



International Journal of Social Sciences and Management

A Rapid Publishing Journal

ISSN 2091-2986



Indexing and Abstracting

CrossRef, Google Scholar, International Society of Universal Research in Sciences (EyeSource), Journal TOCs, New Jour, Scientific Indexing Services, InfoBase Index, Open Academic Journals Index (OAJI), Scholarsteer, Jour Informatics, Directory of Research Journals Indexing (DRJI), International Society for Research Activity (ISRA): Journal Impact Factor (JIF), Simon Fraser University Library, etc.

Vol-2(2) April, 2015



Impact factor*: 3.389

*Impact factor is issued by SJIF INNO SPACE. Kindly note that this is not the IF of Journal Citation Report (JCR).

For any type of query or feedback kindly contact at email ID: editor.ijssm@gmail.com



Research Article

EFFECTS OF COACHING AND MENTORING ON EMPLOYEE PERFORMANCE IN THE UK HOTEL INDUSTRY

Ramesh Neupane

Greenwich London College, UK

Email: rameshneupane47@yahoo.com

Abstract

This research aims to examine the effects of coaching and mentoring on Employee performance in the UK hotel industry. It also examines the extent of employee performance in association to coaching and mentoring; and examines the effects of coaching and mentoring on overall organisational performance.

This study is based on cross-sectional method, deductive and quantitative approach. A sample of 172 managers and supervisors who have already worked as coach or mentors in the respective hotels are chosen by using convenience sampling technique. The survey strategy by using structured questionnaires was used for data collection. The collected data was analysed by using arithmetic mean, correlation, regression with the help of SPSS 20.

This research confirmed that coaching and mentoring are positively correlated to employee performance and both factors have significant effect on employee performance. As the regression analysis shows that coaching has significant effects on overall employee performance as $\beta = 0.466$ and $P = 0.007$ which is less than 0.05. Similarly, mentoring has also significant effects on overall employee performance as $\beta = 0.457$, and $P = 0.008$ which is less than 0.05. Similarly, coaching and overall organisational performance are positively and significantly correlated as $r = 0.707$; and mentoring and overall organisational performance are also positively correlated as $r = 0.456$. The regression analysis shows that coaching has significant effects on overall organisational performance as $\beta = 0.700$ and $P = 0.002$ which is less than 0.05. But, mentoring has not significant effects on overall organisational performance as $\beta = 0.010$ and $P = 0.961$ which is greater than 0.05.

Key words: coaching; mentoring; employee performance; organizational performance; hotel industry

Introduction

The development of human resource is important to ensure service quality, effectiveness and responsiveness in an organisation to a complex and ever changing business atmosphere. It is highly accepted that business companies cannot get long term existence without focusing on the practices and strategies for empowering their employees through providing training and development (Nickson, 2007). Nevertheless, the importance of training for the employees is not just obvious for organisations but also significant of their individual development and empowerment because it likely to improve personal strengths and skills that is necessary for upcoming career development of the individuals (Aswathappa, 2007).

Coaching and mentoring are the important type of training which are considered as the spectrum of 'talent management' due to the fact that they either emphasised on the development of special skills that benefit the company as well as the individuals or they assists people develop new process of thinking which facilitate people to conquer obstacles and develop their careers through enhancing

relationships with more experienced individuals (CIPD, 2014). In this regard, this research examines the effects of coaching and mentoring on employee performance in the UK hotel Industry.

Research Background

Different companies use different techniques to develop talent and produce highly skilled workforce. According to University of Wolverhampton (2010), professional coaching and mentoring programmes have been popular technique of supporting learning and development of career among new recruits, potential business managers and graduates over the last twenty years. Coaching and mentoring are flexible techniques of training which are based on the use of one-one discussion which aims to increase knowledge, skills or work performance (CIMA, 2008). They both symbolised by openness to new ideas, enthusiasm, eagerness to listen, and encouraging people to become involved in achieving new job experience. The schemes of coaching and mentoring can be offered at comparatively low cost making them specifically fitting talent management tools for organisations in current

competitive business environment (CIPD, 2014). Nevertheless, according to Peel (2004), a lack of understanding about the meaning of coaching and mentoring in the context of an organisation can create difficulties and influence the employment of any development activities.

According to Dessler (2011), the only one process of equipping human capital with knowledge, skills and capabilities to perform meticulous job task efficiently and effectively is training of the individuals assigned to the particular job. Coaching and mentoring helps to enhance productivity and performance of the associated employees which leads to increase quality of service and ultimately enhance financial performance of the organisation (Bhatia, 2006). Coaching and mentoring of staff can help the organisations to enhance employee performance, improve their strengths, employee satisfaction, quality of customer service, supervision and overall cost for each employee (Peel, 2004). It is therefore, the investment in coaching and mentoring in hospitality sectors can have high significance in improving employee performance. The performance of employee is linked to enhance knowledge, skills, positive attitudes, abilities and confidence (Armstrong, 2009). Thus, the enhancement of performance is becoming more mandatory for the organisations because it can keep pace with the changing business environment and fulfils the gap between existing skills and required knowledge to operate the business.

Rationale of the Research

Because of advancement of new technologies, customers can easily make comparison between the equivalent service providers and their price offerings through internet and by using different mobile applications (Hinkin and Tracey, 2010). It is therefore, hospitality business always seek for skilful staff with wide ranges of skills and knowledge, competitiveness, technical skills for the operation of the business effectively to achieve long-term sustainability (Peel, 2004). In most of the universities, the formal educational system is still broad and primarily does not focus on particular skills and knowledge such as dealing with specific customer, innovative technology, operating machines, and motivating the entire workforce. Consequently, there is maintaining gap in between existing capabilities, knowledge and skills of employees and required qualities for the companies (Denis, 2011). Training of employees particularly coaching and mentoring could be the key tool which plays significant roles to bridge the maintaining gap between existing skills of the employees and required skills for the company.

The service employees need to be more trained, skilful, and capable to customer care in the hospitality industry because it is highly based on excellent customer service and customer satisfaction. To provide excellent customer service, special skills and knowledge is required which can be obtained from training and development particular

coaching and mentoring of the employees (Singh, 2014). Therefore, this research can be beneficial for the entire hospitality industry as well as the hotel sector in formulating employee training and development programmes in order to enhance their capabilities and performance.

Aims and Objectives

The main aim of this study is to examine the effects of coaching and mentoring on employee performance in the UK hotel industry. The main objectives of this research are as follows:

- To analyse the extent of employee performance with respect to coaching and mentoring adopted by the hotels.
- To investigate the effects of coaching and mentoring on employee performance.
- To examine the impacts of coaching and mentoring on overall benefits for the organisation.

Literature Review

Training and development of employees is very important for the organisations by which they can generate the team of excellent working professional. The appropriate strategy of training and development of employees can help companies to achieve competitive benefits by using their resources effectively and efficiently to optimise service excellence and innovation in service industries (Aswathappa, 2007). Coaching and mentoring are the parts of training and development which both focus on the individuals, can help to enhance motivation, morale and their productivity. According to Whitmore (2003), coaching can be viewed as *“unlocking a person’s potential to maximise their own performance and it is helping them to learn rather than teaching them”*. Therefore, coaching is a procedure which enables individuals learning and development in order to improve their skills and performance. In addition, coaching is primarily related to individuals’ performance and the enhancement of definable skills which is generally starts with the goals of learning which are already identified (Cole, 2002). Effective coach always share their capacities to assist the learners developing listening skills and observing themselves. That leads much quicker acquisition of knowledge, skills and adjustment of their individual behaviours.

Mentoring is generally used to explain the relationships between less experienced people called mentee and more experienced people called as mentor. Mentoring is viewed as face-to-face, dyadic and long term associations between supervisory adults and students which help to enhance professional, personal or academic development (Donaldson *et al.*, 2000). There is a high argue between practitioners and academics in the field of assisting employees to learn and develop regarding the meaning of the term coaching and mentoring. However in general, coaching involves the informal communication in between

supervisors and others employees day to day basis that consists of rewarding positive performance which exceeds or meet pre-determined expectations; correcting attitudes which does not meet the expectations associated to performance; and helping to enhance performance even when there is satisfactory performance (Armstrong, 2009). Similarly, mentoring is generally outside of command of the employees. The mentor fosters and guide employees' professional growth which can be informal or formal in nature.

Training and Development of Employees

Coaching and mentoring are not recent phenomena in training and development in the field of human resource management. The concepts of coaching and mentoring are human activities which are concerned to learning and development activities of the individuals. Training and development is one of the main functions of the entire human resource management of an organisation. It refers to the activities of learning focusing towards the achievement of specific knowledge and skills in order to accomplish the specific task (Cole, 2002). The training specially focuses on particular task or job such as needs for the efficient employees to function newly employed machinery, or efficient sales team to optimise volumes of sales. Moreover, training and development is a systematic and planned function in order to modify employees' behaviours with the help of learning activities, programmes and events that help to achieve abilities, knowledge, competences and skills to perform job effectively and efficiently (Hinkin and Tracey, 2010). Training and development is therefore a systematic process of developing professional understanding, knowledge and skills of the people which assists them to enhance organisational and individual performance.

As asserted by Dessler (2011), companies can achieve their business objectives, overall organisational values and mission, and support culture of innovation through training and development and enhancement of employee performance. It also can help to increase productivity and profitability of the company through enhancing employees' competences. In addition, the specialised skills, knowledge and competences from training and development also help to enhance employee satisfaction and which consequently helps to diminish staff turnover (Siddiqui, 2008). Training and development also provide competitive advantages for the companies through minimising accidents, scarp and damages; eliminating performance deficiencies; meeting further needs of the employees; and making them to stay long in the associated company which all help to enhance customer service (Aswathappa, 2007).

Therefore, training and development in a company is one of the main tools for the enhancement of employee capability, job qualities enhancing managerial accomplishment, lower production cost, higher employee morale, and reduces employee turnover (Cole, 2002). It also assists to fulfil the gap in-between organisational occurrence and expected

level of the employees. However, according to Singh (2014), various scholars argue about the importance of training and development and expenses of these functions; but acknowledged the improvement capacities of individuals because of training and development.

Types of Training

There are different types of training and development of employees in the workplace. The main forms include employee orientation, apprenticeship, health and safety, and coaching and mentoring which are commonly used by many organisations.

Employee Orientation: It is a part of long-term investment for the especially newly appointed employees. It is important for the new employees to get easy access to basic services, programmes and information which provides clarifications and allows them to get active participations in the organisation. The employee orientation thus introduces new employees in the new environment; make the people feel comfortable and welcome; and helps to attract new and capable people towards the organisation (Armstrong, 2009). The main benefits of employee orientation are: establish clear standard which assists to lower disputes and limit liabilities; inform company's policies to the new employees; promote consistent management; demonstrate commitments to equal treatments for the people; and provide protection from claims of sexual harassments and discrimination (Fuller and Unwin, 2013). The employee orientation includes orientation to the business organisation, company policies and processes, safety and emergency procedures, discussion of benefits packages, description of job responsibility and expectations of the performance.

Apprenticeship: It is a contract between employer who wants skilled workers and an individual (apprentice) who want to learn knowledge and skills – "earning while learning". It is an industry-based learning procedure which combines the experiences of on-the-job with technical training to create certified individual. After completing the specified period of training, apprentice receives a qualification certificate. An average of 85% apprentice's 2-5 years of training is spent in the workplace; the remaining time is spent at the institution of training (Fuller and Unwin, 2013). So, the apprenticeship is a work with an associated programme of skill development designed by the companies providing employments. It offers the employees to achieve technical skills and real practical experiences, along with personal and functional skills which are essential for current and future career (UNISON, 2011). These are obtained with the mix of studying in the place of work, formal off the job-training and the chances to practice and implant new knowledge and skills in the actual workplace situation. After the completion of apprenticeship, the employee must be capable to perform full responsibility in the situations associated to the work, competently and confidently to the high standard which is pre-designed by the company (Fuller and Unwin, 2013).

Health and Safety: Different governmental and non-governmental organisation monitors health and safety standard in the workplace. Mostly in developed countries, employees are offered compulsory health and safety training to all the new and existing staffs by the managers or the employers. The health and safety training involves providing major health and safety tips and information associated to the workplace environment. That ensures people work in an organisation knows how to work safely without any hazard to their health; helps to develop positive health and safety culture; and meet the legal responsibility of the company to protect the health and safety of the people working in for the company (HSE, 2014).

Coaching and Mentoring: Coaching and mentoring are the important parts of training and development of employees. Coaching targets high improvements and high performance of the people at the workplace and generally focuses on particular goals and skills; however it might also have some effects on personal attributes of an individual like confidence and social interaction. The coaching process mainly lasts for a short time period (Bhatia, 2006). Mentoring on the other side, is an informal or formal procedures for more experienced staffs to share their skills and experiences about industry or business in order to achieve organisational goals and objectives as well as individual goals of the employees. In which a mentor should have in-depth understanding and knowledge about the company or the business and can help or guide others in the workplace (Dessler, 2011).

Perspectives of Coaching and Mentoring of Employees

Developing skills and capabilities of the existing and new employees are the important aspects of overall corporate strategy of an organisation. Companies cannot expect to be competitive unless they provide training and development, inspire them and support them through providing continuous learning environment (Armstrong, 2009). The practitioners of human resources contribute to the success of an organisation to the extent that they contribute to the goals of educating and developing employees. Learning and development is now becoming complex, which requires decision about the issues like adaptation of internet technologies, but increasingly mentoring and coaching are being viewed as crucial aspect of effective learning strategy for the organisations. There are many evidences that coaching is very useful to improve performance of the employees, that increases motivation and confidence, develop and improve the skills of leadership and helps people deal with complexities and challenges such as improving relationships, hitting sales targets, making proper decision and team buildings (Bhatia, 2006).

It can lead to better communication and higher engagement in an organisational level. Organisations can boost their business through introducing the culture of coaching and mentoring. According to a senior lecture Oxford School of Hospitality Management Dr. Gannon (2014) argues there is

about 75% companies use coaching as a development tool currently. He added that wide range of organisations in the hospitality industry has helped to create partnerships and implanted coaching and mentoring cultures which ensures that the managers take responsibilities for empowering and motivating their team members and establish an organisational-level commitment to shared business.

The terms coaching and mentoring are widely used in the present business world. There are various reasons behind coaching and mentoring but the bottom line is to provide focus on the tangible business significance, businesses can see increased profitability and productivity if the businesses invest money and time in these programmes (Barber, 2004). The task at hand is most important for the coach who has to help the individual learn the requisite behaviour, attitudes and skills essential to perform the work successfully within the success parameters which is agreed previously. Therefore, the task should be well defined and the conversation should be done with specific timeline and clear focus. Mentoring concentrates on interpersonal and conversations transcend more widely into common work-life (Dessler, 2011). This means that the interaction could be more focused, more philosophical on behaviours and attitudes than on particular skills. Mentoring is personal and coaching is about performance. Therefore, if there is desirable or appropriate for individuals, supervisor should immediately coach them. Mentoring and coaching both have used in leadership interventions of companies; however the leaders need to be apparent regarding what they are performing, what the situation needs, and what the other person needs (Sims, 2006).

Definitions of Coaching and Mentoring

According to CIPD (2013), “Coaching and mentoring are development techniques based on the use of one-to-one discussions to enhance and individuals skills, knowledge or work performance”. However, some companies refer to the activities of coaching in general terms such as life coaching, performance coaching, business coaching, facilitative management; and mentoring is used as some specific type of counselling (Kinlaw, 2000). Mentoring can be formal and informal. In the formal mentoring, mentor and mentee are distinguished by senior employees by focusing on organisational and individual goals; the duration and scope of mentoring relationships are structured; and the frequency of learning experience and contact is structured. But in informal mentoring, mentor and employee pair with each other instinctively and usually provides focus on goals and objectives of the employee; the duration and the relationships of mentoring could be short-term as well as long-term; and frequency of contact and experience from the learning are unstructured (Kulik and Bainbridge, 2005). The term coaching for the staffs should have target of high improvement and high performance of the employees at the workplace which generally refers to procedures of assisting others in order to improve their working skills, develop and

learn new skills, achieve aims and objectives, find individual success to manage personal and organisational challenges.

Coaching

According to Werner and DeSimone (2009), some scholars view coaching as some function basically as a tool for executive development or to assist professionals and problem executives get back on track. They define coaching as “*helping to change the behaviours that threaten to derail a valued manager*” (p. 316). However, according to Blanchard and Shula (2001), the process of coaching can be different on the basis of the workplace situation. The term coaching mainly denotes to the methods of assisting others in order to develop and learn new skills, improve, find individual success, attain determined goals, and balance individual challenges and opportunities for success. Coaching can address behaviours, attitudes, skills and knowledge and could also be focused on spiritual and physical enhancement of the employees.

Similarly, according to Aswathappa (2007), coaching is a structure of training which normally includes one-to-one-support aimed to help an individual to improve in a practical sense. He added that coaching can be referred to different situations: coaching inside the company can be alongside or equating to mentoring and training; and coaching outside the company can be as individual private service, basically delivered by small companies or self-employed-coaches. In addition, coaching might denote various types of delivery of individual development for instance: the procedures of mentoring or training or augmentation within organisations; and the provision of particular services for individual development by private interpersonal or small firms (Oguntimehin, 2001).

Coaching involves different types of individual development which normally refers to a sense of consent, agreement and willingness to take part on the division of learners; however this term may also indicate the situations for development where the learners have far less input to procedures and methods and really the provision of coaching itself (Stolmack and Martin, 2005). It preferably assists an individual to identify their own resolutions, rather than imposing the resolution from the viewpoint of the coach. Coaching generally involves one-to-one, regular and ongoing, personalised, enabling, planned, focused on aims, adaptable, model-based measured and recorded, and time bounded (McGovern *et al.*, 2001). Thus, coaching involves various aspects of effectual designation, particularly the thought of SMART objectives; however it tends to more driven on the basis of learners’ need instead of organisational needs which generally determine delegation. Moreover, coaching primarily relates to the improvement of performance in a specific skill area often over the short term. The goals are typically set on the basis of the suggestion of the coach. Whereas the learners have main ownership of the goals, but the coach has primary

ownership of the procedures of coaching. In the majority of circumstances, coaching consists of direct extrinsic feedback which is normally but not forever linked with some outline of changing performance, whereas mentoring is more related to career self-management of the people (Megginson and Clutterbuck, 2005). Therefore, mentoring might engage of providing practical suggestion and focuses on obtaining specific goals and objectives within ideal time frame.

Mentoring

Mentoring is defined as the professional relationships in which an experienced individual who is called mentor helps another person called mentee in developing particular knowledge and skills which can improve personal and professional growth of less-experienced people (Pertin, 2011). Mentoring can be one-to-one, non-judgemental associations in which a personal willingly provides time to encourage and support others which normally developed at the transition time in the life of mentee and lasts for sustained and significant period of time. Mentoring assists, support, advocacy or guidance provided by one individual to other for the achievement of pre-determined objectives over the specific period of time.

According to Marquardt and Loan (2006), mentoring is “Off-line help by one person to another in making significant transitions in knowledge, work or thinking” (p. 4). In other words, mentoring is a type of support of one person to another person within individual relationships generated through regular contacts over the specific time period. However, according to Megginson and Clutterbuck (2005), mentoring associates to identification and nurturing of likelihood for an individual which can be long-term procedures in which the objectives might change but are always determined by the mentees or learners. The learners own both the process and the goals. Feedback comes from the learners and the mentor assists them to develop understandings and insights intrinsic interpretation.

Similarly, as asserted by Blanchard and Shula (2001) mentoring involves supporting people in identifying and defining needs of their own development and setting their own goals and objectives; encouraging self-governing learners; allowing them to talk and raise their complexities, reflecting back, clarifying occasionally, and challenging; helping them to reproduce their thoughts, feelings, behaviours and beliefs, and to observe difficulties from various perspectives; encouraging and guiding them in independent solution and analysis of their opportunities and problems; supporting the solution of issues by embracing an integrated approach; and enabling them to become effectual in decision making.

It is important to point out that coaching and mentoring are distinct terms in both the desired outcomes and the format they adopt. However, there are number of overlaps and similarities between coaching and mentoring. According to Clutterbuck (2001), coaching is primarily associated to the

development of definable skills and performance of the people which generally starts with previously identified learning goals. Conversely, mentoring is generally more focused with assisting the executive to determine the appropriate goals to pursue and why it should be pursued; and is usually a long-term relationship. It seeks to construct intelligence, the capability to use knowledge, skills and experiences to new problems and new situations (Benabou and Benabou, 2000). They added that coaching is more focused on achieving particular goals within specific time frame whereas mentoring is an evolving and open agenda and deals with different issues.

To sum up, coaching is such as developing professionals who are dedicated to work on achieving particular objectives and goals for any reasons. In coaching, learning is basically focuses on capabilities, the coach effectively use the learners' existing competencies, and inspire and respect their professional competencies. On the other side, mentors are more likely to have followed a career path, in which learning is focused on their behaviours, focuses on professional and personal development, is more interactive with focused factors, and is a role model.

Organisational Significance of Coaching and Mentoring

Coaching and mentoring include combining experienced peoples with other non-experienced employees that can be used to assist adapting to the workplace culture and environment. This can involve combining an experienced professional with new employees to assist them understanding the organisational goals, objectives and culture and work environment (Clutterbuck and Megginson, 2005). Coaching often appears when current or new employees can be benefited through individual guidance on particular procedures, job duties or responsibilities. Mentors can also be used by small businesses to assist their employees in developing their specific career path like management. The main significance of coaching and mentoring are as follows:

Retention: In an organisational level, coaching and mentoring can offer number of advantages. It can assist the organisation in encouraging employee loyalty (Bhatia, 2006). When experienced professional help shaping the career of mentee and providing them opportunities, then they might feel higher sense of commitment and connection to the business. Coaching helps people to feel comfortable with their seniors and even the management, and encourages them to participate in open communications that help enhance positive work experience. That helps to enhance employee retention within the organisation (Kinlaw, 2000). Retention thus helps the organisation to save money on ongoing recruitment and selection, and training of newly replaced employees.

Personal Development: Taking benefits of knowledge, skills and expertises from the experienced professionals and employees can assist less experienced employees gear up to the speed. Consequently, it helps to enhance their efficiency

and productivity. Moreover, coaching and mentoring can provide direction and guide the people along the career path that results in the individuals being well versed on the expectations of the organisation (Clutterbuck et al. 2012). Coaching basically allows interpersonal to solve problems and concern within the boarder-line of confidential and trusted relationships which can assist reducing frustrations on individual level and enhance individual work satisfaction, and provides various benefits for the organisation.

Team Efficiency: Coaching and mentoring can enhance team function, department and the whole organisation. It helps the managers to identify strengths and weaknesses of every employee (Megginson and Clutterbuck, 2005). For instance, sport coach inspires their team to achieve success, similarly should incorporate the managers in an organisation. The managers of an organisation should identify what to be accomplished by the team and articulate these objectives and goals clearly. The managers provide feedback frequently in order to increase performance of the employees, they supports people to encourage them in team-working. Mentoring includes a more experienced professional helping the junior employees to develop them towards the organisational requirement. The relationships generally, last for their whole career life within the organisation, during which experienced professionals share their skills, knowledge and thoughts with the less-experienced staffs (Clutterbuck, 2007). In addition, coaching and mentoring can help to build employee morale and companionship within the organisation which helps to enhance team building concepts and activities.

Theories of Coaching and Mentoring

Goal Setting Theory

The Goal-setting theory is first developed by Latham and Locke in 1960. This theory states that goal setting is essentially associates to task performance of the people. It states that challenging and specific goals along with proper feedback provides better and higher task performance. In general, goal indicate and provide direction to an individual regarding what needs to be accomplished and how much effort is needed to accomplish this. The clear and specific goal leads to greater result and higher performance. Measurable, unambiguous and clear goals accompanied by a deadline for competition evade misconstruction (Luthans, 2011). The goals should be challenging and realistic which provides a person a sensation of triumph and pride when he/she accomplishes them, and leads him/her up for accomplishment of another goal. Appropriate and better feedback of outcomes directs the individuals' behaviour, and leads to high level of performance than without providing feedback. The appropriate feedback helps the employees to perform with more involvement which leads to higher level of job satisfaction (Locke and Latham, 2002).

According to Armstrong (2009), this theory focuses on the setting of agreed goals and objectives with their employees against which the company can assess their performance. The goal setting theory turn round on the clear vision that when there are specific goals, then people could provide more effort and accomplish a high level of performance in order to attain the targets. However, according to Luthans (2011) asserts that commitment only is not enough to accomplish these targeted goals. In addition, Bhatia (2006) claims that participation of employees in setting goals is not always desirable; however, it leads more involvement and makes goals more acceptable. It is therefore, goal setting leads higher performance through enhancing efforts and motivation level. Nevertheless, the managerial goals and organisational goals are sometime conflicting which can have detrimental effects on employee performance; and if there are lacks of competencies and skills among the employees, then setting of the goals can fail which leads to undermining the performance.

The Five Factor Model

Number of scholars endeavoured to the study of relationships between human personality and its reaction to their task performance. The companies need mentally prepared staffs in order to conquer the upcoming challenges and attain organisational goals and objectives. In this regard, McCrae and Costa (1984) proposed a model called five-factor model which shows the relationships between job performance and the personality in the scenario of an organisation. This model primarily focuses on social aspects of the organisation than personal abilities of the people (Kohli and Deb, 2008). The five factors discussed in this model are presented as follows:

Emotional Stability: It refers to self-efficacy and high emotional quotient that can lead to believable and consistent behaviours. They can calm even if the situation is challenging because they have high level of self-control. On the contrary, the people having low level of emotional stability and self-control are very concerned during the challenging circumstances (McCrae and John, 1992).

Extroversion: The extrovert that has unreserved personality perform at their best in organisational atmosphere that is more social and requires a low level of supervision to get their targeted goals. However, the introverts are not highly stimulated at work and perform less than par level. The extroverts are further tough seeking whereas the introverts are highly aggressive to achieve existing goals. Therefore, the regular guidance is necessary from the managers to perform better (McCrae and Costa, 1984).

Openness: The people who have open behaviour to new experience and extraverts also refine as the organisational leaders. The employees having openness behaviours take the feedback and suggestions associated to performance improvement positively and employ in the job enrichment and self-initiated learning (McCrae and Costa, 1984).

Agreeableness: The people with agreeableness quality tend to adjust in a team work easily. But, the people generally are not interested and agreed to voice believes and thoughts to demonstrate the quality of a good quality leadership. These people are innovative and creative in nature (McCrae and Costa, 1984).

Conscientiousness: These types of people are passionate regarding to their job and perform their jobs in full standards. According to Kohli and Deb (2008), these type of employees are often whilst blowers within the organisations and they hardly absent in their job.

The understanding of these five factors helps to develop the cooperation among the peoples in the organisation as a team and enjoy various individual traits at the workplace (Kohli and Deb, 2008). This model suggests that the employees are motivated when the targets or goals are determined, then it leads to better results and the personality components also have important roles in successfully achieving such targets (Paunonen *et al.*, 2000).

The GROW Model

The GROW Model was initially developed by a performance coach Whitmore in the 1980s. It is a good way of thinking about how we will plan a journey. First, we should decide where we are going (goal), then identify where we are at the current time (reality). Then we explore various obstacles or options to our destination. Finally, we should establish our will and ensure that we are committed to make the journey and arranged to overcome from the obstacles that could come on the course (Whitmore, 2004). The GROW model is one of the important, successful and most established coaching models. The model provides a controlling equipment to elicit, highlight and maximise inner potential by using various coaching conversations (Libri, 2004). This framework is highly popular and globally renowned because of its success in both goal setting and problem solving, helping to maintain and maximise individual productivity and achievement. According to O'Connell and Palmer (2007), the GROW model has proven successful worldwide to various backgrounds of individuals and varieties of experiences. It outlines the most ordinary foundation of coaching in various universities and organisations in the world. The model can be implemented by adopting carefully created questions which promotes a in-depth responsibility, awareness and encourages practical behaviours which results in practical methods to achieve goals and conquer the obstacles. In addition, Dembkowski and Eldridge (2003) assert that the use of progressive and continuous coaching ability supports the structures that ultimately assist to unchain a person's true potentiality by enhancing motivation and confidence, which leads both long-term and short-term advantages. Thus, the GROW Model is very useful to yield improved communication, higher productivity, better quality in working atmosphere and better interpersonal relationships.

Employee Performance Management

Employee performance management involves importantly more than periodic assessment of performance. The performance management is the art of knowledge which deals with employees in such a way that it offers positive effects on their thinking and behaviour in order to achieve expected level of performance. It is important for the managers to be always articulate positive behaviour related to performance; what one says or does as a manner always influence on their associates (Eckerson, 2009). The type of behaviour of the employees mostly probably encountered associated to the management of performance attempts stem from lack of complete understanding and resistance to change of what is anticipated. The participation of employee must be obtained when possible for the improvement of performance; to the extent that the inner working facts of particular work are associated, there is nobody who understands the work better than the individual who is doing this every day (Srimannarayana, 2010). The employees need to know what result is anticipated for each task to be done, how these results should be assessed, and what standards are adopted in order to assess the output. The management of employee performance needs ongoing get in touch with every employee; coaching, counselling, regular feedback, and training are essential to bring an individual back on track if problems occurs. Sustaining effective and efficient employee performance involves the ongoing attention and involvement of the manager (Ulrich and Brockbank, 2005).

In some companies, performance management is used as the procedures of management for performance appraisal or performance review or performance evaluation. The label is consistently well anticipated which means to describe the general procedures which includes far more than semi-annual or annual performance appraisal through including correlation and constant follow-up as essential rather simply performing a periodic performance ‘snapshot’ (Srimannarayana, 2010). However, the ‘in progress’ attention to correlation and follow-up falls by edge and all remaining performance task is the periodic appraisal of the performance. It is important to note that the beginning of this argument that the management of performance is not a performance appraisal. But, it is an important component of workforce management and can constantly happen whether there is or is not an official performance assessment instrument in place (Huselid *et al.*, 2005).

Briefly, the management of performance is the science and art of dealing with the employee in a way which intend to positively affect their behaviours and thinking in order to achieve an expected level of performance. It is a fundamental technique for the management which is integrated into everyday behaviours of the managers, is precious in evaluating, identifying, and resolving the issues of employee performance.

Conceptual Framework

The current study is based on the assumptions that coaching and mentoring is important for the enhancement of employee performance as well as it provides different advantages for the organisation. Coaching and mentoring helps to enhance employee performance: skills/knowledge, ability, positive attitudes, confidence, and professional/personal development of the employees. In addition it also provides different benefits such as increase service/product quality, employee retention, team efficiency, revenue and profitability and market growth (Fig 1).

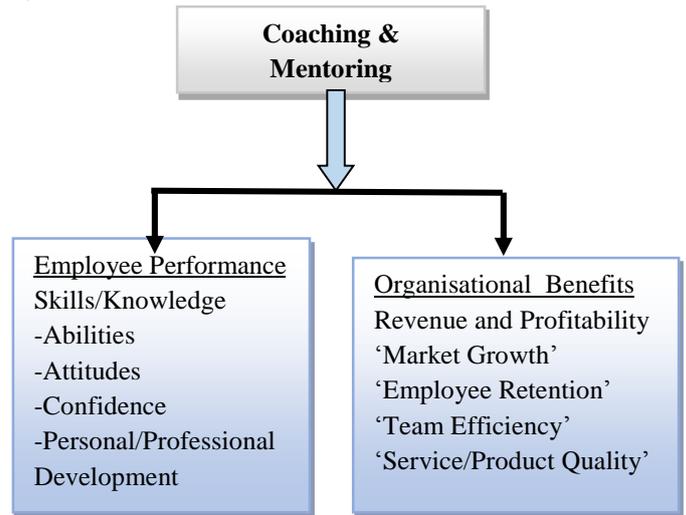


Fig. 1: Conceptual Framework

Research Methodology

The choice of method or technique is depends upon the willingness to accept the proposition associated to every set of techniques and tools. The scholars who prefer qualitative techniques of observation, description and questioning are called naturalist. Conversely, the researchers who prefer quantitative techniques and tools which focus on counting and measuring are called positivist. The naturalist and the positivists differ in their suppositions about what can be known, what is important to study, what research designs and tools are suitable, and what benchmarks should be adopted in order to assess the research quality. All these assumptions taking together are known as research philosophies or paradigms (Easterby-Smith *et al.*, 2012). This study is conducted based on the assumptions of positivism philosophy which states that the properties of external world should be analysed through objective methods. The positivism philosophy assumes that reality is directly measurable, fixed and understandable and there is just one external reality, one truth (Saunders *et al.*, 2009). This assumption is used in this research because researchers who can tolerate uncertainty are more possible to favour quantitative techniques which are supported by positivism philosophy with its acceptance of various viewpoints of constantly changing reality and truth.

This research is based on the assumptions of deductive approach which is highly advocated by positivist

philosophers. In this research, the study begins from the existing theories, models and literature in the field of coaching and mentoring and its effects on employee performance. The observation is conducted to test the assumptions on the basis of existing knowledge.

Research Strategy

This research followed survey strategy which is normally related to deductive approach which is more common and popular research strategy in management and business studies. It is often used to answer how much, what, where, and how many queries. This strategy is widely popular because it allows large amount of data collection in highly economic way from relatively large population (Saunders *et al.*, 2009). The survey strategy is highly reliable and is both reasonably easy to understand and easy to explain. The survey strategy provides more control over the procedures of research. However, we should ensure that the sample should be representative and the data collection instruments should be piloted in order to achieve the better response rate.

Questionnaires

The method of questionnaires is used to collect primary data from the employees of different hotels in the UK. The questionnaires method is used because it offers to collect data in standardised way and so they are more objective than interview; it helps to collect large amount data quickly than from interview; and this method is more viable for considering large sample test. However, in some situations the participants may misinterpret their view because of lack of understanding of the questions. Open-end questions can produce large amount of data that can create difficulties in analysis and interpreting. In addition, the respondents could answer superficially if it takes long time to respond (Nichols and Childs, 2009). So, special care is provided while preparing the questionnaires in this research.

The questionnaires involve general demographic information of the respondents and the questions related to coaching, mentoring and employee performance as well as overall benefits for the organisation. In order to test the coaching and mentoring 4 questions of coaching and 4 questions of mentoring are used in the questionnaires. Similarly, different 10 questions are used to test the employee performance with respect to coaching and mentoring. And finally, in order to test the overall benefits of coaching and mentoring for the organisation, different five variables: team efficiency, employee retention, service/product quality, market growth, and revenue and profitability with 8 questions are used in the questionnaires. The questionnaires are prepared to rate in the five point likert scale in which in which 1-strongly disagree, 2-disagree, 3-Average, 4-agree, and 5- strongly agree. The relevance and clarity of the questionnaires is tested through pilot study.

Data Collection

The primary data is collected in this research through questionnaires survey from the managers and supervisors of different 22 hotels who have taken part as a coach or a mentor in their organisation. Most of the questionnaires are closed ended to avoid the risk of accumulating large amount of data in this study. The questionnaires are distributed to the managers and supervisors of the hotels. A period of one week is provided to answer and return the questionnaires for each selected hotel and answered questionnaires were collected from the respective managers of the hotels.

Sampling and Sample Size

The population in this research is the supervisors and the managers of the hotels in the UK who have already participated in coaching and mentoring programmes as a coach or a mentor. The method of convenience sampling is used to collect primary data from the supervisors and managers of the 22 hotels in the UK who have participated as a coach and a mentor in this organisation. The convenience sampling is also called chunk which denotes that subset of population which is being examined is chosen neither by judgement nor by probability but by their convenience (Malhotra and Dash, 2011). The respondents were selected on the basis of their interest and convenience availability at the specific time of one week. A sample of 172 participants is chosen from the 22 hotels based on London. The names of the hotels are arbitrary because of confidentiality.

Data Analysis Process

All the collected primary data are entered in the Statistical package for Social Science after providing suitable codes for every question considered in the questionnaires. The major statistical tools used in this study are as follows:

Arithmetic Mean: Arithmetic mean is obtained by the sum of all observations dividing by the number of items. It is computed with the help of SPSS 20. In this study, the extent of employee performance with respect to coaching and mentoring is examined through arithmetic mean of the scores obtained in the likert scale.

Correlation: Correlation is a statistical technique to analyse the relationships between the variables. It is measured by correlation coefficient (r) which shows the numerical measure of linear relationships between the variables (Creswell, 2003). The relationship between coaching and mentoring and employee performance as well as coaching and mentoring and organisational benefits is analysed by using correlation coefficient in this study.

Regression Analysis: It is an important statistical tool for measure the effects of predictor variable on dependent variable and also demonstrates the relationships between dependent and independent variables (Creswell, 2003). The regression analysis is computed with the help of SPSS in this study. If the value of $P < 0.05$, then it is considered to be significant effects of predictor variable on dependent

variable. The effects of coaching and mentoring on employee performance and effects of coaching mentoring on overall organisational performance are examined through regression analysis in this study.

Quality of Research

Pilot Study: A pilot study was conducted in this study in order to test the feasibility, clarity, appropriateness of the questionnaires. The pilot study involves 5 managers and 5 supervisors of two based on Woolwich London who has already taken part as coach and mentor in this organisation. This pilot study suggested that the proposed questionnaires instrument is understandable, clear and can be answered in around 7-8 minutes.

Reliability: The thought behind the reliability measure is that there should be similar result if the trial is repeated inherently. This can help to reinforce the findings of the study and warrant that the other scientific communities will easily accept the assertions. Research findings are considered to be reliable if other investigators also can conduct the same observations under the same circumstances. The internal reliability of the study and the research instrument is measured through Cronbach’s Alpha (α). The values of alpha are shown in the Table 1.

Table 1: Reliability Analysis

Variables	Number of items	Cronbach’s Alpha
Coaching	4	0.709
Mentoring	4	0.700
Employee Performance	10	0.748
Organisational Benefits	8	0.714
Overall Value	26	0.903

Table 1 shows the value of Cronbach’s alpha (α) ranges in between 0.700 from the variable of mentoring and 0.903 from overall 26 items used in the questionnaires. Similarly, the overall value of alpha for coaching factors is 0.709, value of alpha for employee performance factor is 0.748, and the value of alpha for overall organisational benefits is 0.714. This figure shows that the questionnaires instrument and the scale used in this research instrument is consistent and reliable.

Data Analysis, Findings and Discussion

Participants’ Working Department

The working department of participants in the survey is presented in the following Table 2.

From the Table 2, we see that the highest number of participants is from marketing department which is 37.5% and the lowest number of participant is 4.2% from others department. Similarly, the percentage of administration is 25% which is slightly lower than percentage of marketing. The percentage of customer service is 20.8% and sales department is 12.5%. This shows that the participants are ranged from different department of the hotels.

Table 2: Participants’ Working Department

Department	Percentage
Sales	12.5%
Marketing	37.5%
Customer Service	20.8%
Administration	25.0%
Others	4.2%
Total	100.0%

Evaluation of Employee Performance

The employee performance is evaluated with respect to coaching and by using five factors associated to employee performance which are skills/knowledge, abilities, attitudes, confidence, and personal/professional development. These factors are tested by 10 questions in five point likert scale in which 1-strongly disagree and 5-strongly agree. The mean of the scores is computed than again the percentage of the mean score is computed in order to analyse the employee performance level. The table 3 shows the mean scores obtained in the likert scale.

Table 3: Mean Value of the Scores of Employee Performance Factors

Factors	Mean	Percentage
Skills/Knowledge	4.13	82.6%
Abilities	4.13	82.6%
Attitudes	4.17	83.4%
Confidence	4.23	84.6%
Personal/Professional Development	4.06	81.2%
Overall Employee Performance	4.14	82.8%

The table 3 shows that all the factors of employee performance have mean score more than 4.06 out of five. The mean score of skills/knowledge is 4.13, mean of abilities is also 4.13, mean score of attitudes is 4.17, confidence is 4.23, and personal/professional development is 4.06. Similarly, the mean of overall employee performance is 4.14 out of 5, this means the company has high level of employee performance with respect to coaching and mentoring. The mean and respective percentage of the mean scores is further presented in the following bar graph.

Thus, the above evaluation shows that the mean score for the overall employee performance variables is 4.14 out of 5 which is 82.8% represents that there is high level of employee performance with respect to coaching and mentoring in the UK hotel industry.

Evaluation of the Effects of Coaching and Mentoring on Employee Performance

The effects of coaching and mentoring on employee performance are examined through correlation and regression analysis.

Correlation

The correlation between factors of coaching and mentoring and the factors of employee performance is computed with the help of SPSS 20 which is shown in the following Table 4.

Table 4: Correlation between Coaching and Mentoring and Employee Performance

	Coaching	Mentoring	Skill/Knowledge	Abilities	Attitudes	Confidence	Personal/Pro. Dev	Overall EP
Coaching	-							
Mentoring	.638**	-						
Skill/Know.	.649**	.804**	-					
Abilities	.687**	.451**	.658**	-				
Attitudes	.605**	.678**	.647**	.489*	-			
Confidence	.455**	.359	.433*	.545**	.376	-		
Personal/Pro. Development	.324	.370	.303	.321	.122	.285	-	
Overall EP	.757**	.754	.859**	.824**	.777**	.671**	.503**	-

** Correlation is significant at the 0.01 level (2-tailed). * Correlation is significant at the 0.05 level (2-tailed).

The correlation table shows that both the coaching and mentoring are positively correlated with each factors of employee performance. The correlation between coaching and skills/knowledge is 0.649, coaching and abilities is 0.687, coaching and attitudes is 0.605 and coaching and confidence is 0.455 which all are positive and significant at the 0.01 confidence level. Similarly, correlation between coaching and overall employee performance is 0.757 that is also highly positive and significant.

Similarly, the correlation between mentoring and skills/knowledge is 0.804, mentoring and abilities is 0.451, mentoring and attitudes is 0.678, mentoring and confidence is 0.359 and mentoring and personal/professional development is 0.370 which all are positive and significant at some extent. Correspondingly, the correlation between mentoring and overall employee performance is 0.754 that is also highly positive and significant at 0.01 confidence level.

Thus, the above correlation analysis shows that coaching and mentoring are positively correlated to employee performance.

Regression

The regression analysis between coaching and mentoring and overall employee performance is computed through SPSS. The coefficients of regression are shown in the table 5, where unstandardised coefficient B tells the value of number in linear regression equation. The t value shows the t-statistics in t test to demonstrate the coefficients are significantly unlike from 0. If the value of t is greater than

1.96 then it represents significance at 5%. The p –value or the significance in the table should be less than 0.05 to be significant.

Table 5: Coefficients

Coefficients						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.610	.366		4.401	.000
	Coaching	.304	.102	.466	2.988	.007
	Mentoring	.308	.105	.457	2.930	.008

a. Dependent Variable: Overall Employee Performance

The coefficient of regression shows that coaching has significant effects on overall employee performance as $\beta = 0.466$ and $P = 0.007$ which is less than 0.05. Similarly, mentoring has also significant effects on overall employee performance as $\beta = 0.457$, and $P = 0.008$ which is less than 0.05. Thus, both the coaching and mentoring have significant effects on employee performance in an organisation.

Evaluation of the Effects of Coaching and Mentoring on Organisational Benefits

The effects of coaching and mentoring on organisational benefits are evaluated by using correlation and regression analysis.

Correlation

Table 6: Correlation between Coaching and mentoring and Overall Organisational Performance

	Coaching	Mentoring	Revenue and Profitability	Market Growth	Employee Retention	Team Efficiency	Service/Product Quality	Overall Org. Performance
Coaching	-							
Mentoring	.638**	-						
Revenue and Profitability	.710**	.601**	-					
Market Growth	.146	-.069	.299	-				
Employee Retention	.648**	.356	.716**	.167	-			
Team Efficiency	.498**	.288	.506**	.046	.253	-		
Service/Product Quality	.432*	.436**	.548**	.178	.585	.171	-	
Overall Org. Performance	.707**	.456*	.878**	.483**	.772**	.618**	.697**	-

The above correlation Table 6 shows that coaching and the variable of organisational performance: revenue and profitability, market growth, employee retention, team efficiency, service/product quality are positively correlated. But mentoring and four variables of organisation: revenue and profitability, employee retention, team efficiency, and service/product quality are positively correlated but mentoring and market growth has negative correlation of -0.069.

The correlation between coaching and revenue profitability is 0.710, coaching and market growth is 0.146, coaching and employee retention is 0.648, coaching and team efficiency is 0.498, and coaching and service/product quality is 0.432 which all are positive. Similarly, the correlation between coaching and overall organisational performance is 0.707 which is also positive and significant at the 0.01 level.

Similarly, the correlation between mentoring and profitability is 0.601, mentoring and employee retention is 0.356, mentoring and team efficiency is 0.288, and mentoring and service/product quality is 0.436 which all are positive. Finally, correlation between mentoring and overall organisational performance is 0.456 which is also positive and significant at 0.05 level.

Thus, correlation analysis shows that coaching and mentoring both and overall organisational performance are positively correlated with each other.

Regression Analysis

The coefficients of regression between ‘coaching and mentoring’ and overall organisational performance are shown in table 7 where unstandardised coefficient B tells the value of number in linear regression equation. The t value shows the t-statistics in t test to demonstrate the coefficients are significantly unlike from 0. If the value of t is greater than 1.96 then it represents significance at 5%. The p-value or the significance in the table should be less than 0.05 to be significant.

Table 7: Coefficients

Model		Coefficients				T	Sig.
		Unstandardized Coefficients		Standardized Coefficients	Beta		
		B	Std. Error				
1	(Constant)	2.227	.467		4.767	.000	
	Coaching	.454	.130	.700	3.493	.002	
	Mentoring	.007	.134	.010	.049	.961	

a. Dependent Variable: Overall Organisational Performance

The regression coefficient table 7 shows that coaching has significant effects on overall organisational performance as $\beta = 0.700$ and $P = 0.002$ which is less than 0.05. But, mentoring has not significant effects on overall organisational performance as $\beta = 0.010$ and $P = 0.961$ which is greater than 0.05.

Discussion of the Main Findings

This study examined the effects of coaching and mentoring on employee performance in the UK hotel industry. The study has also analysed the employee performance by the evaluation of the supervisors and managers with respect to coaching and mentoring; and also examined the impacts of coaching and mentoring on overall organisational performance by using five different variables of organisational performance.

The study shows that there is a high level of employee performance with respect to coaching and mentoring as the above evaluation of the scores obtained in likert scale shows that all the factors of employee performance have mean score more than 4.06 out of 5 and the mean score for the overall employee performance variables is 4.14 out of 5 which is 82.8% represents that there is high level of employee preference with respect to coaching and mentoring in the UK hotel industry. These findings are consistent with the assertion by Bhatia (2006), he asserts that there are many evidences that coaching is very useful to improve performance of the employees, that increases motivation and confidence, develop and improve the skills of leadership and helps people deal with complexities and challenges such as improving relationships, hitting sales targets, making proper decision and team buildings.

Next, this study also shows that coaching and mentoring are positively correlated to employee performance and both factors have significant effect on employee performance. As the regression analysis shows that coaching has significant effects on overall employee performance as $\beta = 0.466$ and $P = 0.007$ which is less than 0.05. Similarly, mentoring has also significant effects on overall employee performance as $\beta = 0.457$, and $P = 0.008$ which is less than 0.05. These findings are consistent with the findings by CIPD (2013), it has claimed that mentoring and coaching are the techniques to training and development of the employees which can help to enhance skills, knowledge, and work performance of the employees. In addition, the current findings are also equivalent to the findings by Clutterbuck and Megginson (2005), they claimed that coaching primarily relates to the improvement of performance in a specific skill area often over the short term, and the majority of circumstances coaching and mentoring have significant positive links to the performance of employees.

Similarly, the correlation analysis between coaching and mentoring and overall organisational performance shows that coaching and mentoring both and overall organisational performance are positively correlated with each other as coefficient of correlation (r) between coaching and overall organisational performance is 0.707; and coefficient of regression between mentoring and overall organisational performance is 0.456. The regression analysis shows that coaching has significant effects on overall organisational performance as $\beta = 0.700$ and $P = 0.002$ which is less than

0.05. But, mentoring has not significant effects on overall organisational performance as $\beta = 0.010$ and $P = 0.961$ which is greater than 0.05. These findings are consistent with the findings by Barber (2004) he has claimed that there are various reasons behind coaching and mentoring but the bottom line is to provide focus on the tangible business significance, businesses can see increased profitability and productivity if the businesses invest money and time in these programmes. These findings are also similar to the assertions by Clutterbuck *et al.* (2012), they said that Coaching and mentoring can help to enhance knowledge, skills and expertises from the experienced professionals can assist less experienced employees gear up to the speed. Consequently, it helps to enhance their efficiency and productivity. Moreover, coaching and mentoring can provide direction and guide the people along the career path that results in the individuals being well versed on the expectations of the organisation.

Conclusion

This research has examined the effects of coaching and mentoring on employee performance in the UK hotel industry. This study has followed the principles of positivism philosophy which states that the properties of external humankind should be analysed through objective methods. This research is based deductive approach which is highly advocated by positivist philosophers. The observation is conducted to test the assumptions on the basis of existing knowledge. The primary data in this study was collected by using survey strategy with the help of structures questionnaires.

In order to test the coaching and mentoring in the UK hotels, 4 questions of coaching and 4 questions associated to mentoring are used in the questionnaires. Five variables of employee performance: skills/knowledge, attitudes, abilities, confidence, and personal/professional development are used; and also five variables of organisational benefits: revenue and profitability, employee retention, market growth, team efficiency, and service/product quality are used to examine organisational performance. A sample of 172 managers and supervisors who have already worked as coach or mentors in different hotels are chosen by using convenience sampling technique. The collected data was analysed by using arithmetic mean, correlation, regression and percentage analysis. The reliability of the instrument is analysed by using Cronbach's alpha. Thus, this study is based on quantitative methods of data analysis which can have higher reliability and validity than other methods.

The *main findings* on the basis of research objectives are listed below:

This study asserts that coaching and mentoring is highly correlated to employee performance as well as overall organisational performance; and also coaching and

mentoring has significant effects on both employee performance and organisational performance.

Objective 1: To analyse the extent of employee performance with respect to coaching and mentoring adopted by the hotels.

The study shows that there is a high level of employee performance with respect to coaching and mentoring as the above evaluation of the scores obtained in likert scale shows that all the factors of employee performance have mean score more than 4.06 out of 5 and the mean score for the overall employee performance variables is 4.14 out of 5 which is 82.8% represents that there is high level of employee preference with respect to coaching and mentoring in the UK hotels.

Objective 2: To investigate the effects of coaching and mentoring on employee performance.

This study shows that coaching and mentoring are positively correlated to employee performance and both factors have significant effect on employee performance. As the regression analysis shows that coaching has significant effects on overall employee performance as $\beta = 0.466$ and $P = 0.007$ which is less than 0.05. Similarly, mentoring has also significant effects on overall employee performance as $\beta = 0.457$, and $P = 0.008$ which is less than 0.05.

Objective 3: To examine the impacts of coaching and mentoring on overall benefits for the organisation.

The correlation analysis between coaching and mentoring and overall organisational performance variables shows that coaching and mentoring both and overall organisational performance are positively correlated with each other as coefficient of correlation (r) between coaching and overall organisational performance is 0.707; and coefficient of regression between mentoring and overall organisational performance is 0.456. The regression analysis shows that coaching has significant effects on overall organisational performance as $\beta = 0.700$ and $P = 0.002$ which is less than 0.05. But, mentoring has not significant effects on overall organisational performance as $\beta = 0.010$ and $P = 0.961$ which is greater than 0.05.

Recommendations

The current survey indicates that 16.7% managers and supervisors said that there is no any plan for further development of coaching and mentoring and 20.8% managers and supervisors said that they are not sure about the programmes. It is recommended that the hotels should regularly implement coaching and mentoring programmes in order to improve employee performance and overall organisational performance.

This study shows that there are only 16.7% participants have more than 6 years working experiences in the hotel. This shows some problems in employee retention. Therefore, it is recommended that the management of UK hotels should focus on providing different incentives for the

employee as well as training and development in order to enhance employee retention within the organisation.

Further, the organisation can develop regular coaching and mentoring programmes as a part of their training and development scheme in order to promote future leaders and capable workforce for the future competitive business atmosphere in the hospitality sector.

The hotels should have trained coaches and mentors having some experience to provide practical suggestion for the new and existing employees. The hotels should be committed to long-term development of coaching and mentoring programmes. In addition, the hotels can develop networking opportunities for the participants of coaching and mentoring which can help them share their experiences and practices which are newly acquired. It should be ensured that the sessions of coaching and mentoring have clear goals and objectives for the long-term benefits which can help to achieve actionable outcomes.

Limitations and Further Research

This research was conducted in a limited period of time, completed with limited resources and limited expenses, having no any external funding; and therefore, it may not be free from limitations. The data was collected from just 22 hotels based on London UK, and so it may not represent the real vision of the entire hotel industry in the UK.

This research is based on cross-sectional approach and thus, data was collected at single time rather than frequent observation over the same sample. This method cannot examine the cause and effect relationships and changes over time. The study involved 4/4 factors of coaching and mentoring, five factors of employee performance and also five factors of organisational performance which may not be sufficient and there may have some other important variables that can have high influence in the findings of the research.

This study has considered just 172 managers and supervisors which are selected from convenience sampling technique. The convenience sampling technique is a non-probability sampling process and which may not represent the characteristics of the entire population in some situations where there is sampling errors. The sampling errors have not been examined in this study.

Thus, it is recommended to conduct an extensive research using large sample from appropriately large number of hotels in the UK in order to test the validity of current findings. The further researcher can identify more variables of coaching and mentoring, employee performance as well as organisational performance. Further researchers can conduct research by using other research approach such as in-depth interview and qualitative techniques which can provide in-depth knowledge about the coaching and mentoring.

References

- Armstrong M (2009) *A handbook of Human Resource Management practice* (11th ed.). London: Kogan Page Limited.
- Aswathappa K (2007) *Human Resource and Personal Management: Texts and Cases* (4th ed.). India: Tata McGraw-Hill.
- Barber J (2004) Skill upgrading within informal training: lessons from the Indian auto mechanic. *International Journal of Training and Development* **8**: 128–39.
- Benabou C and Benabou R (2000) Establishing a formal mentoring programme for organisational success. *National Productivity Review, USA* **19**(4): 1 – 8.
- Bhatia SK (2006) *Human Resource Management - A Competitive Advantage - Concepts, Strategies, Challenges*. India: Jain book Agency.
- Blanchard K and Shula D (2001) *The Little Book of Coaching: Motivating People to be Winners*. New York: HarperCollins.
- Chartered Institute of Management Accountants (2008) *Mentoring and coaching*, CIMA, London. Available: http://www.cimaglobal.com/Documents/ImportedDocuments/cid_tg_mentoring_coaching_Aug08.pdf.pdf [Accessed on 2015-02-12].
- CIPD (2013) Coaching and mentoring: Resource summary. Online available at: <http://www.cipd.co.uk/hr-resources/factsheets/coaching-mentoring.aspx> [Accessed 2015-02-10].
- CIPD (2014) *Factsheet: coaching and mentoring*, CIPD, London. Available: <http://www.cipd.co.uk/hr-resources/factsheets/coaching-mentoring.aspx> [Accessed on 2015-01-17].
- Clutterbuck D (2001) Mentoring and coaching at the top. *Financial Times Mastering Management Survey*, 8 January.
- Clutterbuck D (2007) *Coaching the Team at Work*. London: Nicholas Brealey International.
- Clutterbuck D and Megginson D (2005) *Making Coaching Work: Creating a Coaching Culture*, London: Chartered Institute of Personnel and Development.
- Clutterbuck D, Poulsen KM and Kochan F (2012) *Developing Successful Diversity Mentoring Programmes: An International Case Book*. UK: Open University Press, Maidenhead.
- Creswell JW (2003) *Research design: Qualitative, quantitative, and mixed methods approaches* (2nd ed.), Thousand Oaks, CA: Sage Publications.
- Dembkowski S and Eldridge F (2003) Beyond GROW: A new coaching model. *The International Journal of Mentoring and Coaching* **1**(1): 21.
- Denis ASM (2011) HR Concepts in Hotel Industry towards Employee Training and Development. *International Journal of Human Resources and Research* **1**(1): 44 – 56.

- Dessler G (2011) *Human resource management* (11th ed). London: Pearson Education Ltd.
- Donald A, Jacobs LC, Sorensen C and Razavieh A (2010) *Introduction to Research In Education* (8th ed.). USA: Wadsworth, Cengage Learning.
- Donaldson SI, Ensher EA and Grant-Vallone EJ (2000) Longitudinal examination of mentoring relationships on organizational commitment and citizenship behaviour. *Journal of Career Development* **26**: 233-249.
- Easterby-Smith M, Thorpe R and Jackson P (2012) *Management Research* (4th ed.). London: SAGE Publications Ltd.
- Eckerson WW (2009) Performance Management Strategies. *Business Intelligence Journal* **14**(1): 24 – 27.
- Fuller A and Unwin L (2010) Creating and supporting expansive apprenticeships: a guide for employers, training providers and colleges of further education. [London]: National Apprenticeship Service. Available at: <http://www.lsis.org.uk/Services/Publications/Pages/CreatingandSupportingExpansiveApprenticeships.aspx> [Accessed on 2015-01-12].
- Fuller A and Unwin L (2013) *Contemporary Apprenticeship: International Perspectives on an Evolving Model of Learning*. Abingdon, Oxon: Routledge.
- Gannon J (2014) Coaching and Mentoring. Online available at: <http://business.brookes.ac.uk/commercial/work/icld/coaching-mentoring/> [Accessed on 2015-01-12].
- Hinkin TR and Tracey JB (2010) What makes it so great?: An analysis of human resource practices among Fortune's best companies to work for. *Cornell Hospitality Management*, **51**(2): 158-170.
- HSE (2014) Health and Safety Training: A brief guide. Available at: <http://www.hse.gov.uk/pubns/indg345.pdf> [Accessed on 2015-01-12].
- Huselid MA, Becker BE and Beatty, R. (2005) *The workforce scorecard*. Boston: Harvard Business School Press.
- Kinlaw D (2000) Encourage superior performance from people and teams through coaching. *Women in Business*, January/February: 38-41.
- Kohli AS and Deb T (2008) Performance Management. New Delhi: Oxford University Press.
- Kulik C and Bainbridge H (2005) Distribution of activities between HR and line managers. *Human Resources Management*, CCH Australia: 45-100.
- Libri V (2004) Beyond GROW: In search of acronyms and coaching models. *The International Journal of Mentoring and Coaching*, **II** (1) July.
- Locke EA and Latham GP (1990) A theory of goal setting and task performance. Upper Saddle River, NJ: Prentice Hall.
- Locke EA and Latham GP (2002) Building a practically useful theory of goal setting and task motivation. *American Psychologist* **57**(9): 705 – 717.
- Luthans F (2011) Organizational behavior (12th ed.). New York, NY: McGraw-Hill.
- Malhotra NK and Dash S (2011) *Marketing Research: An Applied Orientation* (6th edition). India: Pearson Education, Inc.
- Marquardt MJ and Loan P (2006) *The Manager as Mentor*. USA: Praeger Publishers.
- McCrae RR and John OP (1992). An introduction to the five-factor model and its applications. *Journal of Personality* **60**: 175-215.
- McCrae RR and Costa PT Jr (1984) Emerging lives, enduring dispositions: Personality in adulthood. Boston: Little Brown Company.
- McGovern J, Lindemann M, Vergara M, Murphy S, Barker L and Warrenfeltz R (2001) Maximizing the impact of executive coaching. *The Manchester Review*, Manchester Consulting, **6**(1): 1 – 9.
- Megginson D and Clutterbuck D (2005) *Techniques for Coaching and Mentoring*. Oxford: Elsevier Butterworth-Heinemann.
- Nichols E and Childs JH (2009) Respondent debriefings conducted by experts: a technique for questionnaire evaluation', *Field Methods*, **21**: 115–132.
- Nickson D (2007) *Human resource management for hospitality and tourism industries*. UK: Elsevier Ltd.
- O'Connell B and Palmer S (2007) Solution-focused coaching: Handbook of Coaching Psychology: A Guide for Practitioners. London: Routledge.
- Oguntimehin A (2001) Teacher Effectiveness: Some Practical Strategies for Successful Implementation of Universal Basic Education in Nigeria. *African Journal of Educational Management*. **9** (1): 151 – 161.
- Paunonen SV and Jackson DN (2000) What is beyond the Big Five? Plenty! *Journal of Personality* **68**: 821-835.
- Peel D (2004) Coaching and mentoring in small to medium sized enterprises in the UK – factors that affect success and a possible solution. *International Journal of Evidence Based Coaching and Mentoring* **2**(1): 46-56.
- Pertin RD (2011) *Mentoring: A Business Strategy that Works*. Ebook: Rene D. Pertin Management Mentors Inc.
- Saunders M, Lewis P and Thornhill A (2009) *Research Methods for Business Students* (5th ed.). Essex, England: Pearson Education Limited.
- Sims RR (2006) *Human Resource Development: Today and Tomorrow*. USA: Information Age Publishing Inc.
- Singh A (2014) Emergency of training Program in Small Scale Hotels in Punjab Region of India. *Journal of Human Resources*, **2** (1), ISSN 2347-825X.
- Srimannarayana M (2010) Status of HR measurement in India. *VISION. The journal of business perspective*, **14** (4): 295-307.
- Stolmack M and Martin G (2005), *Introducing Mentoring into Your Organisation*, Training Point.Net, Rowville, Victoria.
- Ulrich D and Brockbank W (2005) *The HR value proposition*. Massachusetts: Harvard Business School Publishing.

UNISON (2011) *Negotiating apprenticeship schemes in your workplace*. London: UNISON.

University of Wolverhampton Business School (2010) *A managers and mentors handbook on mentoring*, Online available:
<http://www2.wlv.ac.uk/registry/qasd/RandV/RandV%2009-10/UWBS/Collab%20Mentoring%20Handbook.pdf>
[Accessed on 2015-01-12].

Werner J and DeSimone R (2009) *Human Resource Development* (5th ed.). USA: South –Western Cengage Learning.

Whitmore J (2003) *Coaching for Performance*, London: Nicholas Brealey Publishing.

Whitmore J (2004) *Coaching for performance: GROWing people, performance and purpose*. (3rd Edition.). London: Nicholas Brealey Publishing.