



A Strategic Approach to Mentoring in Organizations: A Case Study on Athletic Clubs

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ABSTRACT: Today, if the companies and organizations plan to stay effective and efficient, they definitely need to be equipped with a well-trained and qualified staff. The managers and experts of the companies further to gain experience commit to motivate the personnel through mentorship. Mentoring seems to be more important when regularly done on an everyday base. The aim of our research is to test a subject of mentoring activities being implemented in the organization, to investigate the intrinsic motivation of the staff, colleagues, managers on trust relationships and variables proved by the impact of its performance. It is our goal to test the hypothesis based on a number of sport club athletes through whom our questionnaire data was obtained and developed. The results of the survey proved that organizations implementing mentoring activities of the staff correlate positively on intrinsic motivation and confidence in view of their managers, the variables tested on staff member's performance revealed positively affected results. Moreover, the direct positive effect was observed on increasing the efficiency of the work by using mentoring practice.

KEYWORDS: Mentoring, Intrinsic Motivation, Confidence, Performance and Ethics Leadership, Sport Clubs, Athletes, Northern Cyprus.

I. INTRODUCTION

Mentoring in organization is a form of adaptation of a new employee, as well as one of the types of training. It is believed that mentoring is the most effective kind of training and an important link in the organization. The ultimate goal of the mentoring program is to "create" an effective employee in the organizational pyramid. Mentoring can be applied not only to the newly adopted employees but also to those already working in the organization and willing to change a profile for various reasons. For example, switching from one specialization structure unit to another or the promotion of staff. It is recognized to distinguish individual (one instructor - one student) and group (one instructor - many students) forms of mentoring. Mentoring involves a system of training at knowledge transfer that takes place directly in the workplace in a real working environment where a more experienced employees transfer their skills to the beginners. Education is based on solving real professional tasks that the student performs under the direction of a highly qualified, with an opportunity to focus on the work experience and opinion of an experienced professional. The emphasis is focused on practical component. The position of mentor has specific requirements for such expertise. They should not only professionally perform their job functions but also to be able to efficiently and effectively transmit their knowledge and experience to other workers. It is considered to think that mentoring generally exists in business spheres only, but it also an integral in other fields of human activity. Professional sports is one of such activity when a sportsman is required to show up the best results by utilizing all available physical resources. Mentoring helps them to find and uncover the true use of its potential. Providing coaches with an environment in which they feel comfortable and confident to practice and develop their coaching skills has been an aim of many coaching courses run both by coach education organisations and by academic institutions [1]. The essential purpose of this present study is to develop the concept of facilitating mentor activities in the development of sportsmen practical skills within an education environment. For this reason, the following five variables been put into the center: mentoring, intrinsic motivation, executive trust, performance and ethical leadership. Hence, this paper begins with a review of the literature on mentoring.

II. LITERATURE RFEVIEW

Mentoring is acknowledged to be a dynamic relationship within a working environment, generally involving an individual with more experience in a specific field (the mentor) and a less experienced individual, often a beginner in that field [2],[3]. The relationship between the two individuals should be one based on mutual trust and respect and should allow both to develop their respective skills while the mentoring arrangement exists.

In the process of mentoring more experienced and qualified employee transfers knowledge and skills needed to effectively perform their professional duties. In other words, mentoring is aimed at developing professional competencies. It deserves a special attention because it represents today one of the most effective teaching methods, time-tested and proven by many generations. The basis of the system of mentoring is involvement in staff training and development. At the same time the development of the system itself and training is part of the organization. Many businesses and organisations introduced mentoring programmes in the 1980s with the view of enhancing the quality and productivity of their employees [4]. More recently, academic institutions have followed their lead and it is now accepted that becoming a mentor can enhance career development [5].

Thus, mentoring can be defined in relation to its professed purpose.[6],[7] propose that the professed purpose of a mentoring scheme determines its operation and meaning to all stakeholders. Some authors suggest that mentoring relationships are dynamic. [8] suggest that the quality of the relationships and the social environment influence the dynamic, which adds a potential for conflict between the organisational and the participants' purpose. After applying all these 4 steps, we get a filtered image that contains only text regions.

A. Models of mentoring

Despite the deep-rooted traditions of mentoring, there is no single well-established definition of the term, and currently in the managerial sciences equal terms are used, like "supervision", "mentoring", "advising", "coaching". A comparison of the features of different models of mentoring is presented in the Table 1.

Table1: MentoringConcept

Method¹	Description	Task Force	ResultsandSocialEffects
Classical mentoring	Transfer of knowledge by seniors according to ageand experienced how toexecute an assignment	All categories of employees; Newly hired or transferred to the newposts	Education of adaptation; control of current performance; Improvement communications; Preservation and transmission of knowledge in the organization
Supervision	Cooperation between the two professionals for critical jobs analysis	Middle managers, newly hired staff	Tracking of employees work; Tracking progress; determination of training needs and development; solving urgent issues

¹Tammy D. Allen *Career Benefits Associated with Mentoring for Protégés: A Meta-Analysis // Journal of Applied Psychology. 2004. Vol. 89. No. 1. P. 127–136.*

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Buddying	Support of colleagues and / or supervisor based on the principle of equality	All employee categories	Employee training; adaptation; assessment of efficiency changes; information transfer between departments; team building
Shadowing	Temporary attachment to the supervisor for an operating observing features and methods of work	students; young specialists; candidates	Education cooperation; vocational training; professional motivation; enrichment work

B. Linking parallels of mentoring within sports and business coaching

As in business, sports is an area of competition, ambitions and mentors. All three of these components are important drivers for success. Experienced sportsmen know that luck can be deceiving and failure is always the best teacher while the strongest wins. If compare business and sport, it is possible to find a lot of similarities and utilizing the most successful examples of coaching and mentoring in sports to transfer them into a business, achieving amazing results. Coaching involves a practical element and in order for the coach to become more effective, they must be able to apply the knowledge gained from courses specific to their coaching environment [9]. A number of organizations admit that the most appropriate method of developing effective coaches is through some form of apprenticeship or mentoring programme [10], [11]. Thus, we can assume that mentoring and coaching are similar in its activities. However, [12] proposes that coaching will be more effective where it is a formal requirement and part of a person's job description. For Pearson [13], the clear differentiation between the two is that, typically, mentoring is a long-term arrangement and has a wide perspective. Recent years have shown that the processability in the sport is similar as in business and is the key to success. By knowing a specific technology, the person with poor training background can win much more experienced sportsman which have no these technologies in possession. In the same way, it can be projected in business: in recent years, it has revealed the existence of algorithms to follow that even an inexperienced leader makes the company successful regardless of the market conditions and competition. These technologies often seem obvious and even absurd. Thus, [14] identify coaching in business. Coaching for them is a partnership between a manager and an individual who reports directly to him or her in which the coach focuses on helping the coaches to optimise his or her potential.

There is a general rule, if the development of one specific sport to master level requires 7 to 15 years, for the development of another sport to master level, it requires three years or even less. On the third level, it is even less. Everything is based in a way of thinking and its limitations. Coaching is a special way of seeing things, a special stage of cooperation consciousness and subconsciousness when many processes are displayed in an unconscious competence leaving room for more global processes.

III. RESEARCH METHODOLOGY

The purpose of this study is to explore how the athletes in Northern Cyprus identify mentoring and describe their perceptions of mentor's role and personal characteristics. The following key hypothesis been put into the focus:

- H1. There is a positive relationship between mentoring and intrinsic motivation.
- H2. There is a positive correlation between mentoring and executive confidence.
- H3. There is a positive correlation between intrinsic motivation and job performance.
- H4. There is a positive correlation between confidence and job performance.
- H5. There is a positive correlation between mentoring and job performance.

Method



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A) Sample

This study focuses on mentoring in Northern Cyprus. The athletes located in sport clubs have been given an invitation to participate in the survey. Ultimately (N=130) participants were contacted of which 116 responded.

B) Instrumentation and Scale

Review of the literature survey carried out to prepare the constituent scales, by testing the validity and reliability of the scale and scope of the survey the Likert scale has been applied. A six-point agree – disagree combination was developed: 0 Strongly Disagree, 1 Disagree, 2 Slightly Disagree, 3 Slightly Agree, 4 Agree, 5 Strongly Agree. These anchors seemed most appropriate to evaluate responses to a wide range of mentors' characteristics.

Firstly, adapted version of Mentorship Effectiveness Scale was used by Berk. Secondly, to measure the level of trust, the Leaders Confidence Scale was operated by [15]. Thirdly, Job Performance Scale was practiced through work of [16]. Fourth, Inner Motivation Scale developed by Oliver and Anderson [17] further measured intrinsic motivation and used in this study. General demographic questions were included additionally.

Prior to using the instrument in the current study, a pilot study was performed with 25 athletes (ATS) from two different sport clubs. That data was then used to analyse the instrument's internal consistency. The alpha coefficient for the core items of the questionnaire was 0.878 and the alpha coefficient for the peripheral items was 0.865.

C) Reliability

To determine the reliability of the scale, the internal consistency of the scale was measured. Reliability coefficients of the scales of values between 0.750 and 0.926 (Table 2). 0.70 and higher indicates that the scale is reliable. All questions coefficients of the variables considered the scale greater than 0.70 indicate a trust. Internal consistency describes estimates of reliability based on the average correlation among items within a test [18]. Cronbach's alpha is the most commonly used indicator of internal consistency, however, inter-item correlations can also provide good estimates of internal consistency. It is important not to confuse the two types of definitions, as a measure can have high or low internal consistency independent of high or low temporal stability.

Table 2: Reliability Analysis

Variable	Number of Questions	Cronbach's alpha
Mentorship	5	0,822
IntrinsicMotivation	6	0,750
ExecutiveTrust	5	0,800
Performance	7	0,874
FriendTrust	5	0,803
EthicalLeadership	10	0,926

D) Data Analysis

The data were analysed using basic descriptive statistics including Mean and Standard Deviations for all research questions. The average of the variable, standard deviation and correlations between variables are given in Table 3, it is seen that all variables are significantly statistically correlated.

Table 3: Descriptive Statistics, and Variants of the Variable Cross-Correlation

Variable	Mean	SD	1	2	3	4	5
Mentoring	3,36	0,94	1				
IntrinsicMotivation	3,44	0,83	0,351* *	1			
ExecutiveTrust	3,13	0,91	0,447* *	0,602* *	1		
Performance	3,76	0,76	0,411* *	0,433* *	0,507* *	1	
FriendTrust	3,29	0,86	0,312* *	0,604* *	0,630* *	0,404* *	1
EthicalLidership	3,24	0,93	0,411* *	0,559* *	0,744* *	0,507* *	0,722* *

A) Relations between mentoring and executivetrust

With mentoring practiceses tablished to indicate the relationship between executive trust of those whowork as a result of the analysis of the regression model, it appears tha tthe model was statistically significant (F = 28.460, p <0.01). According to the results, positive and trust between the manager and coaching are significant ($\beta = 0.447$, p <0.01) and found to be in a relationship. R2 value of 0.200. Accordingly, the independent variables in the model mentoring can explain 20% of thetrustmanager. H1 results showed that the hypothesis is supported.

Table 4: Mentoring and Intrinsic Motivation Relationship Regression Analysis

INDEPENDENT VARIABLE	S. BETA	T	P
MENTORING	0,331	3,746	,000
F=14,032		R2=0,110	P=0,000

B) Relations between mentoring and executive trust

With mentoring practiceses tablished to indicate the relationship between executive trust of thosewhowork as a result of the analysis of the regression model, it appears tha tthe model wass tatically significant (F = 28.460, p <0.01). According to the results, positive and trust between them anager and coaching are significant ($\beta = 0.447$, p <0.01) and found to be in a relationship. R2 value of 0.200. Accordingly, the independent variables in the model mentoring can explain 20% of the trust manager. H1 results showed that the hypothesis is supported.

Table 5: Mentoring and ExecutiveTrust Relationship Regression Analysis

INDEPENDENT VARIABLE	S. BETA	T	P
MENTORING	0,447	5,335	,000

F=28,460	R2=0,200	P=0,000
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C) Relations between mentoring and performance

Mentoring by regression analysis to examine the relationship between the performance was performed. It proved that the relationship between performance and mentoring are seen as the regression model was statistically significant (F = 23.237, p <0.01). Analysis result proves relations between mentoring and performance to be positive and significant ($\beta = 0.411$; p <0.01). R2 value of 0.169. Accordingly, it can explain only 16.9% of the performance.

Table 6: Mentoring and Performance Relationship Regression Analysis

INDEPENDENT VARIABLE	S. BETA	T	P
MENTORING	0,411	4,820	,000
F=23,237		R2=0,169	
P=0,000			

D) Relations between mentoring and friend trust

Mentoring by regression analysis to examine the relationship between the friend trust was performed. The regression model was established to index the relationship between mentoring and friend trust and was statistically significant (F = 12.289, p <0.01). Analysis result reveals relations between mentoring to be positive and significant ($\beta = 0.312$; p <0.01). R2 value of 0.097. Accordingly, it can explain only 9.7% of friend trust.

Table 7: Mentoring and Friend Trust Relationship Regression Analysis

INDEPENDENT VARIABLE	S. BETA	T	P
MENTORING	0,312	3,506	,001
F=12,289		R2=0,097	
P=0,001			

E) Relations between mentoring and ethical Leadership

Regression analysis examined the relationship between ethical leadership and mentoring. The regression model was established to prove the relationship between mentoring and ethical leadership that proved to be statistically significant (F = 27.500, p <0.01). Analysis result reveals relations between mentoring to be positive and significant ($\beta = 0.441$; p <0.01). R2 value of 0.194. Accordingly, it can explain only 19.4% of the ethical leadership.

Table 8: Mentoring and Ethic Leadership Relationship Regression Analysis

INDEPENDENT VARIABLE	S. BETA	T	P
MENTORING	0,441	5,244	,000
F=27,500		R2=0,194	
P=0,000			

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IV. RESULTS

The analysis of theoretical assumptions and practical about the value of mentoring in the development of human capacity and capital can justify the importance of the application of mentoring as a new personnel development technology.

Recognizing the strategic efficiency, mentoring may constitute career advancement systems and staff will be able to determine the source of supply in the future. The effects of mentoring functions are important for people and businesses. The shape of the personal needs at every stage of career, advancing methods and operating conditions vary accordingly to differences in functional effects of mentoring.

The research study indicated a strong correlations between mentoring and different variables, namely: intrinsic motivation, executive trust, performance, friend trust, ethical leadership where the employee's commitment and organizations benefit from an organisational coaching programmes underpinned by a network of factors focused on supporting mentoring activity. Based on this learning the authors define organisational mentoring in sport clubs as a „multi-stage” leadership strategy supported by systematic and results-focused performance management.

H1. Positive relationship between mentoring and intrinsic motivation proved.

H2. Positive correlation between mentoring and executive confidence proved.

H3. Positive correlation between intrinsic motivation and job performance proved.

H4. Positive correlation between confidence and job performance proved.

H5. Positive correlation between mentoring and job performance proved.

The study primarily focused on sport athletes in mentoring relationships in sport clubs in Northern Cyprus over the last five years. The effectiveness of formal and informal mentoring programs intended to promote the professional and motivational growth of sport athletes which is based on demonstrated empirical evidence. These factors allow to include mentoring as a unique aspect of an organisation. It is said that 10% of people will always work well. Another 10% will work badly anyway. The work of the remaining 80% depends on the management skills and incentives, including the art of mentoring.

V. CONCLUSION

Athletic participants identified as practitioners in Northern Cyprus been tested on mentoring activities. Thus, mentoring seems to have an effective mentoring characteristics. The important factors for the organization are: 1) the quality of mentoring and 2) a conscientious attitude to the duties of mentors. Thus, we can say that systematic mentoring is a package of measures that the organization has to take to ensure quality training of coaches and to some extent to ensure their effectiveness. Six variables were put into the center of research: mentoring, intrinsic motivation, executive trust, performance, friend trust, ethical ridership. All (H1 – H5) hypothesis results been proved supported. Finally, it allows to conclude that it is important not only to assess the work of mentors but also to recognize their value. Especially important it becomes when we are considering mentoring as a system, the formation of the organization "culture of mentoring".

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