

**Mentorship as a Means of Developing Employee Talent: A Case of Lecturers in the
University of Mines and Technology**

UMaT-Tarkwa

KNUST



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July, 2014

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DECLARATION

I hereby declare that this submission is my own work towards the Master of Business Administration (Human Resource Management Option) Degree and that, to the best of my knowledge, it contains no material previously published by another person nor material which has been accepted for the award of any other degree of the University, except where due acknowledgement has been made in the text.

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ABSTRACT

The research focused on mentorship as a means of managing the talents of lecturers in the University of Mines and Technology (UMaT). With the current trend of young lecturers joining universities, there is the need to put in place a proper system of induction, training and mentoring to help settle the uncertainties that may lead to loss of confidence and later cause attrition. UMaT is a public university which employs lecturers with high levels of knowledge and talent. For all these to be put to a profitable use, mentoring can be employed. The main objective of the research was therefore, to assess the extent to which mentoring programmes at UMaT, Tarkwa impact on the management of the talents new lecturers come into the University with. The research was an explanatory study. With a total academic staff population of 101, 83 were chosen as the sample size for the research. The 83 used were made up of 72 mentees and 11 mentors. Questionnaires were mainly used to gather data from randomly sampled respondents. The data collected were analyzed by using Statistical Package for Social Sciences. The research found out that there exists a mentoring programme being guided by a policy. It also came to light that some mentors and mentees did not have copies of the policy guidelines. It was also found from the research that all lecturers had been assigned to professors to mentor them and this was strictly being adhered with. The study again revealed that, mentoring was strictly academic and this greatly impacted on the career of the lecturers. Recommendations such as, the evaluation of the impact of the mentoring on the lecturers of the university, regular policy reviews to reflect the views of the various stakeholders, training of mentors in conflict resolution skills and relationship management were made.

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To my mum, siblings and friends, I say thank you. And finally to my husband, for your understanding, assistance, advice and care throughout the duration of this programme, I say God bless you.

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DEDICATION

This thesis is dedicated to my darling husband, Dr. B. Kumi-Boateng and children, Owusuaa Kumi-Boateng and Kofi Gyimah Kumi-Boateng.

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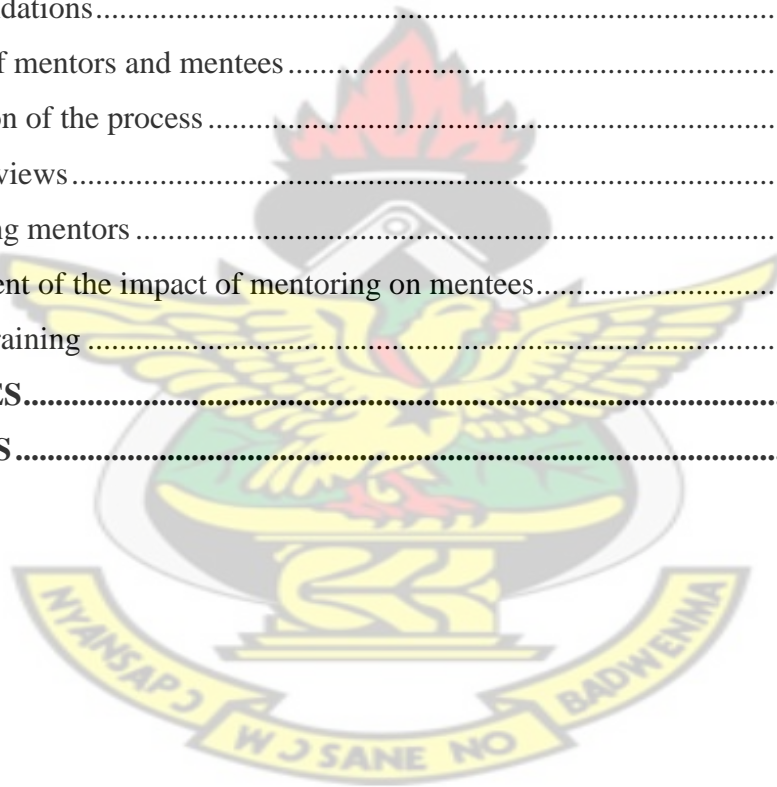


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LIST OF ABBREVIATIONS

C.E.O	Chief Executive Officer
B.D	Becton Dekinson
P.W.C	Price Waterhouse Coppers
OECD	Organization for Economic Co-operation and Development
UMaT	University of Mines and Technology
FMRT	Faculty of Mineral Resources Technology
FOE	Faculty of Engineering
CENCES	Centre for Communications and Entrepreneurial Skills



CHAPTER ONE

INTRODUCTION

1.0 Background of the Study

Nature has it that human beings go through stages. These are called the stages of life. Scarcely do you find one person who is able to skip these stages and still functions properly. For instance before a child is able to walk properly he needs to first learn how to sit up, crawl, stand with an aid, stand well and then walk. These stages of life can be compared with the processes that one needs to go through before becoming an adult in whatever field he chooses to fit into. Every individual is endowed with certain qualities either innate or acquired through training. These qualities can be termed as competencies. Woodruff defines competency as a person based-concept which refer to the dimensions of behaviour lying behind competent performance (Woodruff, 1991). These could be termed as the soft skills of the worker and they are behavioural in nature. To unearth the soft skills of the worker, many organizations use training. Training comes with huge budgets which deter the organization from holding it as often as it is required. Training budgets cover external courses and conferences, hiring external consultants and trainers or use internal trainers who may be hired for that purpose alone in the organization. Workers mostly go through such training and yet the training seems not to impact directly on their work output or performance.

People join organizations for various reasons and thus, it is incumbent on the organization to shape the aspirations of the people to fall in line with the organization's goals and objectives. This implies that the soft skills that are the worker's competencies and talents are aligned with the overall strategies and mission of the organization. Attaining a common goal between the worker's and the

organization's objectives requires certain considerations which seeks to treat the worker's aspiration or career path as important as that of the organization. Thus, as management intends to develop the organization, its workers should be seen as growing in their careers alongside. It is therefore very important for the organization to embark on measures which deliberately ensures that the talent the individual comes in with is efficiently put to use. This could be achieved through training, coaching and mentoring.

Mentoring is a development relationship between a more experienced or skilled mentor and a less experienced or skilled mentee or protégé, whereby both mentor and protégé benefit from the relationship (Chao et al., 1992; Day and Allen, 2004). This is a leadership development initiative, which is consciously integrated in the organization's policies. With this notion growing organizations assign supervisors as part of their mandate to consciously train subordinates whether directly or indirectly to unearth the talents deposited in them. This is particularly done in organizations that uphold succession planning as part of their strategy to attract, retain and motivate their employees. Where the employee recognizes that his career development is essential to the employer, there is an intrinsic motivation for him to give off his best to ensure the overall good of the organization of which he is a citizen. Mentoring is a two-way traffic. That is, the mentor and the mentee must be willing to enter this relationship and it should not be done in secret. The people involved are made aware of it and their various roles are spelt out clearly and shown to both parties. One area where mentoring is important is the university where knowledge is generated and disseminated through teaching, research and service.

Lecturing at the university is a profession that demands incredible development in knowledge and skills. Lecturers progress through developmental stages on the journey

to becoming fully competent and an expert in their profession. One of the early stages is the first year of lecturing when the new lecturer has very unique needs (Smith, 2003). The experience of the new lecturer is a stressful one. Burdened with lecture room problems, discipline problems, lecturers often regress to more rigid lecturing methodologies (Smith, 2003, Veenman, 1984). Whereas lecturers were increasingly idealistic, progressive, and liberal in their attitudes during pre-service, 70% of teachers interviewed indicated that they shifted to more traditional teaching methodologies such as lecture as a result of classroom discipline problems (Smith, 2003). Additional stress factors for the new lecturer are paperwork, the expectations of the appointing authority, time management, writing technical papers, preparation of lecture materials (handouts) and planning daily instruction.

Several studies (Brock and Grady, 1998; Fuller, 1969, and Smith, 2003) on first-year lecturers have identified difficulties new lecturers go through in transiting into lecturing and the support required for first-year lecturer induction programmes. The lecturer in the foundation stage needs a lot of assistance. However, the culture of the University is isolationist, with lecturers working in separate lecture rooms, which does not usually contribute to colleague helping colleagues. One promising practice to meet new lecturer needs is mentoring, when an expert/experienced lecturer helps the new lecturer. Mentoring is a part of staff development in many Universities and is specifically geared to meet the needs of the new lecturer (Smith, 2003). The heart of mentoring is the mentor/mentee relationship. Many factors such as University environment, the mentor programme/policy itself, and the characteristics of the participants determine the success of this relationship, and therefore, the success of the new lecturer.

University lecturers in Ghana are well qualified in education and skills to impart same to students in the various Universities whether public or private. It is thus a concern to study the policies of the Universities using the University of Mines and Technology (UMaT), Tarkwa as a case study to ascertain whether mentoring is upheld in the various institutions. The extent, to which, it is being practiced to establish an idea of knowledge impartation from the experienced to the inexperienced lecturer in the University.

1.1 Problem Statement

Studies (Ganser, 1992; Gratch, 1998 and Smith, 2003) over the years have revealed that new lecturers have very unique needs which have contributed to the attrition rate every year. Lecturing today has incredible demands due to increased diversity of the student body and increased accountability of the country-mandated accreditation board. With many more new lecturers joining the ranks, there is a need for a new era in University reform that focuses on lecturers and teaching.

One promising solution to help new lecturers through the pitfalls of the first year of teaching is mentoring. To curb the high attrition among new lecturers within the first few years, mentoring is crucial especially at the induction process. While research (Ganser, 1992; Gratch, 1998 and Smith, 2003) stresses the benefits and components of mentoring programmes, there is very little exploration of what actually happens at the local or individual level once a mentoring programme is implemented.

It is an established fact that all Universities in the country are mandated to set up a quality assurance unit and these units provides instructional leadership programmes in their Universities and play a key role in the induction of new lecturers, yet no research has focused specifically on this component. What happens to these programmes when they are not adequately funded? With a top-down model, are there concerns regarding

the implementation and quality of the mentoring? Research continually reveals the variability in implementation of mentoring programmes.

According to Smith (2003), 71% of mentoring programmes do not accomplish their objective of assisting lecturers through the stressful phases of beginning teaching and many lecturers had not received any mentoring at all. Several programme inadequacies have been described: Mentors and mentees lack time for collaboration (Smith, 2003 and Chester, 1992); training of mentors is often sparse or non-existent (Smith, 2003 and Furtwengler, 1995); selection of mentors is often haphazard (Smith, 2003 and Feiman-Nemser, 1996); and mentoring programmes fail due to lack of administrative support (Smith, 2003; Brock and Grady, 1996). Rarely do mentoring programmes include coaching and supervision of the mentee (Ganser, 1992; Gratch, 1998 and Smith, 2003). Perhaps this reluctance of one lecturer to coach another is embedded in the isolation of the University or it is due to lack of mentor training. It might also be due to the mentor's misunderstanding of his/her role. Again due to the mentor-mentee relationship itself which is based predominantly on a business world model. Education research in our universities to date provides none of the answers to these important questions. There is a definite need for research to determine what factors contribute to build a positive mentor-mentee relationship in the university environment. Only when this relationship blossoms can the new lecturer strengthen his/her teaching skills.

This research, therefore, seeks to use UMaT, Tarkwa as a case study to investigate into the extent to which induction, training and mentoring are collaborated to ensure that the new lecturer is ready, familiar with his/her work environment and able to impart the right kind of knowledge within the expected attitude taking into consideration the organizational culture of the University.

1.2 Objectives of the study

The objectives of this study are split into general and specific.

1.2.1 General Objective

The general objective of the research is to assess the extent to which mentoring programmes at UMaT, Tarkwa impact on the management of lecturers' talents, whether new or old.

1.2.2 Specific Objectives

The specific objectives of this research are:

- i. To determine whether mentoring programme and/or policy exist in UMaT;
- ii. To ascertain the extent to which the programme/policy, if present is being adhered to in UMaT;
- iii. To determine the nature of new lecturer mentor/mentee relationship in the mentoring programme of UMaT;
- iv. To explore some of the challenges encountered in the implementation of the mentoring programme of UMaT and
- v. To examine some ways in which the mentoring policy or programme can be improved upon at UMaT.

1.3 Research Questions

The research questions guiding this study are set-out as follows:

- i. How does one know if a mentoring policy/ programme exist in UMaT?
- ii. To what extent is the policy or programme if present is being adhered to in UMaT?
- iii. What is the nature of the new lecturer mentor-mentee relationship in the mentoring programme of UMaT?

- iv. What factors present the challenges encountered in the implementation of the mentoring policy or programme in UMaT?
- v. In what ways can the mentoring policy or programme be improved upon in UMaT?

1.4 Significance of the study

The research is intended to explore in depth the nature of mentoring programme and its importance, the lecturer/mentor relationship and the forces that impact that relationship in a Ghanaian public funded University using UMaT, Tarkwa as a case study. This research will expose to educational institutions the need to focus attention on mentoring to derive the needed benefits especially in the areas of attracting the right calibre, retention of such high quality, knowledge management, career development, succession planning and practical talent management of their entire human resource base. It is expected that the time and other resources invested into this research would yield good dividends since the findings would establish the benefits of mentoring in universities to the lecturer/mentee, the experienced lecturer/mentor, the administrator/vice chancellor as well as all stakeholders in high quality education in Ghana.

1.5 Brief Methodology

Data was collected through the use of questionnaires. Lecturers of all levels were selected to answer questionnaires designed separately for mentors and mentees using purposive and cluster sampling methods from UMaT for this research. Preliminary survey on the University environment was conducted to ascertain the Vice Chancellor or his representative's attitude/role, mentor selection/matching, time for collaboration, proximity and resources available for the mentoring programme. The data collected was used for the measurement of variables. The next stage was the analysis phase.

Here, the mentor/mentee relationship was analysed to determine: mentor/mentee profile, needs of the mentee, perception of mentor/mentee role, mentor supervision skills, benefits to mentor/mentee as well as conflict resolution skills. The mentoring programme and/or policy of UMaT was analysed to establish purpose and goal, mentor training and mentor guidelines. The mentor/mentee relationship and mentoring programme/policy were analysed to determine the forces affecting the mentor-mentee relationship in the University. The analyses of the data were summarized using descriptive statistical tools such as simple frequency tables, charts and percentages.

1.6 Scope of the Study

The research covered selected group of lecturers from the University of Mines and Technology (UMaT) which is situated approximately on a 1.39 square-kilometre campus of undulating land about 2 kilometres south of the town Tarkwa. UMaT is a public funded full-fledged autonomous University established in 2004 by an act of parliament (Act 677); admit quite a number of students who qualify to be admitted every year into specialised programmes in mining and allied industry. The selected University for this study may have substantial survey data, given annually to all mentors and lecturers, which document the value of mentoring programme/policy. However, there has been no inquiry into how the mentor/mentee relationships are operating at the local or individual level. A focus on the mentor/mentee relationship allowed, investigation of all variables that are facilitators and barriers to that relationship.

The research was founded on best practices in mentoring and investigating whether UMaT provides: a mentor for every new lecturer, comprehensive training for all mentors, and a link to promotion. An additional scope of this study was to identify best

practices in mentoring which can be a valuable resource for the University and all educational institutions in Ghana.

1.7 Limitations of the study

The research was limited geographically to UMaT, Tarkwa in the Western region of Ghana. It is again limited to only to the lecturers which constitute the academic staff of the university, though the literature related to other professions other than academics. The major limitation to the study was the inability of all the academic staff of the university to respond to the questionnaires. This gave way to the researcher depending on personal contacts for other vital information. Time to observe a mentorship meeting was ideal but no such opportunity presented itself during the limited time allocated for data collection from the study area. Access to documents on mentoring in the university was not forthcoming and that limited the extent of analysis to some extent.

1.8 Organization of the study

The research is made up of five chapters. Chapter one contains the introduction, which dilates on the background to the study, statement of the problem, objectives of the study, research questions, brief research methodologies, significance of the study, scope of the study, limitations and the organization of the study. Chapter two reviews related literature on mentoring and talent management. Chapter three takes a look at the methodology used in data collection and its analysis. Chapter four is a presentation of the results of the research and discussion of the findings. Finally, Chapter five is devoted to the summary of the findings, conclusions and recommendations.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

Universities in Ghana are increasingly expanding in their scope with many of them beginning to offer courses which traditionally were not part of the courses being offered. With more private universities coming on board to absorb the ever increasing backlog annually coupled with the high attrition rate among university lecturers, the universities now have a daunting task to employ high quality teaching staff to cater for the numbers of students being enrolled year after year. The increasing rate of attrition among lecturers is of great concern. Thus the need to deliberately create opportunities to develop the talents of newly recruited lecturers. This will enable the lecturers to have a sense of belongingness to the various universities and the universities would in turn have the full benefits of the lecturers giving their very best in terms of output.

In spite of the general view of retention, most of the Universities have realised their strategic positions and in order to remain competitive or even obtain a competitive edge over their competitors, in terms of attracting the high flyers, they constantly review the programmes of study being offered. Innovative programmes can give a University the edge over its competitors but when lecturers are not encouraged to give off their best, the products that come out from the university will destroy the so called competitive advantage. For these reasons and others, universities are adopting strategies to enable them function well in the competitive environment they find themselves.

The purpose of this chapter is to review some of the existing literature on mentoring as a means of managing employee Talent in other places of the world. It deals with the

research that have been undertaken already in the field of talent, talent management, mentoring, mentoring polices, the types of mentoring and some examples of how mentoring has been used elsewhere in the world as a tool for managing employee talent. The chapter would explore the research studies that have been undertaken already on the existence of mentoring programme, adherence to mentoring programmes, mentorship by lecturers, challenges encountered in mentoring programmes and ways in which existing mentoring policies can be improved on, as well as some perspectives and definitions of talent, talent management and mentoring as the key words of the research topic. It would also bring out the relationships that may exist in the literature used and possibly address the gaps that may be found.

2.1 Talent

The term Talent is seen to have different meanings depending on the angle one wants to look at it. Originally a talent was a unit, either of weight or currency. Through the influence of the parable of the talents (Matthew 25: 14-30), talent became known as an ability. From this definition, talent can be seen as something that every human being possesses (Ross, 2013). This notion of Ross is shared with the researcher. In her view every human being has ability. There is something that someone is good at and that strength can be considered as the person's talent. According to Gagne (2000) as cited by Tansley (2011), talent is seen as originating from genetics and its transmitted structures thus, making it partly innate. This definition supports a strengths based approach to talent. Here the emphasis is on the recognition that individuals have strengths, things that they are inherently good at, and the priority for talent development professionals is to uncover and leverage these.

However, the early biblical story of talent is an important inference that, some people had greater ability than others and as a result of this were more successful, where

success resulted in securing a greater reward. Gagne, again supports the assertion that talent exists in the few individuals who have the necessary capabilities to make a difference in a given field of human endeavour, whether it is academia, arts, leisure, sport, social action, technology or business. He further argues that talent emerges from ability as a consequence of an individual's learning experience. He further asserts that the term talent designates the superior mastery of systematically developed abilities and knowledge in at least one field of human endeavour (Heller et al., 2000)

Some researchers are of the view that early signs of talent can be used to predict future success (Heller et al., 2000; Gagne', 2000; Harper Collins, 1992). Whilst How et al (1998) as cited by Vlad et al. argues that talent as based on an inborn ability resulting in the person excelling in the future is too strong a criterion, other researchers suggest that talented people have the ability to perform an activity to a degree that places their achievement within at least the upper 10 per cent of their peers who are active in that field (Gagne', 2000; Pellant, 2006; Heller et al., 2000). For instance, Thorne and Pellant (2006) are of the view that a talented individual is someone who has the ability above others and does not need to try hard to use it. They excel with ease and grace.

The controversy that surrounds the definition of talent emerges again when an organization attempts to define talent. It is the mandate of an organization to appropriately define talent according to how they perceive it and manage it efficiently. Tansley et al. (2007) are of the view that how organizational talent is defined for talent management purposes, is a tricky issue with no consensus in practice as to what talent really is. An individual who has been employed into the organization is seen as part of it and thus is required to use whatever talent he or she possesses to the benefit of the organization. In cases where the organization lacks the right persons with some special skills, the few individuals with some required talent in the organization is generally

taken to be “special” or “unique” and is given a special kind of treatment as compared with the others who are seen as “ordinary”. In the view of such organizations, a talented person has a certain aura in his or her ability that others wish to emulate and from which others draw inspiration. In his study, Goleman (2006) noted that in professional jobs, top performers who were capable of adding value to their organization are worth ten times as much as their co-workers, although it is not clear how this performance is measured. Talent in an individual need to be recognized as a complex and dynamic mix of such key characteristics and must be managed for the collective benefit of the organization as well as the individual. In this study, an attempt has been made to establish how the new lecturer’s talent is managed at UMaT.

2.2 Talent Management

The concept of talent management appears to vary widely in the world of work, but this concept is still not a well-defined area of practice that is constructed on the basis of a set of core principles (Lewis and Heckman, 2006). For instance in literature, the concept of talent management is defined inconsistently in terms of outcomes, processes, or decision alternatives and there are no clear conceptual boundaries of talent management (Collings and Mellahi, 2009). Talent management meets the same demands that are associated with increased complexity and uncertainty.

Generally, the notion of talent management appears to be closely related to concepts that include human resource planning, strategic human resource management, and employability (Brown and Hesketh, 2004; Collings and Mellahi, 2009; Lewis and Heckman, 2006). However, whilst some consider talent to be inborn or innate, others consider it as being acquired from training and education. Although there is no consensus on the meaning of talent, the term generally refers to people who contribute to organizational performance or may refer to the performance of such individuals

(Tansley et al., 2007; Lewis and Heckman, 2006). It must be stated that no matter how talent is perceived to be, it gives the individual or organization an edge over others who do not have it. For this reason it must be managed in order to achieve the expected benefit from the talent.

Creelman (2004) has also defined talent management as the process of attracting, recruiting, and retaining talented employees but Chuai et al. (2008) associates it with activities that include incorporating new knowledge and doing things more quickly and efficiently. From his perspective, talent management is also associated with a shift from the department-specific focus of Human Resource Management activities to an organization-wide engagement at all levels in terms of recruiting, retaining, and developing talent.

According to other researchers, talent management is regarded generically and is not associated with specific positions or organizations (Becker and Huselid, 2006; Tarique and Schuler, 2010). From their view point; talent is primarily associated with individuals who demonstrate high potential or high performance and are sought, recruited, and differentially rewarded without regard to their specific roles in an organization. Thus talent management is associated with differentiation and a focus on elitism rather than egalitarianism. The process of securing, developing, and managing the most talented employees is generally associated with gaining a competitive advantage (Brown and Tannock, 2009). This is what gives the organization the success. This success is increasingly attributed to the outstanding performance of a few select employees, and the differential value created by the most talented employees which is considered to be significant (Axelrod et al., 2002; Cheese et al., 2008; Heinen and O'Neill, 2004; Michaels et al., 2001).

Talent management has recently been the target of increasing interest in the world of work and has appeared more frequently in academic literature. According to Neilson and Ellstrom (2011) for instance, Price Waterhouse Coopers (PWC) recently published their 14th Annual Global CEO Survey, which states that a majority of CEOs (66%) are fearful that a shortage of talent may impede the growth of their companies. For this reason some companies or organizations have come out with ways of managing these talents in order to maintain the scarce resource and enhance the value derived from these talents. An organization in Japan called Becton Dickinson (BD) Japan can be used as an example. For BD Japan, talent management meant overhauling its approach to talent from hire to retire. They developed a model called “human capital pipeline”. This model generated a template which had as its key headings as Business Analysis, Identification, Acquire, Assess, Reward and Promote. This operational template according to Roman and Lardner (2005) was used in developing a profile for the company, attraction of the people needed, recruitment and selection and orientation, coaching, mentoring and developing, motivate and reward high performance and promote or transition. This was BD Japan’s way of managing the talent in their company and this yielded the results expected and turned the company’s fortunes around within a few years.

It must be noted that the talent management style or technique adopted by every organization must take into consideration the peculiarities in the organization. Their vision, mission, resources and business strategy must be critically taken into consideration in order to achieve the needed results. For instance if BD Japan developed a human capital pipeline and it worked perfectly for them, it does not automatically mean that any other company must go in for that.

Another dimension to Talent management is competence. Competence is regarded as a central aspect of employability and talent and is used as a wide concept that transcends practical and theoretical knowledge (Cheetham and Chivers, 1996; 1998; Ellstrom, 1997). Competence entails both cognitive and non-cognitive aspects, including knowledge, functional competence, values, motivational factors, personality traits, and behavioural competence and includes an effective component (Cheetham and Chivers, 1996; 1998; Ellstrom, 1997). Competence has three separate but related analytical dimensions: the individual, institutional, and organisational-social dimensions. The individual dimension is related to the knowledge, skills, and attitudes that an individual can be considered to possess. However, the degree to which an individual is considered to be competent in relation to a certain task (or class of tasks) is contextually defined. This kind of competence is sometimes transferable.

Specifically, competence is defined in terms of different demands, expectations or rules (criteria) that dictate what should be considered to be acceptable, skilled, or excellent ways of handling an assignment or a task (Neilson and Ellstrom, 2011). In their view, there are some criteria which are deeply rooted at the institutional or organizational social level which can render a person's talent dynamic. That is, the content of the task assigned the person would require certain competencies which when practiced for a long time can add to the talent of the person and thus making this talent dynamic. This can be known as the generic meta-competence which is mostly seen in managerial or interpersonal competences. Other talent may be related to hard technical or operational competence that is associated with a specific job, organization, or type of industry or associated with the nature of the work (Tansley et al., 2007). An individual may be regarded as being talented or as a high performer in relation to one task but not in relation to another task.

Again, giving people the opportunity to learn new things can also be used to build their competence through the experiences they gather. When people learn new things they are able to make sense of the experiences. This is called agility. This form of learning is different from how intelligent a person may be. This is much concerned with how the person is able to adapt to prevailing conditions and environment. Here making sense through rules of thumb, searching the past for parallel situations, asking other people, reading successful related materials and so on can form examples of learning. Combining these three elements, in the view of Lombardo (2005), can shape a person's talent and boost his or her confidence to perform better.

Inasmuch as concentrating so much on talent, care must be taken to ensure that derailment of the talent is curtailed entirely. Derailment is said to have occurred when talent does not live up to its full potential. Derailment of talent occurs primarily at the individual level. It is mostly due to psychological forces, personal traits and behavioural flaws. At the organizational level, lack of developmental support at key leadership transitions, cultural mismatch between the definitions of talent, inappropriate career pathways for talent can be examples of the factors leading to derailment. Understanding the circumstances of derailment enables a more focussed talent development strategy (Ross, 2013).

Derailment can be due to the manifestation of inappropriate behaviours or lack of appropriate behaviours on the individual level. According to Ross (2013), where derailment is as a result of such characteristics of the individual, human resource practitioners can develop programmes to reveal or target support and development practice to understand if these characteristics are specific psychological factors, personality traits, or individual behavioural flaws. To counter the effects of derailment of talent and realising the full benefits of having talents, some organizations place

much emphasis on mentoring. (Ross, 2013) It is the mentoring strategy that many organizations utilise in their quest to achieve knowledge transfer, leadership development and succession planning goals. Thus this research seeks to establish how talents (new university lecturers) are managed in public funded universities in Ghana using UMaT as a case study.

2.3 Mentoring

“Mentoring” a term which was so much unknown before the 1970s has now become a household term. Ehrich and Brian (1999) noted that mentoring has received considerable coverage in recent decades and this is evident by the proliferation of research and popular literature available to any reader. In addition, it is being used as an important human resource management strategy, a career tool, and a workplace learning activity for men, women and minority groups in a variety of organizational settings such as hospitals, large corporations, schools, universities and government departments (Sadri and Tran 2001). Mentoring has received so much coverage in academic literature and has become popular in researches around the world especially in the USA (Clutterbuck, 1985; Hansford et al., 2003; Murray, 1991). Researchers claim that even in places where academic works on the subject is few; mentoring is being used so much in their organizations. In Australia for instance, though mentoring programmes are used in so many organizational settings, research on it is quite minimal (Carruthers, 1993; Hansford et al., 2003).

Sadri and Tran (2001) associate mentoring with the development of good management-employee relations which improves the overall job performance. Kram (1983) an instrumental researcher in the arena of business mentoring, studied 18 developmental pairs of relationships among corporate managers in a north eastern

public utility and found that successful mentoring relationships fulfil five career functions and also four psychological functions. The five career functions are:

- (a) Exposure to new opportunities,
- (b) Coach,
- (c) Sponsor
- (d) Protection, and
- (e) Challenge.

Below are the four psychological functions fulfilled by a mentoring relationship:

- (a) role-model,
- (b) Counsel,
- (c) Confirmation, and
- (d) Friend. (Kram, 1986, p. 162)

In an organizational context mentoring can be defined as a relationship between a young adult and an older, more experienced adult that helps the younger individual learn to navigate in the adult world and the world of work (Kram, 1985). It has been deduced that, a mentor supports, guides and counsels the young adult as he or she accomplishes this important task in the organization. Mentoring is thus a process whereby a mentor guides a mentee through the experience of doing (Kram, 1986)

The western world until recently saw mentoring as a consideration of the relationship between two people that is, a mentor and a mentee, but during the last twenty five years, their deeply rooted assertion is now paving way for a new view which is the strategic concern.(Klasen, 2002;Okurame, 2008). In other words mentoring is now being seen to have a strategic importance in the western world instead of the original casual relationship between the experienced mentor and the understudying mentee.

Furthermore, the establishment of mentoring programmes was seen as an important affirmative action procedure not only in the USA and UK (Edwards, 1995; Konrad and Linnehan, 1995), but also in Australia (Sheridan, 1995). As a result of modern day notions, mentoring in the West are established on different definitions, schemes, various methods of delivery and purposes. In other to develop talent and high flyers, programmes such as the Graduate Development Programmes are set up within multinational companies to help fresh graduates who enter the companies from school. As a result, modern day Mentoring is being applied to situations that are very different from each other in the west nowadays (Hansford et al., 2003). Human resource departments in business organizations utilise mentoring as a strategic tool to facilitate employee recruitment and retention (Bright, 2004). Mentoring represents an important means of transferring tacit know-how based upon experience to new generations. Unlike explicit know-how, the tacit variety cannot be taught formally or read from books; it has to be developed through the experience of doing.

Different countries have various ways of handling the subject of mentoring in order for its organizations or people to reap all the benefits therein. The strategies adopted in mentoring differ from country to country. But in all, the strategies are designed to influence the mentor to provide the support and guidance needed by the mentee. Thus the study seeks to establish the stratagems designed by UMaT to provide support for the new Lecturer to be successful in the organization.

2.3.1 Forms of Mentoring

The form mentoring takes differs depending on a variety of reasons. The purpose, individual differences, organizational requirements or expectations, resources available among others are some of the criteria that would form the basis for the choice of a

particular form of mentoring over the other. The forms of mentoring according to Byrne (1991) are categorized into:

- (a) Traditional,
- (b) Professional and
- (c) Formal.

In the view of Byrne (1991), Mentors in the traditional sense are significant others who use their knowledge, power and status to assist protégés to develop their careers. It is the oldest form of mentoring and has been a common source of patronage in the arts and sciences throughout history. The traditional form of mentoring is that which the mentor chooses on his own the mentee. Odiorne (1985) suggests that some mentors have strong biases towards people of their own religion or cultural background. This form of mentoring which is also known as informal mentoring might have certain disadvantages but to the researcher, it has strength in the sense that, once the mentor selects his or her mentee, he relates to the mentee very well because their relationship is initiated by him. The mentee on the other hand out of respect and admiration is poised to relate well with his mentor. This certainly breeds a good mentoring relationship.

The professional form of mentoring like the traditional is voluntary. This is where the senior staff mostly in the organizational setting are given the free will to select their mentees; that is when the senior staff agree to be part of the mentoring programme of the organization. One major advantage of a professional mentoring scheme is its contribution to the mandate of affirmative action legislation. This is because it attempts to dismantle barriers which prevent mentorship from being accessible to women and other minority groups. Its major disadvantage is, its success is not guaranteed since the programme is not compulsory, but voluntary (Byrne, 1991).

Formal Mentoring is where an organization makes mentoring a systemic policy issue. It becomes a standard part of management process. It is also known as an institutionalized form of mentoring because the organization sees it as mandatory and thus monitors it to see its success. Most organizations that practise this form of mentoring make a crucial part of their training process. Douglas (1997:1) notes that formal programs are those that 'are assigned, maintained, and monitored by the organisation'. This is mostly practiced in the United States of America as an important management tool (Cameron and Jesser, 1990).

There are other forms of mentoring which is technology based. Recently Technological developments and the use of e-mails, chat rooms, social networking sites among others are offering human resource practitioners another innovative platform which can make mentoring thrives under difficult circumstances. For instance situations where the organization seeks to use the services of experienced people who are found elsewhere or outside the vicinity of the firm, e-mentoring is often used instead of the traditional forms of mentoring (Smith and Israel, 2010). Mentor-mentee interactions can now be done using the internet through the means of e-mails and web-based programmes (Single and Single, 2005a). The use of technology in the mentoring process has given rise to terms and technologies such as e-mentoring, tele-mentoring, and online mentoring (Gareis and Nussbaum-Beach, 2007; Ensher et al., 2003). Tele mentoring for instance is mentoring process where the use of telephone and the like transmit voice communication between the mentor and the mentee. Bierema and Merriam's (2002) defines e-mentoring as a computer mediated, mutually beneficial relationship between a mentor and a protégé' which provides learning, advising, encouraging, promoting, and modelling, that is often boundaryless, egalitarian, and qualitatively different than traditional face-to-face mentoring.

The other forms of technology based mentoring processes depict the medium through which mentoring interactions are transmitted. (Single and Single, 2005a; Gareis and Nussbaum-Beach, 2007). Despite the success in the use of technology based mentoring, some scholars in mentoring are of the view that e-mentoring should not be encouraged when face to face mentoring is possible. This assertion is undergoing a huge debate in academia. According to Single and Single (2005a), a research has been undertaken to reveal that, e-mentoring is not appropriate for all mentoring situations. In this research, the form of mentoring being used by UMaT is investigated to determine its effectiveness to the new Lecturer and the University.

2.3.2 Mentoring Policies

Policy is a “tool” that is expected to guide our actions (Olssen et al., 2004). A policy provides structures and the framework within which uniformity is created about the norms, values and actions that characterize a certain context of behaviour or activity (Olssen et al., 2004). It is often seen in text, speech or gambits by officials known as policymakers. Other more concrete expressions of policy are formulated through laws, legislation, rules, guidelines or principles. Policy is produced, negotiated and renegotiated at different levels within a system (Lindensjo and Lundgren, 2000).

A mentoring policy is obviously one of the many policies in the organization and thus must be designed to reflect the interest of the organization and also to achieve it collective strategic objectives. The policy should be imposed on the participants. Since it involves the people, there should be communication which aims at a collective collaboration to ensure a successful implementation of the mentoring policy (Olssen et al., 2004). In other words top management who are mostly the policy makers in the organization must discuss the entire policy with the other members of the organization (Olssen et al., 2004) coming out clear on the requirements, benefits that is personal and

organizational, and what it aims at. This would help eliminate the misunderstandings that can mar the successful implementation.

In the successful implementation of a mentoring policy, Bovo-Tighe (2010) in their research suggests that the organization can begin by posting an inter-office notice of the mentoring policy the organization intends to implement. This notice should be expected to provide detailed information to participants on how the programme is expected to work. During the course of implementation they suggest that a committee should be set up to oversee the mentoring programme. This committee would be equipped to answer questions on the minds of participants. It is important to inform both staff members and mentors of the mutual benefits they stand to derive from the mentoring process by participating. For instance participants of a mentoring programme can achieve improved performance and career enrichment through mentoring and mentors will enjoy the benefit of fresh input and ideas from their charges. Here emphasis is made on the need to pair up compatibles in the mentoring process (Olssen et al., 2004; Bovo-Tighe, 2010). Mentors should not be seen as supervisors thus differences in mentor-mentee outlook may hinder the success of their relationship. In most situations allowing individuals to choose their own mentors ensures to a larger extent ensures some success and reduces the stress involved in the pairing process.

In summary, setting up any mentoring programme or policy involves the often daunting task of finding suitable applicants then matching them with the right mentors. Programme content must be appropriate reflecting the overall organizational objectives. Then there's the necessary evaluation to ascertain the programme's effectiveness. All these must be customized to fit the requirement of the organization in question. In most cases the use of technology becomes helpful. Using an online

platform can greatly enhance the implementation and efficiency of any mentoring programme. Take for instance, mentor-mentee pairing. Now this already tough task intensifies greatly when a high volume of participants need to be matched (Exley et al., 2011; Rizvi and Lingard, 2010). But in all, this research seeks to investigate whether UMaT as an organization seeks to consider its strategic options and resources available in order to arrive at a workable policy which when implemented can attain the expected success.

2.4 Existence of mentoring programmes

The lecturing profession is one with challenges all over the world. It is a field that needs much attention because a mistake of a Lecturer can negatively impact on a whole generation of students. There is thus a growing concern in the field of education to staff Universities with qualified Lecturers since their impact on their students is crucial (Rivkin et al., 2005).

The investments into the training of such qualified Lecturers for Universities do not yield the expected results. This is largely due to the attrition rate of these Lecturers from the classroom soon after their induction into the profession. This challenge according to research is all over the world (Boreen et al., 2009, Smithers and Robinson, 2003, Australia: Stoel and Thant, 2002, the USA: Smith and Ingersoll, 2004; Darling-Hammond, 2001; Ingersoll and Smith, 2003, and other countries: Organization for Economic Co-Operation and Development (OECD), 2005). According to the statistics, it is the first three to four years after initial training that are crucial in Lecturers' decision whether to remain in the profession or not (Jones, 2003).

Challenges faced by beginning Lecturers may include egg-crate structure of schools, isolation, reality shock, inadequate resources and support, lack of time for planning and interaction with colleagues, difficult work assignments, unclear and inadequate

expectations, intergenerational gap, dealing with stress, lack of orientation and information about the University system, and institutional practices and policies that promote hazing (Glickman et al., 2004; Andrews and Quinn, 2004; Johnson and Kardos, 2005; Patterson, 2005; Darling-Hammond, 2003).

Mentoring in the education environment involves facilitation of instructional improvement wherein an experienced Lecturer (mentor) works with a novice or less experienced Lecturer (protégé) collaboratively and non-judgmentally to study and deliberate on ways instruction in the classroom may be improved (Cumming - Potvin and Mac Callum, 2010). It is thus commonly used as a vehicle for socializing new Lecturers to the values and processes of the organization that they are entering. The newcomer's job, reinforced by the mentor's support, becomes one of taking on these expectations, tasks, and values.

Mentors support the wellbeing of their protégé, providing coaching, guiding, advocacy, counselling, help, protection, feedback, and information that they would otherwise not have (Bennetts, 1995; Lankau and Scandura, 2002; Portner, 2008). Mentoring for the new Lecturer is expected to boost self-confidence, reduce stress, and increase his or her motivation (Allen and Eby, 2007; Lacey, 2000). Whilst the mentee is being developed through mentoring, the mentor is also in areas of leadership, self-realization, communication, clarity of thoughts among others. Mentoring is thus said to be a two way affair with both the mentor and the mentee benefiting from the relationship. This benefit's ripple effect is to see the organization's overall performance enhanced.

Many countries have embraced the concept of mentoring in their school system and implement it in different ways to suit their development plan and strategy. The United States of America, Britain, Australia and France have included it in their national

policies and make it compulsory or mandatory for new teachers, principals, and head teachers to be mentored by senior and experienced colleagues. This has yielded so many results that researchers see as beneficial though it came with its own challenges. For instance in the U.S.A, mentoring is sometimes used in the preparation of aspiring principals as part of their compulsory internship or field-based work. The aspirant principal is assigned to a school in which the experienced principal helps him/her to learn the relevant district procedures, policies and practices and also acts as a role model. The aspirant/trainee principal becomes a protégé of the mentor (Bolam et al., 1995). In their research on mentoring new head teachers in Britain, they noted that, mentoring was based on the following characteristics among other things:

- (1) Frequent and regular face-to-face meetings of the pairs;
- (2) A relationship which develops over time;
- (3) A relationship based on mutual trust and respect;
- (4) Jointly-agreed, structured procedures and agenda;
- (5) Observation/work shadowing of mentees by mentors;
- (6) A mentor role which encourages mentees to engage in self-reflection and problem solving;
- (7) A process which enable mentees to deal successfully with current problems;
- (8) A process which enhances the mentors' professional development.

Based on the above criteria or conditions, about 80 per cent of the British head teachers who served as mentors said they had adopted the roles of: assisting the new heads to solve their own problems; acting as a catalyst or sounding board; and offering linkage to people or resources. Their mentees reported an overwhelming success which showed on the job. The challenges that seemed too difficult to the new head

teachers after open and frank discussions with their various mentors based on mutual trust and respect saw such problems surmountable.

2.4.1 Existence of mentoring programmes in universities

“Mentoring has always been around and brought benefits, and many of us will be lucky enough to have had people in our lives we think of, however informally, as our ‘mentors’. Perhaps, though, we are now seeing the resurgence of the popularity of mentoring and an increased recognition of the potential benefits mentoring can bring to the workplace (Beavers and Rea, 2010 p2)” Many universities , in their quest to support the continued development of the professional development of their staff put in place structures which encourages and enables colleagues to pursue development across their entire spectrum of their work. Some universities resort to mentoring as the approach to address their developmental needs. The Saint Andrew University in the United Kingdom for instance, is one of such universities. The mentoring programme or scheme in place prescribes that only new lecturers should be mentored in order to help such lecturers overcome the initial challenges that confront them www.standrews.ac.uk

Many researchers have outlined quite a number of challenges the new lecturer is faced with especially within the first three years of teaching. Isolation, anxiety, rejuvenation, student needs, lecture hall discipline management and paperwork among others (Fuller, 1969; Lortie, 1975; Smith,2003). All such challenges inform the needs to be addressed by the mentoring policy, in addition to what the establishment or organization’s values, mission and vision.

The policy or document guiding the mentoring scheme describes the roles and responsibilities of the various stakeholders such as mentor, mentee, administrative head of school and or any others. It also outlines the form of relationship that should exist between the mentee and the mentor; whether formal, informal or both. Whereas

one university's mentoring policy focuses on boosting new members of staff, others concentrate on developing already serving members of staff.

At the Emory university for instance, there is a structured mentoring programme called passages, sponsored by the provost's office. The passages provides members of faculty with quality guidance which in building their career. It was initially developed to address concerns of the female faculty members in 1999 but it was further expanded to attend to all the member of faculty in 2001. The junior members of faculty are paired with their senior colleagues. The pairing is to help the junior member set priorities, develop a network of advisors, increase visibility in the Emory and professional communities, understand Emory's institutional culture, and "quick start" the tenure process www.emory.edu.

It must be noted that though there might exist a mentoring programme, scheme or policy; the mode of operation differ from organization to organization. For instance, whereas the Emory university allows its junior faculty members to apply to be enrolled in their mentoring scheme, the University of California, San Diego, UCSD, mentors are assigned as soon as the new member of staff accepts his or her appointment www.academicaffairs.ucsd.edu. This practice is not too different from what pertains at the Saint Andrew University in U.K. The form of assignment, responsibility of stakeholders, frequency of meetings, form of relationship and so on may either be expressly stated in the guiding policy or document or set to be implied, depending on the level of importance attached to the mentoring programme and its expected outcome or benefits. The research seeks to explore the form in which mentoring exists in UMaT and its mode of operation.

2.5 Adherence to mentoring programme

Mentoring policies are designed with much effort to ensure that the programme when implemented achieves the desired results which in this result are career development, retention of talented employees, knowledge transfer and organizational enhancement. According to Halloway (2001) mentoring is a useful tool in ensuring retention, strength and a form of recognition and reward to the mentee. It has proven to help the parties that is the mentor and the mentee realize their abilities, limitations and areas for development. Chao, Walz and Gardner (1992), found some positive impacts of mentoring in terms of career success, promotions, mobility, higher incomes and career satisfaction.

All these notwithstanding, mentoring can also spell the doom for a person's career. According to Murray (2006), in mentoring that are not tied to the business, where there are no tracking systems and no training, the mentoring is bound not to yield the desired results. Sabotage, bullying revenge seeking and exploitations are some trends in mentoring that are capable of yielding bad results (Sandberg, 2008). In order to avoid the negative tendencies associated with mentoring, appropriate measures must be put in place. This is what the researcher terms as adherence. Adherence would be as a result of an appropriate programme design, smooth implementation, evaluation and review (Gagen and Bowie, 2005). When all the stages are adequately taken care of and the concerns of the stakeholders addressed, the programme is effectively run with minimized challenges. The research would consider the adherence rate of the mentoring programme at UMaT.

2.6 Mentorship by lecturers

Mentoring as a term has been widely used in industry usually referring to providing certain kinds of help or assistance to junior colleagues by their seniors counterparts.

Beevers and Rea (2010), saw mentoring as a shadow of coaching due to the similarity in the benefits the two concepts bring. In academia, mentoring does not take the traditional form of supervisor subordinate trends; it is rather more like a colleague to colleague pattern.

The mentor in the case of lecturers is not in a managerial relationship with his or her mentee, but rather, he or she offers guidance, encouragement, support, and informed feedback to his or her mentees. The mentor also receives some benefits from this arrangement in the form of opportunity to make contacts with new colleagues, ideas, and reflections on research skills, teaching and administration (Odell and Ferraro, 1992). The mentoring meetings are held regularly to discuss progress of the prior issues and identify how other challenges can be dealt with according to the conditions outlined in the guiding policy (Smith, 2003).

The mentoring among lecturers usually has a start and an ending date. This starting date normally is on the appointment day or on the day of induction until probation is over. This often lasts for two to three years (Beeves and Rea, 2010). There is usually a mentoring policy in place to guide the mentoring programme in place. This makes the mentoring relationship formal and professional. All issues are referred to the policy for redress. Matching of mentors to mentees is done by the governing body overseeing the implementation of the policy in relation with the provisions of the policy guidelines. www.bradford.ac.uk.

Mentorship by lecturers is a close developmental relationship monitored by an administrative document, which usually comes in the form of a mentoring policy. Lecturers in UMaT would be contacted to ascertain the mentorship that goes on in their university.

2.7 Nature of mentor-mentee relationship

Relationships develop by itself wherever human beings gather. These relationships are formed based on the similarities in interests and ideas, admirations and so on. Such relationship can be formed between colleagues, supervisors, customers or clients at the workplace. Relationships at work can be both productive and unproductive, filled with animosity or admiration, and can foster friendships that go beyond the workplace lasting long into other careers and employers (Kahle-Piasecki, 2011).

Mentoring relationship can be said to a partnership. This is where it is formed between parties with equal status and certain independence but with some obligations whether formal or implicit. Knowing ones obligation in a mentoring relationship can avert the harm that can emanate from a bad mentoring relationship (Brill & McCartney, 2008). The nature of a mentoring relationship depends largely on factors such as availability to the mentorship process, the mentoring programme or policy itself, the implementation of the policy, the personality traits of the mentor and mentee and their personal interests (Smethem, 2007).

Training, evaluation of the policy, review through feedback are capable of moulding the nature of relationship new lecturer mentor mentee relationship in order for the benefits associated with mentoring to be achieved. A discussion of the nature of the mentor-mentee relationship will be done on UMaT in the research to see how best practices can help build the required new lecturer mentor- mentee relationship.

2.8 Conceptual Framework of High Lecturer Performance

The Conceptual framework of talent and mentoring resulting in high lecturer performance (Fig 2.1) looks at how the University can join talent with the mentoring practices adopted by the University to ensure that the performance of the lecturer is enhanced. This has the capacity to improve on the image of the University and also to

retain a high calibre lecturer base of the University. Fig 2.1 is made up of three boxes, namely TALENT, MENTORING and HIGH LECTURER PERFORMANCE.

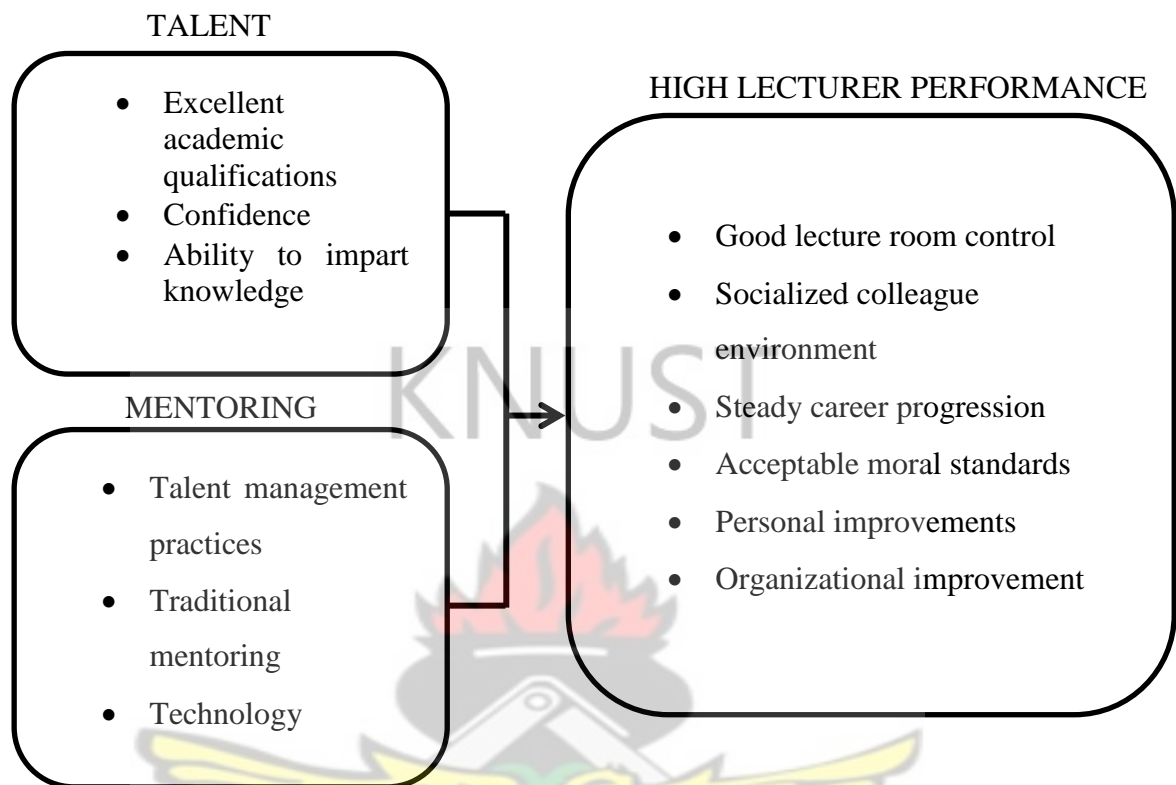


Figure.2.1: Conceptual framework of talent and mentoring of high lecturer performance

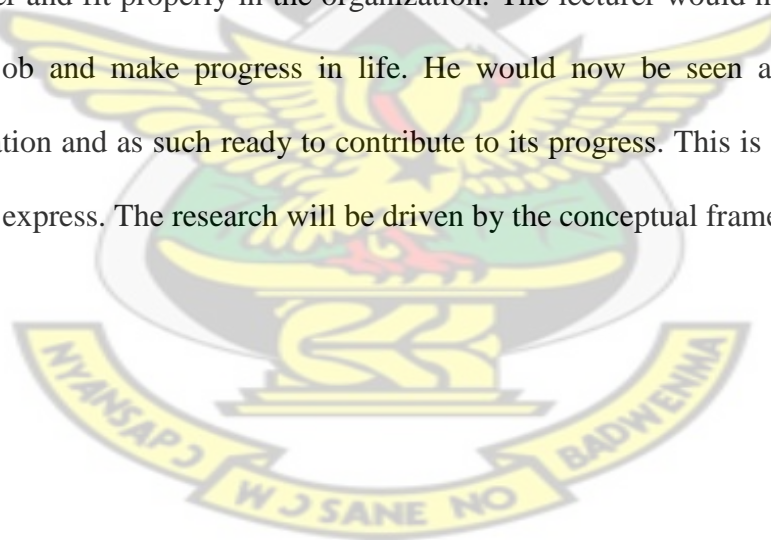
Source: Researcher

The TALENT box is made up of some of the special qualities that the employer seeks. In every University, a lecturer must possess a very good academic qualification, coupled with confidence and the ability to impart knowledge. A good academic qualification alone is not enough to be a Lecturer though most people think so. It must combine with other good qualities to make a good lecturer candidate. An ability to impart knowledge to other people is very critical to becoming a good lecturer.

The MENTORING box comes with talent management practices, forms of mentoring and technology which to the researcher are important to assist the good talent that the new lecturer comes with. The new lecturer is faced with countless challenges as noted

above which can have dire consequences on the entire career of the lecturer. A strategic university with an eye on competitive advantage is thus expected to focus the mentoring form which is likely yield good results. The issue of technology is also very important. Technology in mentoring is innovative now but the provision of technology in addition to the materials available to the lecturer to aid teaching or knowledge impartation is laudable.

The effective and efficient combination of these two variables that is talent and mentoring is very likely to result in a performing lecturer. This lecturer is potentially going to overcome the challenges the induction, classroom, socialization and organization's culture would pose to him or her. The new lecturer would now be poised to adapt to his new work environment, relate well with others, make progress in his career and fit properly in the organization. The lecturer would now be able to stay on the job and make progress in life. He would now be seen as a citizen of the organization and as such ready to contribute to its progress. This is what the third box seeks to express. The research will be driven by the conceptual framework in fig 2.1.



CHAPTER THREE

RESEARCH METHODOLOGY AND ORGANIZATIONAL PROFILE

3.0 Introduction to methodology

This section deals with the methodology that was used for the conduct of this research. The methods used to analyze how mentoring can be used to develop employee or the new lecturer's talent at the University of Mines and Technology, (UMaT), are indicated in this chapter. The chapter also consists of the organizational profile of UMaT adopted as a case study for the research, the research design, data collection, population, sample and sampling methods, data collection and instrument, and analysis of data. The research adopted an explanatory research design and data from a group of lecturers (Mentees) and more experienced lecturers (Mentors). The data were gathered using questionnaires.

3.1 Research Design

The research adopted an explanatory study approach. This was because the research seeks to establish a causal relationship between the effective use of the mentoring policy on how new talents can enhance performance and even result in retention of lecturers in UMaT. The strategy employed helped to focus on how effective the implementation of the mentoring policy can affect or boost the morale of new lecturers. The research strategy used for this research was the case study approach at UMaT, Tarkwa.

3.2 Sources of Data

Data for the research was gathered from primary source as well as secondary source at UMaT.

3.2.1 Primary data

Primary data was gathered from new lecturers, senior lecturers, associate professors and professors drawn from UMaT. This was collected through the use of questionnaires.

3.2.2 Secondary data

Secondary data for the research was gathered from UMaT recorders and statutes, technical reports, journals, books and internet sources.

3.3 Population

UMaT has a population of 123 senior members (new lecturers, senior lecturers and professorial) made up of 101 academic staff and 22 none academic staff (senior members of administration).

A total of 83 made up of 56 new lecturers, 16 senior lecturers, 6 associate professors and 5 professors from UMaT formed the population sample of the research. This sample size (Table 3.1) of 83 when broken down are as follows: 29 new lecturers, 8 senior lecturers, 4 associate professors and 5 professors from the Faculty of Mineral Resources Technology (FMRT); 22 new lecturers, 6 senior lecturers and 2 associate professors from the Faculty of Engineering (FOE); 5 new lecturers, and 2 senior lecturers from the Centre for Communications and Entrepreneurship Skills (CENCES).

Table 3.1 Sample Size Distribution at UMaT

CATEGORY/STRATUM	NEW	SENIOR	PROFESSORIAL
FMRT	29	8	9
FOE	22	6	2
CENCES	5	2	-
TOTAL	56	16	11
GRAND TOTAL			83

Source: Researcher's field survey 2014

3.4 Sampling Technique

UMaT has a population of 123 senior members (new lecturers, senior lecturers and professorial) made up of 101 academic staff and 22 none academic staff (senior members of administration). A sample size of 83 which constitute 82.18% of the total population was chosen for the research and this exceeds the recommended 40% population as suggested by Saunders (1992) and Nwana (1990). The sampling technique used was a combination of purposive and stratified random sampling. UMaT was purposively selected based on its unique nature and the population of interest structured into various strata (FMRT, FOE, CENCES). The size of each stratum was so determined using the academic members that was present at post at the time the researcher went to the field.

3.5 Data Collection Instruments

Questionnaires were used to collect data from the lecturers; that is, the new lecturers, senior lecturers and professors.

3.6 Data Analysis Techniques

The data collected were analyzed based on the responses from the respondents. Explanations to the processed data were based on statistical tools like graphs, tables, means of comparative analysis and correlation analysis. Statistical Package for Social Sciences (SPSS) was the main statistical software used to analyze the data.

3.7 Organizational Profile of UMaT

The organizational profile of UMaT in this study is presented under its brief history, staffing situation, main activities and a brief discussion on mentoring as applied in the university.

3.7.1 Brief history of UMaT

The University of Mines and Technology is a public university established as a full-fledged university in November 2004 to provide higher education for the development of mining and technology in Ghana and beyond. The school which started as Tarkwa technical institute in 1952 was reorganized and later affiliated to KNUST in 1961 and 1976 respectively.

In its current state, the UMaT is poised to meet its mandate of providing excellent teaching, research and learning in an environment set to meet the challenges of mining and technology in the 21st century and beyond. UMaT has a vision of becoming a centre for excellence in Africa for the teaching, research and entrepreneurship training in mining and its related engineering disciplines, management sciences and for producing world-class professionals in these disciplines. This vision is backed with a mission to provide excellent higher education in mining, technology and other related disciplines and also to promote knowledge through effective teaching and learning in order to provide industries in such fields the best of professionals.

3.7.2 Staffing situation

UMaT just as all other universities has its staff grouped into senior and junior staff members. It has one vice chancellor, a pro vice chancellor, 101 academic staff members made of professors, associate professors, senior lecturers, lecturers and assistant lecturers. There are 22 senior members of administration and other auxiliary workers such as security men, drivers, grounds and kitchen staff, who together help in the smooth day to day running of the university.

3.7.3 Main activities

UMaT is a university with a mandate of providing higher education to its students. It undertakes researches and embarks on activities that impart knowledge to citizens of

Ghana and others from all over the world. The university runs undergraduate and post graduate programmes in all its faculties. The post graduate programmes are mostly run in modules. The University currently has eleven academic departments namely Mining engineering, Mineral engineering, Geomatic engineering, Geological engineering, Petroleum engineering, Environment and Safety engineering, Electrical and Electronic engineering, Computer Science and engineering, Mathematics and CENCES. These departments are grouped into faculties.

3.7.4 Mentorship as applied to UMaT

UMaT employs lecturers who may sometimes be so new to the lectureship. The already existing lecturers may be down in morale due to certain challenges they are faced with. There are certainly experienced lecturers who may have gathered their experiences in areas that are still relevant to newly recruited and already existing lecturers.

For all these reasons, a mentoring programme which seeks to match up mentors to mentees for sharing and transfer of knowledge, experiences and friendship is relevant. Mentoring as a means managing the talent of UMaT's lecturers will be useful especially in building a good lecturer to lecturer relationship, developing a culture of shared learning, career enhancement and retention among the lecturers in the organization as a whole.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION OF FINDINGS

4.0 Introduction

This chapter contains the analysis and interpretation of the data collected from the lecturers selected from the University of Mine and Technology (UMaT) in Tarkwa. The information gathered is presented in figures and tables with different meanings and interpretation. There were two main sets of questionnaires used in the collection of data. One was used to gather the responses from mentees that is, lecturers and the other were used to gather data from the mentors which in the case of UMaT are only professors. The responses gathered with the two questionnaires were analysed and discussed.

4.1 Demography

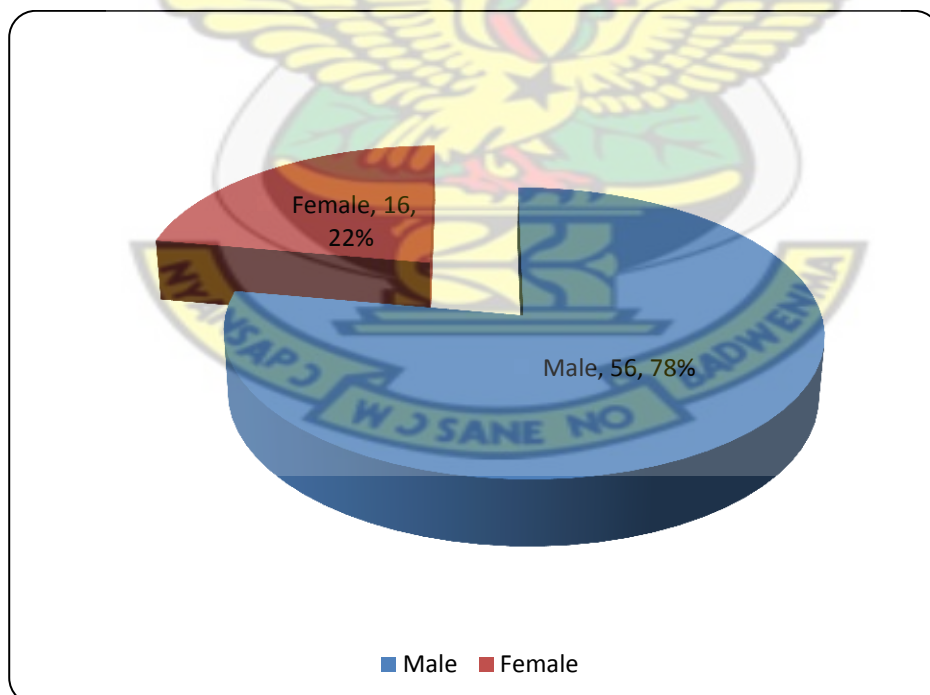


Figure 4.1.1 A Pie Chart Showing the Gender of Mentees

Source: Field survey (May 2014)

From figure 4.1.1 above, a representation of the gender distribution of the lecturers was made. Of the total of 72 lecturers sampled, 56 representing 78% were males whilst 16 representing 22% were females. There is a clear indication of a gender inequality here at UMaT. This notion may probably be due to the wide gap between the male and female lecturers in this University.



Figure 4.1.2 A Doughnut Chart Showing the Gender of Mentors

Source: Researcher's field survey (May 2014)

Figure 4.1.2 shows a representation of the gender distribution of the professors who were mostly the mentors in UMaT. Of the 11 respondents, 9 (82%) were male whilst only 2(18%) were female. This goes to affirm the notion that the job of a lecturer in this university was mostly dominated by the male gender.

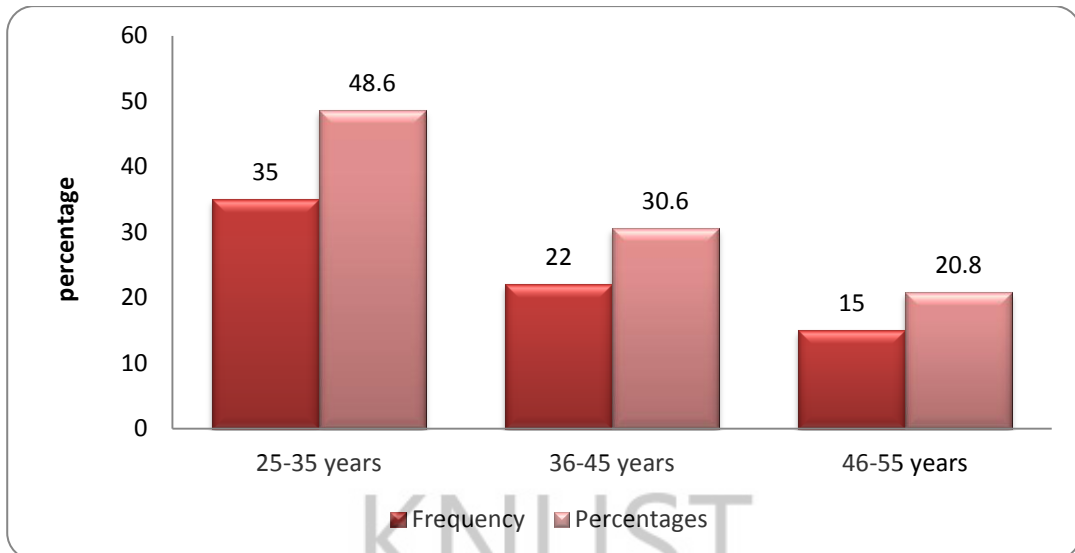


Figure 4.1.3 A Histogram Showing the Age Range of Mentees

Source: Researcher's field survey (May 2014)

Figure 4.1.3 represents the age distribution of the selected respondents among the lecturers of UMaT. The respondents numbering 72 in total had their ages ranging between 25 and 55 years. In all 35 (48.6%) respondents were between 25-35 years, 22 (30.6%) were aged 36-45 years and 15 (20.8%) were aged between 46-55 years. The figure 4.2.3 clearly shows that the lecturers at UMaT are mostly youthful and as such can be classified as vibrant.

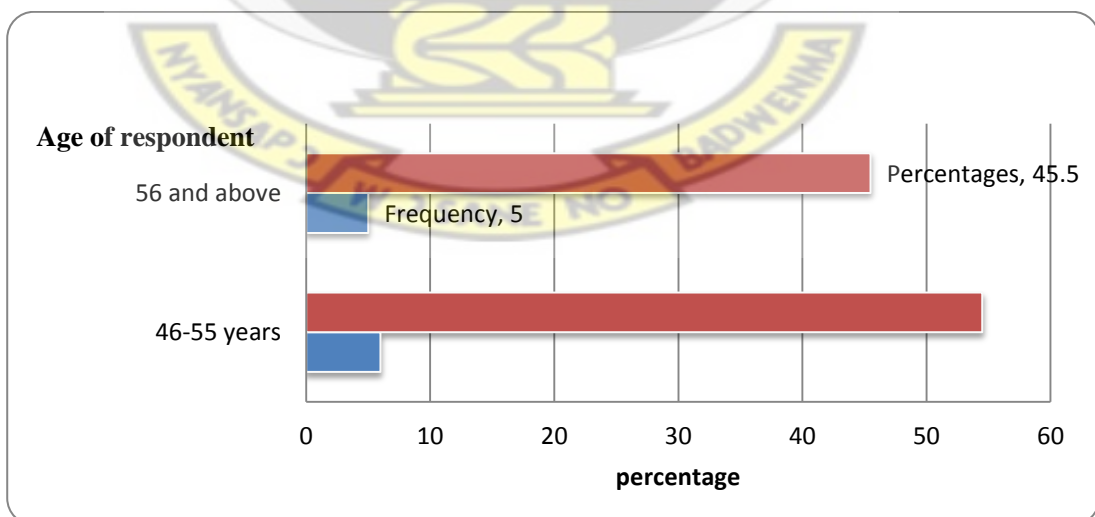


Figure 4.1.4 A Barchart Showing the Age Range of Mentors

Source: Researcher's field survey (May 2014)

Figure 4.1.4 is a representation of the age range of the mentors. Of the 11 respondents, 6 (54.5%) were within the age range of 46-55 years. The remaining 5 were found to be 56 years and above. This age range represented 45.5%. Interestingly though the mentors in UMaT were all aged between 46 and above. A comparison between figures 4.1.3 and 4.1.4 indicates that the age range of the mentees ends at 46-55years whilst that of the mentors begins from 46-55years. This brings out a possibility of some mentors being the peers of their mentees. Thus a relationship of friendship in mentorship is highly possible in UMaT. Friendship as suggested by Kram (1983) is one of the psychological functions of the corporate mentoring relationship.

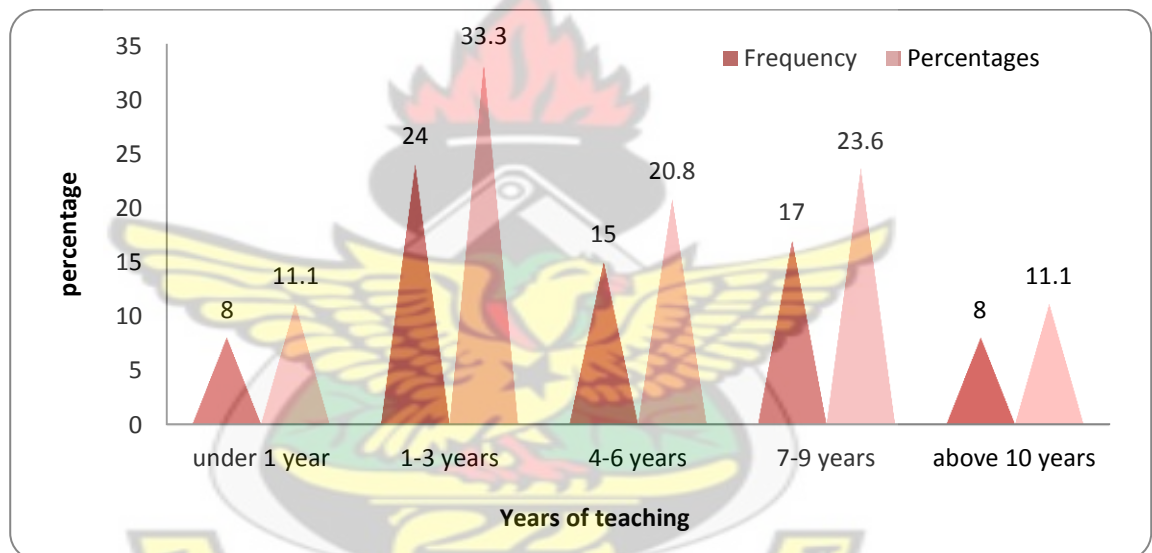


Figure 4.1.5 A Barchart Showing the Length of Teaching in Years by Mentees

Source: Researcher's field survey (May 2014)

Figure 4.1.5 reflects the number of years that mentees have taught in the university. Out of the 72 respondents, 8 had taught for less than one year and that represented 11.1% , 24 had taught for 1–3 years, representing 33.3% , 15 had taught for 4-6 years, representing 20.8%, 17 had taught for 7-9 years and that represents 23.6% whilst 8 (11.1%) had taught more than 10 years. From the bar chart, there is the indication that a slight majority of the mentees in UMaT had taught for 1- 3 years. It is mostly within

the initial years of teaching that the new lecturer or beginning teacher requires mentoring the most, so that there can be collaboration and reassurance in times of stress. These are mostly required to boost the beginning lecturer's self-adequacy as described by Fuller (1969). From figure 4.1.5, it is realized that mentoring for the new lecturer was being carried out at this crucial stage, that is within the first three years of their career in UMaT.

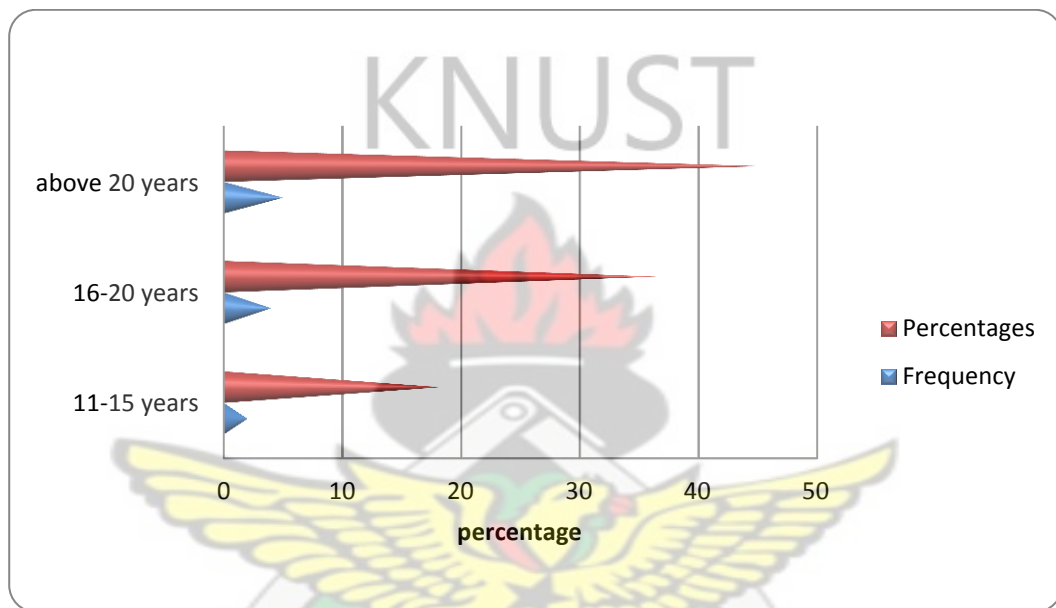


Figure 4.1.6 A Barchart Showing the Length of Teaching in Years by Mentors

Source: Researcher's field survey (May 2014)

Figure 4.1.6 is a representation of the number of years the mentees have been teaching. For a period ranging from 11-15 years, 2 respondents were found making 18.2%, 4 (36.4%) had taught between 16-20years whilst 5 had above 20 years of teaching experience which made up 45.4% of the respondents population. Majority, 45.4% of the respondents had taught for more than 20 years which meant that they had acquired a rich experience in the field and that made them very good material as mentors. That is using experience and length of years as criteria for selecting a mentor as prescribed by Hulling-Austin (1990). This is one of the strongest criteria in choosing a good mentor.

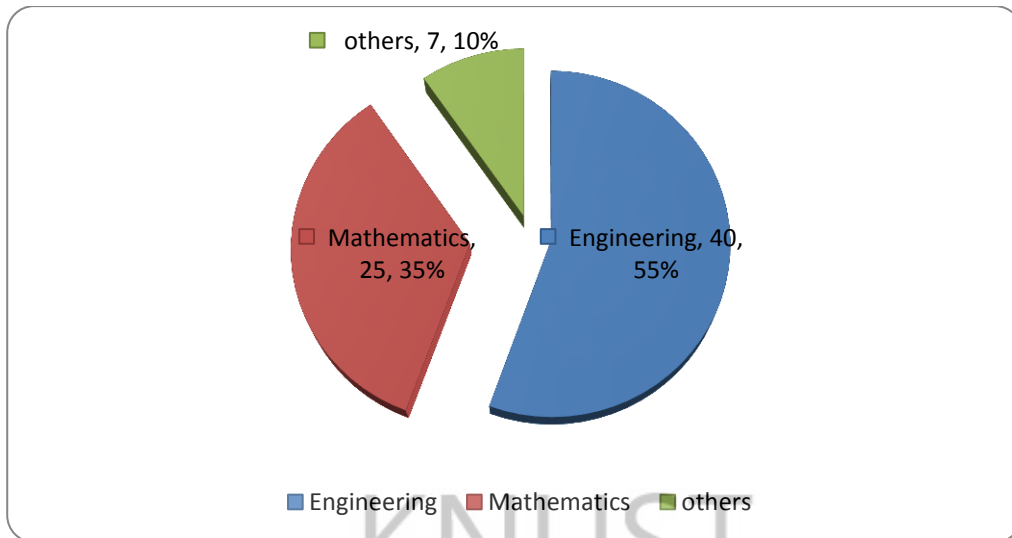


Figure 4.1.7 A Pie chart showing the Subject Area of Mentees

Source: Researcher's field survey (May 2014)

When the mentees were asked what course or courses they were teaching in the University, 40 representing 55% answered Engineering, 25 answered Mathematics which accounted for 35% and 7 representing 10% answered others. From figure 4.1.7, it could be inferred that Engineering dominates the courses being offered at UMaT. This goes to affirm the general notion that UMaT is predominantly an engineering university which specializes in mining. The other courses being offered were only complimentary.

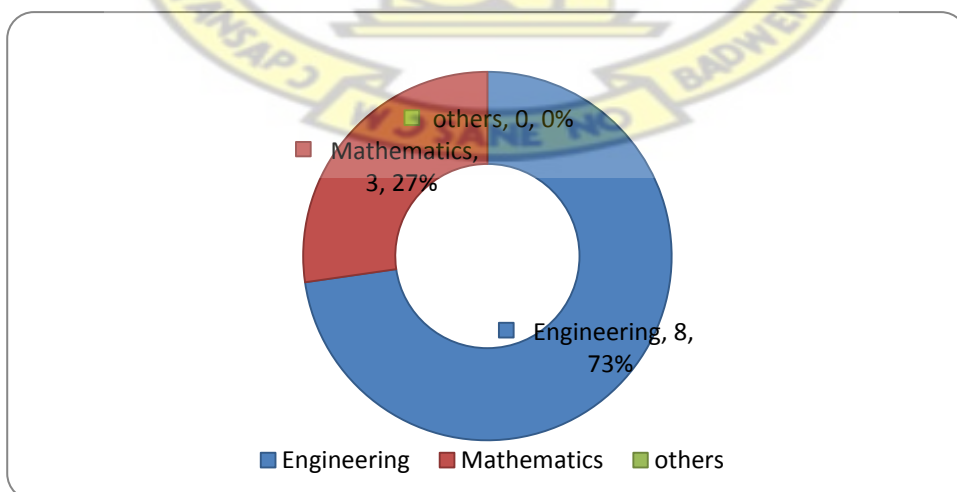


Figure 4.1.8 A Doughnut showing the Subject Area of Mentors

Source: Researcher's field survey (May 2014)

Figure 4.1.8 is a representation of the subjects or courses which were being taught by the mentors. Out of the 11 mentors surveyed, 8(73%) represented professors handling Engineering and 3(27%) represented the professors teaching Mathematics. The Figure 4.1.8 depicts that the professors who were teaching engineering related courses are the majority. It is clear that other courses not related to either Engineering or Mathematics had no professors in UMaT.

4.2 Existence of mentoring programme or policy at UMaT

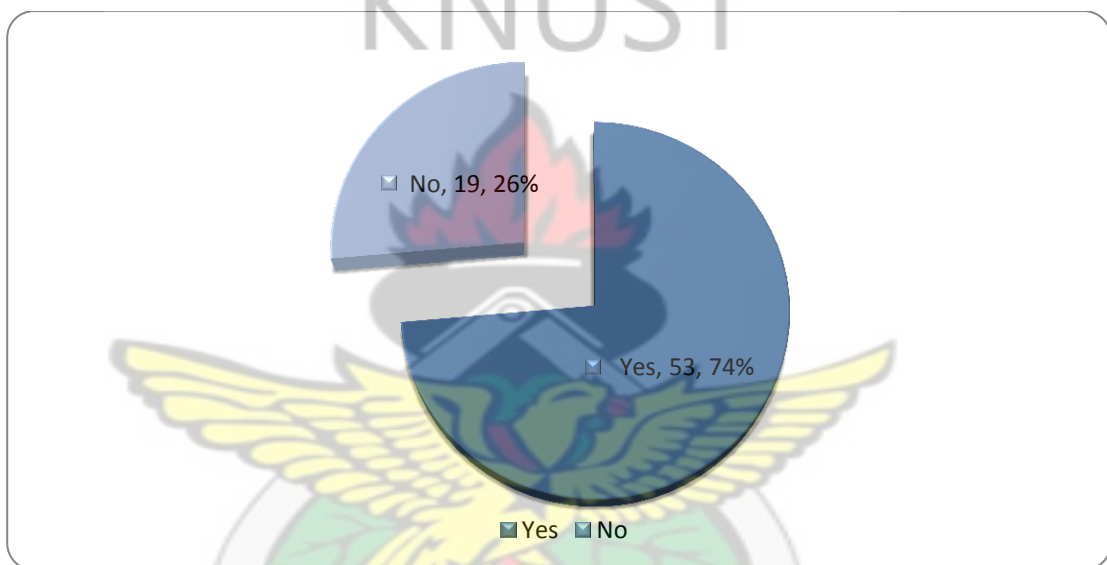


Figure 4.2.1 The mentees' view of whether they looked up to someone

Source: Researcher's field survey (May 2014)

Figure 4.2.1 above represents the mentees' view of whether they looked up to someone to help them succeed in their career. Of the 72 respondents forming the mentees, 53 representing 74% answered 'Yes' signifying their acceptance of the fact that they agree to the idea that they would need the support or encouragement from another entity in order for them to succeed. Another 19 representing 26% of the respondents were of the view that they looked up to no one for their encouragement to succeed.

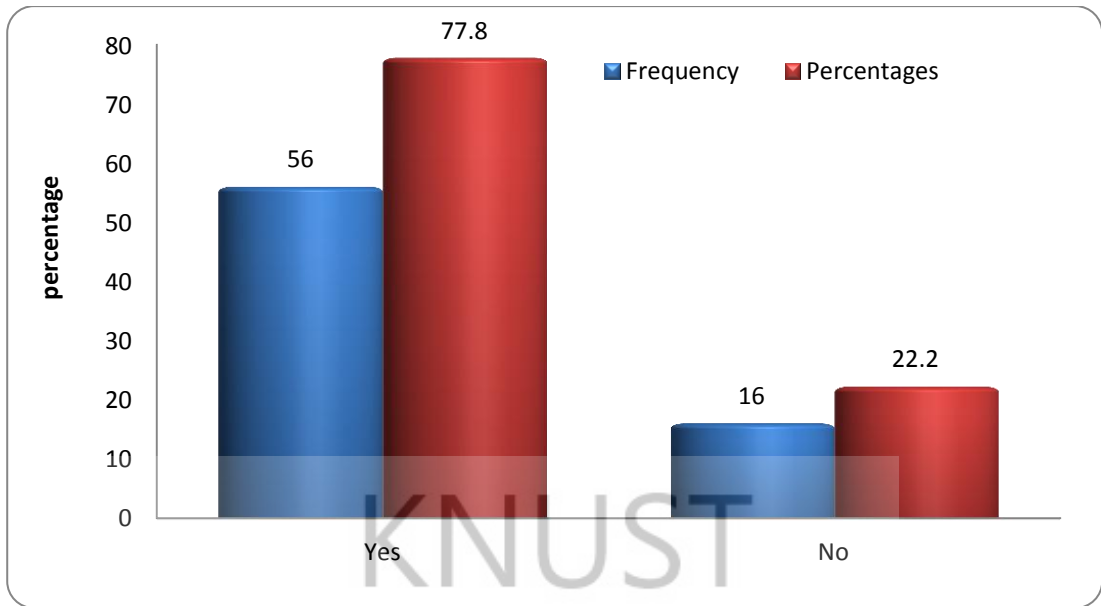


Figure 4.2.3 The mentees knowledge of mentoring policy

Source: Researcher's field survey (May 2014)

Figure 4.2.2 is a representation of the mentees who knew that UMaT had a mentoring policy. Respondents numbering 56 (77.8%) out of a total of 72 responded 'Yes' to the question, and the remaining 16 (22.2%) answered 'No' to the same question. This is a clear indication that 22.2% of the lecturers had no idea of the mentoring policy being practised in UMaT. Though the 22.2% might seem to be minor as compared with the 77.8% who had an idea of the policy in operation, it is significant.

On the other hand when the respondents representing the mentors were asked this same question, there was a 100% agreement. Respondents numbering 11 were asked if the university had a mentoring policy and they all answered yes. This goes to prove that all the professors were aware of the mentoring policy of the University of Mines and Technology. A 100% knowledge of the operation of a mentoring policy is ideal.

4.3 Adherence to the mentoring policy at UMaT

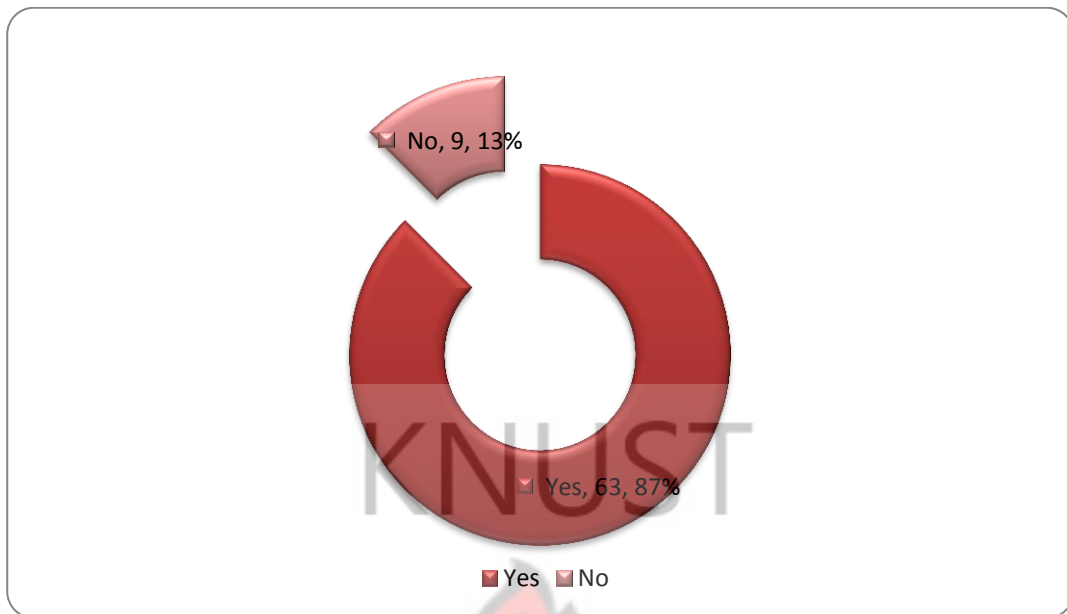


Figure 4.3.1 A Doughnut showing the assignment of Mentors to Mentees at UMaT

Source: Researcher's field survey (May 2014)

Figure 4.3.1 present the responses obtained from the respondents within the mentee group when the researcher posed this personal question: “do you have a mentor?” The responses received depicted that 63 (87%) had mentors. The other 9 (12.5%) did not have mentors. By inference, it could be said that the 87% who answered ‘Yes’, were aware of the mentors assigned to them by the university whilst 9 (13%) had either not been assigned or had no idea if they had been assigned or not.

When the respondents forming the mentor group were asked this same question, there was a 100% response of “yes”. They all agreed that the university had assigned them with mentees.

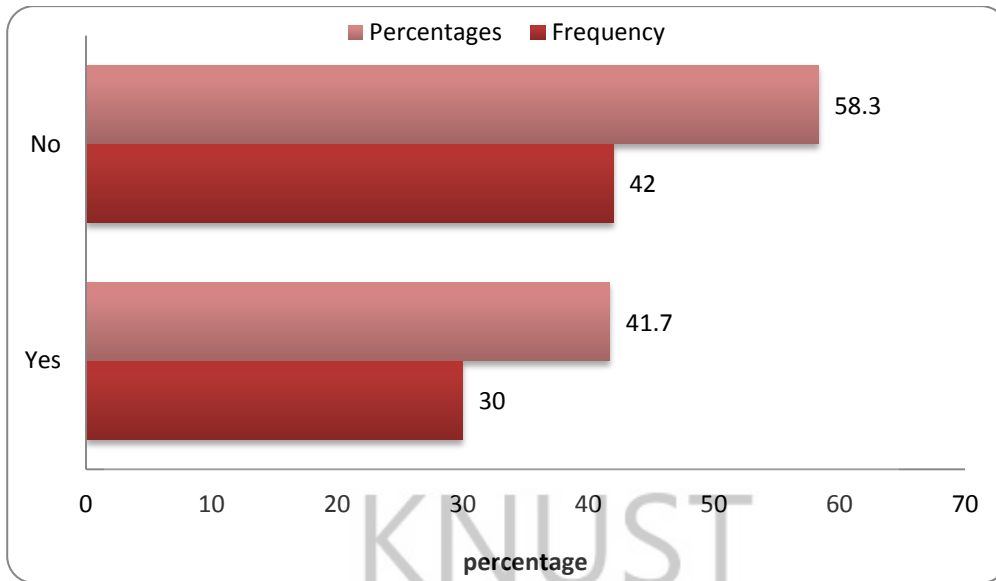


Figure 4.3.2 A bar chart showing Mentees possession of Mentoring Policy

Source: Researcher’s field survey (May 2014)

Figure 4.3.2 is a representation of the respondents’ acceptance of having been furnished with a copy of UMaT mentoring policy. From the figure above, 30 (41.7%) answered ‘Yes’ and 42 (58.3%) answered ‘No’. It can be observed that the majority of respondents within the mentee group did not have copies of the mentoring policy of the University.

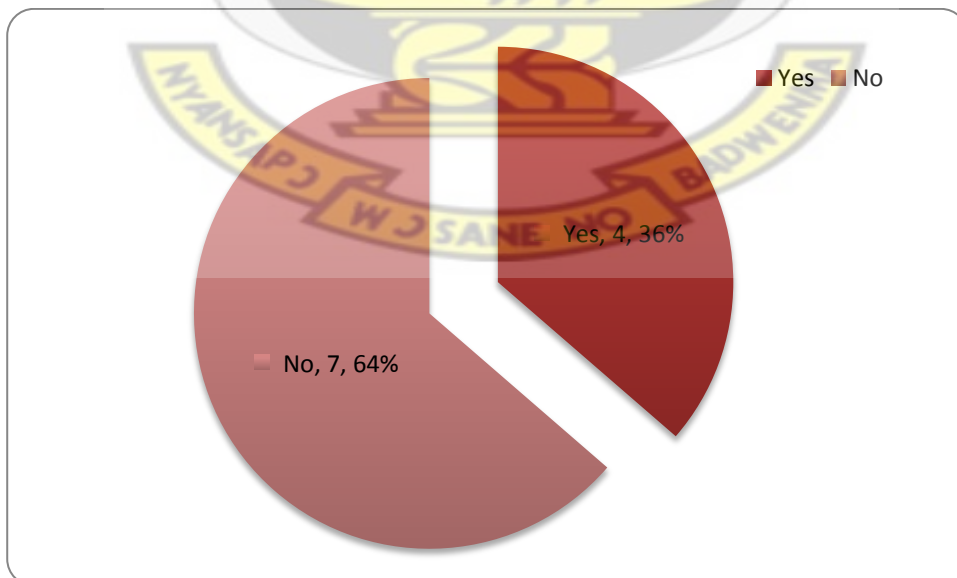


Figure 4.3.3 A pie chart showing Mentors possession of Mentoring Policy

Source: Researcher’s field survey (May 2014)

Figure 4.3.3 presents a similar situation with regard to the respondents having copies of the mentoring policy of the University. Of the 11 respondents making up the mentor group, 4 representing 36% answered ‘yes’ and 7 representing 64% answered ‘No’. That is a reflection that though UMaT has a mentoring policy, most of the professors did not have their own copies. That assertion could be the real situation on the ground since the majority 7(64%) did not have copies confirming the responses from the mentee group as represented in the figure below.

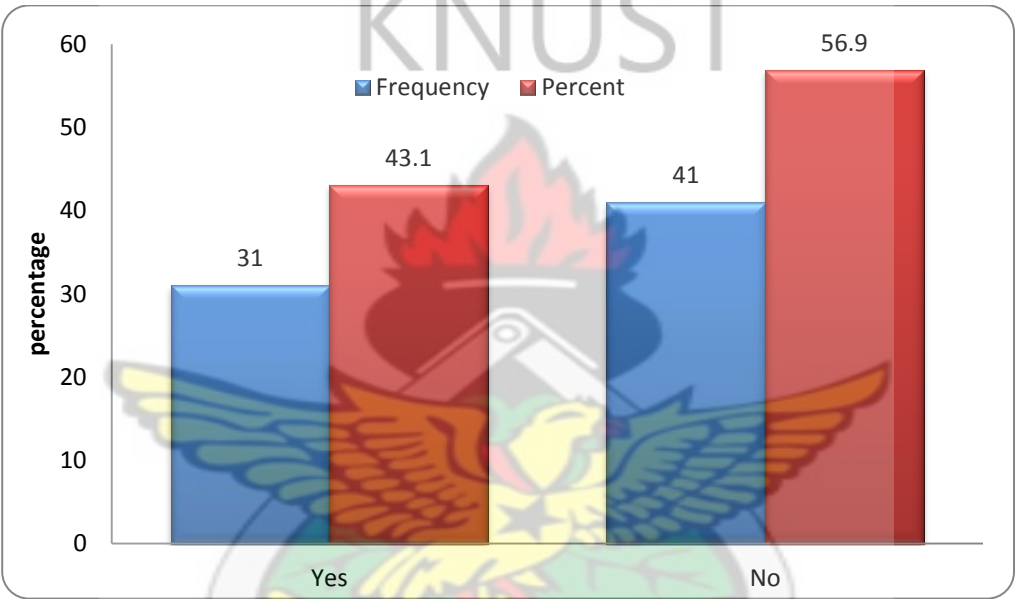


Figure 4.3.4 A bar chart showing Mentees Familiarity with Mentoring Policy

Source: Researcher’s field survey (May 2014)

Figure 4.3.4 above represents the answers that were obtained from the respondents when the question of whether they were familiar with the mentoring policy of the university was posed. From the figure, 31 respondents making up 43.1% answered ‘Yes’ whilst 41 that is 56.9% answered ‘No’. Again it can clearly be seen that, some respondents after being aware of the presence of the mentoring policy of the university, did not know about the provisions therein. It was thus not possible for this 36.6% of mentees to benefit from the mentorship programme being undertaken in UMaT.

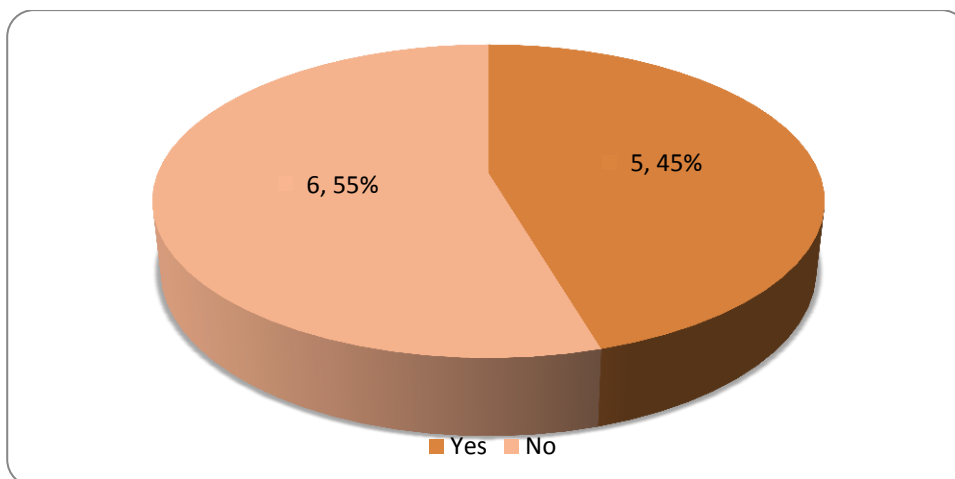


Figure 4.3.5 A bar chart showing Mentors Familiarity with Mentoring Policy

Source: Researcher's field survey (May 2014)

Figure 4.3.5 is a reflection of the mentors' familiarity with the mentoring policy existing in UMaT. From the figure it was revealed that, 5 (45%) of respondents were familiar with the policy whilst 6 (55%) were not familiar with the policy. Here again it is made clear the policy though exists, the parties for which it is to govern, have little familiarity of its provisions.

Table 4.3.1 The University assigning mentors to new lecturers

Variables	Frequency	Percentage
Often	56	77.8
Rarely	13	18.1
Never	3	4.2
Total	72	100.0

Source: Researcher's field survey (May 2014)

Table 4.3.1 presents the rate at which UMaT assigns mentors to the new lecturers. Respondents numbering 56 representing 77.8% were of the view that UMaT often assigned to them mentors. The remaining 13 making up 18.1% had the notion that UMaT rarely assigned mentors to lecturers whilst 3 (4.2%) thought that, UMaT never assigned a mentor to new lecturers. This uncertainty may be the resultant situation

from the wide unfamiliarity with the provisions in the mentoring policy existing among the mentor as well as the mentee groups of the university.

4.4 Determination of mentor/ mentee relationship

Table 4.4.1 Mentorship meetings

Meeting Times	Frequency	Percentage
Once a week	9	12.5
Once a month	24	33.3
Once a semester	5	6.9
Twice a semester	34	47.2
Total	72	100.0

Source: Researcher's field survey, May 2014

The researcher, sought to find out, how regular the mentoring meeting took place. Table 4.4.1 depict the answers elicited from the respondents. The respondents that met once in a week with their mentors were 9 (12.5%), 24 (33.3%) met once in a month, 5 (6.9%) met once a semester and 34 (47.2%) met twice in a semester. A slight majority of 47.2% met twice in a semester. This was the case with the mentee group of the respondents.

Table 4.4.2 Mentors meeting with mentees

Meeting	Frequency	Percentage
Once a week	1	9.0
Once a month	3	27.3
Once a semester	4	36.4
Twice a semester	3	27.3
Total	11	100.0

Source: Researcher's field survey, May 2014

Table 4.4.2 is a reflection of how many times the mentor is able to meet his or mentees. Of the 11 respondents, 1 (9.0%) mentor met their mentees once in a week, 3 (27.3%) met their mentees once in a month, 4 (36.4%) met their mentees once a semester and the other 3 (27.3%) met their mentees twice a semester. The indication from the table is that, there was no clear policy guideline as to the number of times that mentoring meeting should take place. It seemed to be at the discretion of the mentor or maybe at the request of the mentee. This inference was possible because from the table, responses did not bring out a very clear or strong majority in how often mentoring meetings took place.

Table 4.4.3 Mentees relationship with mentor

Relationship	Frequency	Percentage
Formal	41	56.9
Informal	31	43.1
Total	72	100.0

Source: Researcher's field survey, May 2014

Table 4.4.3 above is a representation of the sort of relationship that can be said to exist among the respondents and their mentors. Whereas 41 (56.9%) saw the relationship to be formal, 31(43.1%) saw it to be informal. The indication here is that, the mentoring relationship that may exists depended on the mentor's personal relationship pattern and not the policy.

Table 4.4.4 Mentor's relationship with their mentees

Relationship	Frequency	Percent
Formal	6	54.5
Informal	5	45.5
Total	11	100.0

Source: Researcher's field survey, May 2014

From Table 4.4.4 it can be seen that 6 respondents representing 54.5% had a formal relationship with their mentees whilst 5 representing 45.5% related with their mentees on an informal manner. Comparing the two relationship table, that is, tables 4.4.3 and 4.4.4, it can be realized that the relationship existing between the mentee and his or her mentor is purely dependent on situations that pertains at a particular time.

4.5 Challenges encountered upon implementation of the policy

From the trend of responses gathered from the questionnaires, the challenges encountered in the implementation and practise of the mentoring programme or policy in UMaT were seen in the areas of :

- i. Mentor-mentee profile
- ii. Inconsistent meeting schedules
- iii. Insufficient knowledge of the policy guidelines
- iv. Mentor-mentee relationship
- v. Purpose and goal of policy

The challenges identified were discussed below under their various headings:

4.5.1 Mentor-mentee profile

From the data gathered, the policy guiding the mentoring programme allocates the mentor slot to the professors. The professors due to their little number in UMaT perform the role of faculty heads as well as chairs to other important boards of the university. In a nut shell, they are experienced and rich in knowledge but they are also very busy and practically often unavailable to mentor. That was partly the reason for the variations in the meeting times as identified on table 4.4.2 above.

The mentees were drawn from all the lecturer groups in the university. That is, the new, assistant and senior lecturers. They were all lumped together and paired with their various mentors. The various lecturer groups had different levels of needs in

mentorship. The new lecturers were battling with lecture hall challenges, preparation of course materials, covering the assigned syllabus and setting standard questions for their students coupled with pressure from outside the classroom. The already existing lecturers were confronted with promotion issues, writing of papers for conferences and publications among others. All such groups require special attention from the mentor.

4.5.2 Inconsistent meeting schedules

Due to busy schedules of the mentors in UMaT, the period they allot for meeting their mentees were seen to be limited. The usual pop-ups as prescribed by Smith (2003), were virtually non-existent. Board meetings, local and international assignment could take the mentor away from his or her mentees and this was capable of postponing their meeting schedule till further notice. This phenomenon has resulted in the dwindled seriousness attached to the times scheduled for mentorship meetings.

4.5.3 Insufficient knowledge of policy guidelines

The data collected indicated that, 56.9% of mentees and 55% of mentors were not familiar with the provisions of policy which guides the mentoring programme at UMaT. Such figures indicated that quite a number of participants of the mentoring programme were passive. Their involvement in the programme was due to compulsion coming from the university and not because the perceived benefits that mentoring could bring to their career. This seemingly work-to-rule attitude had the potential of depleting the success of the entire programme. The insufficient knowledge of the policy guidelines was as a result of the policy document not being made available to the lecturers who are expected to be the implementers of the policy.

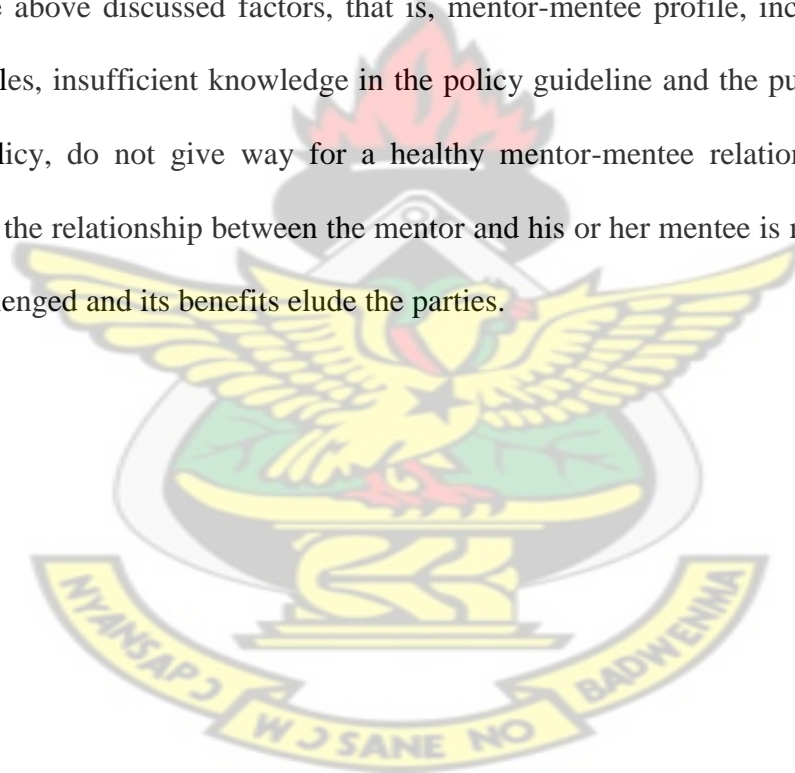
4.5.4 Purpose and goal of policy

The policy guiding the mentoring programme in UMaT mainly prescribes an academic form of mentoring. The purpose thus does not give room for social bonding or

friendliness which is an essential ingredient in successful mentoring. An academic mentorship as the main goal of the policy presents a challenge to the mentee who require support on other aspects of his career aside academic from his or her mentor. The goal of the policy in another sense did not offer the mentor the opportunity to learn from the mentor since the professor is known to know it all when academics are concerned. The mentoring providing reciprocity or shared learning has been defeated by such a goal and purpose in the policy.

4.5.5 Mentor-mentee relationship

All the above discussed factors, that is, mentor-mentee profile, inconsistent meeting schedules, insufficient knowledge in the policy guideline and the purpose and goal of the policy, do not give way for a healthy mentor-mentee relationship to be built. Where the relationship between the mentor and his or her mentee is marred, mentoring is challenged and its benefits elude the parties.



CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter is made up of the findings derived from conducting the research. It also contains some implications and interpretations made on the data collected. Recommendations were also given to address the findings from the research. It was realized from the research that mentoring was being practised in the University of Mines and Technology, Tarkwa (UMaT)

5.1 Summary of findings

The summary of the findings of the study are outlined below.

5.1.1 Mentoring being mandatory in the university

It was realized from the analysis that mentoring in the UMaT was compulsory. This was realized from the responses received from the lecturers and professors. The two groups forming the teaching staff of the University attested to the operation of a mentoring policy. The research brought to bear the fact that all professors in UMaT are assigned mentees. The professors were expected to function as mentors to all other lecturers, whether new or old.

The policy guideline had outlined the areas to be mentored in as purely academic. The document titled “GUIDELINES FOR ACADEMIC MENTORS” was produced by the planning and quality assurance unit of the university. In that document the areas outlined for mentorship were:

1. Teaching;
2. Research or publications; and
3. Service or consultancy.

The objective of this mentorship was to allow the mentors assist their mentees to improve on their lecturing skills, undertake research and also publish their research findings and use the expertise acquired to serve the community both local and international. Again the mentor was expected to help the mentee develop him or herself in order to enhance his or her CV to be able to move up the career ladder.

5.1.2 Mentor-mentee relationship prescribed by the policy

The mentoring policy being operated in UMaT only considers professors to be mentors. In effect all other lecturers of the University are expected to be assigned to the few professors in the school. In the engineering faculty for instance where the number of lecturers far exceeds the number of professors, the large number of lecturers are shared among the few professors. This phenomenon has overburdened the mentors thus weighing down the entire mentoring process in UMaT. It thus has affected the mentorship relationship.

The professors with all their administrative pressure coupled with external or community's commitments are already stressed and so have little time left on their hands to meet their mentees on a regular basis. That forms the platform on which a bad mentoring relationship can be built on. This explains the reason why some mentees claim that, they had no idea of a mentoring programme being undertaken in the University. Such mentees have probably never met their mentors.

5.1.3 Forces affecting the mentoring relationship in UMaT

The policy guideline for mentoring in the university specifically stated that, mentors function as academic mentors. This in itself presents a formal platform on which the mentoring relationship is built though not stated in express terms. In this academic mentorship, mentees are not allowed to bring out personal challenges during

mentorship meetings no matter how pressing such challenges are or even how its effect can be on the lecturer's career.

New lecturers who had joined the university fresh, found it a bit difficult to relate freely with their mentors. This may be due to the generational differences between the lecturer and the professor. The new lecturer's challenges might not have been existent during the early years of the professor's career.

Again from the analysis it was revealed that, most members of staff; that is both mentors and mentees did not have personal copies of the mentoring policy and thus were not familiar with the provisions therein. This phenomenon had given way to the differences in the mentoring relationship which existed between mentors and their mentees.

Lecturers being shared among professors do not give the lecturer the opportunity to choose their own mentors. This can be a setback to effective mentoring since trust, respect and admirations which are essential in a good mentoring relationship may be absent. Time for mentorship meetings were found to be dedicated to relevant and important discussions which are most of the time stressful and boring. There are no room for pertinent personal issues to be discussed, thus no friendship existed between the mentor and the mentee.

5.1.4 Rewarding the mentor

From the field survey, it became evident that mentors are given a monthly allowance for their effort in mentoring. Almost all of the respondents were of the view that, the monetary reward was satisfying. For some their main motivation was not from the amount of money received but from the joy of helping others to succeed and excel in

their chosen career. Others on the other hand were delighted with the extra cash that was added to their salaries at the end of the month for being a mentor.

5.1.5 Mentor-mentee supervision

It was observed from the study that, there was no part in the policy that provided a supervisor to the mentorship programme in practice. This phenomenon could adversely affect the efficient running of the entire programme. The mentor could develop attitude that treats his mentees anyhow. The mentee on the other hand might see no reason to attach the required seriousness to the mentorship programme because of the lack of supervision. The lack of supervision was likely to reflect on the seriousness the parties would attach to the programme.

5.1.6 Impact of mentoring on lecturers

There were some discussions with a number of the lecturers which revealed to the researcher that, the lecturers at UMaT are mostly involved in research. Most of the young lecturers are seriously embarking on the achievement of their Doctor of Philosophy (PhD). This was partly due to the influence from their various mentors. The lecturers even after obtaining their PhDs are encouraged by the professors to continue with further researches, sending such research papers to conferences and to other recognizable bodies for publication. For this reason mentees who submit to the direction of their mentors are mostly busy with their research work even when school was on recess.

Academic delivery was found to be excellent at UMaT and this was largely the reason attributed to swift rate at which graduates from this university are employed by the mining and other engineering companies in Ghana and Africa at large. The current trends in industry continuously inform their course structure and thus makes their graduates the most preferred among their counterparts from elsewhere. That is another

direct impact of mentoring on lecturers having a trickling effect on the students and graduates.

Commitment to duty which was seen in the lecturers' ability to prepare course materials for students at no cost at all to the students was laudable. The lecturers consider that as part of their community service despite the monetary gains being accumulated by their colleagues from other sister universities both public and private. The mentoring policy being practiced takes recognition of their service to the community as well.

5.2 Conclusion

The research sort to bring to bear, how mentoring could be used as a means of managing the talents within the new lecturers in the University of Mines and Technology, UMaT, Tarkwa. Its main objective was to assess the impact of the mentoring programme on the management of the talents of the lecturers. From the data collected, it became clear that academic mentoring was in place and was being practiced. It was further revealed that UMaT had a mentoring policy which is being used as a guideline to mentor all the lecturers in the university.

The mentors were mainly made up the professors and that was the only qualification needed for someone to become a mentor in the university. No matter a person's experience, knowhow and age, without the title " professor" one does not qualify to be a mentor. From the research, it has come to bear that, all lecturers in UMaT are considered as mentees, and for that reason has each been assigned a mentor. In this university, the lecturer who is employed today could be assigned to the same mentor with another who has been in employment for the past ten years or more but has not attained the professor title.

It can thus be concluded that UMaT adheres to the fact that mentoring could be used to manage the talents of their employees. This explains why all its academic staff have been enrolled into the mentoring programme being guided by the policy in place.

5.3 Recommendations

The following subsections states the recommendations of the study

5.3.1 Pairing of mentors and mentees

Mentoring thrives better mostly where there is mutual respect between the mentor and mentee. It is therefore being recommended that the matching of mentors with their mentees should be critically conducted to have as much as possible elements such as respect, trust and personal relationship as its foundation. This would go a long to maximize the outcome of building a good career and furthering its success in the long run.

Mentoring in some time past was solely used as a guide according to Galves-Hornevik (1986) but in recent time, that sole notion is giving way to reassurance, reciprocity, collaboration and problem solving (Smith,2003) in the relationship. Successful mentoring appears to be the mentor/mentee relationship itself (Gray & Gray, 1985). Both the mentor and the mentee must benefit from the mentoring relationship. This shows that the pairing must take cognisance of all these to ensure its efficient success.

5.3.2 Evaluation of the process

The policy as it was at the time of collecting data did not have any evaluation criteria. The responses gathered gave nothing pointing to periods of evaluation. The researcher, based on this impression recommends that a detailed evaluation criterion is drafted and practiced periodically to ascertain the extent of adherence to the mentoring policy and its direction. An evaluation criteria effectively practiced would be capable of pointing

out the flaws in the policy and would also help reward good performance appropriately. Non-performance can be punished or corrected by an effective evaluation process.

5.3.3 Policy reviews

Just as any enacted law, the mentoring policy of UMaT should be made to undergo reviews which would inculcate the views of stakeholders. Such reviews can address the concerns raised, such as defining in clear terms the relationship that should exist between the mentor and his or her mentees. A review in policy can occur at least every four years. A period within which the policy would have been put to use, and its loopholes identified, by the governors or policy interpreters and other stakeholders.

5.3.4 Rewarding mentors

Giving out monthly allowances to all professors for mentoring was identified as the practice in UMaT. This phenomenon is not the best since it does not encourage innovation. Paying every mentor the same amount for no work done at times, is capable of damping the good efforts others who are putting in their all to ensure success. Thus it is recommended that, the reward should be based on the improved performance of their mentees. For instance, before a mentor is rewarded feedback from all his or her mentees can be collected and analyzed.

The results from such analyses can form the basis for the reward due. This can go a long way in ensuring success since the mentors would be conscious of the outcome. In the same manner, mentors who score low from the analyses consistently can be stripped off their mentor position. This can motivate others to put in more effort in the mentoring process to ensure success.

5.3.5 Assessment of the impact of mentoring on mentees

It has been written in the mentoring policy of the university that, the mentor should mentor the lecturer under his or her mentorship in teaching, research and service to the community. The question here is, who assesses these in the lecturer. Are there any criteria as to how the mentee should have been reformed in these areas after going through mentorship? Are there timelines set to the achievement of result?

The answers to these questions and more can be correctly given when independent experts are brought into the picture. The human resource department of the university can be tasked with the function of coming out with a criteria for assessing the lecturer. Especially, on the aspects of research and community service, since students already assess the teaching delivery of lecturers. This information can help the mentor improve their efforts in ensuring that the mentees are better off than they began. The mentee on his or her own can also use this same information to reform his or her attitude towards the mentoring programme and together the university might be able to effectively use mentoring to manage the careers of their lecturers. This can help curb attrition in the lecturing staff of the university. Especially among the new lecturers who are not able to handle the stress associated with the profession.

5.3.6 Mentor training

Training is essential for everyone despite his or level of experience. It is thus being recommended that the mentors are a given periodic sessions of training to keep them abreast with the current trends in mentoring. Training in conflict resolution, mentee supervision skills and mentor-mentee relationship management can help the mentor more effective. An effective mentor will more likely attract the attention of his or her mentee and that would result in a better mentor-mentee relationship which eventually achieves the success of the mentorship programme.

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APPENDICES
KWAME NKRUMAH UNIVERSITY OF SCIENCE AND TECHNOLOGY,
KUMASI

SCHOOL OF BUSINESS

DEPARTMENT OF MANAGERIAL SCIENCE

A QUESTIONNAIRE DESIGNED SOLELY FOR ACADEMIC PURPOSE IN SOLICITING INFORMATION ON “MENTORSHIP AS A MEANS OF MANAGING EMPLOYEE TALENT AT UMaT, Tarkwa”

ASSURANCE IS GIVEN FOR THE CONFIDENTIALITY OF THE INFORMATION TO BE PROVIDED. PLEASE WRITE IN THE SPACE PROVIDED AND TICK WHERE APPROPRIATE

FOR NEW LECTURERS

1. GENDER: Male Female
2. AGE RANGE: 25-35 years 36-45years 46-55 56 and above
3. How long have you been teaching?
Under 1 year 1-3years 4-6 years 7-9 years Above 10 years
4. What is your specialty or subject area?
.....
.....
5. What is your regular class size?
.....
6. Are there any challenges in your chosen field? Yes No
7. If yes outline some of these challenges being faced
.....
8. Do you have someone you look up to in your chosen career? Yes No
9. What is your relationship with that person?
.....
10. Does the University have a mentoring policy? Yes No
11. Are you familiar with the policy? Yes No
12. Do you have a copy of the policy document? Yes No
13. Do you have a mentor? Yes No
14. Does the University assign you a mentor? Often Rarely Never
15. How do you relate with your mentor?
.....

16. How often do you meet your mentor?

.....

17. Do you think someone is interested in the success of your career?

Yes [] No []

18. If yes, who is he/she?

Mentor [] Colleague [] The university []

19. Do you think effective mentoring could help reduce the challenges you encounter in your career?

.....

20. Can you suggest areas that need improvements in the mentoring policy of this University?

.....



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SCHOOL OF BUSINESS

DEPARTMENT OF MANAGERIAL SCIENCE

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SOLICITING INFORMATION ON“MENTORSHIP AS A MEANS OF
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**ASSURANCE IS GIVEN FOR THE CONFIDENTIALITY OF THE
INFORMATION TO BE PROVIDED. PLEASE WRITE IN THE SPACE
PROVIDED AND TICK WHERE APPROPRIATE.**

FOR SENIOR / EXPERIENCED LECTURERS

1. GENDER: Male Female
2. AGE RANGE: 25-35 years 36-45years 46-55 56 and above
3. How long have you been teaching?
5-10years 11-15years 16-20 years Above 20 years
4. What is your specialty or subject area?
.....
.....
5. Does this University have a mentoring policy? Yes No
6. Do you have a copy of the policy document? Yes No
7. Are you familiar with the policy?
.....
8. Do you have a mentee? Yes No
9. Have you been assigned a mentee?
.....
10. How often do you meet your mentee?
.....
11. Is mentoring mandatory in this University?
.....
12. Have you made it your business to mentor someone?
.....

13. Have you any interest in the career progression of a young lecturer?

14. Can you describe the relationship with your mentee as formal [] or informal []
15. How does the University's policy on mentoring define the relationship?
1
1
6. What is the nature of the relationship between you and your mentee/s?
1
1
7. How does the University reward your efforts as a mentor?

18. Are you motivated by this reward?

19. Can you suggest possible areas of improvements in the mentoring programme of this University?

