

**THE EFFECT OF MENTORING ON EMPLOYEE CAREER
SUCCESS IN NAIROBI'S STAR RATED HOTELS**

BY

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DECLARATION

This research project is my original work and has not been presented to any other University or College for academic purposes.

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This research project has been submitted for examination with my approval as the University supervisor.

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DEDICATION

I dedicate this work to my family, friends, and colleagues for their continuous support and patience during the period I undertook this research study.

ABSTRACT

Mentoring has been around as long as human beings have been in existence. This is why the importance of mentoring has been highlighted by researchers since the establishment of societies and organized work. In recent times, researchers have found out that when organizations use mentoring as a tool of human resource development, employees benefit in more than one way. Employees gain knowledge and skills as well as opportunities for career development and advancement. Over the years, mentoring has been linked to career success in various professions. Researchers have carried out a number of studies that have established that the relationship between mentoring and career success is evident in various organizations whereby mentee have experienced both subjective and objective career success. The objective of this study was to determine the effect of mentoring on career success in Nairobi hotels and primary data was used to achieve the stated research objective. The respondents in this study were Human Resource Managers in the 156 hotels in Nairobi. Being in a position where they interact with they are in charge of human resource development, the respondents were able to provide firsthand information on mentoring and career success. Descriptive statistics; frequencies and percentages were used to analyze respondents' demographic data. To establish the relationship between mentoring and career success in Nairobi hotels, regression analysis was used; mentoring was the independent variable and career success as the dependent variable. The results show that holding all other factors constant, a unit increase in the mentoring function, will lead to 0.345 unit increases in the scores of the career success among staff in the hotel industry. The probability value of 0.607 indicates that mentoring affect the career success among staff in Nairobi's star rated hotels. The research concluded that there is a relationship between mentoring and employee career success in Nairobi's star rated hotels. The researcher therefore recommends that organizations utilize the mentoring function as a human resources development tool. This will improve the employee's knowledge, skills and abilities as well lead to the realization of career goals and objectives.

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CHAPTER ONE: INTRODUCTION

1.1 Background of the study

According to Boags (2008) mentorship is as old as human behaviour and applicable in any walk of life; at any level, and at any point in a person's career, from student to the chief executive officer. However, few organizations provide an official mentoring scheme for employees (Yeung, 2003). Even at senior management levels, organizations typically expect an individual's line manager to act as a coach and mentor them. However, mentorship by another individual who is not a direct line manager has its own benefits. Mentoring offers a number of benefits and this is why various organizations offer employees the opportunity to learn from another employee through formal mentoring programs. In most cases, employees choose their own mentor to counsel them and guide their career development process which creates an informal mentoring relationship. In such mentoring relationships, it is evident in some occasions that the mentee emerges more successful than the mentor. Research has found out that overall benefits of formal mentoring are less tangible compared to those of informal mentoring (Neblett, 2004).

Promotions and career aspirations are related to mentoring. Learn specific career enhancing tactics for employees is important for their career goals and aspirations to materialize. This is the major reason why goal setting plays an important role in achieving career success. Mentoring is therefore helps individual develop through a goal driven process in an organization. Various theories indicate that mentees that are instructed and given continuous feedback have increased expectations for positive career outcome (Pietrzak & Fraum, 2005). It is therefore important for mentors to guide their mentees set and achieve their career goals in order to achieve career

success. This motivates the mentee to achieve higher heights in the workforce (Ricketts & Ricketts, 2010). Organizations therefore use mentoring relationships as way of retaining employees to ensure higher organization commitment. This is especially when dealing with high turnover issues. When it comes to gender, career success is not easy to achieve for women. There is a lot of supporting evidence that women face various barriers that they must overcome to achieve career success. Organization should therefore look to meet their goals to reduce high rate of employee turnover (Campbell, 2009).

A number of theories have been utilized to explain the relationship between a mentor and their mentee. The social exchange theory is based on the social psychological and sociological view on human relationships (Allen & Ebby, 2007). The theory argues that social change and stability is a process where parties involved negotiate exchanges and that human relationships are formed after parties involved weigh the cost and benefits of the relationship and compare alternatives. The social cognitive theory on the other hand proposes that individuals acquire and maintain certain behaviours based on: environmental and personal factors (Bishop & Bieschke, 2008). The acquired behaviour is further reinforced by intervention strategies as it occurs in a mentoring relationship (Hackett & Byars, 2006). Leader member exchange theory argues that the mentor mentee relationship should be considered independent unlike the one between the superior and a group of subordinates (Ford, Wilkerson, Seers, & Moormann, 2014). In a leader member exchange relationship, the leader chooses an in-group and an out-group. The in-group is more in touch with the superior than the out-group which receives less autonomy, confidence and responsibility (Graen & Uhl-Bien, 1995). Thus the difference in the quality of the relationships is that an out-group is treated according to employment contracts while an in-group accesses all the benefits of a one on one relationship with their superior (Epitropaki & Martin, 2015).

According to Wadongo, Odhuno, Kambona, & Othuon (2010) the hotel industry is growing in a rapid way in Kenya and especially in the capital city of Nairobi. The industry has gone through a vigorous process of expansion and with its demand for qualified worker. It has been a part of tourist attraction, for instance, Five Star Hotels are places tourist reside during their vacations or business deals especially during winter seasons in their country hence making Kenya earn more foreign money which helps in our economy. People around this Hotel industries are employed by this industry hence improving their living standards. This new change has seen Nairobi and Kenya in general change not only economically but also socially (PWC, 2015). The high rate of growth of the hotel Industry and huge number of individuals employed everyday has motivated the researcher to study how mentoring affects the career success of employees in the industry.

1.1.1 Mentoring

Mentoring is a process that can only be defined within a contextual setting. This is characterized by the relationship between a more knowledgeable individual and a less experienced individual. A mentor provides counselling, guidance, instructions, modelling, sponsorship and professional networking. Mentoring is a mechanism that allows personal, psychological and professional development. A mentoring relationship is a socialization and reciprocal relationship which transformation the identity of both the mentor and the mentee (Brockbank & Mc Gill, 2006). Formal and informal mentoring have over time become an integral part of a human resource strategy which organizations seek to develop their human resources to achieve competitive success.

Many scholars cite Kram's seminal work on mentoring relationships within the corporate sector. Kram delianated the four phases that mentors utilize during the mentoring process; initiation

phase, cultivation phase, separation phase, and the redefinition phase (Singh, Ragins, & Tharenou, 2009). During this process, the mentee learns lessons that he/she can apply on their job and many others. According to Kram, psychosocial functions presence in a mentoring experience can lead to an intensity of emotion which leads to self transformation and development for both the mentor and the mentee (Allen & Eby, 2011).

1.1.2 Career success

According to Seibert & Kraimer, 2001 Career success is defined as the accumulated positive work and psychological outcomes resulting from one's work experiences. Career success can also be defined as the "positive psychological or work-related outcomes or achievements one has accumulated as a result of one's work experiences" (Judge, Cable, Boudreau, & Bretz, 1995). Researchers operationalize career success in either variables that measure extrinsic or objective career success. Career success can be both subjective and objective depending on an individual employee and their career and personal goals. Career success is made up of interactions between a variety of behaviours and work practices as well as individual, organizational and societal norms. It also reflects a person's occupational position while most researchers define this type of career success as objective success. This is because it can be observed and objectively measured using such metrics as annual pay and hierarchical position. However, although objective career success has been used by many researchers to identify career success, the subjective evaluations of career success must not be ignored (Shah, 2005). This is because an individual also has personal standards and aspirations that help them determine if they are successful or not. In such cases, most individuals compare themselves to a reference group for example their peers.

Career success is viewed as the level of satisfaction that a mentee has with their present job and advancement potential. (Ryan & Ryan, 2000) states that this requires a goal oriented approach to career planning and job searching. This approach should be lifelong and should focus specifically on decision making skills, career information, self-acceptance and understanding, career information, and decision making skills. Career success is therefore designed to increase self-awareness, understanding, and acceptance of personal interests, abilities, personality, values, and lifestyle. Therefore, career success is dependent on the overall success of the mentoring relationship (Ragins & Cotton, 2000). Objective career success in most cases is viewed through the eyes of society and is influenced by external factors. Subjective career success on the other hand is influenced by how an individual views his or her own career success and it is not subject to societal norms or external views (Fabricant, Miller, & Stark, 2013). In total, career success is in determined by a number of variables that both the mentor and the mentee bring to the mentoring relationship (Power, 2006).

Objective career success is known to have an influence on how an individual subjectively experiences his/her career success. Further, it is important to note that the subjective experience of success has a direct influence on how this individual's objective success will grow (Abele & Spurk, 2009). Thus, there is no one definition of career success which is why it is important for individual employees to define what career success is to them. This is because every person is inspired by a different occupation as individual interests, morals and values vary and this diversity allows an organization to function and remain competitive (Dickman, Sparrow, & Brewster, 2008). It is important to note that what an individual employee may consider as career success may not apply to the organization they work for.

1.1.3 Star rated hotels in Kenya

Most of the focus in the hotel industry in Kenya is on the tourism field. This is especially because of the fact that Kenya is a tourist destination. Tourism is the biggest industry in Kenya and it is responsible for 14% of Kenya's GDP as well as 12% of total employment (Wadongo, Odhuno, Kambona, & Othuon, 2010). The hotel industry in Kenya has revolutionized especially in the capital city, Nairobi. There are a number of hotels in the various parts of the country that are well equipped and have modern facilities. These hotels range from five stars to cheap one star hotels and lodgings. They also range in prices and the number of employees working for them as well as the services offered in them. For example in Nairobi, Villa Rosa Kempinski is a five star hotel which offers luxury suites and pool facilities while Sentrim 680 hotel is a three star hotel which offers bed and breakfast as well as conference facilities (Hotels.com, 2016). Nairobi is home to a number of hotels with Hotel Directory Kenya (2016) listing 156 star rated hotels. This research will focus on the variety of hotels around Nairobi and establish the effect of mentoring on employee career success in Nairobi's star rated hotels.

The hotel industry in Kenya is characterized by a mixed market which attracts tourists. Kenya as a tourist attraction boasts of beaches and safari and business travels which are destined to Nairobi. The Kenyan hotel market has in the past three years experienced a decline as a result of terrorism which has seen Western countries issue travel bans to their citizens (KNBS, 2016). The recent trade agreement between Kenya and China has offered more support for the business market. This deal is among many that the Kenyan government has been working on to repair the effects of terrorism and attract more business travel. With the entry of new hotels in the market in Nairobi, Kenya will be able to cater for both the local and international customers. Creating brand recognition has allowed international hotel chains venture into the Kenyan market.

Further, the internet has seen more bookings occur as the clients are able to access hotel information online as well as compare between their choices (BMI Research, 2016).

1.2 Research Problem

In a span of over 20 years, research on mentoring in the workplace has focused on one of the key the problem area; the value of mentors and mentoring for the career success of mentees (Dougherty & Dreher, 2007). Research has found that individuals who have mentored others experience greater annual pay, career advancement, and stronger subjective career success than those individuals without any mentoring experience. Further, successful mentors are able to mentor their mentees to career success (Allen, Lentz, & Day, 2006). Since the 1990s, researchers have published work that investigates along with other issues whether mentoring received by mentees can be related to their objective career progress. These studies measured objective career success using variables such as promotion rates and salary. However, as time went by scholars found out that the construct of career success was made up of more than objective outcomes and that is why the subjective outcome of mentoring was considered (Seibert, Kraimer, & Liden, 2001). This saw the shift to the studying of the effect that mentoring had on employee's career success. Authors have argued that mentoring cultures promote and foster developmental relationships between organizational members (Arthur & Khapova, 2005).

Mentoring programmes are critical to hotel employees. Employees in the hotel industry benefit from mentoring programmes which reduces the rate of employee turnover (The Hotelier, 2016). Mentoring in the hotel industry ensures that the less experienced workers are able to adapt to the ways of an organization. Such employees are also able to deal with the stresses that come with their job. Researchers have noted that mentoring is an effective human resources strategy that

helps deal with the various issues that are experienced in the hotel industry. Hotel employees are instructed by their mentor in their department. This way the employees are able to gain skills and achieve customer confidence. The job of a mentor in a hotel is to communicate to allow good flow of information (Kim, Im, & Hwang, 2015).

Seibert, Kraimer, & Liden (2001) conducted a study on A Social Capital Theory of Career Success where they sampled 448 employees from various organizations holding various positions. The researchers conceptualized social capital and defined it as the networking opportunities and the social resources available to the research subjects. Their structural equation model indicated that the network structure in an organization was related to social resources. The effects of the social resources on the employees career success were determined by: access to resources, access to information and career sponsorship/mentoring. Holtbrugge & Ambrosious (2015) studied Mentoring, skill development, and career success of foreign expatriates. The researchers established a positive relationship between skill development and the career success of the employees. The research also revealed that the organizational distance between a mentor and mentees influences the skills development for employees influences the skills development for mentees.

Singh, Ragins, & Theranoue (2009) in a study on What matters most? The relative role of mentoring and career capital in career success found out that mentoring of employees added value in predicting heirarchical progress and career advancement. However, the researchers also found out that despite the fact that career success mattered, it just portrayed a part of a whole that is career resources. These resources are engrained in individuals and the relationships they create. Mundia & Iravo (2014) in a study on Role of Mentoring Programs on the Employee Performance in Organisations: A Survey of Public Universities in Nyeri County, Kenya

highlighted the importance of mentoring programmes for employee development. The researchers found out that successful organizations employed mentoring as a method of human resource development. During the research established that besides enhanced job performance, mentoring also enhanced career development as well as skills, knowledge and abilities of employees. The above studies focused on industries other than the hotel industry while the aim of this research is to identify how the hotel industry in Nairobi handles mentoring and whether mentees experience career success. This study will attempt to answer the research question, what is the effect of mentoring on employee career success in Nairobi's star rated hotels?

1.3 Research Objective

To determine the effect of mentoring on employee career success in Nairobi's star rated hotels.

1.4 Value of the study

The results of this study have contribute to the enlarging the existing literature on the topic of mentoring and career success. Further, the results will be used to further the available body of knowledge and theories explaining the relationship between a mentor and mentee. This research will add to the knowledge on Social exchange theory. The study will assist future scholars and guide them during their research on the topic.

Policy makers especially in the government are among the individuals that this research wishes to influence. This is because this research will influence them in the formulation and implementation of policies that mandate organization to offer mentorship programs that advance the skills and the careers of the organizations. This will influence corporations' involvement in employee welfare instead of just focusing on the organisational profits.

This research will also contribute to the Human Resource practice. The results of this study will help explain the benefits of mentoring for both the employees and the organization. This will influence human resources practitioners and managers in including mentoring as a method of employment development. Human resources managers will be able to use this method by assigning a group of mentees to a mentor who will impact knowledge and skills which will allow the mentees achieve success in the organization.

CHAPTER TWO: LITERATURE REVIEW

2.1 Introduction

This chapter includes the theoretical underpinning of the study, factors that affect mentoring, the effect of mentoring and finally the review of empirical studies on mentoring and career success.

2.2. Theoretical foundation of the study

This study was guided by the following theories: The social exchange theory, the social cognitive theory and the leader member exchange theory (LMX).

2.2.1 The Social Exchange Theory

The social exchange theory was propagated by George Homans in 1958. The theory is based on the social psychological, sociological and philosophical views on human relationships (Allen & Eby, 2007). These views are derived from behavioralism and utilitarianism which are still evident in the relationship between individuals today. This because humans engage in many exchanges on a daily basis as we participate in activities within groups, organizations, networks and institutions that we inhabit. The social exchange theory argues that social change and stability is a process where parties involved negotiate exchanges and that human relationships are formed after parties involved weigh the cost and benefits of the relationship and compare alternatives (Rutti, Helms, & Rose, 2013). The theory has been supported by various studies key among them by George Homans a sociologist in 1961, Richard Emerson in 1962 and 1972 as well as the contribution of Peter Blau in 1964 (Burgess & Huston, 2013).

The main premise of this theory is found in Homans' publication "Social behaviour as exchange" which supported its main arguments. Homans main emphasis was on the individual behaviour of persons in an interaction (Murray & Iding, 2012). Homans propositioned that social change and stability is a process where parties involved negotiate exchanges. Further, Homans argued that human relationships are formed after parties involved weigh the cost and benefits of the relationship and compare alternatives. Homans main aim was to explain major processes of social behaviour namely: influence, conformity, status, leadership and justice. Peter Blau developed on the theory of social exchange and social structure while not focusing on the reductionism approach used by Homans (Cook, Cheshire, Rice, & Nakagawa, 2013). Blau focused on the emergent properties that a society or social system portrays which could not be reduced to an individuals' behaviour alone. Emerson developed on a more formal psychological based argument on the theory based on the reinforcement principle that he generalized. Other scholars like Linda Molm (1979, 1980, and 1985) improved on Homans' arguments and focused on human behaviour and its effect on human relationships (Willer, 1999).

Homans focus was on distributive justice, reward and punishment. Homans defined social exchange as the exchange of tangible or intangible activity which the two parties involved considered rewarding. Cost according to Homans is the other alternatives that individuals in this relationship had foregone (Chaudhuri & Ghosh, 2012). Homans theory was based on the success proposition that rewarded behaviour was bound to be repeated and the stimulus proposition that a particular stimulus that had led to reward is more likely to be used again. The deprivation-satiation is the other proposition where Homan argued that the more recently one was rewarded another reward will not have an effect. This theory explains the relationship between the mentor and their mentee and why they choose to enter in that relationship (Herman, Huang, & Lam,

2013). The two individuals are bound to benefit from the relationship eventually with the mentee expecting career success and the mentor recognition for his/her success. Thus, a mentoring relationship is a mutually beneficial relationship (Colquitt, Baer, Long, & Halvorsen-Ganepola, 2014).

2.2.2 The Social Cognitive Theory

The social cognitive theory was proposed by Holt and Brown in 1931 on the premise of all animals want to fulfil their psychological needs and that an individual cannot learn to imitate as long as they are imitated first. Miller and Dollard revised the theory of social learning and imitation propositioned by Holt and brown in 1914. The theory stated that individuals acquire and maintain certain behaviours based on: environmental and personal factors (Bishop & Bieschke, 2008). The acquired behaviour is further reinforced by intervention strategies as it occurs in a mentoring relationship (Hackett & Byars, 2006). The theory allows scholars to understand the process of knowledge acquisition by directly observing others in the context of social interaction, media and other experiences. The theory argues that individuals learn from observing a model demonstrate a certain behaviour (Siemens, 2014). These individuals are also able to observe the consequences of certain behaviours and afterwards remember the sequence of all the events that took place during the interactions. Consequently, such an individual is able to utilize this information to guide his/her behaviour. This theory is based on the reward and punishment hypothesis that argues that individuals repeat behaviour that is rewarded (Luszczynska & Schwarzer, 2005). Mentees observe and learn behaviour from their mentors and thereafter apply the knowlegde to achieve career success.

In recent years, the theory has been expounded by Albert Bandura a Canadian psychologist. Bandura extended on the idea of modelling where he argued that competent individuals use the trial and error method to identify which behaviour is rewarded (Flower, 1994). This is known as the social modelling of knowledge and competencies which is not just a simple response to observed behaviour. Bandura described social modelling as a process in which individuals generate new behaviour patterns in a way that is beyond what they observed (Roskos-Ewoldsen & Monohan, 2009). This theory shows how a mentor mentee relationship works where a mentee observes the mentor and behaves in a way that will see them achieve career success as a reward. Individuals are able to exercise self control and commit to their decision on achieving career success. Therefore, the social cognitive theory as an influencer of mentoring allows scholars and practitioners understand the consequences of actions, goal pursuit and goal setting (Bandura, 2001).

2.2.3 Leader member exchange theory (LMX)

The leader member exchange theory was proposed by Dansereau, Graen and Haga (1975) as the Vertical Dyad Linkage Theory. Graen and Uhl-Bien (1995) improved on this theory and provided the main perspective on the leadership process as propositioned by the leader member exchange theory. The main focus of this theory is the dyad relationship between a leader and each subordinate. Leader member exchange theory argues that the leader and member relationship should be considered independent unlike the one between the superior and a group of subordinates (Ford, Wilkerson, Seers, & Moorman, 2014). The leader will often act differently towards the different subordinates and consequently develop different kinds of relationships with the said subordinates (Harris & Kirkman, 2014). Therefore, each relationship is likely to differ in quality which means that a leader is likely to achieve an open and trusting

relationship with certain subordinates or a poor interpersonal relationship with others. In a leader member exchange relationship, a leader has an in group which has greater responsibilities, rewards and attention and an out-group which has less responsibilities and rewards (Zhang, Wang , & Shi, 2012). An in-group is in the inner circle while an out-group is governed by formal rules. Each relationship is different in quality and characteristics; mental and physical effort as well as information, material resources and emotional support exchanged between the two parties (Volmer, Spurk, & Niessen, 2012).

The leader-member exchange theory is grounded on the role theory which explains how individuals accomplish their work using behaviours required of that position (Graen & Uhl-Bien, 1995). The out-group relationship is characterized by the limited exchanges that take place according to the employment contract. Here, leader performs the duties stipulated by the contract and the subordinates reciprocate by doing what is required of them (Hu & Liden, 2013). An in group on the other hand enjoys the benefits of job latitude such as open communication, confidence and consideration. In return, in-group members reciprocate with effort and time as they are given much responsibility and thus commitment to the success to organizational success. This contrast in the relationships may lead to animosity between the two groups which may be harmful to the organization (Erdogan, 2015).

It is therefore important to note that the quality of the mentoring relationship between the leader and either of the groups and group members has serious job consequences for mentees. Research has found that in-group subordinates are highly productive and experience job satisfaction as well as improved motivation (Rockstuhl, Dulebohn, Ang, & Shore, 2012). These subordinates also engage in more acceptable behaviours at work. The leader member exchange theory helps explain the relationship between a mentor and a mentee by arguing that a leader must invest the

best resources in their subordinates (Dulebohn, Bommer, Liden, Brouer, & Ferris, 2012). Consequently, the subordinates are bound to perform highly as they are given bigger responsibilities and confidence. Developing high-quality relationships with many of the subordinates is encouraged to achieve organizational responsibility and success. That is, a leader should have a large as possible in-group and a small out-group (Lunenbergh, 2010).

2.3 Factors that affect mentoring

There are various factors that affect mentoring. These factors affect the learning process as well as the expectations of both the mentor and the mentee. The factors are as follows:

2.3.1 Organizational context

The strategic, tactical and operational aspects affect the way mentoring is carried out in an organization. For mentoring to occur, the organization should be able to experience a rational coordination of activities (Sanfey, Hollands, & Gantt, 2013). This allows the organization to achieve its goals and objectives through the activities of its members. Organizations are known to operate in a dynamic, challenging and competitive global environment. This requires organizations to keep changing. To cope with all the changes experienced in the global environment organizations often need to develop new knowledge, skills and abilities that will allow them to compete with similar organizations in the market. To achieve success, these organizations must be capable of applying the new knowledge, skills and abilities (Suffrin, Todd, & Sanchez, 2016).

Mentoring as a human resources practice facilitates employees and supports them while at the same time accelerating the process of setting and attaining their work related goals (Theeboom &

van Vianen, 2014). Mentoring has been known to encourage goal attainment, enhance organizational development as well as support individual employees and the organization in tackling the various problem they may experience. Organizations should therefore ensure that those assuming key positions have sufficient knowledge, skills and abilities to ensure that the organization expands and grows. This can be achieved by ensuring that talent selection and development supports the organizational strategic business and human resources objectives (Dawson, 2014).

2.3.2 Human Resources Development strategies

Organizations are divided into departments to achieve maximum success. The human resources department is tasked with ensuring that the employees of an organization develop their personal as well as the organizational skills, knowledge and abilities (Liu, Wang, & Wayne, 2015). Human resource managers ensure that the organization provides experiences for employee career development, training and development, coaching and mentoring, tuition assistance, key employee identification, succession planning, performance management and overall organizational development. The human resources department further formulates and implements strategies that ensures that ensure that these development opportunities are carried out in the right way (Gershenfeld, 2014).

With such strategies the organization develops a superior work force that helps in achieving organizational goals and objectives (Kerry & Mayes, 2014). Human resources departments should ensure that there is a continuous development process of the organizations human capital through a positive learning and feedback process. Through mentoring programs, human resource departments are able to ensure that employees get a chance to learn and consequently grow

within the organization. The human resources department ensures that those who will take the new roles and responsibilities are mentored to ensure that they gain confidence to develop their career further and work in their given environment. The objectives and goals of the human resources department therefore should be in alignment with those of the organization (Zachary & Fischler, 2009).

2.3.3 Organizational culture

Organizational culture on the other hand ensures that members of an organization share a system of shared beliefs, values and assumptions that govern their behaviour (Alvesson, 2012). The shared values, beliefs and assumptions are very important in an organization whereby they influence every aspect of the members. Organizational culture is a factor that influences mentoring in such a way that forming and maintaining mentorship programs is a way of life in an organization. This is further emphasised by the benefits that are experienced over time in the organization. The organizational culture should therefore ensure that employees are emotionally engaged with the work given to them as well as committed to the organization learning and growth (Schein, 2006).

Organizations belief in open innovation allows it to integrate the internal experiences and capabilities as well as the external knowledge and competencies to achieve growth and development (Zohar & Hofmann, 2012). With the business environment changing everyday organizations should have a way of facing the new challenges. Learning new things and attaining new information is a way that most organizations use to face the new challenges. Organizations should ensure that there processes, beliefs and systems allow them to gain new knowledge, skills

and abilities to achieve goals and objectives. This facilitates the organization with a chance for learning, growth and diversification (Kochan, 2013).

2.3.4 Communication

Mentoring relationships require adequate sharing of information on an on-going basis. The mentor and the mentee should interact and communicate effectively (Radu & Redien-Collot, 2013). This way things are done according to plan while at the same time the mentor and the mentee are able to share their feelings and thoughts as well as build their relationship. Therefore, to harness the benefits of the interpersonal relationship, the mentor and the mentee should be able to communicate effectively. This allows them to receive information and interpret it correctly. In a mentoring relationship, the mentor takes the leadership role while a mentee should take a more assertive (Booker & Sehmel, 2015).

An assertive mentee has a positive self-esteem which allows effective communication. The language used during communication is also important (Al-Deen, 2013). This is because the use of language requires proper use of words and tone to avoid negative interpretation. Listening and paying attention are key to effective communication. Effective communication is important in the building of trusting and strong mentoring relationships especially because young mentees are still learning to communicate effectively. Thus, mentees always lean towards the mentor to foster effective communication. Mentoring being a process, those involved should communicate and support each other to reap all the benefits associated with it (Fassett & Warren, 2010).

2.3.5 Goals and objectives

The main aim of mentoring is to allow the employees to easily meet the goals and objectives of the organization (Zachary, *Creating a Mentoring Culture: The Organization's Guide*, 2011). This

allows the organization to compete in both the local and global market. However, the employees also have their own career goals and objectives which must align with those of the organization and the human resources department. Employees should be capable of identifying what they want to accomplish in the duration of their career. Thus, it is important for employees to have a clear cut mission to ensure that all the activities carried out within the organizational context leads to career success (David, 2016).

Employees should set long-term and short-term goals to ensure that they are able to organize their resources and time to achieve them (Lane, 2016). This will help individual employees decide whether they are able to decide if mentoring is a process that will help them in achieving career success. This is why it is required during the mentoring process to set goals and objectives that the mentor and the mentee wish to accomplish at the end of the mentoring process. This develops a solid foundation for any kind of planning within the organization. This establishes trust between a mentor and a mentee as well as confidentiality. Involving a mentee in the process ensures commitment because he/she takes the goals as objectives as hi/her own (Garvey, Stokes, & Megginson, 2014).

2.4 The effects of mentoring

The mentoring process has effects that can be felt throughout an organization. Being an involving process, the mentor, mentee and the organization experiences changes brought about by mentoring (Canter, Kessler, Odar, Aylward, & Roberts, 2012). Mentees are exposed to new ideas and a new way of thinking during the mentoring process. This changes how they view things around the work environment and also how they accomplish their tasks. Also mentees get first hand advice on how they can develop their strengths and how they can overcome

weaknesses so as to achieve maximum results on their jobs. Such employees have increased visibility and recognition within the organization as a result of their mentor providing them with professional guidance for career advancement and development. The overall effect of mentoring on a mentee is the opportunity to gain and develop new knowledge, skills and abilities which ensures their growth within the organization (Tong & Kram, 2013).

Mentors are accorded recognition as a result mentoring based on the fact that they have deeper understanding of a subject matter. Being a mentor gives them a leadership opportunity that allows them to guide the mentee in developing and advancing their career (Dawson, Bernstein, & Bekki, 2015). Like in the case of the mentees, the mentor is also exposed to fresh perspectives in their field of expertise as well as new ideas and approaches on various subjects. The success of a mentorship relationship ensures that a mentor is recognized by others within the organization which expands their professional development record which makes them the most sought after for career advice (Eliades, Weesw, Huth, & Jakubik, 2014). Further, an opportunity to mentor young or new employees provides a mentor the opportunity to evaluate their own career goals and professional practices. Overall, a mentor is able to guide a mentee in achieving career development and advancement while enhancing their leadership and mentoring styles to achieve organizational success (Harris, 2013).

The organization is therefore able to develop a culture of professional and personal growth as well as a shared desires, beliefs, attitudes and behaviours (Rajashi & Reio Jr, 2013). This ensures that personal career goals and objectives align with those of the organization to achieve maximum success. Mentoring in an organization enhances staff morale, motivation and performance as well as the leadership skills of the managers. This ensures that an organization

has committed employees ready to achieve the goals and objectives stipulated as mentoring engages, retains, and develops both the mentor and the mentee (Kram, 1988).

2.5 Indicators of Career Success

Career success has conflicting definitions in that different individuals have different views on the topic. In previous years, individuals viewed career success in terms of the salary earned, recognition and work autonomy (Stumpf & Tymon, 2012). However, with the rising numbers of women into the workforce, this view has drastically changed with work-life balance being considered ahead of all other determinants of career success. This is either one experiences career success or not. Career success is usually observable in the changes in the personality, values and lifestyle of an employee. There are various determinants of career success both objective and subjective (Olson & Shultz, 2013). While objective career success is viewed through the eyes of peers in the the society, subjective career success is definitely not subject to societal norms and viewpoints. Rather, subjective career success is based on an individuals' view on career success. It is important to note that objective career success subsequently affect subjective career success (Zacher, 2014).

2.5.1 Scope of authority

As an indicator of objective career success, scope of authority can be defined as the power that is delegated to a subordinate to carry out business instructions independently (Lu & Guy, 2016). Individuals in an organization consider the responsibilities delegated to them, autonomy and independence as well as the number of rank levels from the company president as an indicator of career success. Thus, the position of an employee in the organizational hierarchy is important in determining their career success. The level of authority delegated to an individual employee

goes hand in hand with the level of accountability expected of them (Costa, Sutin, Eaton, & Miech, 2016).

This is a determinant that is more identifiable by those around the employee. This is because of the mere fact that individual's holdings positions of power and authority in the society are more recognizable and earn respect from their colleagues (Watson, 2013). Thus, being successful is associated with what power an individual holds in an organization or in an industry where there a number of competitors in question. Such individuals are able to influence decisions in an organization as they are fully committed to the values, goals and objectives of the organization. They model their behaviour and work ethics according to the organizational culture. Individuals in high positions in the organization are also aware of their value as employees (Yang & Chau, 2016).

2.5.2 Total annual compensation/progressive salary

In yester years compensation was considered as a definite indicator of career success by both the employees as well as the society. The higher the total pay, the higher the position in the organization (Joseph, Boh, Ang, & Slaughter, 2012). This is because every employee in an organization is entitled to a different compensation package depending on their job group or grade. Individuals that earn a higher salary are known to lead better lives in the society and have more authority in the given organization. Recent studies have shown that a little increase in salary for an employee shows that they are on their path to career success. This is the main reason why a pay rise is more desirable in most cases (Ren, Bolino, Shaffer, & Kraimer, 2013).

From a societal point of view, high earners are viewed a successful in their chosen careers majorly because of the life that the money earned can afford them. Therefore, an increase in

salary in most cases translate to improved standards of living desirable by those in the society (Hogan, Chamoro-Premuzic, & Kaiser, 2013). The ability of an employee to afford a comfortable life means that they have achieved career success especially because the job is a source of income. Being able to provide for their families allows employees to focus on the goals and objectives of the organization in exchange of financial benefits (Hall & Mirvis, 2013).

2.5.3 Career/job satisfaction

Career/job satisfaction is determined by how an individual employee is content with the various aspect that their job entails. This can be measured according to the employees feeling towards the job or the cognition towards the job (Kong, Cheung, & Song, 2012). Job satisfaction in most cases is an indicator of career success where an individual employee feels that the responsibilities delegated to him/her meet his/her view of the job (Chiaburu, Diaz, & De Vos, 2013). Further, employees may achieve career success when the job challenges them on a daily basis ensuring that the activities of the job are not monotonous. Employees evaluate their job experiences to determine how successful they are (Ferris, et al., 2013).

The factors that are considered are work-life balance, work environment, control at work, stress levels and general wellbeing of an employee. When these factors are positively identified the employee is able to relate the positive work experiences to their career success (Shanafelt, et al., 2014). For a job to be satisfying, the tasks and the work conditions should therefore meet the desires and expectations of an employee. This will influence how an employee approaches the job and performs the duties that are required of them. Employees are self-aware of their needs and wants and require the organization to meet them to guarantee their loyalty and dedication to organizational goals and objectives (Haider & Riaz, 2010).

2.5.4. Recognition and reward

Career success can be measured according to the perception of others in the organization as well as in the society. High achieving members of the organization are identified by their superiors and in most cases rewarded (Bob, 2016). Such individuals realize career success in the form of accolades given to them and the respect the recognition afford them. Recognition in most cases goes hand in hand with reward. Reward in most cases will be in financial form or promotions which increases productivity and job satisfaction for the employee as well as their value to the organization. However, it is important for employers to note that financial reward may be both beneficial and redundant. That is, there should be diversified forms of reward to avoid employee attaching good work to a dollar (Aliisey, Rodwell, & Noblet, 2016).

Recognition lets individual employees know that their hard work is noticed. This is a tool of employee retention in the sense that such employees feel appreciated by their employer. This further boost morale and increases employee productivity (Anitha, 2014). Employees in organizations that recognize and reward employees see it as a strategy to promote good company values as well as satisfied employees and ultimately the organizational culture. With millennials forming the majority of the current workforce, it is crucial for employers to recognize and reward their hard work (Bradler, Dur, Neckermann, & Non, 2016).

2.5.5 Work-life balance

In recent years, work-life balance has been an aspect that human resource departments in various organisations have adopted. Employees tend to feel to have achieved career balance after they are capable of balancing their work life and personal life (Zhou, 2016). These individuals are able to prioritize between work and their lifestyle where they are capable of having career

ambition as well as proper health, leisure, pleasure, family and spiritual development. Thus, when an individual is capable of achieving their ideal lifestyle choice then they are to achieve career success. Balancing between work and life is important because that way an individual is able to delegate time for work and home life (Bravo, Seibert, Kraimer, Wayne, & Liden, 2015). Those who have achieved career success are capable of doing this by having flexible work schedules that allows them to focus at one thing at a time (Chandra , 2012).

Work-life balance is not a gender issue where women and men workers are known to desire the capability to work and also have a functioning personal life (Rehman & Azam, 2012). In recent times, career success has not been defined with the total annual salary. Research has shown that work-life balance ranks ahead of autonomy, money and recognition for both men and women. This is whether or not the said employee experiences career success (Darcy, McCarthy, Hill, & Grady, 2012). Further, achieving work life balance means that an employee is satisfied with the job which is also an indicator of career success in most cases. Finding a way of integrating personal and work life demands has therefore continued to be an integral part of the employees and employers mandate. Organizations that have been able to achieve this are able to retain their employees who experience job satisfaction (Kazley, Dellifraime, Lemak, Mullen, & Menachemi, 2015).

2.6 Mentoring and career success

A number of researchers have carried out studies on the extent to which mentoring affect employee career success in various organizations. Some of these studies have come to a conclusion that the relationship between mentoring and career success is positive while other findings have concluded that the relationship is non-existent. Researchers and scholars have also

established that for one to experience career success the organization as well as the employee has to go beyond mentoring and explore other options. Bennet, Paina , Ssenooba, Waswa, & M'Imunya (2013) in their study Mentorship in African health research training programs: an exploratory study of Fogarty international centre programs in Kenya and Uganda explored the benefits of capacity building for the health research team. The main aim of their study was to establish the effect that career counselling had on the employees interests in health research and how if it helped build professional networks for those involved. The researchers found that during and after the Fogarty International Centre research training programs which were majorly informal, the participants were positively impacted. The trainees experienced career development and were more inclined to remain in health research. Further, the researchers established that local mentors played a critical mentorship role during the training.

Dourherty, Dreher, Vairam, & James (2013) in their study Mentor status, occupational context, and protégé career outcomes: Differential returns for males and females conducted two separate studies to establish the relationship of mentoring with the protégés career outcomes. The researchers confirmed that male and female protégés equally achieved a higher rate of compensation in such that protégés with no mentors received less pay than those with one. However, the researchers noted that in both studies female protégés with senior mentors had a higher compensation rate than their male counterparts with senior mentors. The results of this study show the significant role played by mentoring in increasing career returns for protégés. Teo, Lord, & Nowak (2014) argued that women in the workplace engage mentors as well as participate in professional development activities and networking to maintain successful leadership careers. In their study Career Success: Leadership of Women in the Resources Sector

of Western Australia the researchers sampled 31 participants who sited mentoring as an influence in their success.

Muchanje, Njuguna, Kalai, & Bironga (2016) in their study *An Exploration of Factors Influencing Career Progression of Tutors in Public Primary Teachers' Training Colleges in Kenya* sought to find out if gender, adherence to the stipulated career policy guidelines by the Teachers Service Commission and teachers exposure to career development had any effect on the career progression in training colleges for primary teachers in Kenya. The researchers sampled 207 tutors and conclude that gender was in no significant way related to tutors career progression. The researchers further established a positive relationship between adherence to Teachers service commission guidelines and being subjected to career development to the teacher's career progression. The researchers argued that exposure to professional development allowed the tutors to update their skills, abilities and competencies and thus achieved career development.

CHAPTER THREE: RESEARCH METHODOLOGY

3.1 Introduction

This chapter discusses the overall methodology that adopted while conducting this study and it was divided into the following sections: Research design, Population, Sample, Data collection, and Data analysis.

3.2 Research design

Research design is a laid out plan that involves the highlighting all the methods that a researcher utilized in the collection and analysis of data during a study. The research design is supposed to be in line with the objectives and the research questions of the study (McBurney & White, 2009). Descriptive survey research design was utilized to understand the views of those working in the hotel industry in Nairobi. This provided an in depth knowledge of the group as well as qualitative and quantitative information (Mugenda & Mugenda, 2003). This allowed the researcher describe the subjects of the study.

3.3 Population

Population is a group of individuals, events, or objects that exhibit a common and conformable characteristic that a researcher can observe (Mugenda & Mugenda, 2003). In statistics, target population is the specific group of individuals that the researcher seeks to gain information on (Walliman, 2010). The target population of the study is the 156 hotels in Nairobi (Kenya Hotels Directory, 2016).

3.4 Data collection

Primary data was used for this research and was collected using structured questionnaires. Structured questionnaires provide both qualitative and quantitative data (Mugenda & Mugenda, 2003). The questionnaire consisted of three sections. Section A consisted of the demographic questions while Section B consisted of questions on the mentoring functions. Section C consisted of questions on employee career success in Nairobi's star rated hotels. The target respondents were the Human Resource managers of the 156 hotels in Nairobi. The researcher distributed the questionnaires to the Human Resource managers and collected them at a later day. This gave the managers time to fill in the questionnaires.

3.5 Data analysis

Descriptive statistics specifically frequencies and percentages were employed to analyze the demographic data while regression analysis was used to analyze data on the effect of mentoring on employee career success in Nairobi's star rated hotels.

Simple regression model:

$$Y = \beta_0 + \beta X_1 + \epsilon$$

Where:

Y = Career success

β_0 = the constant

β = regression coefficient

X_1 = Mentoring

ϵ = the error

CHAPTER FOUR: DATA ANALYSIS, RESULTS AND DISCUSSION

4.1 Introduction

This chapter presents the results and findings of the study. The findings were generated from responses to the general questions and research questions on the effect of mentoring on employee career success in Nairobi star rated hotels.

4.2 Response rate

156 questionnaires were distributed out of which 131 were filled up and returned. The response rate was 84%.4.3 Background information

4.3.1 Gender distribution

Table 4.1: Gender distribution

GENDER

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid "Male"	59	45.0	45.0	45.0
"Female"	72	55.0	55.0	100.0
Total	131	100.0	100.0	

Source: Research Findings

Table 4.1 above; present the gender distribution in the Hotel Industry. From the study 45% of the respondents are male while 55% are females. This shows that hotels employ more female human resource managers than males by 5%.

4.3.2 Respondents Work Experience

Table 4.2: Working Experience

Working Experience

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid "Less than 1 Year"	21	16.0	16.0	16.0
"1-5 years"	33	25.2	25.2	41.2
"6-10 years"	44	33.6	33.6	74.8
"More than 11 years"	33	25.2	25.2	100.0
Total	131	100.0	100.0	

Source: Research findings

Table 4.2 above; present the respondents working experience in the hotel industry. From the study 16% of the respondents have worked for less than one year, 25.2% have worked for 1-5 years, 33.6% have worked for 6-10 years, and 25.2 % have worked for more than 11 years. This shows that many employees in hospitality industry have 6-10 years of working experience.

4.3.3 Hotel rate

Table 4.3: Hotel Rate

Hotel Rate

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid "Five Star"	10	7.6	7.6	7.6
"Four Star"	28	21.4	21.4	29.0
"Three Star"	29	22.1	22.1	51.1
"Two Star"	23	17.6	17.6	68.7
"One Star"	41	31.3	31.3	100.0
Total	131	100.0	100.0	

Source: Research findings

Table 4.3 above shows the hotel rate used in this study. Hotels are rated in stars with 7.6 % presenting the five star hotels, 21.4% presenting four-star hotels, 22.1% presenting three star hotels, 17.6 % presenting 2 star hotels and 31.3% presenting one star hotels. From the study most of the hotels in the study are one star with 31.3% and least is five star with 7.6 %.

4.3.4 Employee Distribution

Table 4.4: Employee Distribution

Number of Employees

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid "Below 500"	16	12.2	12.2	12.2
"501-1000"	27	20.6	20.6	32.8

"1001-1500"	40	30.5	30.5	63.4
"1501-2000"	35	26.7	26.7	90.1
"Above 2001"	13	9.9	9.9	100.0
Total	131	100.0	100.0	

Source: Research findings

Table 4.4 above; show the employee distribution. From the study hotels with less than 500 employees presented 12.2%, 501-1000 employee presented 20.6%, 1001-1500 employees presented 30.5%, 1501-2000 employees presented 26.7% and 2001 and above presented 9.9%. This proves that most of hotels have between 1001-1500 employees with 30.5% and least have more than 2001 employees with 9.9%.

4.3.5 Hotels years of operation

Table 4.5: Hotel Years of Operation

Hotel Operation in Years

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid "less than 25 years"	80	61.1	61.1	61.1
"26-50 years'	40	30.5	30.5	91.6
"51-75 Years'	9	6.9	6.9	98.5
" Above 101 Years'	2	1.5	1.5	100.0
Total	131	100.0	100.0	

Source: Research Findings

Table 4.5 above; presents the number of years the hotels in the study have been in operation. From the study, hotels have being in operation for 1-25 years presenting 61.1%, 26-50 years presenting 30.5%, 51-75 years presenting 6.9% and above 101 years presenting 1.5%. The study concludes that many hotels in the study have being in operation for 1-25 years with 61.1 %and least above 101 years with on 1.5%.

4.4 Mentoring in the hotel

The functions were grouped into sponsorship, exposure, assignments, role modelling, and counselling. The tables below show the descriptive statistics of mentoring functions in the hotel industry.

4.4.1 Sponsorship

Table 4.6: Sponsorship

Sponsorship					
	N	Minimum	Maximum	Mean	Std. Deviation
My organization nominates individual employees for sponsorship	131	1	5	4.08	.823
My organization sponsors individual employees for a promotion/lateral movement	130	2	5	4.12	.826
My organization sponsors employees to learn a new aspect of the job/ organization	131	2	5	3.92	.838

Sponsorship for a role in the organization builds an employee's reputation in the organization	131	2	5	4.08	.795
Sponsorship has opened up employees opportunities in the organization	131	2	5	3.93	.825
Valid N (list wise)	130				

Sponsorship mean score: 4.026

Source: Research Findings

The table 4.6 above shows sponsoring as a mentoring function. From the study, Hotel organization nominates individual employees for sponsorship with a mean of 4.08 and a standard deviation of 0.823, organization sponsors individual employees for a promotion/lateral movement with a mean of 4.12 and a standard deviation of 0.826, organization sponsors employees to learn a new aspect of the job/ organization with mean a of 3.92 and a standard deviation of 0.838, Sponsorship in the organization builds an employee's reputation in the organization with a mean of 4.08 and a standard deviation of 0.795. Finally, Sponsorship has opened up employee's opportunities in the organization with a mean of 3.93 and a standard deviation of 0.825.

4.4.2 Exposure

Table 4.7: Exposure

Exposure					
	N	Minimum	Maximum	Mean	Std. Deviation
Junior employees are given new responsibilities	131	2	5	3.82	.759
Every employee in the organization is given an opportunity to interact with key members of the organization	131	2	5	3.99	.760
New employees are socialized in the ways of the organization	131	2	5	3.89	.751
Employees are able to create long lasting relationships with other members of the organization	131	2	5	3.90	.802
Employees are given an opportunity to gain knowledge on the organization and acceptance in the organization	131	2	5	3.80	.808
Valid N (list wise)	131				

Exposure mean score: 3.888

Source: Research Findings

The table 4.7 above shows the exposure as mentoring function. The study found out that junior employees are given new responsibilities with a mean of 3.82 and a standard deviation of 0.759, every employee in the organization is given an opportunity to interact with key members of the organization with a mean of 3.99 and a standard deviation of 0.760, new employees are

socialized in the ways of the organization with a mean of 3.89 and a standard deviation of 0.751. Employees are able to create long lasting relationships with other members of the organization with a mean 3.90 and a standard deviation of 0.802, and employees are given an opportunity to gain knowledge on the organization and acceptance in the organization with a mean of 3.80 and a standard deviation of 0.808

4.4.3 Assignment

Table 4.8: Assignment

Assignment					
	N	Minimum	Maximum	Mean	Std. Deviation
Employees are assigned challenging work	131	2	33	3.94	2.660
During work employees are given support by their superiors	131	2	5	3.84	.792
During work employees are trained on the aspects of the job	131	2	5	3.79	.713
During work employees are given support by their superiors	131	2	5	3.89	.810
Employees receive ongoing feedback on their performance	131	2	5	3.78	.807
Through assignments employees are been able to gain technical and managerial skills	131	2	5		
Valid N (list wise)	131				

Assignments mean score: 3.848

Source: Research Findings

The table 4.8 above present assignment as the mentoring functions of hotel employees. From the study employees are assigned challenging work with a mean of 3.94 and a standard deviation of 2.660, during work employees are given support by their superiors with a mean of 3.84 and a standard deviation of 0.792, during work employees are given support by their superiors with a mean of 3.79 and a standard deviation of 0.713. Employees receive ongoing feedback on their performance with a mean of 3.89 and a standard deviation of 0.810, and through assignments employees are been able to gain technical and managerial skills with a mean of 3.78 and a standard deviation of 0.807.

4.4.4 Role Modelling

Table 4.9: Role Modeling

Role Modeling					
	N	Minimum	Maximum	Mean	Std. Deviation
Employees model their behavior at work after that of their superiors	131	2	5	3.71	.718
Employees emulate superiors values and attitudes	131	2	5	3.98	.662
Employees tackle work activities using the approaches learnt from their superiors	131	3	5	3.75	.727
Superior employees help redefine who a junior employee is as a professional	131	2	5	4.05	.624

Employees learn behavior through dialogue on tasks, career issues and common organizational concerns with their superiors	131	2	5	3.85	.836
Valid N (list wise)	131				

Role modelling mean score: 3.868

Source: Research Findings

The table 4.9 below shows the role modeling among employees in the hotel industries. Employee’s model their behavior at work after that of their superiors with a mean of 3.71 and a standard deviation of 0.718, employees emulate superior’s values and attitudes with a mean of 3.98 and a standard deviation of 0.662. From the table 4.9 above, employees tackle work activities using the approaches learnt from their superiors with mean a of 3.75 and a standard deviation of 0.727, superior employees help redefine that a junior employee is as a professional with a mean of 4.05 and a standard deviation of 0.624. Employees learn behavior through dialogue on tasks, career issues, and common organizational concerns with their superiors with a mean of 3.85 and a standard deviation 0.836.

4.4.5 Counselling

Table 4.10: Counseling

Counseling					
	N	Minimum	Maximum	Mean	Std. Deviation
Employees are able to share their concerns and doubts with their superiors in confidence	131	2	5	3.69	.735

Employees are given an opportunity to explore their personal concerns that may interfere with their job performance	131	2	5	4.07	.704
Superior employees help junior employees in achieving a positive sense of self	131	2	5	3.78	.797
Through career counselling, employees are able to have a positive sense of career achievement	131	2	5	4.00	.656
Counselling in the workplace motivates and increase productivity in employees	131	2	5	3.75	.778
Valid N (list wise)	131				

Counselling mean score: 3.858

Source: Research Findings

The table 4.10 above presents the counseling mentoring function in the star rated hotels in Nairobi. From the study, employees are able to share their concerns and doubts with their superiors in confidence with a mean of 3.69 and a standard deviation of 0.735, employees are given an opportunity to explore their personal concerns that may interfere with their job performance with a mean of 4.07 and a standard deviation of 0.704. Superior employees help junior employees in achieving a positive sense of self with a mean of 3.78 and a standard deviation of 0.797, through career counseling, employees are able to have a positive sense of career achievement with a mean of 4.00 and a standard deviation of 0.656. Counseling in the workplace motivates and increase productivity in employees with a mean of 3.75 and a standard deviation of 0.778.

4.5 Indicators of career success

Table 4.11: Indicators of Career Success.

Indicators of Career Success.

	N	Minimum	Maximum	Mean	Std. Deviation
The organization gives employees an opportunity for career advancement/ lateral movement	131	3	5	3.95	.727
Employees are satisfied with their jobs	131	1	5	3.83	.703
Employees are rewarded and recognized for efforts at work	131	2	5	3.84	.773
Employees have autonomy where they can make independent decisions at work	131	2	5	3.95	.722
Employees are able to balance my work activities with their personal life	131	2	5	3.84	.677
Employees are satisfied with their total annual pay	130	2	5	3.86	.765
The job activities in the organization challenge employees and are not monotonous	131	2	5	3.92	.751
Employees gain knowledge and skills on the job	131	2	5	4.01	.718
Employees are involved in the decision making process in my organization	131	2	5	3.77	.740

Employees get clear communication on the activities of the job from the superiors	131	2	44	4.18	3.570
Employees are guaranteed of job stability/security	131	1	5	3.68	.806
Employees are held in esteem by their colleagues and peers	130	1	5	3.34	1.008
Valid N (list wise)	129				

Source: Research findings

The table 4.11 above shows the indicators of career success in the star rated hotels in Nairobi. From the study, the organization gives employees an opportunity for career advancement/ lateral movement with a mean of 3.95 and standard deviation of 0.727, employees are satisfied with their jobs with mean of 3.83 and a standard deviation of 0.703. The hotels reward and recognize employee efforts at work with a mean of 3.84 and a standard deviation of 0.773, employees have autonomy where they can make independent decisions at work with a mean of 3.95 and a standard deviation of 0.722. Employees are able to balance my work activities with their personal life with a mean of 3.84 and a standard deviation of 0.677, employees are satisfied with their total annual pay with a mean of 3.86 and a standard deviation of 0.765. The job activities in the organization challenge employees and are not monotonous with a mean of 3.92 and a standard deviation of 0.751.

Employees gain knowledge and skills on the job with a mean of 4.01 and a standard deviation of 0.718, employees are involved in the decision making process in my organization with a mean of 3.77 and a standard deviation of 0.740, employees get clear communication on the activities of the job from the superiors with a mean of 4.18 and a standard deviation of 3.570. Employees are guaranteed of job stability/security with a mean of 3.68 and a standard deviation of 0.806,

employees are held in esteem by their colleagues and peers with a mean of 3.34 and a standard deviation of 1.008.

4.6 Regression Analysis

Table 4:12 Model Summary

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.168 ^a	.028	-.011	3.589

a. Predictors: (Constant),

Source: Research findings

The analysis of the model R-Squared is presented by 0.028 and R is 0.168 in which both are used to statistically evaluate the fit of the model. R-square is 1 minus the residual variability ratio. The adjusted R-square; the coefficient of multiple determinations is the percentage of the dependent variable variance explained by the independent variables uniquely or jointly. According to this study, 0.011 of the changes in career success is due to the various changes in mentoring functions.

Table 4:13 ANOVA

ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	46.635	5	9.327	.724	.607 ^b
	Residual	1610.327	125	12.883		
	Total	1656.962	130			

a. Dependent Variable : Career Success

b. Predictors: (Constant),

Source: Research findings

The probability value of 0.607 shows that the regression relationship was highly significant in predicting sponsorship, exposure, assignment, role model and counseling affect the career success among staff in Nairobi’s star rated hotels. The F calculated at 5% level of significance was 0.724 since F calculated is greater than the F critical (value = 0.55), which shows that he model was significant overall.

Table 4.14: Regression coefficients

Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	5.348	1.219		4.386	.000
Mentoring Function	.345	.293	-.103	-1.177	.241

a. Dependent Variable: Career Success

Source: Research Findings

The model equation of $Y = \beta_0 + \beta X_1 + \epsilon$

Becomes:

$$Y = 5.345 + 0.345X_1 + \epsilon$$

The regression equation above has established by the independent variables which are the (mentoring function), and depended variable of Career success. The findings of this study also show that taking all other factors at zero, a unit increase in the mentoring function will lead to 0.345 unit increases in the scores of the career success among staff in Nairobi’s star rated hotels.

4.7 Discussion

The main objective of this study was to determine the effect of mentoring on employee career success in Nairobi's star rated hotels. The results of this study showed that there is a significant relationship between the mentoring and career success of employees in Nairobi's star rated hotels. The respondents reported that they experienced a form of mentoring at their place of work. The researcher was able to link the mentoring levels in the hotels to the career success that the employees reported. These findings were similar to the results of a previous study carried by (Bozionelos, 2004). Bozionelos found out that positive objective and subjective career success is linked to the amount of mentoring that the respondents reported to have been exposed to. These results show that mentored employees are more likely to experience career success in any organization.

Therefore, the results of the present study have contributed towards the available body of knowledge on the effect of mentoring on employee career success in various organizations. The likelihood of an individual employee experiencing career success in the organization is linked in the use of the mentoring as a human resources development tool. The researcher found out that all the respondents experienced some form of mentoring in their organization. This meant that the respondents were also able to establish that they exhibited the indicators of career success. These results are in line with the basic argument that the mentoring process requires an exchange of social capital/resources. According to Seibert, Kraimer, & Liden, 2001 social capital was conceptualized to indicate a social system characterized by network structure and social resources.

Seibert, Kraimer, & Liden, 2001 in their study found out that a network structure was related to the social resources available in an organization. The researchers further explained that social

resources of an organization have major effect on the career success of employees. These social resources include; access to resources and information in the organization as well as career sponsorship. During the course of this study, the researcher found out that employees were sponsored for the various roles in the organization. The employees were also sponsored for lessons on various roles in the organization in preparation for vertical career progression. The researcher also found out that employees that were sponsored for the various roles in an organization had their opportunities in the organization. Access to information and resources is one aspect that ensures that employees in an organization experience career success. During this study, the researcher found out that most of the respondents were able to access information from their superiors. In addition, these employees were able to utilize the resources that the organization had at their disposal.

The focus of this study was the use of mentoring functions in an organization and how they lead to career success. The researcher used exposure, assignments, role modelling, sponsorship, and counselling as the main mentoring functions that lead to career success. The findings of this research established that the star rated hotels in Nairobi utilized these functions in their human resources development activities. In a study by Weng, Huang, Tsai, Chang, Lin & Lee in 2010 on the impact of mentoring functions on job satisfaction and organizational commitment, the researchers found similar results to those of this research. The researcher found out that mentoring in the star rated hotels experienced job satisfaction and felt that they had job security. Mentoring programs enhance the job satisfaction of mentees (Weng, Huang, Tsai, Chang, Lin & Lee, 2010). This is because mentees are assigned challenging work and learn tasks on the job that allow the mentees gain knowledge and skills.

Mentoring provides the employee being mentored with career guidance which in turn supports their career advancement prospects. This further promotes their overall growth as an individual part of an organization. Mentees are able to learn how to resolve problems that arise during task performance. The researcher found out that when employees were able to improve their knowledge and skills, they were better able to have a clear vision on what they wanted their career advancement and development to look like. This increases a mentees confidence while handling their job as well as satisfy their career advancement needs which translates to job satisfaction. Weng, Huang, Tsai, Chang, Lin & Lee, 2010 also found out that role modelling created trust and respect between a mentor and mentee because the mentee imitates what the mentor does. This ensures that the mentee upgrades their knowledge and skills using the behavior of the mentor who is a trustworthy source.

The researcher found out that the relationship between a mentor and mentee is successful only if there is an exchange between the parties involved. This is because this is a relationship that is established with a goal and objective in mind. The goal of an organization is to improve the skills, knowledge and abilities of the employees (Allen, Lentz, & Day, 2006). This is the main reason that the researcher found that was the rationale for the use of mentoring as human resources development tool. However, it is important to note that the employee's main goal of entering in a mentoring relationship is to gain knowledge, skills, and abilities as well as have a successful career during their tenure in the organization. The findings of this study are in support of the social exchange theory which states that before a mentor and mentee enter into a mentoring relationship, they weight the costs and benefits of the relationship. It is essential that both parties reciprocate. The Leader member exchange theory was also supported by the findings of this study. The researcher found out that the dyad relationship between the mentor and the

mentee was successful when mentoring was on a one on one basis. Career success was achieved when mentees gained access to information directly from the mentor. Therefore, this study established that mentoring has an effect on employee career success in Nairobi's star rated hotels.

CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATION

5.1 Introduction

This chapter includes the summary of the findings, conclusion, recommendation, limitations of the study and recommendations for further studies

5.2 Summary of the findings

The objective of the study was to determine the effect of mentoring on employee career success in Nairobi star rated hotels. The results of the study were established with the secondary data that was acquired from 131 hotels out of the 156 the researcher targeted. The descriptive statistics were used by the researcher to describe the necessary aspects of the phenomenon under study. Further, the descriptive statistics provided the researcher with detailed and relevant information on all the variables used in the study. The research findings indicate that there is a positive relationship between mentoring and career success in Nairobi's star rated hotels.

The major implication of the research findings is that continuous use of mentoring functions in the star rated in Nairobi will ensure higher chances of career success for employees. The regression analysis was established using the independent variable which was mentoring and the dependent variable of Career success. The findings showed that taking all other factors at zero, a unit increase in the mentoring function will lead to 0.345 unit increases in the scores of the career success among staff in the hotel industry. This shows that the research was able to establish the relationship between mentoring and career success in the star rated hotels in Nairobi.

5.3 Conclusion

This study examined the effects of mentoring on employee career success in Nairobi's star rated hotels. In this study, the dependent variable was career success while mentoring was the independent variable. The functions of mentoring which was the independent variable were found to be statistically significant determinants of career success of employees in star rated hotels. Career success was influenced by counselling, assignments, exposure, role modelling, and sponsorship. The findings of the study also show that most star rated hotels in Nairobi uses the mentoring function to improve on employee's knowledge, skills and abilities which consequently leads to employees experiencing career success.

In conclusion, this study shows that mentoring is a major determinant of the career success of employees in the star rated hotels in Nairobi. These research findings consistent with the empirical findings of the various studies carried out by researchers on the topic of mentoring and career success. Muchanje, Njuguna, Kalai, & Bironga (2016) established that teachers' exposure to career development had any effect on the career progression of tutors in primary school teachers training colleges in Kenya. This shows that mentoring positively leads to career success in employees in various sectors besides the hotel industry.

5.4 Recommendations

Guided by the results of this study, the researcher came up with a few recommendations on how hotels can utilize mentoring functions to ensure employee career success. The human resource development departments should ensure that mentoring is one of the human resources development tools that are used to develop the skills, knowledge, and abilities of employees. Creation of opportunities that allow employees to be mentored should be considered. Human

resource managers should also ensure that they are able to identify those employees that require mentoring as was of improving their performance as well as their significance in the organization. The researcher also recommends that the human resources managers should have forums where employees are able to identify what career success is to them. Thus career advice and counselling is important in such organization to ensure that employees are able to define their career goals and objectives.

The researcher also recommends that organizations should ensure that reward and recognition system for good performance is put in place. This will ensure that employees feel appreciated in the organization and thus increase their productivity. This will arguably lead to employee retention which is important for any organization. To maximize skill retention, human resources managers should ensure that employees are trained on the job and given ongoing performance management results/feedback. This will ensure that the employees are able to utilize knowledge gained on the work activities and learn from their mistakes. The researcher further recommends that employees in an organization should be given an opportunity to balance the work life and personal life. This will ensure that the employees are able to focus on their job activities at all times. Therefore, the researcher recommends a conducive work environment that offer guidance and advocates for career progression.

5.5 Limitations of the study

The researcher faced a number of challenges during the course of this study. The researcher has a hectic schedule and completing this study was a challenge. In addition, the budget set for this study went overboard as there were many changes made during the study. Further, the researcher also had to budget for transportation cost to get to school and to the respondents of the study.

The researcher also had the challenge of accessing the respondents given that they were in various parts of Nairobi. The data collection process was also difficult given that the research targeted Human resources managers who are busy at all times taking care of the employee issues in the organization. This meant that a number of the respondents had a difficult time finding time to answer or fill up the questionnaire.

This study was limited to an extent that it took a short duration to study the effect of mentoring on employee career success in Nairobi's star rated hotels. Given that this is a relationship that takes longer to manifest, a longer duration of study would capture the effect of mentoring on career success of employees over time. This would have given the researcher a longer time focus and a broader dimension on the research problem. With more time, the researcher would have been able to establish detailed tests to determine whether the variables of the study would have the same results or conclusion.

5.6 Recommendations for further studies

The researcher recommends an in-depth and comprehensive study on the effect of mentoring on career success in Nairobi's star rated hotel to support these findings. A similar study should be conducted over a longer duration of time for example ten and above years to determine if continuous mentoring of employees is the major contributor to the career success of employees. This study was carried out on the star rated hotels around Nairobi. However, further research could be carried out on the hotel industry in general which would include hotels, eateries and restaurants that are not star rated but still carry out mentoring as a human resources development function. The same study should be conducted in other sectors for example the education sector.

This study focused on career success as the independent variable. The researcher recommends that another study be conducted with a more specific independent variable in mind. Further research can focus on job satisfaction as a result that mentoring seeks to achieve in an organization. The major focus of this study was Nairobi's star rated hotels and the researcher recommends that further study should be carried out focusing on Mombasa which is a major tourist attraction in Kenya. The results of such a study would show if employees in Mombasa and Nairobi hotels achieve career success through mentoring. Further studies could also be carried out on another human resources development function that leads to career success; for example coaching.

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APPENDIX 1: QUESTIONNAIRE

Dear Respondent,

Thank you for agreeing to take part in this study. The intention of this study is to gain your thoughts and opinions in order to better understand the effect of mentoring on employee career success in Nairobi's star rated hotels. The information you give will be treated with utmost confidentiality and will only be used for academic purposes. It may also be used for the improvement of the overall Human Resource practice in Kenya. I will greatly appreciate your co-operation in filling the questionnaire honestly and to the best of your knowledge.

SECTION A: Background Information

(Please tick appropriately)

1. Gender

Male ()

Female ()

2. How long have you been working for this hotel?

Less than 1 year

1-5 Years

6 -10 Years

More than 10 years

3. Please rate the hotel?

Five Star

Four Star

Three Star

Two Star

One Star

4. How many employees are in your organization?

- 500 and below
- 501-1000
- 1001- 1500
- 1501-2000
- 2000 and above

5. How long has the hotel been in existence?

- Less than 25 Years
- 26-50 Years
- 51-75 Years
- 76-100 Years
- Above 100 Years

SECTION B: Mentoring in the Hotel

6. To what extent do you agree with the following statements?

(Please tick appropriately)

MENTORING FUNCTION	Very large extent (5)	Large extent (4)	Moderate Extent (3)	Less extent (2)	Not at all (1)
Sponsorship					
My organization nominates individual employees for sponsorship					
My organization sponsors individual employees for a promotion/lateral movement					

My organization sponsors employees to learn a new aspect of the job/ organization					
Sponsorship for a role in the organization builds an employee's reputation in the organization					
Sponsorship has opened up employees opportunities in the organization					
Exposure					
Junior employees are given new responsibilities					
Every employee in the organization is given an opportunity to interact with key members of the organization					
New employees are socialized in the ways of the organization					
Employees are able to create long lasting relationships with other members of the organization					
Employees are given an opportunity to gain knowledge on the organization and acceptance in the organization					
Assignments					
Employees are assigned challenging work					
During work employees are given support by their superiors					
During work employees are trained on the aspects of the job					
Employees receive ongoing feedback on their performance					
Through assignments employees are been able to gain technical and managerial skills					
Role modelling					
Employees model their behavior at work after that of their superiors					
Employees emulate superiors					

values and attitudes					
Employees tackle work activities using the approaches learnt from their superiors					
Superior employees help redefine who a junior employee is as a professional					
Employees learn behavior through dialogue on tasks, career issues and common organizational concerns with their superiors					
Counselling					
Employees are able to share their concerns and doubts with their superiors in confidence					
Employees are given an opportunity to explore their personal concerns that may interfere with their job performance					
Superior employees help junior employees in achieving a positive sense of self					
Through career counselling, employees are able to have a positive sense of career achievement					
Counselling in the workplace motivates and increase productivity in employees					

SECTION C: Career success in the hotel industry

7. To what extent do you agree with the following statements?

(Please tick appropriately)

INDICATOR OF CAREER SUCCESS	Very large extent	Large extent	Moderate extent	Less extent	Not at all
	(5)	(4)	(3)	(2)	(1)
The organization gives employees an opportunity for career advancement/ lateral movement					
Employees are satisfied with their jobs					
Employees are rewarded and recognized for efforts at work					
Employees have autonomy where they can make independent decisions at work					
Employees are able to balance my work activities with their personal life					
Employees are satisfied with their total annual pay					
The job activities in the organization challenge employees and are not monotonous					
Employees gain knowledge and skills on the job					
Employees are involved in the decision making process in my organization					
Employees get clear communication on the activities of the job from the superiors					
Employees are guaranteed of job stability/security					
Employees are held in esteem by their colleagues and peers					

