followed by both the mentor and the mentee: define goals and expectations in clear terms, spelt out rules and boundaries in a consistent manner, don't claim to have monopoly of knowledge by having all answers to mentee questions. Listen and assist the mentee in problem solving. Be honest and avoid being judgmental about a person's life situation show empathy, build confidence and self esteem. Facilitate mentee's ability to discover their own strengths and abilities by encouraging creative problem solving. Encourage them to be independent thinker with ability to examine their beliefs and ideas in order to establish personal values and goals. Remain calm be objective and respect the confidentiality of mentee's information shared with you as their mentor. Avoid being overwhelmed by your mentee's problems. Encourage and assist the mentee to be a risk-taker and active participant, not a spectator. Structure the relationship to be one of sharing, earning and support.

Today organisation faces the challenge of adding value in a cost-effective manner. There is therefore the need to introduce processes that will contribute directly to the career development and growth of human capital. Mentoring is a tool that offers immense benefits at minimal cost to the mean of mentee and the organisation. Thus, organisation's human resource policy on mentoring must embrace holistic approach other than the traditional perspective and should be an integral part of organisation's life. Regardless of how a mentor and mentee are matched, etiquette and ethics demand that the relationship be conducted in a professional manner with consideration and respect for both individuals. Problems with mentoring may be minimised when

both parties have clear expectations of what the professional relationship can do and what it should not do.

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