



Mentorship and Performance of Organization

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Publication Date: 2025/11/28

Abstract

The purpose of the study was to examine mentorship and performance of organization. A study of selected supermarket in Cross River State. The specific objectives were to: examine the influence of guidance and counselling on performance of organization; investigate the extent to which career support influence performance of organization; and to ascertain the extent of coaching on performance of organization. The study employed primary sources of data. Multiple regression was adopted in the study. Based on the analysis of the results, the findings revealed thus; guidance and counselling, career support, and coaching positively affected performance. The study recommended thus: Guidance and counselling is an enlightened process of facilitating development; therefore, counsellors should formulate new designs that bring positive changes in the behavior of learners. Career support focused on direction, aspirations and career options, mentors should focus more on skill development. Finally, there should be a collaborative partnership between the coach and the learner.

Keywords: *Mentorship, guidance and counselling, career support, coaching, performance of organization*

Introduction

In a contemporary knowledge economy, where the business environment is characterized by turbulence and complexity, knowledge is the main source of both innovation and sustainable competitive advantage. It is, therefore, necessary to appreciate the link between mentoring and knowledge identification, creation, transfer and application of knowledge to enhance organizational performance through the acquisition of relevant skills, knowledge and decision making strategies. Mentoring has immense benefits to an organization besides being the key to improving organizational capability (Olsen, Johannessen, & Olaisen, 2019). In a traditional sense, mentoring is a practice that brings together the inexperienced (mentee) and experienced (mentor) so that the mentee will gain knowledge, self-confidence, and skills from the mentor (Gershenfeld, 2015).

Mentoring is a system of semi-structured guidance where one person or a group of people share their knowledge, skills and experience to assist others to progress in their own lives and careers (Allen, 2016). Over time, the definition of mentoring has evolved, with some theorists suggesting that mentoring must be a voluntary relationship of equality, openness, and trust between the mentor and mentee (Coppola & Ledlow, 2018). A mentor is a person who commands a certain degree of respect, either by holding a higher-level position or because of age, expertise or experience doing the job (Noe,

Greenberger & Wang, 2017). It also refers to someone who takes a special interest in a person, and in teaching that person skills and attitudes to help that person succeed. (Mathewman, Clutterbuck & Ragins, 2017) establish that mentoring has a large number of outcomes for the mentor, the protégé and the organization.

Protégé outcomes include career advancement, success and satisfaction whilst mentors can benefit from increased promotion rates, rejuvenation and the acquisition of useful information. Furthermore, organizational outcomes include increased employee motivation, better job performance and increased competitive advantage. Mentoring has the net effect of enhancing the competence of the mentee; providing psychological support, motivation and job satisfaction which enhances performance not only for the employee but the organization as a whole which may translate into a competitive advantage position to the organization (Clutterbuck & Klasen, 2015).

Organizational performance is the ability to acquire and process human financial and physical resources properly to achieve the goals of the organization (Madella, Bayle, & Tome, 2015). In fact, organizational performance is the outcome of an organization so that it is measured based on its goals and objectives (Lee, 2018). Currently, due to increased competition among organizations as well as focus on organizational transformation and change, each organization wants to achieve effective

performance. The concept of performance improvement has developed over the past two decades as a strategic, integrated process, which incorporates goal setting, performance appraisal and development into a unified and coherent framework with the specific aim of aligning individual performance goals with the organization's wider objectives (Dessler, 2015). Consequently, it is concerned with; how people work, how they are managed and developed to improve their performance, and ultimately how to maximize their contribution to the organization (Sola, 2018).

However, one of the prevalent challenges faced by education sector in this contemporary business setting is achieving performance through mentoring. Today, the emphasis of managers is on creating conditions for mentors' enhanced skills, the ability to help someone else and the opportunity to learn and grow themselves as the concept of mentoring contributes to greater use of the endless human capacity to increase the performance of organizations (Reeves, 2015). However, being a good mentor or mentoring is supported by an organization there could be some problems that organizations can face throughout the process. These include motivation, goal-setting, matching, feedback and more. This situation could hurt the employees, hinder the achievement of the corporate goal and could incapacitate the profitability of an organization. Hence, it becomes crucial to survey the effect of mentoring on performance of organizations in Cross River State, Nigeria.

Mentoring is imperative in the current workplace where the business climate is rapidly fluctuating, and this is brought about by an expected movement of top executives, changing technology, and global competition. Strategies for developing the capabilities of employees are an important part of any organization's overall strategy. However, many organizations carry out mentorship training programmes without evaluating or measuring their impact on employee performance, and therefore, are not able to determine the effectiveness of these programs, and whether they should be continued or not. Where there are no mentoring approaches from top management; counselling, role modelling, and assignment given to the employees may not be transferred to them. This is specifically seen in the gap between knowledge transfer and employee accomplishing goals; poor one-on-one mentoring which drastically affects the employee's knowledge in carrying out his or her duties as demanded. This position could lead to the complete closedown of manufacturing organizations in the form of declining profit, and overall poor organizational performance.

Literature Review

Theoretical framework

This study is anchored on Mentoring theory. This theory was propounded by Levinson in the 1970s.

The ground theory was the earliest theory explaining mentoring. The base of ground theory is symbolic interactionism, which infers that an individual's behaviour is formed by social interactions; individuals are active in this process, and they make conscious decisions about how they will act in a given social setting (i.e. clinical interactions between clinical instructor can create a condition for personal action and perception).

Relating to this study, the social learning theory can be applied. Mentoring theory claims that the mentor can help the protégé develop a sense of competence, confidence and self-esteem through the provision of psychological support (Allen & Day, 2022). This view is clarified by the principles of social learning theory. According to Bandura (2017), "Learning would be laborious, not to mention hazardous, if people had to rely solely on the effects of their actions to inform them on what to do. Fortunately, most human behaviour is learned observationally through modelling: from observing others, one forms an idea of how new behaviours are performed, and on later occasions, this coded information serves as a guide for action" Simply put, the process of mentoring is facilitated by the protégé observing and modelling the behaviour of the mentor in the relevant social context.

Merriam and Carafarella (2019) further express the relevance of the social learning theory about mentoring by stating "Social learning theories contribute to adult learning by highlighting the importance of social context and explicating the process of modelling and mentoring". In the same vein, the social cognitive theory supports the understanding of the mentoring theory. It states that knowledge can be enhanced by a close identification between the observer and the model as obtained between a protégé and a mentor. With adequate identification a connection that enables imitation is initiated. Bandura (2019) explains that behaviour, cognition and personal factors interact to produce the desired behaviour. The mentoring relationship is thus a reflection of how observation, imitation and identification of the mentor by the protégé are directed expertly to bring about a change in attitude, outlook and values in the protégé.

Mentorship training

Typically, mentoring is a one-to-one correlation amid an experienced expert and a novice employee. It is based upon inspiration, positive explanations, honesty, reciprocated trust, amazement and enthusiasm to study. Amentor-mentee association concerns with the development of mentee professionally and personally. Consequently, the mentor does not appraise the mentee's existing job, conduct performance assessment and does not make available input to salary increases and elevations. The mentor acts as instructor, to aid acceleration of talents, and capacities, benefactor, to contribute in

professional entry and improvement, host and lead, to familiarize the mentee with fundamental people and the organization culture in general. This may be one of the reasons why a mentor is not necessarily the mentee's direct supervisors as to generate an anodyne learning environment, where the mentee feels legitimate to deliberate on matters acquiescently and in good conscience, devoid of harmful penalties in the discussions of the appraisal of performance.

Based on the roles of mentorship in training, other uses for developing mentoring competencies are that mentor and mentee proficiencies can be helpful to: elucidate the expertise set which individual mentor has to offer when contributing to a mentoring relationship, minimize the risk of error during the mentorship matching process, help identify career progression paths for the mentor and the mentee, help maintain standards within a formal mentorship program, involve the mentor and mentee in self-assessment and developing educational accomplishments. Training of mentor's competency can enhance the managerial roles and relationships between the mentors and the mentee. The boss / staff relationship centers on accomplishing the intents of the organisation. The mentor ascribes responsibilities, assesses the consequence, conducts performance evaluations, and suggests probable remuneration growths and promotions for the mentees. Because mentors/managers embrace noteworthy authority over employees' work existence, greatest number of staffs exhibit their strengths and rawhide their feebleness with in their workplace.

The roles of mentorship in training necessitate corporate harmony, which is built upon and fed into the existing framework and serve as a means of enhancing and reinforcing the existing competence development framework. It does not, on its own, involve the introduction of new corporate culture and values. Mentoring is a personal developmental relationship in which a more experienced or more knowledgeable person helps less experienced ones (Kram, 2019). Ojedokun (2018), while citing Galbraith (2017) views mentoring as a process by which persons of superior rank, and prestige instruct, counsel, guide, and facilitate the intellectual and/or career development of persons identified as protégées. Mentoring is a close, developmental relationship between two people in which a partner willingly avails him/herself of the full range of superior experience, knowledge, skills, or status of the other partner in all spheres of human endeavour (Okurame, 2017). Bilesanmi (2015) posits that mentoring is a set of tailor-made advice and incentives that a more experienced staff, in an innovative way can offer less experienced members in a plethora of ways and on a range of competencies. Mentoring is therefore a process in which mature and more experienced managers share their wisdom and experience with the younger employees on a one-on-one basis.

Mentoring is a method growing in use for establishing relationships between junior and senior employees, a method gaining popularity in facilitating both employee and management development in the organization (Russel, 2014). Arogundade (2016) define a mentor as the person who facilitates the personal and professional growth of an individual by sharing the knowledge and insight that have been learned through the years. The mentoring relationship involves an exchange of wisdom, learning and development of skills and knowledge about the organization for the protégé's career growth (Akinbobola, 2018). Noe (2018), and Kram (2015) suggest two major dimensions of the mentoring relationship which are career support and psychosocial support functions. Career support functions include sponsorship, coaching, exposure to important contacts and resources, visibility, facilitating the protection of the mentee and assignment of challenging work to enhance the protégé's career (Noe, 2018; Kram, 2016). Psychosocial support functions embrace role modelling, friendship, counselling, acceptance, and confirmation of the mentee (Kram 1916). Knowledge transfer according to DeLong (2014), knowledge transfer is a key mechanism for an organization's success.

According to Nyamori and Serrainne (2015), workplace relationships such as mentoring should be fostered to promote the transfer of tacit knowledge. Wright (2018) stresses the importance of human resource development to an organization's success. Mentorship is such a factor in that it promotes guidance on career development and role modelling which both contribute greatly to employee development. While citing Nwakoby, and Ofobruku (2015) saw mentoring as helping the protégées work out personal problems and thereby enhancing the protégées' self-image. The existence of an interpersonal bond that fosters mutual trust enables the protégées to identify with their mentors to offer their support and counsel needed. The mentor applies active listening and rapport skills that enable both individuals to address their concerns. The mentor reinforces with the protégé that both of them are highly valued employees and contributors to their organization.

Mentorship is conceptualized as a process where the person (mentor) facilitates the professional growth of an individual (mentee) by providing career support, psychosocial support and knowledge transfer learned through the years. Family businesses, which bring together so starkly the economic and non-economic realities of organizational life (Ibrahim & Ellis, 2014), offer a particularly attractive site for understanding how the confluences of economic and noneconomic considerations affect strategic decisions. Akarak, and Ussahawanitchakit (2017), family business entrepreneurs are unique in that they seek to build businesses that are also family institutions. How

founders of family businesses go about establishing and developing organizations to create enduring family legacies and economic value should be of interest to the field of entrepreneurship.

Perpetuating these legacies requires the venture to manage family succession, which besides necessitating the replacement of the founding entrepreneur, often involves changes in strategy and/or structure. Such changes might re-invoke a liability of newness (Stinchome, 2017). The productivity of an employee is an effectiveness of his level of competence which can be improved upon by regular training. Stinchome (2017) defines competence as things which an individual staff in a given profession should be competent enough to do. In other words, competence is the combination of knowledge, skill and attitudes an individual requires to enable him carry out a defined job or task to the required standard (Stinchome, 2017). It is the obligation of a company to provide an enabling environment for employees to develop themselves; conversely, employees should be willing to, and take the accountability for their individual development.

Mentoring correlation concept has been in existence in management literature but it is not widely practiced in many organizations-both public and private in Nigeria. It is a training and learning programme which cost little or nothing in monetary value. It needs to be tried by organizations introducing mentoring programme, it should be treated as a project to which adequate resources (human, time and money) need to be committed. However, many organisations have discovered that it is problematic to employee and preserve erudite qualified and knowledgeable personnel due to competition from other organisations for the few available talented staff to fill strategic roles and critical positions in organisations. In the same way, companies are encrusting on intellect difficult since elderly managers are reticent and newer workforces are not willing to continue to be loyal to one firm and build long term career. Temporarily, organisations might be able to overcome these challenges by recruiting and training new employees. The concern is that skills gap might be present. The paramount techniques to decipher this age-related fissure could be by means of introduction of mentoring programme.

Mentoring would enable an experienced individual (the mentor) to assist another (the mentoree, mentee, or protégé) in developing skills and knowledge that will enhance the less-experienced persons' growth. In manner of speaking, organization may mean a corporate group or a group of people who work together. The Traditional Methods of Learning (Training) are becoming too expensive and time consuming. Employers are therefore devising more creative and effective means of achieving competence development at optimal cost. One key technique or tool embraced by many organizations,

in addition to formal training and learning is mentoring (mentorship). Mentorship can, in practice, be summarized as a combination of emotional and practical support.

Mentorship denotes an individual evolving connection with an expert or more experienced individual aiding or guiding non-expert person. The beneficiary of mentorship is referred to as a protégé (male), a protégée (female); an apprentice or, in recent years, a mentee. Mentoring is a process that always involves communication and is relationship based, but its precise definition is elusive. It can also be referred to as a practice of transmitting of knowledge, communal resources and societal sustenance perceived by the inheritance or as appropriate to profession, and competence development. Mentoring entails informal communication, usually face-to-face and during a sustained period of time, amid an individual perceived to have greater appropriate acquaintance, wisdom, or experience (the mentor) and a person who is perceived to have less experience (the protégé)".

Mentoring can be defined in terms of the expected results. It is a relationship between a junior/subordinate staff, often younger person (referred to as the Mentoree or the protégé) and a Senior/superior persons (the mentor) by virtue of which the mentor serves as a guide, counselor, confidant, adviser and role model to the protégé (mentoree). The mentor is also a source of knowledge, experience and inspiration to the Protégé (Mentoree). This definition emphasizes the association concerning the advisor and the mentoree. Stinchome (2017) describes the mentoring process and says: These young people will also have an older person in the organization to look after them in their early years to ensure that their careers get off to a good start. Out of these relationships it is hoped that the youths could absorb risks, accept a philosophical commitment to sharing and learn to relate to people in an initiative and empathetic ways. Mentor' has its origin from Greek mythology.

In the work place, a young employee sometimes finds an older, more experience person for whom he has a natural affinity or likeness and a relationship develops whereby the younger one is able to discuss matters that concern him with the older one and seek his adviser on various issues. This is what we may call "Godfatherism" in our local parlance and it is known as "informal mentoring". Informal relationships develop on their own between partners. Objectives of the affiliation are not specified and outcomes are not measured. Informal mentoring is a slackly structured Correlation amongst the counselor and mentee Mentoring lasts for a long time and the establishment gains circuitously. Conversely, formal mentoring denotes a designed process reinforced by the enterprise and addressed to target populations.

The management of the firm is accountable for calculatingly opt for and combining the mentee and the adviser with the aim of supporting to nurture and improve on definite competencies. In business prescribed mentoring is among talent management address to people mainly key workers, recently engaged graduates, high potentials and future leaders. There are many kinds of mentoring relationships from school or community-based relationships to e-mentoring relationships. These mentoring relationships are diverging and can be predisposed based on type of mentoring affiliation. Different models have also been utilized to designate and scrutinize the sub-relationships that can ensue (Stinchome, 2017).

Guidance and Counseling

Guidance and counseling is described as an enlightened process whereby people help people by facilitating growth and positive adjustment through self-understanding. Guidance and counselling is a process of helping an individual become fully aware of himself and the ways in which he is responding to the influences of his environment. It further assists individual to establish some personal meaning for this behaviour and to develop and classify a set of goals and values for future behavior. Callanan (2019), sees counselling as a process which occurs in a one-to-one relationship between an individual, troubled by problems with which he cannot cope with and a professional worker whose training and experiences have qualified him to help others give solution to personal needs. He further explains that an interactional relationship designed to facilitate the personal development of information leading to effective decision making and awareness of them are gotten through counselling.

Counselling is a learning process in which a counsellor helps an individual or individuals learn, understand themselves and their environment and be in a position to choose the right type of behaviours that will help them develop, grow, progress, ascend, mature and develop educationally, vocationally and socio personally. In other words, counselling is a transformative process of helping people to learn all that are to be learnt both in and outside the school. It is interchanged with mentoring. Except that the former takes place between lecturers and students, and the latter is between higher and lower lecturers. Callanan(2019) describes teaching as a set of activities that are designed to bring about changes in the behaviour of learners. He viewed teaching as explaining, demonstrating, guiding and counselling by the teacher in order to effect a change in the learner.

Career support

In career support, formal mentoring relationship is spontaneously formed through people getting to know each other in the work environment. The

difference in the status of the relationship between formal and informal mentoring relationship is that the communication in informal relationship is less formal as the name denotes. There are still hierarchies of status in this relationship in that the communication in formal relationship is less formal. The pairing in an informal relationship is often the result of both the mentor and the protégé selection ship has been a recent development in literature.

Co-mentoring recognises the contribution that each person brings to the relationship and it is based on reciprocal benefit. In this relationship, the status of each person is equal and the communication pathway is one of reciprocity with each person mutually benefitting from the relationship. The relationship here should be a friendship of peers rather than a hierarchical relationship and that communication was dialogue rather than transmission of organisational information. Within this relationship, the individual's acts like partners, often complementing each other's knowledge and skills. The mentee can be a catalyst for the mentor's professional development, and for stimulating the mentor's personal self-reflection and providing an impetus for professional development.

Coaching

Coaching is an integral parts of every manager's job. Studies have shown that managers who provide regular ongoing coaching and feedback to help employees develop skills and improve performance, and define and realize career goals have more successful and productive teams. Successful coaches listen well and provide plenty of opportunities for learning and growth. Coaching is one of the best ways to develop and retain valuable employees. What is coaching? Experts describe coaching as on-the-job training. But it is a very special kind of training, it is not what a co-worker might do when showing someone how the database is set up, it is different from managing too, it is less about directing the work and more about helping someone succeed. Coaching is a way of working with people that gives them more competent and more fulfilled so that they are more able to contribute to their organizations and find meaning in what they are doing. The underlying goal of every coaching interaction is to help the other person succeed.

Coaching is about building relationships and that takes time. For coaching to work well, it has to happen regularly. It is important to remember to spend as much time coaching strong employees as weaker ones. Sometimes managers wind up concentrating on the employee who needs remedial attention to the detriment of stronger performers who don't seem to need any help. That is a misallocation of managerial resources. Managers must meet often with all the people he/she manage individually and as a team in order to establish trusting relationships, there may be unplanned meetings to discuss a

specific problem that has come up on a project or more formal sessions that is schedule ahead of time.

Organizational Performance

Organizational performance refers to the degree to which the organization, with some informational, financial, and human resources, positions itself effectively in the business market. Organizational performance involves analyzing a company's performance against its objectives and goals. In other words, organizational performance comprises real results or outputs compared with intended outputs (Gersick, Davis, McCollom, & Lensberg, 2017). Organizational performance comprises the actual output or results of an organization as measured against its intended outputs (or goals and objectives), some specialists in many fields are concerned with Organizational performance including strategic planners, operations, finance, legal and Organizational development. Organizational performance focuses on the evaluation, analysis and monitoring of activity in the context of the actual trends in the field.

This is how the organization behave in their different fields that is how well the performance of the organization was able to carry out their duties to meet the objective of the organization. It is the functioning of the organization and its outcome of operation to meet the objective and arm of the organization. Organizational performance cannot be over-emphasized, it also refers to how well an organization is doing in reaching its vision, mission and goals. Assessing organizational performance is a vital aspect of strategic management (Mundia & Bravo, 2015; Stinchome, 2017; Stinchome, 2017)

Empirical Review

Oladimeji and Sowemimo (2015) examined the effect of mentoring on employee job performance in the Nigerian service sector. The study seeks to evaluate job performance by considering the effect of mentoring on employee performance in the Nigerian service sector. Research focused on finding out the level at which exposure, counselling, and role modelling affect employee performance in the Nigerian service sector. They noted that the business world is changing due to the occupational climate and a large proportion of business executives are bound to retire shortly leading to an anticipated great loss of knowledge and performance. However, the study found that job rotation and mentoring did not have a significant effect on the performance of police in Nigeria.

Mundia and Bravo (2015) investigated the role of mentoring programs on employee performance in organizations, the study highlights that the mentoring program is an important employee development method practised in successful organizations. The ability of mentors either informally or formally to implement the mentoring program activities may lead

to higher employee performance, stratified random sampling was used to select the subjects included in the sample. The data was analyzed qualitatively and quantitatively by use of descriptive and inferential statistics to measure the formulated objectives to establish the relationship between the independent and dependent variables. The study established that mentorship programs play an important role in employee performance and are enhanced through knowledge transfer, career development guidance and skills enhancement in mentoring.

Okediji, Nnedum, and Enwongo (2015) carried out a research study on mentoring and work-related outcome constructs. The study deals with mentoring relationship relevance in the field of organizational behaviour. It explores the theoretical functionalism of effective mentoring ideology in the academic literature the plausible influence of mentoring relationship were underscored in the conceptual exploration of mentoring with core work-related outcome variables. Academic efforts to synthesize mentoring as the organizational catalyst that selectively enhances the integration of the individual into the focal work organization and improve human capital theory advocates that investment in the development of employees' knowledge, skills and competencies through employee training and career support from a very senior member of the organization will aid the increase of employees' productivity by exposing them to useful knowledge, skills and attitude that lead to better performance.

Srivastava and Jomon (2015) carried out a study on mentoring and performance: Implications for business organizations and noted that mentoring as a concept and as a practice existed for a long in organizations and its relevance is gaining momentum as years pass by. An extensive review of the literature indicated that the benefits of mentoring practice especially those relating to individual performance were not empirically studied and reported. This paper explores how perceptions of two forms of mentoring support, the traditional and relational, influence protégés' role-based performance outcomes. The study tested for the variance in performance outcomes due to the addition of relational mentoring support. The findings shed light on the role that protégé personal learning plays as a mediator in transmitting the effect of the two forms of mentoring support to his/her role-based performance.

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Methodology

The study employed survey design and primary sources of data. Questionnaire instrument was used to collect useful information on mentorship training and organizational performance. Ordinary least square of multiple regression statistical tool was used. The model of the study stated thus:

$$Y = f(x_1, x_2)$$

Where

Y = Dependent variable

X = Independent variables

The equation is stated in OLS model

$$PERF = b_0 + b_1GC + B_2CS + CG + Ut$$

Where b_0 = Regression constant, b_1 - b_2 = Regression parameters, PERF = Performance, GC = Guidance and counselling, CS = Career support, CG = Coaching, Ut = Statistic error term.

Test of hypotheses

H₀₁: There is no significant effect of Guidance and counselling on performance of organization

H₀₂: There is no significant effect of Career support on performance of organization.

H₀₃: There is no significant effect of coaching on performance of organization

Table 1: Model Summary showing the effect of Guidance and counselling, career support, coaching on performance of organization

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					Durbin-Watson
					R Square Change	F Change	df1	df2	Sig. F Change	
1	.587 ^a	.344	.322	1.41535	.344	15.231	5	145	.000	1.862

a. Predictors: (Constant), GC, CS, CG

b. Dependent Variable: Performance

Table 2: ANOVA^a showing the effect Guidance and counselling, career support, coaching on performance of organization

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	152.555	5	30.511	15.231	.000 ^b
	Residual	290.465	145	2.003		
	Total	443.020	150			

a. Dependent Variable: Performance

b. Predictors: (Constant), GC, CS, CG

Table 3 Coefficients^a showing the effect Guidance and counselling, career support, coaching on performance of organization

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Correlations			Collinearity Statistics	
	B	Std. Error	Beta			Zero-order	Partial	Part	Tolerance	VIF
1 (Constant)	-4.297	2.578		1.667	.098					
GC	.213	.055	.265	3.865	.000	.318	.306	.260	.963	1.038
CS	.127	.068	.128	1.868	.064	.214	.153	.126	.968	1.033
CG	.246	.068	.253	3.611	.000	.365	.287	.243	.918	1.090
Performance	.267	.074	.245	3.616	.000	.297	.288	.243	.984	1.016

a. Dependent Variable: Performance

Collinearity Diagnostics^a

Model	Dimension	Eigenvalue	Condition Index	Variance Proportions				
				(Constant)	GC	CS	CG	Performance
1		5.970	1.000	.00	.00	.00	.00	.00
2		.010	24.139	.00	.84	.00	.03	.05
3		.007	28.927	.00	.03	.42	.44	.02
4		.002	60.335	1.00	.08	.15	.06	.20

a. Dependent Variable: Performance

Residuals Statistics^a

	Minimum	Maximum	Mean	Std. Deviation	N
Predicted Value	14.4950	19.7364	17.4305	1.00848	151
Residual	-3.99756	3.00689	.00000	1.39156	151
Std. Predicted Value	-2.911	2.287	.000	1.000	151
Std. Residual	-2.824	2.124	.000	.983	151

a. Dependent Variable: Performance

The multiple regression analysis conducted above was to examine the effect of mentorship training on performance of organisation in Cross River State. The findings show that mentorship training such as Guidance and counselling, career support, coaching have positive significant effect on performance of organization in Cross River State and these remains evident as the overall model summary which produced an R of .527^a, and an R-square = .344. This implies that the independent variables have influence on the dependent variable. The above influence is further explained as follows: Guidance and counselling, (B =.213, P = .098 < 0.05), career support, (B=.127, P = .000 < 0.05) and coaching (B =.246, P = .064 < 0.05), proved to have significant influence on performance. Based on the above, it is concluded that mentoring training has a positive significant effect on performance of organization in Cross River State.

Discussion of findings

Based on the results, the findings are in line with the works of Kram (2019) who postulated that mentoring is a personal developmental relationship in which a more experienced or more knowledgeable person helps less experienced ones, while citing Galbraith (2017) views mentoring as a process by which persons of superior rank, and prestige instruct, counsel, guide, and facilitate the intellectual and/or career development of persons identified as protégées. Mentoring is a close, developmental relationship between two people in which a partner willingly avails him/herself of the full range of superior experience, knowledge, skills, or status of the other partner in all spheres of human endeavour. Bilesanmi (2015) posits that mentoring is a set of tailor-made advice and incentives that a more experienced staff, in an innovative way can offer less experienced members in a plethora of ways and on a range of competencies.

Findings also revealed that guidance and counseling is described as an enlightened process whereby people help people by facilitating growth and positive adjustment through self-understanding. Guidance and counselling is a process of helping an individual become fully aware of himself and the ways in which he is responding to the influences of his environment. It further assists individual to establish some personal meaning for this behaviour and to develop and classify a set of goals and values for future behavior. Callanan (2019) sees counselling as a process which occurs in a one-to-one relationship between an individual, troubled by problems with which he cannot cope with and a professional worker whose training and experiences have qualified him to help others give solution to personal needs.

In career support, formal mentoring relationship is spontaneously formed through people getting to know

each other in the work environment. The difference in the status of the relationship between formal and informal mentoring relationship is that the communication in informal relationship is less formal as the name denotes. There are still hierarchies of status in this relationship in that the communication in formal relationship is less formal. The pairing in an informal relationship is often the result of both the mentor and the protégé selection ship has been a recent development in literature.

Coaching is an integral parts of every manager's job. Studies have shown that managers who provide regular ongoing coaching and feedback to help employees develop skills and improve performance, and define and realize career goals have more successful and productive teams. Successful coaches listen well and provide plenty of opportunities for learning and growth. Coaching is one of the best ways to develop and retain valuable employees.

Conclusion

Thus the study examined mentorship training on performance of organisation. Empirical results from this study finding indicate that mentoring involved the attainment of acquaintance and skill related to one's competence on the job. The use of mentorship techniques has become a veritable means of developing competence in modern organization which Nigerian companies should experiment. There is no human relationship, structures and programmes that is perfect. It is always necessary to guide against abuses, otherwise, the credibility of such programme may be jeopardized. The mentoring programme is no exception. The study also deduced that workplace mentoring connection is a reciprocally valuable arrangement that benefits both parties to improve competencies. The experience gain by mentoring a protégé can facilitate the mentor's own specialized growth, making him/her more of an asset and a competent manager to the organization. It is pertinent to annotate that within mentoring relationships, individuals are learning by doing.

Consequently, mentees are capable to practice the knowledge they have acquired. Mentoring rapport upsurges professional improvement, helps in attracting and retaining talent, increases retention via decline in turnover, and paves tactic for level succession. When protégés acquire the benefits associated with mentoring, there is a high probability that experienced manager would spend much less time in managing crises and fixing problems, and the organization would be better for it.

Recommendations

The following recommendations are proffered:

1. Guidance and counselling is an enlightened process of facilitating development, therefore counsellors should formulate new designs that bring positive changes in the behavior of learners.
2. Career support focuses on direction, aspirations and career options, mentors should focus more on skill development.
3. There should be a collaborative partnership between the coach and the learner.

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