

EFFECT OF STAFF DEVELOPMENT ON THE PERFORMANCE OF TECHNICAL UNIVERSITY OF MOMBASA, KENYA

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Abstract: In many organizations, staff development is recognized as a key force or drive for performance and growth. This has caused an increase for demand of its implementation accompanied by a number of challenges. This research project was based on a case study at the Technical University of Mombasa (TUM) in order to assess and find out the effects of staff development on organizational performance. The research project explained the researcher's purpose of assessing staff development as one component of Human Resource Development geared towards improving both employee and organizational effectiveness through improvement of employees' skills, attitudes and behavior. The study was a case study design with reference to Public Universities whose structures are homogeneous and the findings thereof were to be inferential. This study aimed on a population size of 250 employees with a sample size of 152 (61% of target population) of a stratified sample of both Academic and Non-Academic staff, Administrators, Directors and Human Resource Managers. The study adopted use of questionnaires as a tool for data collection whereas data analysis was done by use of Statistical Package for Social Sciences (SPSS Version 20.0) analysis software to aid in calculation of descriptive statistics. The analysis of quantitative data was done using descriptive statistics (mean scores and standard deviation) and regression analysis. The regression analysis was done using SPSS to examine the nature (positive or negative) and significance of the relationships between the variables in the study. The dependent variable was organizational performance while the independent variables were staff mentorship, career development and succession planning. The researcher finally put down a summary of the findings, made conclusions and recommendations on how staff development affects organizational performance. Based on the analysis, it was clear that staff mentorship provides employees with the support in identifying opportunities that help them define career goals and to create plans within the context of organizational realities. Career development allows the employee to develop their knowledge, skills and abilities required to enhance their current job and prepares them for future job opportunities. Succession planning on the other hand allows organization ensure that employees are recruited and developed to fill each key role within the University. With the dispensation of 21st Century, it is essential that organizations place a high value on staff development. This will allow employees to fulfill their career needs, and organizations will benefit by retaining a greater number of their competent and qualified employees. The study therefore emphasized on the purposeful development and utilization of people within the organization. It also underlined the perspective set forth throughout the text that an organization's progress depends on the extent to which people are positively motivated and developed. The study further outlined major recommendation that organizations' management need to put in place to realize effective performance. These included provision of formal mentoring structure in order to build a strong relationship between staff mentorship functions and staff development more so on informal mentoring as it helps to build personal relationships, which yield positive outcomes for the organization, mentee and mentor. A Career Development Policy be developed and implemented which encompasses all phases of training and lastly organizations to groom and develop their members of staff to ensure that they know what is expected to fill the vacant positions should a need arise.

Keywords: Staff mentorship, Career development, Succession planning and Organizational performance.

1. INTRODUCTION

Despite the increasing effects of staff development by organizations, there is still limited literature on staff development issues in developing countries (Debrah & Ofori, 2006). The ultimate aim of an organization developing its staff and therefore by implication of all aspects of human resource management is to building their competencies and thus improving organizational performance. In order to do this, organizations need to fit well in the ever changing and challenging world of industrialization through globalization and competition. It is further worth noting that while much is

known about the economics of staff development in developed world, studies of issues related to employee development in less developed countries are rarely found. The existing studies in this relation Hortwiz & Muuka, Kraak(2005) have taken a general human resource management (HRM) focus creating a gap on issues such as the effect of staff development on organizational performance. The quality of staff development programmes in most Public Universities really wanting as to warrant organizational performance associated with growth. The Technical University of Mombasa (TUM) has in the recent years ignored to develop staff of lower cadre of the Non-Academic and also has given preference to academic staff and those with engineering professions. Implementation and adherence to the staff development policy has also been a major challenge to the management of the University. The study investigated the effect of staff development on organizational performance.

Specific Objectives:

The study eadouved to achieve the following specific objectives:

- (i) To determine the effect of staff mentorship on performance of Technical University of Mombasa
- (ii) To assess the effect of career development on performance of Technical University of Mombasa
- (iii) To examine the effect of succession planning on performance of Technical University of Mombasa.

2. THEORETICAL FRAMEWORK

Resource-Based View Theory:

Resource-based view (RBV) of the firm as a theoretical basis was propounded by (Penrose, 1959) and developed into a more robust theory by (Barney, 2001). The basic assumption of this theory is that organizations can gain competitive advantage by concentrating on their internal human resources (abilities, skills, knowledge, capabilities, competencies).It emphasizes dynamic value and capabilities. It also suggests that firms should develop and maintain those human resources that are core to the firm (Barney, 2001). Besides, Human Resource Management activities, the human resource themselves constitute huge resources that can be fully developed in order to create the needed value and capabilities for achieving organizational performance. (Barney, 2001) also argues that organizations must obtain sustained competitive advantage by implementing strategies that exploit their internal strengths, through responding to environmental opportunities, while neutralizing external threats and avoiding mental weakness. Similarly, it is strategically poor for organizations not to develop their human resources as a way of exploiting their internal strengths, the Human Resource. The dynamic capabilities view is useful in making the resource-based view operational in any industry by identifying specific organizational process that build valuable resource. However, human capital development is that organizational process that helps builds capabilities for organizations' employees, therefore building human resource value and capabilities to be the suitable rationale behind staff development and organizational performance analysis.

Conceptual Framework:

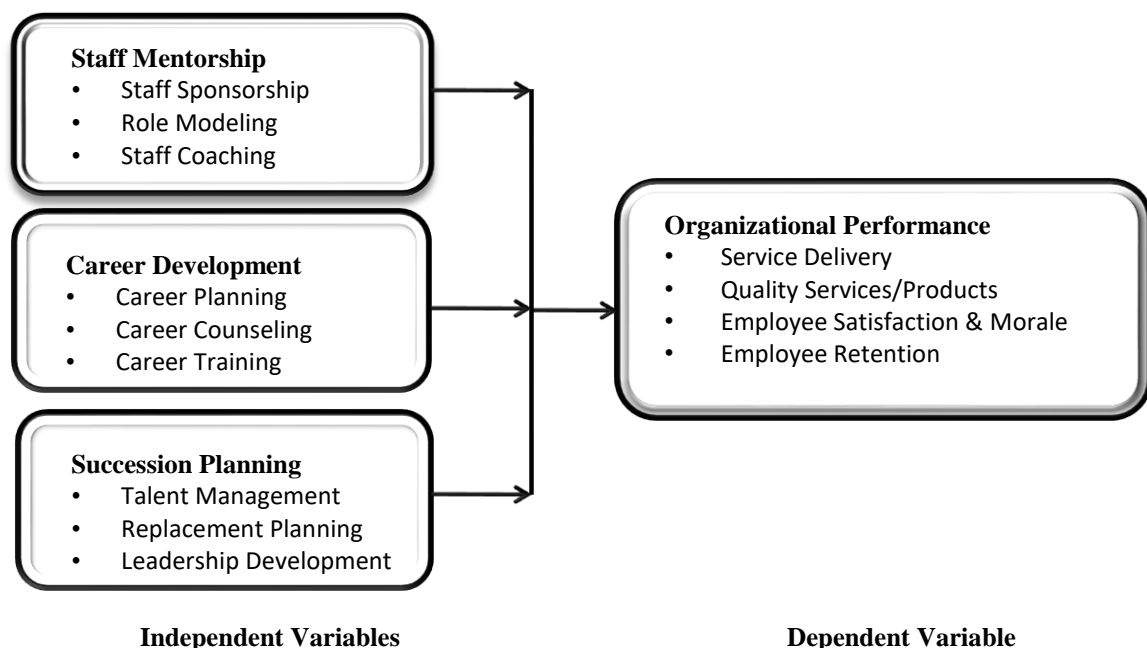


Figure 1: Conceptual Framework

Staff Mentorship and Organizational Performance:

Mentorship is a valuable resource for learning and coping with major organizational changes. It brings value to everyone involved in this relationship, that is, mentees, mentors and the organization. (Cervero, 2004, Mullen, 2007, Young & Perrewe, 2000). Mentoring leverages strategic knowledge and skill throughout the organization by sharing and spreading acquired learning and know-how. It allows the learner to acquire new skills, abilities and knowledge that enhance his competences and help in career development.

Mentorship is a career and psychosocial developmental support provided by a more senior individual (mentor) to a junior (protégé). A mentor gives advice and helps prepare the protégé for the next position. A number of factors need to be present for effective mentorship (Hansman, 2002). Mentorship works best when it evolves naturally and there is chemistry and mutuality in the relationship. This relationship must be built out of mutual respect, trust, comfort and confidentiality between the mentor and the protégé. Second, both the mentor and protégé must share a commitment to the relationship and expectations for the mentoring. Third, mentoring needs priority treatment in spite of time constraints. Although the necessary for ongoing communication would seem apparent, several barriers such as time, work, responsibilities, geographic distance and lack of trust can diminish if not halt the mentoring.

Mentorship programs are mostly formalized in today's organizations in recognition of its contribution to develop talents and achieve competitive advantages (Wanberg, Welsh & Hazlet 2003) Formal programs are designed to meet objectives developed by the organization and take different formats, supervisory mentorship where a line manager also acts as a mentor; peer mentorship where peers offer support, encouragement and knowledge transfer, virtual mentorship program where mentees are matched via an online system based on self-evaluations and communication goes virtually. (Bierema & Merriam, 2008). Mentoring both serves instrumental and psychosocial functions. Instrumental functions relate to career enhancement through coaching, career advice, feedback, training, information and sponsoring. Psychosocial functions relate to interpersonal enhancement and include interpersonal skills, work skills, stress reduction, dialogue, self-reflection and role modeling.

Organizations initiate mentorship to support a variety of human capital and business goals such as diversity and inclusion, talent management and knowledge management. Successful initiatives align the nature and format of the program with specific objectives (Hansman, 2002). Mentorship forms a major basis of meeting the developmental needs of organization's human resources. This literature therefore goes on to examine the effects mentorship has on organizational performance. Mentorship yields better results when coupled with mentoring structure and culture. Mentorship culture is a learning environment in which a person learns by watching others' behaviours. Mentoring culture consists of an environment which implements mentoring in a sound, complete and careful way (MacArthur & Pilato, 1995). It empowers mentor with communicating network, training and administrating facilities to promote mentoring relationships. Zachary (2007) highlighted four traits to successfully implement mentoring culture in an organization, namely, flexibility, ownership, clarity and feedback. Mentoring structure is a well-planned technique of designing all organizational activities from top to bottom and bottom to top in a flexible environment. It supports mentoring and provides records for evaluation and benchmarking. It also provides means for feedback and clarifies roles, goals and responsibilities, as well as expectations and accountability (Bally, 2007, Koberget *et al.*, 1998; Lyons & Oppler, 2004; Doolittle *et al.*, 2013). Mentoring structure helps to link personal, career and reward-related HR processes (Swart & Kinnie, 2003; Viator, 2009). Emmerik (2008) and Young and Perrewe (2000) have explored the outcomes of mentoring, but there has been very little research regarding the variables which strengthen this relationship.

Shrivastava (2011) revealed that mentoring moderated the relationship between job burnout and career development, whereas Dawley *et al.*, 2010 found that mentoring moderated the relationships between perceived organizational support, supervisor support and job fit on turnover intentions. As against the above mentioned studies, (Hegstad & Wentling, 2005) identified three variables, that is, feedback, reward systems and selection/matching processes, which act as a moderator between mentoring and its outcomes. Further, previous research has also explored mediating variables between mentoring and its outcomes: for example, (Maertz *et al.*, 2007) found that the effects of perceived organizational support (as a mentoring function) on turnover are fully mediated through affective commitment. Similarly, normative commitment mediates the relationship between perceived organizational support and turnover intention. (Allen & Lentz, 2006; Ricker, 2006; Janine, 2012) found that experience, knowledge and coaching rendered by the mentor can be significant for the career development of the protégé.

The protégé learns from the mentor and advances in his or her career by having protection, coaching, sponsorship, exposure, etc. The mentor protects the protégés from undesirable assignments and internal politics, which helps the mentee to concentrate upon his career development or advancement. Mentor coaches by providing advice, analysis and feedback, with the intention of improving decision making, organizational fit and skills of the protégé, so as to enhance the competence level which, in turn, will help in career development. Mentor also exposes protégés to senior decision makers and aids them in the creation of their own internal and external networks that result in career development. The mentor, as a counsellor, listens to the protégé's work as well as life-related issues and helps him to take correct decisions which improve mentee's career. Mentor also acts as a friend and a role model for protégé, which encourages him/her to achieve higher career. It has also been found that employees who have mentors get promotions faster than those without the mentor. Study by Arifeen (2010) revealed that there is an association between slow career advancement and lack of mentor.

Mentoring is an important aspect of career development and there is evidence that individuals who receive mentoring advance farther make higher salaries and are more satisfied than those who do not (Ragins & Kran, 2007). Mentoring is an age-old practice that could offer valuable benefits to organizations (Jain, 2011). Academically, Kram (1995) pioneered research in mentoring and identified two forms of support provided by mentors, that is, career and psychosocial support. Organizations benefit through improved employee retention, enhanced organizational commitment, reduced turnover (Chew & Wong, 2008); enhanced job commitment, job efficiency and job performance (Emmerik, 2008). Mentors get benefited through enhanced in-role job performance, personal learning, social status, team cohesiveness, promotion rate and compensation. Mentoring gives positive results for protégés in the form of increased employees satisfaction, role clarity, self-efficacy, personal learning, professional development and career satisfaction. Kerka (1998) observed that during the 1990s interest in mentoring rose with increased downsizing, restructuring, teamwork, diversity and individual responsibility for career development. Globalization has also created more opportunities to reach across the globe, and individuals change jobs more frequently and have less loyalty to organizations.

Career Development and Organizational Performance:

Career development is the opportunities for promotion and development within the organization or field of work (Conway & Briner, 2002). It is a lifelong process of managing progression in learning, work, leisure and transitions. Identifying the developmental strategies that can motivate the employee commitment to the mission and values of organizations in order to motivate them and assisting the organization to achieve and maintain a competitive edge, is the emerging issue for the HR managers (Graddick, 1988 cited in Madiha *et al.*, 2009) Gaining innovative skills and getting benefit of many diverse systems of learning beneficial to employees and organizations is what studies demonstrated as "Development" (Simonsen, 1997). Employees consider their capabilities to gain on the job consequences and thinking themselves responsible for career, as their advantage by acknowledging satisfaction experience whereas organizations get advantage by encompassing skilled and more productive employees. Employees perceive skill development opportunities and career progress as major attractors to organizations (Kreisman, 2002; Dibble, cited in Kreisman, 2002).

Hall, (2002) illuminated that career development opportunities are considered as imperative factors both in organizational and individual context. Other studies stated it as a mutually benefiting process as it provides significant results to both parties, employees and the organization Hall, 1996; (Kyriakidou & Ozbilgin, 2004). Career development opportunities are imperative for both the organization and individual Hall, (2005). It's a mutual benefit process because career development provides the important outcomes for both parties Hall, 1996; (Kyriakidou & Ozbilgin, 2004). Organizations need talented employees for maintaining the sustainable competitive advantage and individuals require career opportunities to develop and grow their competencies Prince, 2005 cited in (Madiha *et al.*, 2009).

Huselid (1995) argued that knowledge, skills and the abilities an organization's existing and prospective employees can be enhanced by holding on the career related functions, and also improves the retention of quality workforce. Within the organizations, the opinion about prospects development opportunities motivates the employees for up to expectations performance Vroom; hence remain with the company to reveal their skills and abilities. Promotion brings a positive change in employees, it signifies that organization is aware of and evaluating the employees performance through formal promotion (Foong-Ming, 2008). To remain in the current jobs, career growth, learning, and development are the major three bases. A cooperative supervisor gives opportunities to learn, challenges, and growth on their jobs equivalent to their abilities and ambitions. A supervisor supports employees to develop the task itself along with their capabilities and keep themselves upgraded in their expertise (Kaye and Evans, 2008).

Judge *et al.*, (2005) stated that Employee's satisfaction with their career achievements is generally termed as career satisfaction also evaluated as career success. Career satisfaction can be predicted through factors as goal-specific environmental maintenance and resources that offers social and material supports for personal goals of employees Barnett, Bradley, 2007 cited in (Joo & Park, 2009). In recent researches it is argued that employees have a less propensity to leave only if they feel that they are learning and developing. Conversely they instigate to externally seek for better alternative job opportunity Rodriguez, 2008 cited in Natalie *et al.*, (2011).

Succession Planning and Organizational Performance:

The concept of organizational performance is based on the idea that an organization is a voluntary association of productive assets that include human, physical, and capital resources for the purpose of achieving shared objectives (Barney, 2002). Given that human capital in the organization is an integral resource contributing to effective performance, it is therefore imperative to assess performance based on strategic alignment of available human resources of the Organization. In this perspective, Rothwell (2001), described succession planning's main objectives as; to improve job filling for key positions through broader candidate search, active development of longer-term successors through ensuring their careers progress, and making sure that they get the range of work experiences they need for the future to encourage a culture of progression.

Effective succession or talent pool management concerns itself with building a series of feeder groups up and down the entire leadership pipeline or progression (Charan, Drotter & Noel, 2001). Fundamental to the succession management process is an underlying philosophy that argues that top talent in the corporation must be managed for the greater good of the enterprise. Merck and other companies argue that a "talent mindset" must be part of the leadership culture for these practices to be effective. Through succession planning process, an organization recruits superior employees, develops their knowledge, skills, and abilities, and prepares them for advancement or promotion into ever more challenging roles. Actively pursuing succession planning ensures that employees are constantly developed to fill each needed role. As an organization expands, loses key employees, provides promotional opportunities, and increases sales, succession planning guarantees that an organization has employees on hand ready and waiting to fill new roles (Conger & Fulmer, 2003).

In the development of the concept of succession planning Nink & Fogg, (2006) describes it as a dynamic and ongoing process of systematically identifying, assessing, and developing leadership talent within the organization career development pipeline. This depicts assessing, developing and recognizing key contributors to meet future organizational strategic and operational needs as fundamental organization function. Succession planning is a process whereby an organization ensures that employees are recruited and developed to fill each key role within the company, this plan increases the availability of experienced and capable employees that are prepared to assume these roles as they become available. However, Schmalzried and (Fallo, 2007) described succession planning as a proactive attempt by the leaders of the organization to ensure that leadership is continuous, different positions are filled from within for any departures that may occur. To achieve outstanding results using succession planning, an organization such as a Learning Organizations ought to develop an effective and highly focused strategy centered on organizational future superiority.

3. METHODOLOGY

Research Design:

Research design is the master plan for collection and analysis of data which aids in answering the research questions. This study adopted a descriptive research design. A descriptive study is undertaken in order to ascertain and be able to describe the characteristics of the variables of interest in a situation Kothari (2008). The study adopted a case study design because it is simpler and data could be easily availed. It was also a preferred design because Universities are homogeneous in their structures hence the findings of the case study would imply as same to the other universities. The study adopted the use of questionnaires, and interviews as methods of data collection.

Target Population:

Mugenda & Mugenda (2008) defined population as a set of individual cases or objects with common characteristics. The study based on a target population of about 250 respondents out of 670 of permanent and pensionable employees at the Technical University of Mombasa (TUM), targeting both the Academic and Non- Academic staff, Administrators and HR Managers.

Sample and Sampling Techniques

The technique used was stratified random sampling. This is because the population was already grouped in to subgroups. Subgroups in this case were all the departments of the organization. The sampling frame for the respondents was the academic and non-academic staff of TUM, comprising of the Top Management, Directors, Human Resource Managers, Administrators, Lecturers and Non Academic Support Staff. The sample size was determined by use of the formulae (Saunders *et.al.*, 2009)

$$n = \frac{N}{1 + N \times e}$$

$$n = \frac{250}{1 + 250 \times (0.05)^2}$$

$$n = 152$$

Where: *n* is the sample size

N is the target population

e is error term

The dependent variable was Organizational Performance while the independent variables were staff mentorship, Career Development and Succession Planning.

The model specifications were as follows:

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \epsilon$$

In this model, Y is Organizational Performance, X₁ is Staff Mentorship, X₂ is Career Development, and X₃ is Succession Planning. β₀ is the constant while β₁, β₂ and β₃ are Coefficients. Further, ε is the error term. This is a linear model.

4. RESEARCH FINDINGS AND DISCUSSIONS

Descriptive Analysis:

Staff Mentorship:

In a rating of 1-5 where 1 = Strongly Disagree; 2 = Disagree; 3 = Neutral; 4 = Agree and 5 = Strongly Agree, the respondents were asked to indicate their level of agreement on the statements in respect to the University;

Table 1: Staff Mentorship

Statement	1	2	3	4	5	N	Mean	S. D
Availability and implementation of Staff Mentorship Programs for all staff	31%	28%	11%	17%	13%	128	2.65	1.471
Fairness and equity in provision for Staff Mentorship Sponsorship opportunities to all staff	33%	29%	8%	16%	14%	128	2.81	1.936
Availability of Role Models to impart staff with new ideas/strategies in relation their career choices and decisions	33%	30%	18%	11%	8%	128	2.56	1.281
Availability of coaching opportunities to all staff in relation to achieving their personal and professional development goals	29%	34%	15%	13%	9%	128	2.69	1.245

From the findings, availability and implementation of staff mentorship programs for all staff was by a mean of 2.65, fairness and equity in provision of staff mentorship sponsorship opportunities to all staff a mean of 2.81, availability of role models to impart staff with new ideas or strategies in relation to career choices and decisions by a mean of 2.54, availability of coaching opportunities to all staff in relation to achieving their personal and professional development goals by a mean of 2.69. The mean and standard deviation are all positive. (33%) strongly disagree that fairness and equity at standard deviation of 1.936 and mean of 2.81. This according to (MacArthur & Pilato, 1995), mentoring forms a major basis of meeting the developmental needs of organization’s human resources.

Career Development:

In a rating of 1-5 where 1 = Strongly Disagree; 2 = Disagree; 3 = Neutral; 4 = Agree and 5 = Strongly Agree, the respondents were asked to indicate their level of agreement on the statements in respect to the University;

Table 2: Career Development

Statement	1	2	3	4	5	N	Mean	S. D
Availability and implementation of a Staff Development Policy	14%	15%	11%	34%	26%	128	3.59	1.371
Planning and assessment of employees’ career development needs by human resource office	35%	31%	6%	17%	11%	128	2.65	1.445
Availability of career counseling to all on staff development programs in relation to each individual’s career development needs	37%	30%	9%	13%	11%	128	2.58	1.281
Provision of professional training to all staff in relation to individual’s career choice	30%	29%	14%	12%	15%	128	2.77	1.401

From the findings the study established that availability and implementation of a staff development policy by a mean of 3.59, planning and assessment of employees’ career development needs by Human Resource office by a mean of 2.65, availability of career counseling to all on staff development programs in relation to each individual’s career development needs by a mean of 3.58, Provision of professional training to all staff in relation to individual career choice by a mean of 3.83. The mean and standard deviation are all positive. (35%) strongly disagree that planning and assessment of employees’ career development needs by human resource office at standard deviation of 1.445 and mean of 2.65.

Hall,(2002) illuminated that career development opportunities are considered as imperative factors both in organizational context as it provide significant results to both parties, organizations and employees.

Succession Planning:

In a rating of 1-5 where 1 =Strongly Disagree; 2 = Disagree; 3 = Neutral; 4 =Agree and 5 = Strongly Agree, the respondents were asked to indicate their level of agreement on the statements in respect to the University;

Table 3: Succession Planning

Statement	1	2	3	4	5	N	Mean	S. D
The organization has included succession planning in its strategic or other planning processes	29%	23%	21%	12%	15%	128	2.86	1.454
The University Management has strategy in place for recruiting, orienting, developing and retaining potential talent at the senior and middle levels	34%	28%	19%	9%	10%	128	2.88	1.307
The University Management has put in place programs necessary to create a pipeline of future leaders	32%	35%	9%	11%	13%	128	2.76	1.338
University leaders have an access to opportunities to develop their leadership potentials leading to accelerated development, stronger and better rounded executives	16%	13%	10%	30%	31%	128	3.50	1.371

From the findings the study established that the organization included succession planning in its strategic or other planning processes by a mean of 2.89, the management has put in place programs necessary to create a pipeline of future leaders by a mean of 2.88, the Management has strategy in place for recruiting, orienting, developing and retaining potential talent at the senior and middle levels by a mean of 2.76, university leaders have an access to opportunities to develop their leadership potentials (i.e. through coaching, training and other staff development opportunities) leading to accelerated development, stronger and better rounded executives by a mean of 3.50. The mean and standard deviation are all positive (34%) strongly disagree that university management has strategy in place for recruiting, orienting potential talents at the senior and middle levels at standard deviation of 1.936 and mean of 2.81. As described by (Schmalzried & Fallo, 2007) succession planning is proactive attempt by the leaders of the organization to ensure that leadership is continuous. And to achieve desired results organizations ought to develop its staff.

Organization Performance:

In a rating of 1-5 where 1 = Strongly Disagree; 2 = Disagree; 3 = Neutral; 4 = Agree and 5 = Strongly Agree, the respondents were asked to indicate their level of agreement on the statements as a result of effective staff development in respect to the University;

Table 4: Organization Performance

Statement	1	2	3	4	5	N	Mean	S. Deviation
Consistency in Service Delivery	3%	7%	4%	39%	47%	128	4.15	1.067
Enhanced Customer Care & Satisfaction	4%	8%	9%	38%	41%	128	3.85	1.204
Quality Services & Products	7%	13%	12%	31%	37%	128	4.08	1.076
Enhanced Employee Morale	7%	11%	15%	36%	30%	128	3.69	1.238
Enhanced Employee Retention Rate	6%	7%	0%	39%	48%	128	4.35	0.833

The study sought to determine the level at which respondents agreed or disagreed with the above indicators of organizational performance as a result of effective staff development. From the findings, majority strongly agreed that prompt and effective staff development was significant in that it would result to consistency in survive delivery by a mean of 4.15, enhanced customer care and satisfaction by a mean of 3.85, quality service & products by a mean of 4.08, enhanced employee morale by a mean of 3.69 and enhanced employee retention rate by a mean of 4.35. The analysis could help the human resource department to focus on HRM practices as pillars for management of its human resource to better continued organizational performance and positive productivity.

Inferential Analysis:

To establish the relationship between the independent variables staff mentorship, career development, succession planning and dependent variable of the study organizational performance, a regression analysis was used to determine if there was a relationship between the variables, as well as the strength of that relationship.

Model summary:

Table 5: Coefficient of determination

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.871 ^a	.759	.820	.251

a. Predictors: (Constant), staff mentorship, career development and succession planning

Table 5 showed that the coefficient of determination was 0.759 which explains the extent to which changes in the dependent variable can be explained by the change in the independent variables or the percentage of the variation in the dependent variable (organizational performance) that is explained by all independent variables. From the findings this meant that 75.9% variation of organizational performance is explained by the three independent factors investigated in this study while the remaining balance of 24.1% was explained by other variables not in the study.

Analysis of Variance:

Table 6: Analysis of Variance

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	121.347	3	40.449	0.99	0.004 ^b
	Residual	25.576	124	.203		
	Total	146.923	127			

- a. Dependent Variable: Organizational Performance
- b. Predictors: (Constant): Staff Mentorship, Career Development, Succession Planning

The anova table tests the reliability of the model from a statistical perspective. The regression row displays information about the variation accounted for the model. The residual row displays information about the variation that is not accounted for by the model. The significance value of the F-statistics is less than 0.05 at 0.004 which is the significance level set due to the sampling imperfections. The calculated value was greater than the critical value an indication that there were significant relationship between organization performance and staff mentorship, career development and succession planning, this an indication that staff mentorship, career development and succession planning were significantly influencing organization performance.

Multiple Regression Analysis:

Table 7: Coefficients

Model	Unstandardized Coefficient		Standardized Coefficient	T	Sig
	B	Std. Error	Beta		
(Constant)	12.89	.134		9.161	0.00
Staff Mentorship	.068	.145	.084	8.471	0.04
Career Development	.690	.089	.889	14.760	0.01
Succession Planning	.058	.143	.071	12.480	0.018

Notice that all the significance levels are less <0.05, hence they are all significant.

Based on the above table 7 the results of multiple coefficients indicate that all the three variables do not have equal explanatory powers of the dependent variable. Staff mentorship influences organization performance, this according to unstandardized beta-coefficient (beta = 0.068) and standardized coefficient (beta = 0.084, T = 8.741) and improved score from the unstandardized. The relationships according to the standard deviation for all the variables are positive and strong.

$$Y = \beta_o + \beta_1x_1 + \beta_2x_2 + \beta_3x_3 + \varepsilon$$

Where;

Y – Performance of TUM

x₁ – Staff Mentorship

x₂ – Career Development

x₃ – Succession Planning

ε – Error Term

β_o – Constant Variable

β₁ – Coefficient Representing Staff Mentorship

β₂ – Coefficient Representing Career Development

β₃ – Coefficient Representing Succession Planning

Therefore the fitted multiple regression equation for this study is:

$$Y \text{ (organization performance)} = 12.39+0.068x_1+0.690x_2+ 0.058x_3$$

From the regression equation established, taking all factors (staff mentorship, career development, succession planning) constant at zero, organization performance at TUM would be 12.89.

5. RECOMMENDATIONS

The study recommends that:

1. Management should frame individual action plans or development plans that should include goals and objectives and learning activities to accomplish the set individual and organizational goals.
2. In order for its Career Development Program to be successful, TUM must develop and adopt strategies that support the career development initiative.
3. A Career Development Policy should be developed and implemented which encompasses all phases of training.
4. An organization's structure should be implemented so that employees know who is next in line and what is expected of them so that if anything is to happen to top management the organization will still carry on and by so doing organizations need to groom and develop their members of staff to ensure that they know what is expected to fill the vacant positions.

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