

African Research Review

An International Multidisciplinary Journal, Ethiopia

Vol. 8 (2), Serial No. 33, April, 2014:235-255

ISSN 1994-9057 (Print)

ISSN 2070--0083 (Online)

DOI: <http://dx.doi.org/10.4314/afrev.v8i2.14>

Perceived Focus of Professional Mentoring for Goal Setting and Improved Performance of Business Education Graduate Employees in Organizations

Oduma, C. A. - Department of Business Education
Faculty of Education
Ebonyi State University, Abakaliki

Abstract

Business education graduate employees are often faced with the challenge of setting organizational goals as well as ensuring the utilization of human resources to achieve organizational targets through employee improved performance. This paper therefore, perceives professional mentoring as one of the essential coaching services required by business education graduate employees to excel in this responsibility. The paper centred on the perceived focus of professional mentoring for goal setting and improved performance of business education graduate employees. To achieve this, an empirical survey was carried out. The survey was guided by two research questions to enable the researcher gather data on the perceived focus of professional mentoring for goal setting and improved performance respectively. The population of the study consisted of business graduate employees in both the public and the private sectors in Ebonyi State out of which a sample of one hundred and forty-four (144) were taken. The findings of the study revealed that professional mentoring for goal setting should focus on how to specify task to be

done, standard of performance as well as how performance could be measured. On the other hand, professional mentoring for improved performance should focus on how to shun social loafing, sustain employee commitment as well as how to create workforce relations among other relevant areas of interest. The study posits among other recommendations that professional mentoring be made part of the essential services for the professional and career growth of business education graduate employees.

Introduction

Organization is a collection of people who work together and coordinate their actions to achieve a wide variety of goods or desired future outcomes. Often Business Education graduate employees are seen in various organizations either as managers or ordinary employees. Business Education graduates are therefore, groomed to function effectively both in the classroom and in industries. As managers, they are the people responsible for supervising the use of organizational human and material resource to achieve the desired goals. As part of the field or office employees, they are among those responsible for discharging the various activities of the organizations that culminate into goal achievement. Goal setting and goal achievement constitute the basic tasks facing managers and employees in organizations. Business Education graduates are therefore often faced by these challenging tasks. It is in this challenge that professional mentoring services are perceived as a panacea to assisting Business Education graduate employees in facing this global task of organizations. In this study, organizational goals are conceived as future targets or end results that organizations wish to achieve (Bathol, 2005). The challenge of resources utilization in organization is often directed by the nature of the goals the organization desires to achieve. Organizational resources therefore, are important requirements for organizational goal achievement.

In this sense, organization resources include assets such as employees and their skills and knowledge, machinery, raw materials, computers

and information technology and financial capital (Jefferson, 2009). While utilizing its resources, every organization tries to improve its performance. Improved performance therefore, is the measure of how efficiently and effectively managers and employees use resources to discharge their functions, provide goods or services, thus achieving organizational goals. Organizational performance therefore, increases in direct proportion to increase in efficiency and effectiveness (Davidson, 2008). Efficiency is a measure of how well or how productively resources are used to achieve goals. An Organization is efficient when managers minimize the amount of input resources needed to produce a given output of goods and services (Anderson, 2012). As well, effectiveness is a measure of the appropriateness of the goals that managers have selected for the organization to pursue, and of the degree to which the organization achieve these goals. Organizations are therefore, effective when managers set appropriate goals and then achieve them.

Edward (2011) notes that graduates of Business Education are often involved in organizational setting and in the discharge of organizations' vital functions. As a result, they require professional mentoring services especially when the relevance of goal setting is considered in organization. Edward (2011) further noted that "goal setting" is an important aspect of managers and employees tasks. Goals occupy a vital position in organization life. Goals provide a sense of direction. Without goals, managers and employees tend to muddle along, reacting to their activities without a clear sense of what they really want to achieve. Goals focus our effort; every organization has limited resources and a wide range of possible ways to use them. In selecting a goal or set of related goals, managers and employees establish priorities and make commitment about the way to use their resources. Goals guide plans, decision and performance. Managers and employees continue to face the challenge of determining appropriate level of performance or actions that will move them towards their goal achievement. Goals help organizations evaluate their progress. A clearly stated, measurable goal with specific

deadlines helps to determine a standard of performance that lets managers and employees alike to evaluate their progress. Thus, goals are essential part of controlling the process of making sure that actions and activities are with expectations. Thus, clearly stated organizational goals helps to determine the tempo of actions and directions towards achieving such goals. On the other hand, goal achievement is a sure pointer to improved performance in organization (Bartol & David, 1994). This global challenge of organizations therefore, calls for concerned attention to both organizational goal setting tasks and employee improved performance. Thus, the desire to imbibe professional mentoring services in education for business. This certainly will assist to enhance all-round performance of the beneficiaries of business education programme especially in tasks requiring goal setting and improved performance.

Professional mentoring

Focus and emphasis on professional mentoring especially in the broad field of Business Education appears a nascent issue in the realm of discussion. Mentoring in this study is defined as a professional relationship in which an experienced person (the Mentor) assists another (the Mentee) in developing specific skills and knowledge that will enhance the less experienced person's professional and personal growth. Mentoring is a powerful personal development and empowerment tool. It is an effective way of helping people to progress in their careers and is becoming increasingly popular in various disciplines including business education as its potential is realized (Allan, 2012). Professional mentoring is to support and encourage people to manage their own activities in order that they may maximize their potential, develop their skills, improve their performance and become the person they want to be. In fact, it is a partnership between two people (mentor and mentee) normally working in a similar field or sharing similar experiences. It is a helpful relationship based upon mutual trust and respect.

A mentor is a guide who helps the mentee to find the right direction and who can help to develop solutions to career issues. Mentors rely upon having had similar experiences to gain an empathy with the mentee and an understanding of their challenges. Professional mentoring provides the mentee with an opportunity to think about career options and progress. Wood (2012) noted that a mentor should help the mentee to believe in herself and boost her confidence, perseverance and performance as well. A mentor should ask questions and challenge, while providing guidance and encouragement. Mentoring allows the mentee to explore new ideas in confidence. It is a chance to take more closely look at yourself, your issues, opportunities, activities and what you want in life. Mentoring is all about becoming more self aware through the guidance, assistance and directive of a professional or expert, taking responsibility for the mentee's life and directing his life in the desired direction, rather than leaving it to chance (Wood, 2012).

Employee mentoring is an important aspect of employee development strategies that can benefit graduates of Business Education in the world of work (Bull, 2011). Employee mentoring is usually beneficial especially in achieving organizational goals. As it helps to build the performance confidence of the employees, the mentee problem or career/occupation remain the centre of guidance. Thus, the mentee must take the initiative and do the legs work in the relationship. The final responsibility for action taken as a result of mentoring lies with the mentee. In a nutshell, (Bull, 2011) notes that, professional mentoring in Business education is a complex relationship and focuses on both short-term and long-term professional development goals. Though a mentor may be mentee's peer, most often a mentor is a person who is more experienced. In their interaction, the mentor performs the following roles: teaches the mentee about specific issues; coaches the mentee on a particular skill, facilitates the mentee's growth by sharing ideas, challenges the mentee to move beyond his or her comfort zone, creates a safe learning environment for taking risks and focuses on the mentee's career, occupational and total personal

development. Pauls (2012) noted that mentoring is an essential aspect of socio-psychological therapy that helps an employee or a newbie in his initial experience to forge ahead, adjust, perform and overcome some inevitable technical, social and work psychological challenges. Organizational role players as well as employees require this professional social service in order to constantly focus on their responsibilities, improve their performance and equally cope with both work environment and technological changes.

Statement of problem

Interest in professional mentoring especially in Business Education is a nascent issue that is gradually gaining attention. It is glaring today that graduates demographics in business education have dramatically increased in recent years. Very young graduates, male and female alike with great promises and prospects have come up in large number to join the work force as business education graduates. Again, advances in technology have automated traditional employee functions and continues to affect on the job performance of business education graduate employees, thus, altering the way business education graduates see themselves within the organization. At times, business education graduate employees in high responsibility areas in organizations muddle their goal setting processes as a result of their shranked and slim knowledge in the application of office technology. With these trends, organizations are finding it difficult to train and retrain their employees, especially business education graduates. Thus, most organizations today are challenged to provide sufficient growth opportunities for their employees. It is in the search for the growth opportunity occasioned by nascent challenges and workforce explosion in business education that this study seeks to address the problem. What is the perceived focus of professional mentoring services for goal setting and improved performance of business education graduate employees in organizations?

Objectives and significance of the study

The main purpose of this study is to explore the perceived focus of professional mentoring services for enhancing the performance of business education graduate employees. Specifically, the study addressed and stream-lined the perceived focus of professional mentoring to goal setting and improved performance of graduates of Business Education employees in organizations. The results of the study will equally help to sensitize employers of labour and in fact Business Education graduate employees on the need to initiate professional mentoring services scheme in their organizations. The result will also help to spur the effort of business educators in ensuring improved performance of business education graduates in organizations, thus, enriching the curriculum content of the programme in all the arms of tertiary institutions where business education as well as office technology and management is offered.

Research questions

This study was guided by two research questions purposively derived from the objectives of the study. The research questions are;

1. What is the perceived focus of professional mentoring in enhancing organizations goal setting among business education graduate employees?
2. What is perceived focus of professional mentoring in enhancing the improved performance of business education graduates in organizations?

This study was limited to the responses of all business education graduate employees in selected public and private sectors in Ebonyi state.

Methodology

The descriptive survey design was adopted in this study. The descriptive survey design is considered appropriate for this study because it could conveniently help to elicit the responses of all carders

of business education graduate employees on mentoring for goal setting and improved performance of business education graduate employees in selected public and private organizations. The respondents constituted of all carders of business education graduates currently under the employ of selected public and private organizations in Ebonyi state. One hundred and forty-four (144) business education graduate employees were found in the employ of selected organizations as described above. Thus, the sample of the study constituted of the one hundred and forty-four (144) business education graduate employees found in the employ of selected public and private organizations in Ebonyi state. The distribution of the sample is shown in appendix I.

A structural questionnaire was used as an instrument for data collection. The structured questionnaire instrument was developed by the researcher to elicit information from the respondents on the mentoring for goal setting as well as mentoring for improved performance of business education graduate employees. In other words, the questionnaire contained two sections thus; A and B. Section A focused on respondents' personal data and employment, section B divided into cluster i and ii collectively contains 21 question items to elicit information from respondents on professional mentoring for goal setting and improved performance of business education graduate employees in organizations. Thus, B (i) contained (10) question items focused on professional mentoring for goal setting and B (ii) contained (11) question items focusing on mentoring for improved performance. In each case, respondent responses were all rated on a four points scale for the two research questions. The instrument was subjected to face validation. Three experts drawn from the field of business education and education psychology validated the instrument. Their comments were thereafter effected to modify the questionnaire instrument to better suit the purpose of this study. The researcher adopted a personal on-the-spot delivery and recovery method. Thus, the completed questionnaires were retrieved the same day of visit to each of the organizations selected for use in this study.

The researcher made use of research assistants during the administration of the research instruments. Each of the research assistant was picked from each of the organization used. That is, on the respective day of each visit. Prior to the commencement of administering the research questionnaire, that is for each visit, the researcher made ample time to tutor each assistant picked on the purpose of the study as well as on the structure and response pattern of the instrument. A total of one hundred and forty-four (144) instruments were administered. All the instruments were retrieved and used for analysis in this study. The mean and standard deviation were used to analyze the responses. A cut off point of 2.5 was used as a bench mark score for acceptance or rejection of each of the items (see table I and II for details).

Results and discussion on perceived focus of professional mentoring for goal setting

The table below shows the result of responses of business education graduate employees on perceived focus of professional mentoring for goal setting in organizations. At a glance, the table indicates that each of the items of the questionnaire has a mean response above the bench mark minimum score of 2.5. This underscores the indication that business education graduate employees require mentoring for goal setting in organization

Table I: Perceived focus of professional mentoring for goal setting in an organization

S/ N	PERCEIVED FOCUS OF PROFESSIONA L MENTORING	SA	A	D	SD	WEIGHT				\bar{X}	SD	DECISION
						4	3	2	1			
1	How to prioritize organizational goal	80	61	2	1	320	183	4	2	3.53	0.57	Accepted
2	Determining group directed activities	51	80	7	6	204	240	14	6	3.22	0.72	Accepted
3	How to coordinate employee	68	72	2	2	272	216	4	2	3.43	0.60	Accepted

	activities in organization											
4	How to specify individual tasks to be done	80	59	3	2	320	177	6	2	3.49	0.65	Accepted
5	How to specify standard of performance	71	67	3	3	284	210	6	3	3.43	0.64	Accepted
6	Description of how performance will be measured	69	72	2	1	276	216	4	1	3.45	0.57	Accepted
7	Specifying how levels of performance could be reached	67	72	3	2	268	216	6	2	3.42	0.61	Accepted
8	Specifying how time span for performance could be established	81	59	2	2	324	177	4	2	3.52	0.60	Accepted
9	What best work behavior or conduct should be	63	70	5	6	252	210	10	6	3.32	0.74	Accepted
10	What incentive or reward is best to spur employees	68	69	4	3	272	207	8	3	3.40	0.65	Accepted

Specifically, the above table indicates that respondents accepted that mentoring for goal setting should focus on how to prioritize organizational goals. This indication rated a mean score of 3.53 and a standard deviation of 0.57. Thus, how to prioritize organizational goal should constitute a very vital focus of mentoring for goal setting. Often organizational goals are multiple as a result, they need to be prioritize in order to appropriately channel the effort of employees in the right direction i.e. towards the most pressing goals of the organizations. Multiple organizational goals usually set up confusion and distress among employees in organizations. That is, if they are well handled. Thus, organizational employees need to be properly guided and mentored on how to tackle this challenge. In this regard, Peterson and Bell (2006) also noted that multiple goals are often present and when they are pursued, as is likely with most organizations, employees' effort are often muddled and misdirected. Thus, professional mentoring for goal setting in an organization

should take into cognizance the multiple natures of organizational goals and guide beneficiaries on how to prioritize such goals especially while planning. This will help to ensure that effort and performance actions are directed in proportion to the importance of each goal.

Determining group activities and how to coordinate employee activities in organizations were both indicated as vital areas of focus while mentoring for goal setting. These important activities rated mean scores of 3.22 with standard deviation of 0.72 and 3.43 with standard deviation of 0.60 respectively. These are high indications that both activities should constitute relevant points of attention for mentors while guiding mentees for goal setting. Determining goal related activities add relevance to goal setting. Related activities ensure that employees are engaged as appropriate to focus on goals rather than to operate without direction. Likewise, before goals are finally set, it is important to determine whether achieving such goals may depend on the co-operation and contributions of the employees. If it does, employee activities co-ordination is no doubt important areas of focus in mentoring for goal setting.

Thresh (2008) earlier noted that specifying individual task to be done and standard of performance are vital areas of focus in professional mentoring. These dual tasks of mentoring activities rated mean scores of 3.49 with a standard deviation of 0.65 and 3.43 with standard deviation of 0.64 respectively. These are high indications above the benchmark minimum score of 2.5. In most cases, group and individual activities are very essential. Goal setting at times appear incomplete when essential activities are not well defined. In order to have way for control, all defined tasks and activities need to have minimum acceptable standard of performance. All these need to be clearly specified while setting goals. As a result, professional mentoring for goal setting need to broaden the scope of mentees on strategies for specifying or defining individual tasks as well as in determining standard of performance. This idea is in tandem with the opinions of Thresh (2008) who again noted that managerial mentoring should

technically expose mentees on the techniques of defining individual and group tasks minimum standard of performance. If the task of goal setting does not clearly define these two important responsibilities, the goal may degenerate and spur social loafing among employees.

Again, focusing on how performance will be measured and how levels of performance could be reached are both vital elements in goal setting; mentoring should as much as possible enable mentees understand these important strategies. Thus, respondent responses show that focus on how performance could be measured yielded a mean score of 3.45 with corresponding standard deviation of 0.57 while focus on how levels of performance could be reached earned a mean response of 3.42 with a corresponding standard deviation of 0.61. These are high indications above the benchmark minimum score of 2.5. It is pertinent to know that goals specify how performance could be measured. Some work outcomes could be easily measured using the following parameters:

- i. *Physical unit*: that is, quantity of production, number of errors, number of rejects (quality control)
- ii. *Time*: for instance, meeting deadlines, servicing customers, completing a project within specified time frame.
- iii. *Money*: for example, profit earned, cost incurred, budget, debt, etc. in other words, specifying how levels of performance could be reached builds on the type of measure chosen in (i) – (iii) above. This underscores the fact that all goals set must be achievable and measurable. Mentees should be properly well focused on the task of goal setting to ensure that goals set are achievable and that performance are equally measurable.

Peterson (2009) noted that time as well as work behavior and incentives are essential factors in goal setting. The author noted that while mentoring executives, emphasis should be laid on constraints, employee conduct and incentives. These three important factors earned mean and standard deviation scores of 3.52/0.60, 3.32/0.74 and

3.40/0.65 respectively. Each is a high indication that the elements are critical issues of emphasis while mentoring for goal setting. In this understanding, it is therefore imperative that time limits as well as employee conduct and rewards be equally determined simultaneously while setting goals to be achieved. Specifying time bounds for achievement of each segment of goals is very important in order to effectively measure performance and or output within a described period. Furthermore, goal setting and goal content appears to effect employees work conduct by influencing four factors thus; direction, effort, persistence and planning. Bartol and David (1994) stressed that goal setting and goal commitment (performance) occur upon goal achievement. Some rewards equally may be intangible such as higher challenge in the job, and recognition for goal achievement. Bartol and David stressed further that employee mentoring should as much as possible focus on exposing the employees to really understand the strategies for specifying time, work behavior as well as reward.

Table II: Perceived Focus of Professional Mentoring for Improved Performance

S/N	PERCEIVED FOCUS OF PROFESSIONAL MENTORING	SA	A	D	SD	WEIGHT				\bar{X}	SD	DECISION
						4	3	2	1			
1	How to shun social loafing among business education workforce	81	55	5	3	324	165	10	3	3.49	0.67	Accepted
2	Strategies to sustain commitment on goal directed activities	69	67	4	4	276	201	8	2	3.40	0.68	Accepted
3	What gains of improving productivity are	72	67	2	3	288	201	4	3	3.44	0.63	Accepted
4	Strategies in gaining and transferring practical	59	74	6	5	236	222	12	5	3.30	0.71	Accepted

5	knowledge Necessities for professional development of Business Education graduate employees	66	71	4	3	264	213	8	3	3.39	0.65	Accepted
6	How to create workforce relationship	80	61	2	1	320	183	4	1	3.52	0.57	Accepted
7	Training and development needs for employee job performance growth	63	74	3	4	252	222	6	4	3.36	0.66	Accepted
8	Identifying specific skill relevant to performance enhancement	69	69	3	3	276	207	6	3	3.42	0.64	Accepted
9	Disclosing unspoken organizational procedures that can be critical for improved permanence and goal achievement	73	64	4	3	292	192	8	3	3.44	0.66	Accepted
10	How to develop friendly ear to share success or frustration as the case may be.	67	73	2	2	268	219	4	2	3.42	0.68	Accepted
11	How to be courageous to re-define failed strategies towards improved performance and goal achievement.	73	69	0	2	292	207	0	2	3.48	0.58	Accepted

The table above shows the result of responses of business education graduate employees on the perceived focus of professional mentoring for improved performance in organization. At a glance, the table indicates that each of the items of the questionnaire has a mean response above the benchmark minimum score of 2.5. This

underscores the indication that business education graduate employees require professional mentoring services to enable them improve on their performance in organization. Focus on professional mentoring for improved performance may not be quite different from that of goal setting. Both are geared towards smooth operations of an organization. What is obvious therefore is that employees require mentoring in order to cope with the challenge of goal setting and improved performance in organizations.

In recent times, social loafing, lack of commitment to activities as well as unclear vision of the gains of improved productivity or performance have continued to deepen the survival challenge of most organization. Arnold (2010) sees social loafing among employees as the tendency of employees to expend less effort when working in groups than when working alone. Again lack of commitment and unclear vision of the gains of improved performance are what lead to decline in output. Often group performance and output stop rising even as work group size increases. In this regard, Adams (2011) noted that negative synergy (i.e., when work group losses are greater than gains achieved from combining the forces of group members) is fast gaining ground in organizations because employees in most organizations lack mentoring services to continuously channel their scope of rationality towards organizational goals and improve productivity. Thus work commitment and clear vision of organizational goals including improved performance are gradually weathering out of focus in modern organizations. In order to secure organizational goals and improved employee performance, professional mentoring of employees therefore needs to focus on how social loafing could be minimized among employees. Strategies on how to sustain the commitment of employees to set goals as well as how to secure their appreciation and knowledge of the gains of improved productivity or performance need to be emphasized. These perceived areas of focus earned a mean and standard deviation of 3.49/0.67, 3.40/0.68, 3.44/0.63 respectively. Each has a high

indication above the benchmark minimum score of 2.5. Thus, they are acceptable perceived focus in mentoring for improved productivity.

Mentoring covers a very wide range of field such as how to acquire and transfer practical knowledge/skills, necessary for professional growth as well as how to create work force relationship among employees. No doubt, these important factors rated high mean and standard deviation of 3.30/0.71, 3.39/0.65, and 3.53/0.57 respectively. Professional mentoring should be broad enough to touch on all aspects of personal and career growth and advancement of the beneficiaries. Mentoring therefore should be complete and aim at enabling the mentee to grow professionally and to acquire new skills and appreciate their value (Adams, 2011). Improved performance of work force is best achieved if employees are mentored to re-skill themselves, appreciate the utilization of new knowledge, as well as the necessity to improve self-knowledge and skills. Above all, Bartol and David (1994) stressed that workforce relationship is an important factor in group effort to achieve higher output. Mutual relationship among employees is therefore, very vital in order to shun social loafing and negative synergy. Mentoring services for business education graduate employees therefore should cover these vital areas to ensure that the receptor is properly guided.

Furthermore, to ensure improved performance in organization, employees need to be regularly engaged in training and development workshops. In so doing, specific work skills relevant for improved performance will be identified. Above all unspoken organizational procedures that could be critical for improved performance may as well be uncovered. No doubt these critical factors earned mean and standard deviation ratings of 3.36/0.66, 3.42/0.64, and 3.44/0.66 respectively. These high response ratings underscores the earlier opinions of Miller (2011) who noted that employee training and development are inevitable in organizational effort to improve the performance output of the workforce. The author further stressed that for such training and development effort to yield the desired effect,

specific skills relevant for improved performance must be identified prior to the training and development exercise. Thus, training should be centred on the identified skills. Effective professional mentoring services for employees should often focus on the need to involve employee training and development in pursuing improved performance output. Training and development can no doubt disclose the unspoken organizational procedures that can be critical for improved performance and goal achievement. Professional mentoring therefore, should focus the mind-set of employees to the necessities of skill centred training and development as well as technical procedures in disclosing unspoken organizational approaches that are crucial for improved performance.

Success or failure are the two ends that are often used to describe the result of the effort of employees in organizations, while courage or persistence is used to either stabilize or consolidate effort, and to absorb or correct errors where necessary. In either case, how to develop friendly ear to share success or failure as well as how to be courageous to redefine strategies to improve performance are both big challenges to employees in most organizations. These factors rated mean and standard deviation of 3.42/0.68, and 3.48/0.58 respectively. This is a high indication that professional mentoring for business education graduate employees should focus on how to develop friendly ear to share success or frustration as well as how to re-define failed strategies towards improved performance. Thus, Bartol and David (1994) earlier stressed that success is a sure pointer to improved performance while failure is an indicator of poor performance. Organizational employees therefore, need to be professionally mentored on how to conduct oneself especially in the challenge of failures of their work group. In this regard, courage or the ability to re-define failed strategies becomes an imperative factor for improved performance among business education graduate employees in organizations.

Summary of findings

The above discussion on the perceived focus of professional mentoring for goal setting and improved performance of business education graduate employees shows that the most current challenge today among business education graduate employees is that of how to determine and set reachable goals as well as how to improve performance to achieve such goals. This study view professional mentoring as one of the sure strategies in enabling business education graduate employees on how to handle these challenges. The study first centred on what should be the perceived focus of professional mentoring for business education graduate employees in setting organizational goals. Specific areas of focus as revealed in this study include: How to specify task to be done; specify standard of performance; how performance could be measured; levels of performance that could be reached; how time span for performance could be established; how to prioritize organizational goals; how to coordinate employees' activities in the organization and determine goal directed activities. Other perceived areas revealed by the study include what best work behavior should be as well as what incentive or reward is best to spur employees. The study further revealed the following as the perceived focus of professional mentoring for improved performances: How to shun social loafing; strategy to sustain employee commitment; what gains of improving productivity are; strategies in gaining and transferring practical knowledge; necessities for professional development; how to create workforce relationship; training and development needs; how to identify relevant specific skills; how to uncover unspoken organizational procedure; how to develop friendly ear to share success or failure and how to be courageous to re-define failed strategies to improve performance.

Conclusion

Professional mentoring is a development process in which the mentor and the mentee work harmoniously to share professional experiences in a given aspect of life or field of work with the mutual purpose of supporting and appropriately channelling the professional growth and

development of the mentee. The subject of this study needs trusted mentors who can inspire them to grow professionally and put in their best in their work place. Professional mentoring assists to build the confidence of the mentees. The results of this study have proven that professional mentoring is one of the indispensable services required for the professional growth and development of business education graduate employees. Thus, the result revealed that professional mentors share triumphs, defeats and failures and give in return, new ideas, guidance and promising information. Mentoring assists to build the confidence of the mentees. Business education graduate employees require mentoring for goal setting and improved performance since professional mentors can share their personal experiences, understanding and success experiences. Professionals in the field of business education are capable enough to aid business education graduate employees through mentoring to focus on the right steps in developing organizational goals, overcome personal and work challenges as well as improve their performance output.

Recommendations

It is imperative that organizational goals play vital roles in determining organizational success or failure. Again goals help to determine strategies, tempo and direction of performance. In this understanding business educators should pay more attention to both goal setting and improved performance of business education graduate employees in organizations. In order to overcome this challenge by business education graduate employees this paper recommends thus:

1. That business education curriculum should be broadened to emphasis organizational goal setting and employees improved performance
2. That business education should introduce professional mentoring as a discipline in its curriculum.
3. Business education curriculum should emphasis work group conduct and behavior among business education graduate employees.

4. Ensure industrial linkage with experts in the field, to help and provide programmed mentoring services to undergraduates.
5. Emphasis training and development strategies for improved performance of business education graduate employees.

References

- Adams, A.C. (2011). *Organizational management*. Britain: oxford University Press.
- Allan, K. (2012). *Management: Theory and Practice*. USA, McGraw: Hill publishers.
- Anderson, D.D. (2012). *Employee motivation in organization*, Mexico OUP.
- Anorld, F. (2010). *Time management for employees*. USA, McGregor Hill books.
- Bathol, V. (2005). *Management at a glance, Britain*: Britain: Oxford University Press.
- Bartol K & David, F. (1994). *Management*. Sixth edition. Boston: McGraw-Hill publishers.
- Bull, F. (2011). *Business administration*, Sydney, TATA: McGraw Hill Company Limited.
- Davidson, D. (2008). *Education for Business Taipei*: Oxford University Press.
- Edward, V. (2011). *Personal administration and management*, Toronto: Dorling Kindersley Limited.
- Jefferson, V. (2009). *Work performance and control in organization*, Scoul, Auckland TATA: McGraw Hill.
- Miller, U. (2011). *Business and Administrative Communication*. (Fourth edition), New Delhi, Irwin: McGraw Hill.

Pauls, B. F. (2012). *Management Information System: Managing Information technology in the business enterprise*, Boston: Irwin McGraw Hill publishing company.

Peterson, C. & Bell, D (2006). *Successful managers*. Great Britain: Dorling Kindersley Limited.

Peterson, C. (2009). *Managing workforce in organization*, Milan: Irwin McGraw Hill.

Thresh, V. (2008). *Management* (second edition) Milan: McGraw Hill.

Wood, A. (2012). *Contemporary management*. Sixth edition. Milan: Irwin McGraw Hill publishing company.