# ENTREPRENEURIAL MENTORING AND ITS OUTCOMES AMONG SMALL AND MEDIUM ENTERPRISES IN ELDORET, UASIN GISHU COUNTY, KENYA

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# Entrepreneurial Mentoring and its Outcomes among Small and Medium Enterprises in Eldoret, Uasin Gishu County, Kenya

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## DECLARATION

This thesis is my original work and has not been submitted for a degree in any other university

Signature:…… Date: ……....

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This thesis has been submitted for examination with our approval as university supervisors.

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## DEDICATION

This thesis is dedicated to my husband Wesley, my children Laura, Dennis, Winnie and Tony, my sister Jacinta and to my parents Gerald and Mary Omanyo. Your encouragement and prayers kept me going.

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## LIST OF ACRONYMS AND ABBREVIATIONS

| | |
|---|---|
| **AGFI** | Adjusted Goodness-of-Fit-Index |
| **AMOS** | Analysis of Moment Structures |
| **ANCOVA:** | Analysis of covariance |
| **AoE:** | Age of the enterprise |
| **AoER:** | Age of entrepreneur |
| **BI:** | Business Industry |
| **CFI** | Comparative Fit Index |
| **CMF:** | Career Mentoring Functions |
| **CLM:** | Classic Mentoring |
| **C-PAM:** | Chebii Pamela Mentoring and Entrepreneurial Outcome Model |
| **DIM:** | Dysfunction in mentoring |
| **EB:** | Education background |
| **EM:** | Entrepreneurial Mentor |
| **EMs:** | Entrepreneurial Mentors |
| **EO**: | Entrepreneurial Outcomes |
| **EOR:** | Ethnic origin |
| **GDP:** | Gross Domestic Product |
| **GFI** | Goodness-of-Fit Index |
| **GEN:** | Gender |
| **LMX:** | Leader-Member Exchange Theory |
| **MRI:** | Mentorship Role Instrument |
| **MS:** | Marital status |
| **MSEs:** | Micro and Small Enterprises |
| **NACOSTI:** | National Commission for Science, Technology and Innovation |
| **NAICS:** | North American Industry Classification System |
| **NFI** | Normed Fit Index |

| | |
|---|---|
| **NNFI** | Nonnormed Fit Index |
| **OEO:** | Objective Entrepreneurial Outcomes |
| **PMF:** | Psychosocial Mentoring Functions |
| **Pmf:** | Psychosocial Mentoring Functions |
| **RMSEA** | Root Mean Square Error of Approximation |
| **R.O.K**: | Republic of Kenya |
| **SEs**: | Successful Entrepreneurs |
| **SEO:** | Subjective Entrepreneurial Outcomes |
| **SMEs**: | Small and Medium Enterprises |
| **SMF:** | Subjective Mentoring Factors |
| **SoE:** | Size of Enterprise |
| **SPSS**: | Statistical Packages for Social Sciences |
| **SRMR** | Standardized Root Mean Square Residual |
| **USA:** | United States of America |
| **WTO:** | World Trade Organization |

## DEFINITION OF TERMS

**An Entrepreneur:** A risk taker (Macko & Tyszka, 2009), the driver of economic growth (Acs & Szerb, 2007; Carree & Thurik, 2010; Wennekers, Stel, Carree, & Thurik, 2010), and an important creator of new items or production processes (Baregheh et al., 2009).

**Career functions of mentoring**: Functions that aid career advancement and may include sponsorship, coaching, exposure, visibility, protection and providing challenging assignments (Kram, 1985).

**Entrepreneurial behaviour**: Behaviours that manifests in business firms in the forms of motivation / need for achievement, locus of control, legitimacy seeking behaviour, opportunity identification, resource accumulation efforts, and risk taking, (Stokes & Wilson,2006; Rwigema, 2011).

**Entrepreneurial development**: The productive transformation of an entrepreneur, (Ameashi, 2007). The process of enhancing entrepreneurial skills and knowledge through structured training and institution-building programmes, (Osemeke, 2012).

**Entrepreneurship:** An economic process best understood from integrated behavioural including institutional eclectic theoretical framework model and business performance perspectives (Fisher, 2012). Where, Institutional perspective of entrepreneurship and small business research is a theoretical foundation for investigating creation of new firms, their growth, survival, entrepreneurial behaviours and firm performance (Bruton et al, 2010).

**Entrepreneurship mentoring:** "A process for the informal transmission of knowledge, social capital, and psychosocial support perceived by the recipient as relevant to work, career, or professional development" (Bozeman & Feeney, 2007, p. 731).

**Manufacturing Industry Business Sector:** This sector comprises establishments primarily engaged in the physical or chemical transformation of materials or substances into new products. These products may be finished, in the sense that they are ready to be used or consumed, or semi-finished, in the sense of becoming a raw material for an establishment to use in further manufacturing (NAICS, 2012).

**Mentor:** A confidential advisor, guide, counsellor, tutor, confidante, and/or role model (Allen, Eby, O'Brien, & Lentz, 2008; Munro, 2009); and assisting people's transition within changing environments by providing guidance and advocacy (Megginson**,** Clutterbuck, Garvey, Stokes & Garret-Harris, 2006).

| | |
|---|---|
| **Mentoring:** | Relationship where mentors provide career and psychosocial support to their protégés, Noe (2008). |
| **Mentoring Functions:** | The types of assistance provided by the mentor that contribute to the protégé's development (Scandura & Pellegrini, 2007). |
| **Objective Entrepreneurial outcomes:** | Ability to; identify business opportunities, harness resources and use them, Initiate entrepreneurial activities, sustain business activities (Allen et al., 2004). |
| **Psychosocial functions of mentoring:** | Functions that enhance the protégé's sense of competence, clarity of identity, and effectiveness in the job through role modelling, counselling, and friendship (Kram, 1985). |
| **Retail Trade Business Sector:** | Comprises establishments primarily engaged in retailing merchandise, generally without transformation, and rendering services incidental to the sale of merchandise. The retailing process is the final step in the distribution of merchandise; retailers are therefore organized to sell merchandise in small quantities to the general public (NAICS, 2012). |
| **Service Business Sector:** | Comprises establishments, not classified to any other sector, primarily engaged in repairing, or performing general or routine maintenance, on motor vehicles, machinery, equipment and other products to ensure that they work efficiently; providing personal care services e.g. laundry services (NAICS, 2012) , and personal beauty, transport services etc. |

| | |
|---|---|
| **Subjective Entrepreneurial outcomes:** | Expectation for development, commitment to continue running the enterprise, satisfaction with operation of the enterprise and intention to stay in the informal employment (Allen et al., 2004). |
| **Wholesale Trade Business Sector:** | Comprises establishments primarily engaged in wholesaling merchandise and providing related logistics, marketing and support services. The wholesaling process is generally an intermediate step in the distribution of merchandise; many wholesalers are therefore organized to sell merchandise in large quantities to retailers, and business and institutional clients (NAICS, 2012). |

## ABSTRACT

Today's entrepreneurial environment is complex and challenging resulting in difficulty in sustaining entrepreneurial outcomes especially in the absence of effective learning and entrepreneurial support capabilities. One of the entrepreneurial support is obtained through mentoring. While globally entrepreneurial mentoring has been used to increase chances of enterprise survival, in Kenya, little mentorship support is provided to start-up enterprises resulting in failure within a short time of operation. The aim of this study was to assess the importance of entrepreneurial mentoring in determining its outcomes among small and medium enterprises in Eldoret, Uasin Gishu County, Kenya. This study's objectives were first to establish the effect of Careers Mentoring Functions on Objective Entrepreneurial Outcomes, secondly, to determine how Psychosocial Mentoring Functions affect Subjective Entrepreneurial Outcomes, thirdly to examine the effectiveness of Classic mentoring on Objective Entrepreneurial Outcomes ,fourthly to examine the moderating effects of age and gender between mentoring and entrepreneurial outcomes, fifth was to compare Entrepreneurial Outcomes between mentored and non-mentored entrepreneurs and lastly to utilize C-PAM Model in testing mentoring functions and entrepreneurial outcomes. The target population was the owners/managers of SMEs in Eldoret, Kenya. Cross-sectional descriptive survey design was employed, with a target size of 4044 .Questionnaires and Interview schedule were used to collect data. Yamane's Formula was used to achieve a sample size of 364. Descriptive and inferential statistics were used for analysis with the use of software (SPSS 22 and AMOS 23). Reliability, Validity and Pilot study was done with level of Cronbach alpha ($\alpha > 0.7$). Model Fit for C-PAM was done with RMSEA<0.05, GoF> 0.9. The findings from regression analysis yielded the following; Careers mentoring functions had no significant effect on objective entrepreneurial outcomes, Psychosocial mentoring functions had a significant effect on subjective entrepreneurial outcomes, Classic mentoring had no significant effect on objective Entrepreneurial outcomes, C-PAM's innovativeness had a significant mediating effect on the relationship between career mentoring functions and objective entrepreneurial outcomes, and also that between classic mentoring and objective entrepreneurial outcome. Further, C-PAM's innovativeness had a significant mediating effect on the relationship between psychosocial mentoring functions and subjective entrepreneurial outcomes. There was a significant difference in objective entrepreneurial outcomes between mentored and non-mentored entrepreneurs. However, there was no significant difference in subjective entrepreneurial outcomes between mentored and non-mentored entrepreneurs. The study concludes that entrepreneurial mentoring is an important factor in producing entrepreneurial outcomes which should be encouraged for entrepreneurial success. Recommendations include formal introduction of entrepreneurial mentoring in the informal sector. Secondly, emphasis on innovative ideas both from the mentors and entrepreneurs themselves for the improvement of enterprise performance and reduction on the stagnation and closing up of enterprises due to lack of outcomes that can sustain the enterprises.

# CHAPTER ONE

# INTRODUCTION

This study sought to establish the effect of entrepreneurial mentoring in producing outcomes among SMEs in Eldoret, Uasin Gishu County, Kenya. This chapter introduces the study by briefly describing the background of general mentoring, entrepreneurial mentoring and both objective and subjective outcomes in the global and local perspectives. The statement of the study problem, study objectives and research hypotheses that guided this research are then discussed. The justification of the study is outlined and the chapter is concluded by highlighting the scope of the study.

## 1.1 Background to the Study

Effective and efficient mentorship programs tend to raise entrepreneurial outcomes among upcoming entrepreneurs operating SMEs. In addition, mentorship of apprentices results in benefits from the wisdom and skills of the masters which when skillfully passed raise the level of entrepreneurial outcomes. Modern day mentorship acts as an instrument of developing group and/or individuals' potentials in carrying out duties and responsibilities, learning new techniques, and well-being of mentees (Cummings & Worley, 2009; Little et al., 2010). This means that mentorship anchored on wisdom and skill of the mentor improves apprentice competence in boosting outcomes. Mentoring is primarily developed to increase the knowledgebase of the adept, however, for the mentor; the relationship can also have positive outcomes (Haggard et al., 2011) such as increased satisfaction from enabling others to learn, learning the art of reflective dialogue and developing one's own interpersonal skills.

On-going employability has become connected with both job mobility and career orientation (Simmonds & Lupi 2010; Kong et al., 2012). This dynamic career environment heightens the need for entrepreneurs engaging other people in their career and personal development. These engagements if done by entrepreneurial mentors would be expected to result into entrepreneurial outcomes. If the input by the mentors is

significant then it may be accurate to suggest that individuals are faced with the choice to manage their career development in isolation of others or to foster developmental alliances (Chandler, Kram, & Yip, 2011).

### 1.1.1 Mentor-Protégé relationship

A mentor–protégé relationship is also described as the relationship between mentor and mentee. Both the mentor and the mentee can experience benefits from the relationship (Ghosh & Reio, 2013). According to Bryant and Terborg (2008), this relationship when it is accompanied by feedback from the mentees adds to the knowledge and skill building being shared in the mentorship. Mentoring is an excellent forum for an individual to have an opportunity to obtain feedback regarding job performance needed to improve personal skills, thus broadening one's career development (Lui, Liu, Kwong, & Mao, 2009). This would imply that a mentor's objective is to promote the benefits of their skills, education and experience to their protégés thereby upgrading the mentee's confidence. Mentoring is also of importance to the mentor. Studies in the area of mentoring have asserted that it is an effective way for mentors to improve their own skills and broaden their development (Liu et al., 2009).

### 1.1.2 Entrepreneurial Mentoring

According to MindTools (2014), the goal of mentoring is personal and professional development with mentors becoming trusted role models. The personal development was taken as psychosocial and professional development as career types of mentoring in this research. Bozeman and Feeney (2007) indicated that mentoring entails informal communication, usually face-to-face and during a sustained period of time between a person who is perceived to have greater relevant knowledge, wisdom, or experience the mentor and a person who is perceived to have less, the protégé. This can be taken to mean that entrepreneurs learn from experience which are rarely planned or imposed on them by the mentors. The benefits received from entrepreneurial mentoring can be measured using the mentored entrepreneurs' objective and subjective entrepreneurial outcomes.

Kram (1985) categorized mentoring as providing dual function roles; career development; also referred to as business support, Ayer (2010) and psychosocial support. In effect, career development functions focus on the protégé's career, business or vocational advancement. Psychosocial functions on the other hand help a protégé's personal development by relating to him or her on a more personal level, Kram (1985). Career-related mentoring and psychosocial mentoring differ in the magnitude of their relationship to various outcomes, Allen, Eby, Poteet, Lentz and Lima (2004). Entrepreneurial mentoring which enable higher levels of learning by protégés through encountered experiences can culminate into objective entrepreneurial outcomes and also subjective entrepreneurial outcomes of the entrepreneurs

### 1.1.3 Entrepreneurial Outcomes

This research considered entrepreneurial outcomes as a type of performance indicators which are the ultimate results from the activities arising from entrepreneurial strategies and objectives. Outcomes generally, can be described as either undesirable or desirable. Undesirable work outcomes include low satisfaction, high stress, poor performance, withdrawal symptoms, low organizational commitment and increased turnover intention (Heilmen, Holt & Rilovick, 2008). In this research, the equivalent of these outcomes were undesirable entrepreneurial outcomes and included low satisfaction in running the enterprise, high stress, poor financial performance, low commitment in continuing to run the enterprise and increased intention of leaving the informal business. On the other hand, desirable entrepreneurial outcomes included among other factors; Satisfaction with running the enterprise, commitment to continue operating the enterprise, decreased intentions to turnover and entrepreneurial development. Entrepreneurial development is one of the most effective tools for ending poverty and achieving sustainable development, according to Iyiola and Azuh (2014).

Entrepreneurial development has been defined in terms of the productive transformation of an entrepreneur (Ameashi, 2006; Ameashi, 2007). According to Osemeke (2012), the descriptions that come out of this definition include; the ability to identify business opportunities, the ability to be able to harness the necessary resources to use

opportunities identified, the ability and willingness to initiate and sustain appropriate actions towards the actualization of business objectives. The developmental outcomes of firms for example from one enterprise phase, such as survival, into the next, stabilization, makes it important in understanding the importance of mentorship, and when and how it is most efficiently implemented (Clutterbuck, 2004).

In this research, career mentoring was taken to relate to tangible entrepreneurial activities. This was in line with Gardiner, Tiggemann, Kearns and Marshall (2007) who indicated that; perhaps the important part of evaluation is to show tangible, definable outcomes, which are often assigned a dollar value. In agreement with these authors, the objective entrepreneurial outcomes were considered tangible and were therefore measured in terms of financial outcomes, increase in profit and expansion of enterprises, among other factors. Psychosocial mentoring was taken to relate to intangible subjective entrepreneurial outcomes such as; expectation for development, commitment to continue running the enterprise, satisfaction with operation of the enterprise and intention to stay in the informal employment.

### 1.1.4 The Role of SMEs in Entrepreneurial Mentoring and its Outcomes

In line with the career and personal or psychosocial developments, both entrepreneurship development and SMEs have been globally acknowledged as instruments for achieving economic growth and development as well as employment creation (Rebecca &Benjamin, 2009). Small business performance has a positive impact on GDP, exports per capita, patents per capita, and employment rates (Cumming, Johan, & Zhang, 2014), and mentoring improves the chances of small business success (Rigg & O'Dwyer, 2012; St-Jean & Tremblay, 2011).

In Kenyan situation, the importance of SMEs is emphasized in Micro and Small Enterprise Act 2012 (MSE Act, 2012) whose main objectives are; to promote an enabling business environment, to facilitate access to business development services, to facilitate informal sector formalization and upgrading and also to promote an entrepreneurial culture.

What is missing in this act as concerns this research is the importance of mentors and the desired objective and subjective entrepreneurial outcomes.

According to Lucky (2012), SMEs are just firms while entrepreneurship is a process to establishing SMEs or business ventures. When SMEs are developed and sustained, then it portrays entrepreneurial development. Lucky (2012) further postulates that SMEs are managed by individuals or Owner-managers and that they are firms or businesses arising as a result of entrepreneurial activities of individuals. This does not necessarily mean that all SMEs owner-managers are entrepreneurs. As noted by Bwisa and Ndolo (2011), Kenya and many other developing countries, may be adopting rather than adapting entrepreneurship policies from the advanced nations by simply converting their national SME policies to become entrepreneurship policies.

In this study however, the owner-managers of SMEs were taken as entrepreneurs by considering the fact that the SMEs are used for economic activities and that they may be the best targets in Eldoret, Uasin Gishu County for studying entrepreneurial outcomes as concerns mentorship. It is estimated that SMEs make up more than 90% of all new business establishment worldwide (World Bank, 2014). Ngugi and Bwisa (2013) noted that SMEs accounted for a significant proportion of economic activities in Kenya's urban and rural areas; generating over 70% of all new jobs annually. The authors further indicated that the role of SMEs in terms of employment creation, income generation, economic diversification and growth, make the sector an important factor in future industrial development for the country. This industrial development can be considered as a long term entrepreneurial outcome.

### 1.1.5 Mentoring and Entrepreneurship

Entrepreneurs account for a substantial part of the performance of enterprises in today's global, as well as local economy. According to Kuratko (2007), the world economy has achieved its highest economic performance during the last ten years by fostering and promoting entrepreneurial activity. Earlier, Schumpeter (1934) put emphasis on the role of the entrepreneur as a prime cause of economic development. Entrepreneurial

formations are the critical foundations for any net increase in global employment (Kuratko & Hodgetts, 2007). Increase in global employment would suggest that there would be better living conditions resulting from entrepreneurial outcomes. This study suggests that these outcomes would be magnified due to human resource input such as mentoring. The mentors would provide business support capabilities.

A study in Fortune 500 companies (Hegstad & Wentling 2004, p. 421), found that mentoring programs help organisations to 'cope with the challenges of increased globalisation, technological advancements, and the need to retain a high quality and thus highly employable workforce'. According to Bozeman and Feeney (2007), mentoring is a process for the informal transmission of knowledge, social capital, and psychosocial support perceived by the recipient as relevant to work, career, or professional development.

Literature suggests that mentoring although complex, is mutually beneficial for mentors and mentees (Hall, Draper, Smith & Bullough Jr, 2008; Heirdsfield, Walker, Walsh & Wilss, 2008). The mentees in this study were the entrepreneurs. The mentor and entrepreneur roles are described using a number of terms such as; guide, advisor, counsellor, instructor, sharer, supporter and encourager. Some of these terms are also used by authors such as (Bray & Nettleton, 2006; Sundli, 2007; Hall et al., 2008). "The guide", in this context refers to a mentor who by calling on their own previous experiences can discover patterns quicker and more efficient than the inexperienced adept (Swap, Leonard, Shields, & Abrams, 2001).

This study took entrepreneurial development as one of the outcomes observed in entrepreneurs as a result of mentoring. Effective development in an entrepreneur's business life is a subject that is described by authors such as (Skärström, Wallstedt & Wennerström, 2009). Some of these development characteristics were observed in the successful entrepreneurs in this research. It was therefore of interest to determine the importance if any these successful entrepreneurs attached to entrepreneurial mentors by analyzing their objective and subjective entrepreneurial outcomes among the SMEs in Eldoret, Kenya.

Previous research on firm failure and entrepreneurial learning has shown the need for entrepreneurs to have a mentor in their business development process (Skärström et al., 2009). Firm failure which has been a characteristic of most Kenyan enterprises before their 3rd year of start-up was therefore taken as one of an indicator of negative entrepreneurial outcomes. Wallstedt and Wennerström (2009) postulate that; while there is always the option to put a number of entrepreneurs in a room, have an experienced entrepreneur lecture to them, and then send them out to convert the theory learnt into practical in the real world, the question remains; which is more beneficial to the entrepreneur? 'Book' learning or having a 'guide' in the field? Further, research focusing on mentoring has generally been concerned with organizational learning with focus on the matching process. Even though a number of studies show that individuals within organizations that have received mentoring are promoted faster, there isn't equivalent studies concerning whether or not entrepreneurs are able to develop their firms more efficiently, with the help of a mentor (Swap et al., 2001). Previous studies are vague on the kind of entrepreneurial outcomes exhibited by the protégés that result into organizational promotion. In connection to this research, promotion was defined as the development of an enterprise from one stage to another or the expansion of an enterprise.

This study contributed to existing knowledge pool on entrepreneurial learning through mentorship resulting into entrepreneurial outcomes in an informal situation among SMEs. This was done empirically by investigating the role of mentoring in enhancing the capability of the entrepreneur to exhibit objective and subjective outcomes and comparing these with the entrepreneurial outcomes of entrepreneurs who were not mentored.

### 1.2 Statement of the Problem

Entrepreneurship has been referred to as an answer to unemployment and poverty reduction in Kenya. A baseline survey in Kenya found that small- to medium-sized enterprises employed about 50% of youths and women and they accounted for approximately 79.6% of the total labor force (R.O.K, 2013). This shows the importance

of SMEs as centers of entrepreneurship in Kenya. However, Kenya's Sessional Paper No. 2, R.O.K (2005) and Ministry of Economic planning report on SMEs R.O.K (2007) show that three out of five SMEs fail within their first three years of operation. When SMEs fail then it would imply that they exhibit no or insignificant entrepreneurial outcomes. This then raises concern in the field of entrepreneurship; that of finding an appropriate and effective entrepreneurial approach that could produce positive entrepreneurial outcome results in a country such as Kenya. Entrepreneurial outcomes measurement in the SMEs must go beyond the researched factors such as Ethnicity, (Keupp & Gassman, 2009); Resources, (Wu, 2007); Location, (Dahl & Sorenson, 2010); Socio-cultural environment (Rajesh, 2006); The presence of other entrepreneurs (Bosma, Hessels, Schutjens, Van Praag, & Verheul, 2012) and Entrepreneurship education, (Kaburi, Mobegi, Kombo, Omari, & Sewe, 2012). In Kenya, a number of studies have been conducted on factors that influence performance of enterprises; these include; financial performance, (Lwamba, Bwisa & Sakwa, 2014); governance characteristics, (Ongore & K'Obonyo, 2011; Miring'u & Muoria, 2011) and organizational performance (Mokaya, 2012). However, these authors fail to address the role of mentorship in the enterprises performance.

The Kenya government on the other hand has laid emphasis on provision of funds for entrepreneurs. However, despite the mechanisms and government support to provide funds for entrepreneurial groups of people such as the youth and women, there has been a high level of venture failure. (Kagone & Namusonge, 2014) indicated that despite the provision of finances by the government, women entrepreneurs in urban areas do not seem to grow and expand their businesses. This study proposed that the entrepreneurs with failed enterprises may have been unable to exhibit significant entrepreneurial outcomes because of lack of an efficient method in business support, such as entrepreneurial mentoring. The culture of mentorship among the SMEs for sustenance of entrepreneurship has been largely ignored in Kenya. This has provided a challenge to determine what sustains some enterprises beyond the 3 years of operations when most Kenyan SMEs cannot survive this period. Entrepreneurs should show a high entrepreneurial orientation with the support of the SME's internal culture and routines at

the organizational level of analysis (Spence et al., 2011) for their sustenance. Some studies on Mentoring in Kenya include; importance of mentoring programmes for employee development (Mundia & Iravo, 2014); benefits of mentoring capacity building for the health research team (Bennet, Paina, Ssengooba, Waswa & M'Imunya, 2013) and in the Wezesha Vijana Project, launched by Asante Africa (2016) in Kenya, mentors educated girls about adolescence issues. From these researches it can be noted that there is a dearth of empirical research on the relationship between entrepreneurial mentoring and its objective and subjective outcomes among SMEs in Kenya. This suggested a gap in empirical research in this area which this study added to the body of knowledge.

## 1.3 Study Objectives

### 1.3.1 General Objective

The general objective of this research was to determine the relationship between entrepreneurial mentoring and its outcomes among Small and Medium enterprises in Eldoret, Uasin Gishu County, Kenya.

### 1.3.2 Specific Objectives

The following were the specific objectives of this study;

1 To establish the effect of careers mentoring functions on objective entrepreneurial outcomes.
2 To determine how psychosocial mentoring functions affects subjective entrepreneurial outcomes
3 To examine the effectiveness of classic mentoring on objective entrepreneurial outcomes.
4 To determine the moderating effect of gender in the relationship between mentoring functions and entrepreneurial outcomes.
5 To determine the moderating effect of age of entrepreneurs in the relationship between mentoring functions and entrepreneurial outcomes.

6 To compare entrepreneurial outcomes between mentored and non-mentored entrepreneurs.

7 To Utilize C-PAM Entrepreneurial mentoring and its outcome model in testing the relationship between mentoring functions and entrepreneurial outcomes

### 1.3.3 Study Hypotheses

$H0_{1a}$: Careers mentoring functions have no effect on objective entrepreneurial outcomes.

$H0_{1b}$: Age has no moderating effect between careers mentoring functions and objective entrepreneurial outcomes

$H0_{1c}$: Gender has no moderating effect between careers mentoring functions and objective entrepreneurial outcomes

$H0_{2a}$: Psychosocial mentoring functions has no effect on subjective entrepreneurial outcomes

$H0_{2b}$: Age has no moderating effect between psychosocial mentoring functions and subjective entrepreneurial outcomes

$H0_{2c}$: Gender has no moderating effect between psychosocial mentoring functions and subjective entrepreneurial outcomes

$H0_{3a}$: Classic mentoring does not affect objective entrepreneurial outcomes.

$H0_{3b}$: Classic mentoring and age have no effect on objective entrepreneurial outcomes

$H0_{3c}$: Classic mentoring and gender have no effect on objective entrepreneurial outcomes

$H0_{4a}$: There is no difference in objective entrepreneurial outcomes between mentored and non-mentored entrepreneurs.

$H0_{4b}$: There is no difference in subjective entrepreneurial outcomes between mentored and non-mentored entrepreneurs.

## 1.4 Justification of the Study

Entrepreneurs' sense of opportunity, their drive to innovate, and their capacity for accomplishment have become the standard by which free enterprise is now measured according to Kuratko (2007). This research makes an input in this statement by suggesting that the entrepreneurs' innovation and capacity to accomplish would be accelerated by the input of mentors and that this would be confirmed by objective and subjective outcomes. There are four main reasons why the researcher found this study justifiable. The first reason arose on account of a dearth of empirical research which the present study adds to this type of research. This is as stated by St-Jean & Audet (2012) that little is known about how young entrepreneurs learn from mentoring relations, and even less about the perceived outcomes of such learning. Empirical findings of this research therefore will be of interest to future research adding to the existing pool of knowledge. Secondly, Non-Kenyan studies which form the bulk of research done in this area, may not represent the exact relationship between entrepreneurial mentoring and its outcome situation in Kenya. Thirdly, it was important to determine if mentoring could produce entrepreneurial outcomes which could reduce enterprise failure and if it could be an answer to the survival of enterprises beyond three years lowering the failure rate of enterprises in Eldoret, Kenya. Lastly, if entrepreneurial mentorship was found to be important in determining entrepreneurial outcomes in Eldoret, it would be significant to Kenyan policy makers in formulation of policies that favour mentoring to SMEs owners not only in Eldoret, but the whole of Kenya. This would help with wealth creation, Kuratko (2005). These results were therefore expected to contribute significantly to the sustainable development goals and Kenya's vision 2030.

## 1.5 Scope

This study took a sample of owners/mangers of SMEs, taken as entrepreneurs in Eldoret, Uasin Gishu County, Kenya. The enterprises considered were those that had been in operation for at least 3 years taking enterprises that had been registered from the year 2013 or earlier. The business sectors considered were the service industry, trade industry, manufacture or production industry and wholesale sector. Entrepreneurial mentors were drawn from the four aforementioned industries.

## 1.6 Limitation

This study had a number of limitations. These included failure by some entrepreneurs to respond to the questionnaires and the return of a number of incomplete questionnaires. Where it was found that a number of respondents had omitted some specific questions, this research found it appropriate to remove those questions from the analysis but responses to the other questions were kept, (Kitchenham & Pfleeger, 2003). Secondly, by using the sampling frame that had higher composition of respondents from the Retail and Service Business sectors as opposed to the manufacturing and wholesale industries the challenges of low numbers of entrepreneurs in the manufacturing and wholesale industries were addressed. This was in line with Singh and Masuku (2014) who indicated that benefit in sample size is gained by studying more individuals, even if the additional individuals all belong to one of the groups.

Thirdly, the relatively small sample size of the mentored entrepreneurs (n=144) might have influenced casual interpretation, and the possibility of common method variance owing to self-report biasing factors (Spector, 2006). However, the triangulated approach used to corroborate quantitative research findings on mentoring, by collecting additional qualitative data on entrepreneurs' experiences, served to reduce common methods bias (Creswell, 2003). Moreover, whilst findings might have been generalized to enterprises that had survived for three years or more, the present study was not conducted over an extended period to determine long-term effects and results from enterprise growth. New development theory suggests that long-term growth is affected by human activities and

planned economic behaviours (Verbic et al., 2011:67). In this study, the human activities involved the interaction between the mentor and mentee. It is recommended that future research takes a longitudinal approach with enterprises from start-up, using deduction and analysis to establish relevant causality of entrepreneurial outcomes.

# CHAPTER TWO

# LITERATURE REVIEW

## 2.1 Introduction

This chapter reviews literature on the functions and influence of entrepreneurial mentorship and entrepreneurial outcomes from theoretical and empirical works done by other authors and researchers. This research developed a framework linking variables, stemming from mentorship, to entrepreneurial outcomes. The chapter begins with an examination of the theoretical and conceptual frameworks associated with this research. An overview is provided of mentoring literature, and the major influences underpinning entrepreneurship mentoring and entrepreneurial outcomes. Objective and subjective entrepreneurial outcomes are looked into. A critique of former research is given followed by a summary of the chapter and finally the research gaps that were filled by this study.

## 2.2 Theoretical Framework

### 2.2.1 Background

This research took the definition of an entrepreneur as a risk taker ( Macko and Tyszka, 2009), the driver of economic growth (Acs & Szerb, 2007; Carree & Thurik, 2010; Wennekers, Stel, Carree, & Thurik, 2010), and an innovator who is a creator of new items or production processes (Baregheh et al., 2009). Even though strictly speaking owner/managers of SMEs are not necessarily entrepreneurs, this study took them as such since for most businesses started there should be at least an element of risk-taking and contribution of economic growth. In this study, Mentoring was taken as the independent variable and the more seasoned entrepreneurs taken as the entrepreneurial mentors. St-Jean and Audet (2012) describe entrepreneurial mentoring as a "relationship between an experienced entrepreneur (the mentor), and a novice entrepreneur (the mentee), in order to foster the latter's personal development" (p. 122).

The goal of mentoring is to improve the mentees' psychosocial and career development (Agumba & Fester, 2010). Gravells (2006) defined entrepreneurial mentorship as mentoring support provided to owners of small business, both at start-up and beyond. This view was held in this study since the role of mentorship was determined for owner/managers of enterprises who were taken as entrepreneurs. The stated definitions of entrepreneurial mentoring was based on the premise that there is a direct link between entrepreneurs' actions out of mentoring relationships, their capabilities and their objective and subjective entrepreneurial outcomes.

According to Noe (2008), past research has suggested that mentors could provide career and psychosocial support to their protégés. In regard to this statement, this research takes the definition of a mentoring relationship as a "…developmental relationship in which a more advanced or experienced person (a mentor) provides career and/or personal support to another individual (a protégé)," (Kram, 1985 as cited in Munro, 2009). A mentor can therefore be defined as a confidential advisor, guide, counsellor, tutor, confidante, and/or role model (Allen, Eby, O'Brien, & Lentz, 2008; Munro, 2009).

This study agreed with Haggard, Dougherty, Turban, and Wilbanks (2011) assessment that researchers should use definitions that enable studies' findings to be interpreted based on the one chosen. To this end therefore, this research took the definition given by Noe (2008) that mentors could provide career and psychosocial support to their protégés. This research extended this definition by suggesting that entrepreneurs subjected to personal (psychosocial) and professional (career) mentoring functions exhibit entrepreneurial outcomes that can be observed among the SMEs.

A number of theories have been suggested by scholars that relate to mentoring and other theories concerning work or job outcomes. In this research, the outcomes were divided into objective and subjective entrepreneurial outcomes. A number of theories were studied eventually picking two that were more affiliated to this study. The theories that were studied include the following; Traditional Mentoring Theory, Leader-member exchange theory, Marginal Mentoring, Schumpeter's Theory of Innovation and Kram's Mentor Role Theory. These theories are discussed as follows;

### 2.2.2 Traditional Mentoring Theory

The mentoring literature largely relates to a traditional mentoring relationship that is an intense personal exchange between a senior, experienced and knowledgeable employee (i.e. the mentor) who provides advice, counsel, feedback and support related to career and personal development to a less experienced employee (the protégé), ( Turban & Lee, 2007). Traditional mentors provide help in two general areas of career development and psychosocial support (Harvey et al, 2009). Traditional mentoring is a formal relationship usually with an older, more experienced person mentoring the less experienced individual ("Workplace Mentoring Primer, 2014). A key element to traditional mentoring is the potential for a strong, long-term relationship built through trust ("Workplace Mentoring Primer, 2014). The disadvantage to this type of mentoring is the fear of the mentee saying something negatively to their mentor and this affecting their career growth negatively ("Workplace Mentoring Primer, 2014).

It is important to clarify the construct and study how mentoring differs from other developmental relationships in the workplace, such as supervision and leadership, Scandura and Pellegrini (2007). McManus and Russell (2007) support the need to better understand how potentially all sources could play a role in fulfilling traditional mentoring functions. This is reiterated by Baugh and Fagenson-Eland (2007) who add the concepts of team mentoring or mentoring round tables, as well as the introduction of electronic rather than face-to-face communication, to the list of sources. The traditional mentoring relationships are created and nurtured by frequent face-to-face contact between the mentor and the protégé Scandura and Pellegrini (2007).

From the aforementioned characteristics of traditional mentoring, this study found the traditional mentoring theory appropriate for this research. This is because of the provision of this research's area of the two general areas of career development and psychosocial support (Harvey et al, 2009).

The traditional mentoring was also strengthened with the advancement in technology where the mentor and protégé can communicate with each other without meeting face-to-face. These include the use of telephone, social media such as face book, WhatsApp and telegram among other e-mentoring platforms.

### 2.2.3 Leader-member exchange theory

LMX is the short form of Leader Member Exchange Theory. This theory was initially considered in this research by allocating the tag of the mentor to the leader and the mentee being the member. LMX differentiation is defined as "a process by which a leader, through engaging in differing types of exchange patterns with subordinates, forms different quality exchange relationships (ranging from low to high) with them" (Henderson, Liden, Gilbkowski, & Chaudhry, 2009, p. 519). In this theory, the leaders choose the type of relationship they want to offer to the members under them which does not offer the liberty enjoyed by the mentor-mentee relationship in the informal sector. Leader-member exchange theory explains leadership processes and outcomes and explains that both the leaders and members develop the dyadic exchange relationship to generate bases of leadership influence (Schyns & Day, 2010).

Since group members share a common leader, then LMX relationships are nested within a group (Henderson et al., 2008; Vidyarthi et al., 2010). Further, group-level LMX relationships can influence group level outcomes (e.g. Nishii & Mayer, 2009). According to Anand et al. (2011), Empirical research evidence regarding the outcomes of LMX differentiation remains inconclusive and underdeveloped. Further, some researchers have found that LMX differentiation is negatively related to attitudinal and behavioral outcomes at the individual level, (Hooper & Martin, 2008) and group levels (Williams, Scandura & Gavin, 2009).

The LMX theory was eventually rejected in this study because leader-subordinate relationship does not correspond to the mentor-protégé relationship. The leaders choosing the type of relationship they want to offer to the members under them would be more of a planned relationship where the protégés are not at liberty to choose the type of

relationship appropriate to their needs. The group members sharing a common leader would not work well in the informal sector of entrepreneurship. Further, since some researchers have found that LMX differentiation is negatively related to attitudinal and behavioral outcomes at the individual and group levels, this would pre-empt the findings of the psychosocial mentoring functions.

### 2.2.4 Relational Mentoring

Relational mentoring is a theoretical perspective that explains how and why mentoring relationships become high-quality mentoring relationships Ragins (2011). The theory identifies the unique features associated with high-quality mentoring relationships, and offers an expanded set of outcomes for these relationships, (Ragins, 2011). Over time, there are differences between relationships in terms of quality, which transform to reflect various states of quality (Ragins & Verbos, 2007). According to Ragins (2011), a key tenet of relational mentoring theory is that the outcomes associated with it have the capacity to transform other relationships in the individual's developmental network.

Mentoring relationships can be viewed at the level of a single interaction, which are called mentoring episodes (Fletcher & Ragins, 2007), which according to the authors involve short term developmental interactions occurring at a specific point in time. Ragins (2011) postulates that; the quality of mentoring relationships falls along a continuum ranging from high quality to dysfunctional. A number of research are directed toward understanding dysfunctional mentoring (e.g., Eby, 2007; Eby, Evans, Durley & Ragins, 2008), but less is known about high quality relationships which this theory attempts to address.

According to Ragins (2011), relational mentoring challenges the view that all mentoring is a one-sided relationship, and instead points to the mutuality and reciprocity inherent in growth-producing relationships (Fletcher & Ragins, 2007). Instead of viewing the mentor as a prevailing source of power and influence, relational mentoring recognizes that high-quality relationships involve the capacity for mutual influence, growth, and learning (Ragins, 2011).

Both members enter the relationship expecting to grow, learn, and be changed by the relationship, and both feel a responsibility and a desire to contribute to the growth and development of their partner, Ragins (2011).

From the aforementioned argument about the relational mentoring theory, this study did not recommend it for its research because of the assumption that the mentor knows more about entrepreneurship than the mentee and therefore contributes more to this relationship. This theory would go against this research that considered the mentor being more of a guide than a 'know it all' individual.

The LMX Theory and Relational Mentoring Theory as explained did not indicate a clear connection between mentoring and entrepreneurial outcomes which was the main objective for this research. To be able to define the features associated with entrepreneurial outcomes and mentorship therefore, this study was based on (Schumpeter's, 1934; Schumpeter, 1982) Theory of Innovation and Kram's (1985) Mentor Role Theory in association with the Traditional Mentoring Theory, .

### 2.2.5 Schumpeter's Theory of Innovation

Schumpeter's theory of innovation was adopted for this research in determining the variables that were associated with the outcomes of entrepreneurial activities. Schumpeter (1934) claimed that the entrepreneur is the innovator. Schumpeter (1983 [1934]) defines entrepreneurship, as the creation of new combinations of productive means. This new combination can be taken as innovation by entrepreneurs who come up with something new that enables them to stay ahead of competition. The entrepreneur employs workers, capital and natural resources to actualize the new knowledge into a tradable good (Grebel, 2007). In a radical departure from his earlier recognition of an entrepreneur as an outstanding individualist, Schumpeter says explicitly, that the term entrepreneur does not have to be one person, Clemence (2009).

Entrepreneurship has been connected with innovation as one of its important characteristic. In actualizing innovation according to Schumpeter, Śledzik, (2013) defines innovation as a process of industrial mutation, which incessantly revolutionizes the economic structure from within, destroying the old one and creating a new one. The concepts of innovation and entrepreneurship are probably Schumpeter's most distinctive contributions to economics (Hanush & Pyka, 2007). Schumpeter argued that anyone seeking profits must innovate (Śledzik, 2013), Schumpeter believed that innovation is considered as an essential driver of economic dynamics (Hanush & Pyka, 2007). In other words innovation is the "creative destruction" that develops the economy while the entrepreneur performs the function of the change creator (Śledzik, 2013). The Schumpeter's innovation and entrepreneur concept is universal and still evolving in principles of Neo-Schumpeterian economics (Śledzik, 2013).

In the recent past, synthetic theories have been proposed. Antonelli and Scellato (2011) and Antonelli (2011b), synthesizing the Keynesian, Schumpeterian and Marxian approaches have proposed a U-shaped relationship between profits and innovation. In this research, profits were considered as one of the objective entrepreneurial outcomes. According to Antonelli (2011b, p. 20) "incentives and opportunities provides the basic mix of determinants to innovate." Similarly, writing in the traditions of the behavioral theory of the firm and the resource based view of the firm, Pitelis (2007) have proposed that innovation may be seen as the response to negative performance feedback, but also enabled by 'excess' or 'slack' resources.

Entrepreneurial innovativeness can be directed towards achieving specific firm outcomes, including sustainability (Gundry et al., 2014). A firm's focus on sustainability leads to a greater emphasis on long-term viability and impact, and it relies on an approach to innovation that effectively applies new processes in ways that benefit the stakeholders of the organization (Wong, Tjosvold & Liu, 2009). By introducing innovative processes and practices, sustainable organizations are able to adapt to challenging scenarios and can operate in resource constrained environments (Carsrud & Brännback, 2010).

In this study, entrepreneurial outcomes were considered to have tangible values such as profits representing objective outcomes and intangible values representing subjective outcomes. Schumpeter's innovative factors include; changes in technology and changes in the organization of production. This research made the assumption that entrepreneurial outcomes are related to aspects of innovativeness which is a characteristic of entrepreneurs. At the mentor level, the benefits include career rejuvenation, recognition, personal satisfaction, organisation reputation and increased knowledge and power (Richard, Ismail, Bhuian &Taylor, 2009). At the mentor level, this research took recognition, personal satisfaction and both career development and psychosocial mentoring functions that are mainly acknowledged by their mentees and themselves as more instrumental in their contribution to entrepreneurial outcomes. Further, in this research, both open and closed innovation was taken as part of the proposed C-PAM Entrepreneurial Mentoring and its Outcome Model. Open innovation was that which can be obtained from individuals and/or situations outside the entrepreneur and/or the enterprise. Closed innovation was that which came from within the entrepreneur/enterprise.

### 2.2.6 Kram's Mentor Role Theory

Kram's (1985) mentor role theory provided the basis of this research especially as concerns the independent variable. In this theory, Kram categorized mentoring as providing dual function roles; career development and psychosocial support. The choice of Kram's theory for this study was because of its components of mentoring functions which can be correlated with the objective and/or subjective entrepreneurial outcomes.

## 2.3 Conceptual Frame Work

The definition of a conceptual framework is given by Mugenda, (2008) as a concise description of the phenomenon under study accompanied by a graphical or visual depiction of the major variables of the study. Young (2009) describes the conceptual framework as a diagrammatical representation that shows the relationship between dependent variable and independent variables. In this study, the conceptual framework

represented the relationship between entrepreneurial mentoring and its objective and subjective outcomes. Figure 2.1 demonstrates this study's conceptual framework.

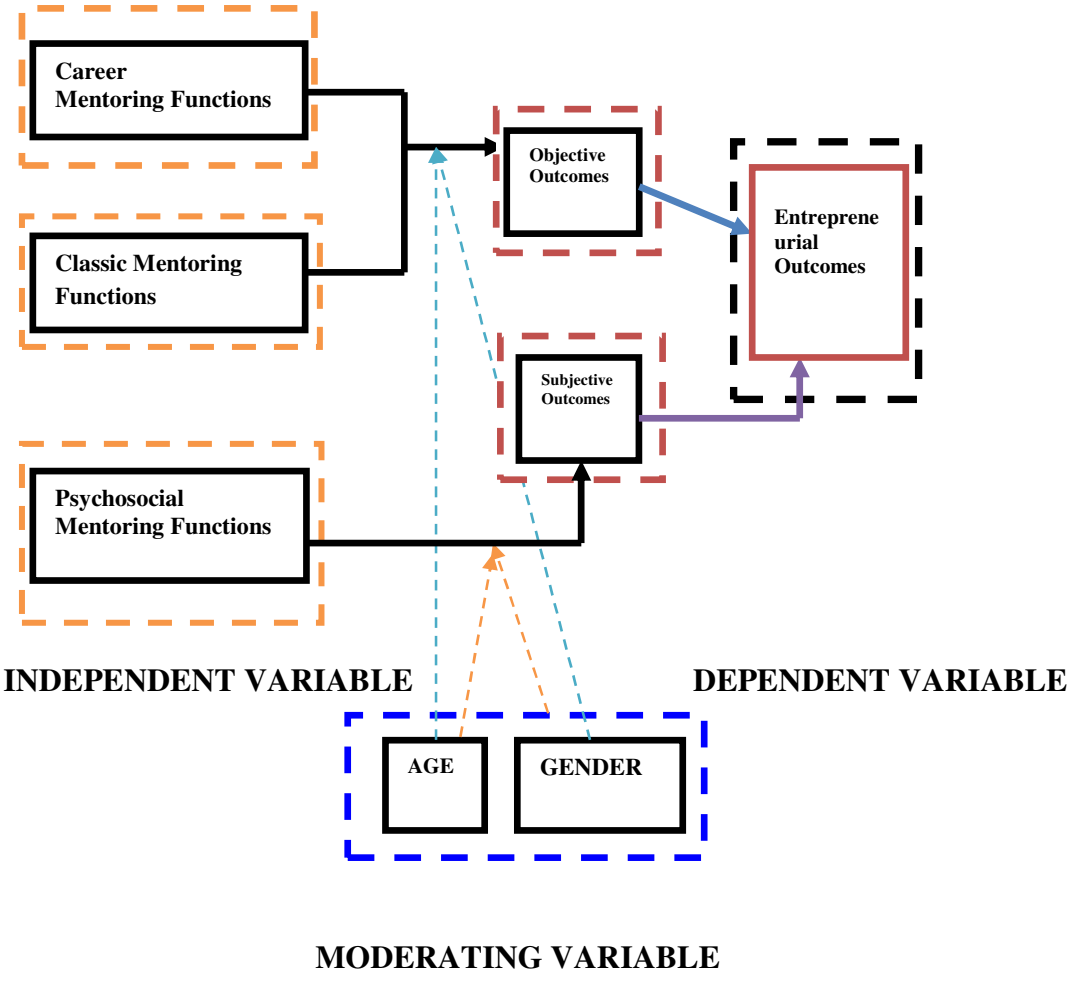


**Figure 2.1: Conceptual Framework**

## 2.4 Mentoring Functions and Entrepreneurial Outcomes

Career-related mentoring and psychosocial mentoring differ in the magnitude of their relationship to various outcomes (Allen, Eby, Poteet, Lentz & Lima, 2004).The reason this study determined both the objective and subjective entrepreneurial outcomes was to compensate for the difficulties in obtaining some objective outcomes such as finances achieved from managers of SMEs. In the cases where objective data is made available, the data often do not fully represent firms' actual performance, as managers may manipulate the data in order to escape taxes, enhance their image, inflate performance objective, manipulate accounts profits or transfer prices, (Zucman, 2014; Heckemeyer & Overesch 2013; Zhi hong, 2014) possibly to avoid personal or corporate taxes. These challenges contributed to this study opting to research on both objective and subjective outcomes in SMEs.

### 2.4.1 Career Mentoring Functions and Objective Entrepreneurial outcomes

Career Mentoring functions aid career advancement and according to Kram (1985) may include sponsorship, coaching, exposure, visibility, protection and providing challenging assignments, (Haggard et al., 2011). On the other hand, Ayer (2010) indicates that entrepreneurs are not careered employees; a description which culminated in this research focusing on the protégés' business advancement or promotion which was taken as an entrepreneurial outcome. Career mentoring functions such as coaching, sponsorship, exposure, and protection result into objective outcomes (Allen & Poteet, 2011). Further, Allen et al. (2004) indicated that, the behaviors associated with career mentoring are highly focused on preparing protégé's for advancement therefore reasoning that career mentoring may relate more highly to objective career outcomes than does psychosocial mentoring. This study adapted the definition of objective entrepreneurial outcomes from that of objective career success. Haggard, Dougherty, Turban, and Wilbanks (2011) concluded that the most popular description of career mentoring was the mentor committed to the mentees' upward mobility and provided support. Objective career has been defined as directly observable, measurable, and verifiable by an impartial third party, (Hughes, 1958 as cited in Abele, Spurk & Volmer,

2010). Further, Dries, Pepermans, and Carlier (2008), emphasizes objective career success as involving observable, measurable and verifiable attainments such as pay, promotion and occupational status. This research therefore defined the objective entrepreneurial outcomes as those directly observed, measurable and verifiable in the enterprise. To use the factors such as pay, promotion and occupational status in terms of entrepreneurial outcomes for this research, career mentoring was taken to relate to ability to; identify business opportunities (verifiable-opportunism), harness resources and use them (observable/risk- taking), Initiate Entrepreneurial activities (verifiable/observable-initiating), sustain business activities (measurable), innovation, growth seeking, value adding, enterprise development(Allen et al., 2004). The factors in brackets have been added by this researcher, indicating their being operationalized as tangible and their relationship to entrepreneurial behaviours.

All these entrepreneurial outcomes were then condensed into outcomes classified in the form of; Productivity, Performance, Compensation and Promotions. Allen, Eby, Poteet, Lentz and Lima (2004) in their Meta-Analysis, examined Compensation and Promotions as indicators of objective career success. Compensation was most commonly measured by asking participants to indicate total annual earnings including all forms of compensation. In this research compensation was taken as the average amount of profit earned per year. All the enterprises having survived for at least 3 years were taken as an indication that the entrepreneur has been able to sustain business activities.

In this research, promotion aspects included: significant increase in annual profits, significant increase in enterprise growth and/or expansion (Local, Regional, National, International) implying more responsibility, changes in managing enterprises e.g. from micro to small enterprise. These objective outcomes resulted due to either significant input of mentorship or other significant factors.

### 2.4.2 Psychosocial Mentoring Functions and Subjective Entrepreneurial Outcomes

Psychosocial functions help a protégé's personal development by relating to him or her on a more personal level, according to Kram (1985). Further, Haggard et al. (2011)

found the most popular description of psychosocial functions was that of mentors providing personal counsel. Kram (1985) indicated that psychosocial functions enhance the protégé's sense of competence, clarity of identity, and effectiveness in the job through role modeling, counseling, and friendship. Psychosocial mentoring functions are the most subjective outcomes such as enhancement of identity and sense of competence (Craig, Allen, Reid, Riemenschneider & Armstrong, 2013). This study adapted the definition of subjective entrepreneurial outcomes from that of subjective career success. Subjective career success is defined by an individual's reactions to his or her unfolding career experiences (Hughes, 1958 as cited in Heslin, 2005). Adele and Spurk (2009) have shown that subjective career success affect employee feelings, such as satisfaction of life and happiness. When an individual experiences subjective career success, there will be a self-fulfilling peak which is experienced, under the positive and happy state of mind; employees will generate life satisfaction and subjective well-being (Dai & Song, 2016).

Subjective career success is usually measured as career satisfaction or job satisfaction (Ng, Eby, Sorensen & Feldman, 2005). The subjective aspect of mentoring outcome was considered for this research since; the subjective facet of success among entrepreneurs has been largely ignored (DeMartino, Barbato & Jacques, 2006). This research therefore added to the body of literature by considering the subjective outcomes of entrepreneurial activities in addition to the objective outcomes as a result of entrepreneurial mentorship.

Abele, Spurk and Volmer (2010), describe subjective meanings of career success as performance, advancement, self-development, creativity, security, satisfaction, recognition, cooperation, and contribution. The authors further postulate that; lacking subjective success can lead to disappointment, and eventually also to motivational deficits, to stress, burn-out and/or physical symptoms, Abele, Spurk and Volmer (2010). The importance of subjective success has been captured by (Boehm & Lyubomirsky, 2008; Hall & Chandler, 2005), who indicated that experience of high subjective success may in contrast also instigate motivational forces that eventually even lead to more objective success.

Abele, Spurk and Volmer (2010) made an overview of the complex construct of career success with its "objective" (real attainments) and "subjective" (perceived attainments). According to Abele, Spurk and Volmer (2010), subjective career success can be separated into "self-referent" and "other-referent" subjective success. In self-referent subjective success an individual compares his/her career relative to personal standards and aspirations, such as job satisfaction or career satisfaction. In other-referent subjective success an individual compares his/her career relative to a social standard, for instance a reference group, a reference person or a social norm (Abele & Wiese 2008; Heslin, 2005). In this research, both self-referent subjective outcomes and other referent subjective outcomes were considered as important for consideration.

Subjective career success is most commonly operationalized as either job or career satisfaction, Heslin (2005). From meta-analysis research by Allen, Eby, Poteet, Lentz and Lima (2004), Subjective factors included; Career satisfaction, Job satisfaction, Satisfaction with mentor, Expectations for advancement, Career commitment and Intention to stay. In this research, subjective entrepreneurial development was considered if an entrepreneur had two or more of the following; entrepreneurial satisfaction or job satisfaction, Satisfaction with mentor (for those who had sought the help of mentors), Expectations for advancement, commitment to continue managing the enterprise, Intention to stay and optimism to perceived future entrepreneurial success.

### 2.4.3 Classic mentoring and Objective entrepreneurial outcomes.

Rhodes (2003) described the 'classic' model of mentoring as a relationship between an experienced adult and an unrelated young person which is characterised by trust, reciprocity, challenge, support and control. According to Philip and Spratt (2007), the majority of the studies examined have focused on the 'classic' style of mentoring as a one -to-one relationship between an older adult and a young person. Philip and Spratt (2007) further emphasize that, "Classic mentoring" features one to one relationships between a more senior or experienced individual and a less senior less experienced individual. This form of mentoring is 'a one-to-one interactive process of guided developmental learning based on the premise that the participants will have reasonably

frequent contact and sufficient interactive time together (Meijers, 2008) . In 'classic' forms of mentoring, mentors are successful adults, often of the same gender and from the same ethnic group as the mentee (Meijers, 2008). However in this study, the ethnic aspect was not considered due to the sensitivity attached to different ethnic groups in North Rift region of Kenya after the 2007 elections that ended in ethnic clashes. In comparing e-mentoring and classic mentoring, Liu, Macintyre and Ferguson (2012) explain that there is a flatter hierarchy in online mentoring than that seen in "classic mentoring" and this is considered to have benefits in terms of student engagement retention and progression.

According to Hatfield (2011), classic form of mentorship assumes a hierarchical approach where the mentor does the majority of the teaching and instructing and often includes more academic or career related guidance. Further, Lumpkin (2011) postulates that this approach assumes mentors accept responsibility for helping mentees grow and develop. Classic mentoring programs also referred to as formal mentoring historically are structured and time-limited with assigned mentors, thus sending the message that mentoring is an accepted and expected part of academic life for the development of young professionals (Darwin 2000). This approach assumes mentors accept responsibility for helping protégés grow and develop as they adapt to their new roles. Allen, Eby and Lentz (2006a) suggested that a greater personal investment by protégés and mentors is a key component to the success of formal mentoring practice.

In the case of this research among SMEs, Classic type of mentoring was taken as the hierarchical type of relationship which resulted into more of the subjective findings which culminated into objective outcomes. This is in line with Lumpkin (2011) who gives the advantages of classic mentoring as including; an increased job performance, enhancement in confidence, facilitates networking, and decreases turnover, thus positively impacting the entire department. The disadvantages of classic mentoring include; the assigned mentor and mentee may not be a good fit for any number of reasons, such as personalities (Reimers, 2014), secondly, being from the same department, mentees may be reluctant to admit struggles candidly and thus not get the

mentoring they need. Thirdly; a department may not have enough mentors depending on the ratio of junior faculty to senior faculty (Reimers, 2014). In the case of this research with respect to the SMEs, the disadvantages included conflicting personalities, different enterprise or business sectors and insufficient mentors for a particular business sector.

### 2.4.4 Gender as a Moderator between Mentoring and Entrepreneurial Outcomes.

This study took gender as a moderating variable because of the following reasons. A number of researches on mentoring have confirmed that gender can be considered as a moderating variable. Ismail, Jui and Ibrahim (2009) research confirmed that gender differences do act as a moderating variable in the mentoring model of the organizational sample. This they confirmed by the use of hierarchical regression analysis whose outcomes showed two important findings. One was that; Interaction between formal mentoring and gender differences positively and significantly correlated with individuals' career. Secondly that Interaction between informal mentoring and gender differences positively and significantly correlated with individuals' career. In this research, the formal mentoring was associated with classic mentoring and the individual's career was related to career mentoring functions. The authors Ismail, Jui and Ibrahim (2009) also noted that; Interaction between cross gender in formal and/or informal mentoring programs is often done through building good contacts, exchanging personal and work problems in friendly situations, social support, role modeling and acceptance. In this study, the building of good contacts and exchanging work problems was related to career mentoring functions while social support and role modeling was part of the psychosocial mentoring functions. In other researches (e.g. Allen et al., 2005; Hegstad & Wentling, 2005), it was noted that the willingness of mentors and mentees to cooperate in the implementation of formal and/or informal mentoring programs will increase individuals' careers if gender differences can implement comfortable interactional styles, such as communication openness, active participation, support, respect, accountability and honesty.

Considering new types of mentoring for example the use of technology, Kyrgidou and Petridou (2013) found that e-mentoring of a sample of women entrepreneurs had a positive impact on mentees' knowledge, skills, and attitudes. Heigarrd and Mathisen (2009), acknowledge the mentoring experience improved women entrepreneur's decision-making and improved their overall job satisfaction. This research was interested in finding out if the gender of an entrepreneur had a moderating effect between entrepreneurial mentoring and its outcomes. Other researchers (e.g., Blake-Beard, Bayne, Crosby, & Muller, 2011; Campbell & Campbell, 2007) found the match or mismatch of the student's and mentor's gender influenced a variety of outcomes from the mentor relationship. Research on mentor relationships has investigated the influences on students of mentors who are of the same or a different gender from the student (e.g., Blake-Beard et al., 2011). Further, Blake-Beard et al. (2011) demonstrated positive effects of same-gender dyads, while others (e.g Ugrin et al., 2008) found mixed results. A match of mentor and protégé gender displays more interpersonal comfort in career mentoring (Allen et al., 2005), matters more to female than male college students (Lockwood, 2006), and produces more psychosocial support for employees in a gender-homogeneous mentoring relationship with their supervisor (Sosik & Godshalk, 2007).

Researchers have found differences in the gender of a mentor and their protégé can make a difference in outcomes from the mentor relationship whether the primary purpose of the relationship is for personal development (psychosocial) or leadership empowerment (instrumental) (e.g., Blake-Beard, Bayne, Crosby, & Muller, 2011; Campbell & Campbell, 2007). From the fore mentioned literature review, the use of gender as a moderating variable in this research was justified. It was interesting to determine if gender would moderate the relationship between the independent and dependent variables in the case of mentors and protégés in the entrepreneurship sector.

### 2.4.5 Age as a Moderator between Mentoring and Entrepreneurial Outcomes.

This study took age as a moderating variable because of the following reasons. A number of researchers such as Treadway et al. (2005) propose that age has a moderating effect on the perception of organizational politics and work performance. In this

research, the organizational politics was taken to be equivalent to entrepreneurial mentoring among SMEs while the work performance was represented by the entrepreneurial outcomes. Gellert and Kuipers (2008) explored the effects of age in work teams on satisfaction, involvement, mutual learning, decision making and feedback, where the analysis showed significant positive effects of age on all these team processes. In this study, satisfaction was taken to be a subjective entrepreneurial outcome. High average age is connected with accumulated knowledge through the years and building up intellectual capital (Peterson & Spiker, 2005) that can be effectively used for mutual learning.

This research sought to determine if the older or younger entrepreneurs sought the help of mentors and at which stage of their entrepreneurial development. Decision making has been associated with higher average age than with the younger entrepreneurs. This advantage can be regarded as work-related knowledge, about cooperating with others in work teams and better understanding the organization, therefore being able to make decisions in a better way (Gellert & Kuipers, 2008). In this study, age was taken as a moderating variable because of the following reasons; the older entrepreneurs would be able to combine the mentors' wisdom with their own knowledge acquired over the years or they would ignore the mentors' advice. On the other hand, the younger entrepreneurs would have relied on the knowledge and wisdom of the mentors to make wise decisions about their entrepreneurship activities that would culminate into objective and/or subjective outcomes.

Although it is not directly task-related, Kearney, Gebert and Voelpel (2009) propose that age, even more so than gender, ethnic, or nationality diversity, reflects potentially valuable resources such as experience, knowledge, perspectives, and social network ties. In their meta-analysis on the relationship between age and job performance, Ng and Feldman (2008) found that older employees demonstrated more organizational citizenship behavior, are more likely to control their emotions at work, and are less likely to engage in counterproductive behaviors. These past research findings were considered sufficient for considering age as a moderating variable.

### 2.4.6 Entrepreneurial Outcomes in Mentored and Non-Mentored Entrepreneurs

The importance of mentorship in promoting leader development and career opportunities has been noted in a number of researchers (e.g., McCauley & Van Velsor, 2004; Srivastava, 2013). According to Kram's mentor role theory (1985), mentors provide two types of functions: career development in order to advance within the organization, and psychosocial advancement, contributing to the protégé's personal growth and professional development.

Previous literature has found that receiving mentorship has been associated with positive career outcomes (Srivastava, 2013). In this research, the career outcomes are associated with objective entrepreneurial outcomes. Prior research suggests that the most effective mentoring relationships are those that occur organically via self-selection within the organization, and formal programs compelling participation are mostly ineffective (Johnson, 2007; Johnson & Anderson, 2010). From this argument, this research concentrated on informal mentoring but had an input of classic mentoring which was considered as formal type of mentoring to be introduced into the informal sector. For the informal mentoring in SMEs, this research sampled enterprises that had been in operation for 3 years or more and therefore whose impact of mentorship if any could be seen.

In considering the mentored and non-mentored entrepreneurs, Lester et al. (2011) ran a field experiment over six months where one group received leadership mentoring and the other received a group-based leadership education program. They found that the mentored group resulted in higher levels of leadership self-efficacy and performance compared with the educated group. Blau et al. (2010) found that female economists randomized to receive mentorship experienced significant, positive career benefits relative to a control group. The mentoring relationship was found to be beneficial to the mentor by building leadership and communication skills, learning new perspectives, advancing career, and gaining personal satisfaction (MindTools, 2014).

Study by St-Jean and Audet (2009) explored the usefulness of the mentoring approach and the benefits perceived by novice entrepreneurs. The authors found that the mentee had a higher level of satisfaction when the mentor understands the mentee relationship (St-Jean & Audet, 2009). Further, Koro-Ljunberg & Hayes (2006) found that mentoring develops professional competence and St-Jean (2012) found that mentoring is essential in the continuing professional development of entrepreneurs. On the other hand, according to the McGrath et al. (2010) study results showed that, a lack of mentors was not a problem for either male or female entrepreneurs.

### 2.4.7 Dysfunctional Mentoring

Even though the literature review so far has indicated that there are normally positive entrepreneurial outcomes from mentoring relations, there are also negative outcomes associated with entrepreneurial mentoring. These negative outcomes are also referred to as dysfunctional mentoring relations. Mentoring dysfunction can occur causing relationship failure due to factors such as an ill-prepared mentor or poor attitudes about the quality of the other individual (Washington, 2011). Alternatively, dysfunction can occur in occasions such as the mentor stealing mentees ideas as their own; and even some mentors willingly withdrawing support regardless of consequence to the mentee (Eby, Durley, Evans & Ragins, 2008). In other studies, Eby and Lockwood's study (as cited in (Eby & Durley et al., 2008) found that "mentors may report more negative experiences with protégés when they are unsure of their own ability to provide effective mentoring which is a relatively common concern voiced by mentors. Further, according to Cavendish (2007), negative relations between a mentor and a protégé may occur as a result of incompatible goals or differing expectations of what constitutes a mentoring relationship. Furthermore, dysfunctional protégé traits such as procrastination or dependency may negatively affect the mentoring relationship, (Cavendish, 2007).

Theorists have established that "mismatches and unmet expectations can negatively influence mentoring relationships" (Haggard et al., 2011:298). On the other hand, the age of the mentor was also found to affect the relationship, as the optimum range of 8-15 years between mentor and mentee was proposed (Memon et al., 2014); higher extremes

could prevent the development of positive personal connection, thereby heading to a 'parent-child' nuanced relationship, while too close age could push mentoring into peer relationship. These extremes suggest that age mismatch could be problematic in mentorship. Memon (2014) further adds to the possible negative factors as the differences in the values, interests and working style of the mentor and the mentee. Likewise, St-Jean and Audet (2009) argues that differences in business culture could also cause failure of the relationship since the mentor's advice might not always fit to the small business culture of the entrepreneurs, or to their communication and learning style. The responsibility for effective communication is suggested to be taken by the mentors, since the mentees "are likely to be younger than the mentors and may possibly be different in culture, ethnicity, and gender" (Memon et al., 2015:3).

Under certain conditions, a mentoring relationship can become destructive for one or both individuals, Kram (1985). Kram's assertion was supported by empirical research (Eby et al., 2000). When mentoring becomes dysfunctional, it may have negative effects on the performance and work attitudes of the protégé, and the result may increase stress and employee withdrawal in the form of absenteeism and turnover (Scandura & Hamilton, 2002). These assertions would imply that negative emotions resulting from dysfunctional mentoring may be detrimental to both the protégé's career progress and the SMEs they are managing. All these negative mentoring relationships can lead to negative entrepreneurial outcomes.

## 2.5 Conceptualizing and Developing C-PAM Entrepreneurial Mentoring and its Outcome Model

The following section explains the conceptualization and developing of the proposed C-PAM Entrepreneurial Mentoring and its Outcome Model. C-PAM is an acronym taking the name of the author of this research as follows; C stands for the author's surname Chebii and is pronounced as the letter "C" and PAM is short form of the author's first name Pamela. The term is pronounced as C-PAM. The full name of the model is therefore; C-PAM Entrepreneurial Mentoring and its outcomes Model. The following phases describe the building up of the C-PAM model.

**Phase 1: Modeling Career Mentoring Functions and Classic Mentoring Functions**

In phase 1, the study has contributed Career Mentoring Functions and Classic Mentoring Functions to yield objective outcomes. The study considers linking Career Mentoring Functions and Classic Mentoring Functions together which when operationalized leads to objective outcomes. Haggard, Dougherty, Turban, and Wilbanks (2011) described career mentoring as that where the mentor is committed to the mentees' upward mobility and providing support. According to Hatfield (2011), classic form of mentorship assumes a hierarchical approach where the mentor does the majority of the teaching and instructing and often includes more academic or career related guidance. Lumpkin (2011) gives the advantages of classic mentoring as including; an increased job performance, enhancement in confidence, facilitates networking and decreases turnover. Even though the advantages include the objective and subjective outcomes, this research chose to take only the objective outcomes of the classic mentoring. Since classic mentoring is more associated with the formal sector, this study suggests the incorporation of formal mentoring into the informal sector.

**Phase 2: Connection of Career Mentoring Functions and Classic Mentoring to Objective Outcomes**

Career Mentoring Functions and Classic Mentoring Model are joined and operationalised to produce objective entrepreneurial outcomes as indicated in Figure 2.2.

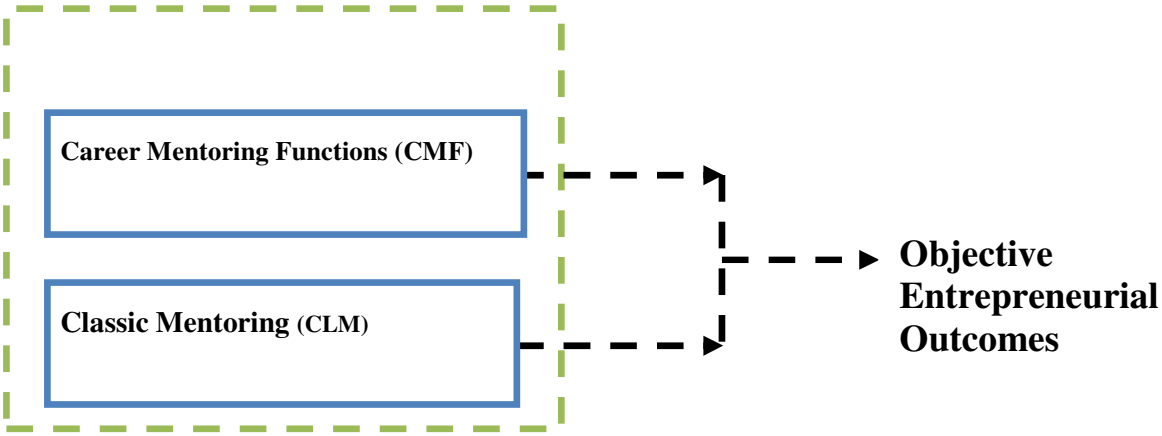


**Figure 2.2: Career Mentoring Functions and Classic Mentoring Functions combined**

**Phase 3: Age and Gender as Moderating variables**

Moderator variables influence the strength of the relationship between two other variables, (Sargent, 2014). In this model, the interaction between independent variable, entrepreneurial mentoring and moderator (Age and Gender) in the model could decrease or increase the effects on dependent variable, entrepreneurial outcomes. This study links the two moderating variables Age and Gender, which may affect the Objective Outcomes, as indicated in Figure 2.3.

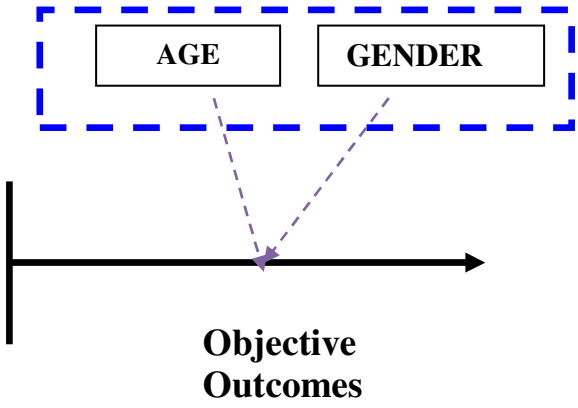


**Figure 2.3: Age and Gender moderating the Independent and Dependent Variables**

**Phase 4: Introducing Innovation into the developing C-PAM Model**

In phase 4, modeling of the structure for developing C-PAM entrepreneurial mentoring and its outcome model, the author introduces the classical innovation theory as fronted by Schumpeter (1934) and incorporating two recent business researches constructs: Open Innovation and Closed Innovation. This study considers linking the two constructs together.

This research takes its idea of the C-PAM model from part of the Open Business Models which takes their origin from the notion of Open Innovation introduced by Chesbrough (2011). A key characteristic of open business models is that they include in the innovation process interactive co-creation outside the boundaries of the firm, Gabison and Pesole (2014). The research then adds the notion of closed innovation to the body of knowledge. In the closed Innovation world, all the stages that lead to an innovation occur within the boundaries of the firm Gabison and Pesole (2014). The firm is sealed to ideas and influences from the outside and keeps all its own ideas inside (Gabison & Pesole, 2014). In addition, Chesbrough, Vanhaverbeke and West (2014), defines open Innovation as flowing and unrestrained exchange of knowledge from one entity to another. Even though large manufacturing companies were among the first to adopt Open Innovation as part of their innovation strategy, (Chesbrough, Vanhaverbeke & West, 2014), Open Innovation has also extended to the service industry and Small and

Medium-Sized Enterprises (SME), (Spithoven, Vanhaverbeke, & Roijakkers, 2012). The Open Entrepreneurial Innovation process would therefore involve the entrepreneurs operating SMEs looking for and assimilating new and fresh ideas from sources outside the enterprise especially from entrepreneurial mentors. According to Gambardella and McGahan (2010), Open Business Models can encourage additional business model innovations in complementary markets as a result of the reshaping of downstream activities and capabilities.

**Phase 5**: **Linking Mentoring and Innovation**

In this phase the author considers the relationship of entrepreneurial mentoring and innovation hence the two are linked together. This study adapts this phase from the study by Ginting (2014) who argues that utilizing the open sources is a form of open innovation that utilizes external innovation sourcing from various parties such as suppliers, agents, government and buyers. On the other hand, Chesbrough (2011) explains that in closed innovation companies work alone in developing the ideas of innovation, fabrication, marketing and distribution. The aspect of innovation has been linked to the contribution by mentors in this research. This therefore has linked the two constructs together as figure 2.4 indicates.

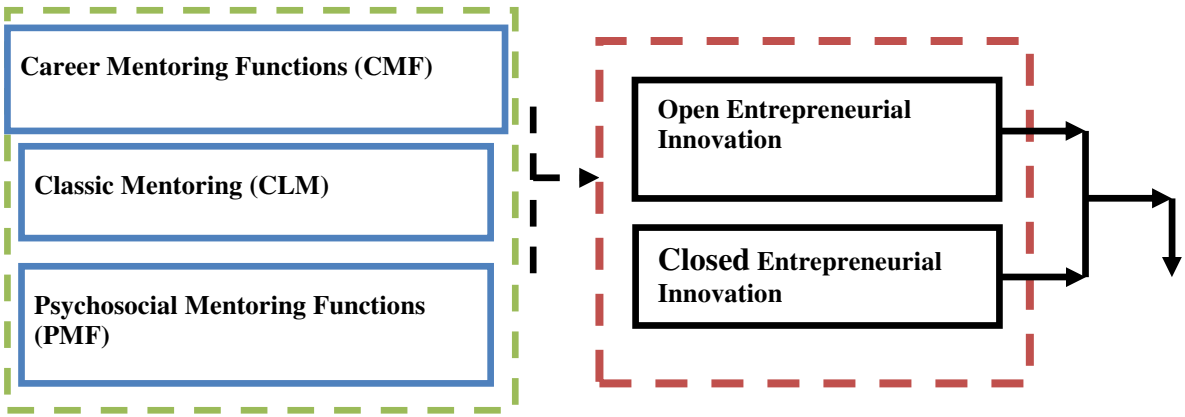


**Figure 2.4: Mentoring and Innovation Combined**

**Phase 6: Modeling Age and Gender as moderating variables on Innovation and Entrepreneurial competencies**

In this phase, the developing C-PAM model explains the influence of age and gender as moderating variables to innovation which acts as a mediator resulting into entrepreneurial competence (Figure 2.5).

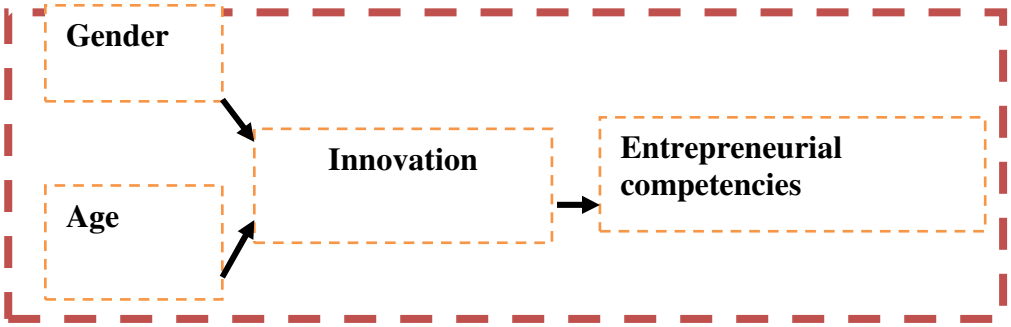


**Figure 2.5: Modeling Gender and Age as moderating variables on Innovation and Entrepreneurial competencies**

The choices of gender and age as moderating variables have been explained in sections 2.4.4 and 2.4.5 respectively in this study. Innovativeness was then connected to competences in the developing model. Entrepreneurs can use available resources, to develop better organizational capabilities such as the firm's innovative capability (Man, Lau and Snape, 2008). Competences have been identified by Lans et al. (2008) as a blend of knowledge, skills, and attitudes. Lans et al. (2008) further postulates the assumption that entrepreneurial competences are not fully granted to individuals at birth, but are built through the processes of education, practice, and experience. With regard to this study, the mentors were the contributors of education as they shared their practice and experience. This was in line with the authors (Omerzel & Antoncic, 2008), who indicated that competence covers the acquisition of all varieties of knowledge, skills and experience

Competences can also be viewed as tacit knowledge individuals automatically have at their disposal when they require it, but they are usually not conscious of having such knowledge (Dermol, 2010; Dermol & Cater, 2013). By making appropriate use of their competencies, entrepreneurs can perceive a widened competitive scope such as more opportunities for innovation, business growth, and the provision of new services or products (Man, Lau & Snape, 2008). Innovation in this case was perceived to either come from within the SMEs themselves or from external of the enterprises mainly the mentors and the networks recommended by the mentors. The entrepreneur can plan and work towards a firm's long-term performance, along with the available competitive scope and organizational capabilities (Man,Lau & Snape, 2008). Further, (Sánchez, 2011) defines competencies as *"a cluster of related knowledge, traits, attitudes and skills that affect a major part of one's job; that correlate with performance on the job; that can be measured against well-accepted standards; and that can be improved via training and development"*

In smaller companies, owners' competencies are the same as firms' competencies, (Man, Lau & Snape, 2008), which enabled the authors to focus on individual entrepreneurs as the unit of analysis. In line with this argument, this research considered the SMEs competences as similar to the entrepreneurial competences. The entrepreneurs' competence then culminates into expertise in the different business sectors. According to Thompson (2014), for a person to reach the level of an expert, they must have already reached a level of competence and then must work in the particular knowledge area for many years. During this time, Thompson (2014) indicates that the developing expert will meet and solve problems as they also make mistakes, which form the backbone of that person's expertise. The entrepreneurial competencies can be considered as higher-level characteristics, representing the capacity of the entrepreneur to perform a job role successfully (Choe et al., 2013). This higher level characteristic was taken in this study to have had a great contribution from mentorship.

The developing C-PAM model connected innovation with entrepreneurial competence because of the following statement. Innovation has been defined as a type of

competency since it is a skill which can be improved over time with increased knowledge and the development of care skill sets (Ditkoff, 2013). Further, competencies can range from personality traits and individual motivations to specific knowledge and skills (Mitchelmore & Rowley, 2010). Personal traits may have contributed to closed innovation while individual motivation may have resulted from the interaction between the entrepreneurs with their mentors.

To sum up, commitment competencies according to Li Xiang (2009) are those that drive the entrepreneur to move ahead with the business. They involve high level of conceptual activities and are reflected in the entrepreneur's behaviors when they learn, make decisions and solve problems Li Xiang (2009). In this research, the learning aspect was taken to be as a result of mentoring.

**Phase 7: Linking Mentoring, Innovation, Entrepreneurial competencies and SMEs Sustainability**

A number of researches studying the outcome of entrepreneurial competency use indicators such as firm performance to define outcome. Sony and Iman, (2005) empirically examined the relationship between entrepreneurial competencies and firm performance where their studies showed significant relationships between these variables. Entrepreneurial competencies are described as the "underlying characteristics of a person, which result in affective action and/or superior performance in a job" (Colombo & Grilli 2005). Further, Sony and Iman (2005) confirm that entrepreneurial competencies which comprise management skill, industry skill, opportunity skill, and technical skill are positively related to venture growth. In this study the researcher used the age of SMEs as a symbol of sustainability, where units of analysis were only used for SMEs that had survived for 3 years or more. (Mitchelmore & Rowley, 2010) pointed out that there is a consensus on the discussion of, presumably, the individuals who start and transform their businesses to possess given entrepreneurial competencies. The authors state that these entrepreneurs' competencies can be described as a certain group of competencies that is relevant to the successful performance of entrepreneurship. (Mitchelmore & Rowley, 2010) further present the entrepreneurs' competencies as being

the “underlying characteristics such as specific knowledge, motives, traits, self images, social roles and skills which result in venture birth, survival and/or growth" (p.96). The measure of SMEs sustainability in this research was taken as the survival of the enterprise for 3 years or more which was taken as the age above which most enterprises survive in Kenya. The final C-PAM Entrepreneurial Mentoring and its Outcome Model is shown in figure 2.6.

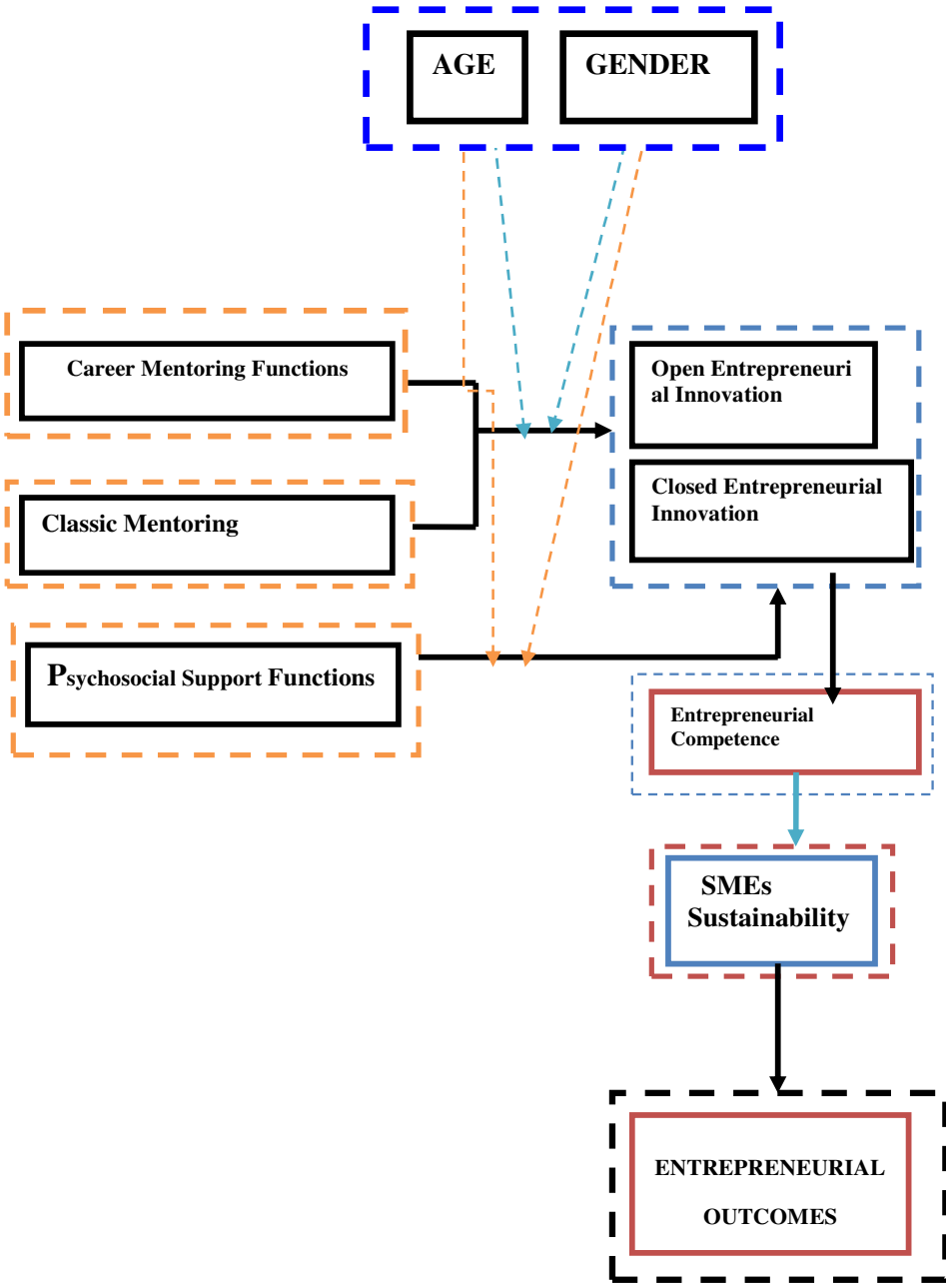


**Figure 2.6: Proposed C-PAM Entrepreneurial Mentoring and its Outcome Model**

The proposed C-PAM model had the following hypotheses to be tested;

$H0_{1d}$: C-PAM's innovative activities have no significant mediating effect on the relationship between career mentoring functions and objective entrepreneurial outcomes

$H0_{2d}$: C-PAM's innovative activities have no significant mediating effect on the relationship between psychosocial mentoring functions and subjective entrepreneurial outcomes

$H0_{3d}$: C-PAM's innovative activities have no significant mediating effect on the relationship between classic mentoring and objective entrepreneurial outcomes

## 2.6 Critique of the Existing Literature Relevant to the Study

Similar research on entrepreneurial mentoring and its outcomes have not emerged clearly from previous studies. There is an overlap in the literature descriptions of the different mentoring and entrepreneurial theories. The traditional mentoring theory has been described as a relationship that is an intense personal exchange between a senior, experienced and knowledgeable employee (i.e. the mentor) who provides advice, counsel, feedback and support related to career and personal development to a less experienced employee (the protégé), (Turban & Lee, 2007). Further, literature describes traditional mentors as providing help in two general areas of career development and psychosocial support (Harvey et al., 2009). Traditional mentoring is also classified as a formal relationship usually with an older, more experienced person mentoring the less experienced individual ("Workplace Mentoring Primer," 2014). The description of the traditional mentoring overlaps with that of Kram's (1985) mentor role theory where mentoring is categorized as providing dual function roles; career development and psychosocial support.

The description of classic mentoring has been given by authors such as Philip and Spratt (2007), as a one -to-one relationship between an older adult and a young person. Philip and Spratt (2007) further emphasize that, "Classic mentoring" features one to one

relationships between a more senior or experienced individual and a less senior less experienced individual. This description has also been used for traditional mentoring. Lumpkin (2011) gives the advantages of classic mentoring as including; an increased job performance, enhancement in confidence, facilitates networking, and decreases turnover, thus positively impacting the entire department. There would be a contradiction between the outcomes in this study compared to those given by Lumpkin (2011). Job performance was taken as an objective entrepreneurial outcome in this research while enhancement in confidence and decrease in turnover was considered in this research as subjective entrepreneurial outcomes. However, this research connected career mentoring only with objective outcomes. It is therefore recommended that future research consider the two aspects of outcomes provided by classic mentoring.

The mentoring theory considered for this research that is Kram's (1985) mentor role theory, focused on career advancement and personal or psychosocial development in organizational perspective. The study by Kram (1985) did not reflect on mentorship functions in informal sectors and neither did the study look at the entrepreneurial outcomes. This research on the other hand studied the effect of entrepreneurial mentoring and its outcomes in informal setting. (Allen et al., 2004; Eby et al., 2008; Kammeyer & Judge, 2008; Ng et al., 2005; Underhill, 2006) examined whether mentoring was important by comparing mentored to non-mentored individual. This research compared mentored to non-mentored groups as well to determine if there were significant differences in their entrepreneurial outcomes.

## 2.7 Chapter Summary

This chapter considered the literature that was found to be relevant to this research. The aspects that were considered were the mentoring and its outcomes among SMEs. The mentoring literature largely relates to a traditional mentoring relationship that is an intense personal exchange between a senior, experienced and knowledgeable employee (i.e. the mentor) who provides advice, counsel, feedback and support related to career and personal development to a less experienced employee (the protégé), ( Turban & Lee, 2007). Traditional mentors provide help in two general areas of career development and

psychosocial support (Harvey et al., 2009). This theory was integrated with Kram's (1985) mentor role theory as a basis for this research. In this theory, Kram categorized mentoring as providing dual function roles; career development and psychosocial support. The choice of Kram's theory for this study was because of its components of mentoring functions which can be correlated with the objective or subjective entrepreneurial outcomes.

Secondly, Schumpeter's theory of innovation was adopted for this research in determining the variables that were associated with the outcomes of entrepreneurial activities. Schumpeter (1934) claimed that the entrepreneur is the innovator. Schumpeter (1983 [1934]) defines entrepreneurship, as the creation of new combinations of productive means. This new combination can be taken as innovation by entrepreneurs who bring in something new that enables them to stay ahead of competition. The entrepreneur employs workers, capital and natural resources to actualize the new knowledge into a tradable good (Grebel, 2007). The entrepreneurial outcomes were classified into the tangible objective outcomes and the intangible subjective entrepreneurial outcomes.

In the conceptual framework, career mentoring functions and classic mentoring were correlated with objective entrepreneurial outcomes while psychosocial mentoring functions were correlated with subjective entrepreneurial outcomes. Finally there was an introduction of the C-PAM Entrepreneurial Mentoring and its Outcomes Model which factored in open and closed innovation, entrepreneurial competences and SMEs sustainability as factors that encouraged entrepreneurial outcomes.

### 2.8 Research Gaps

Although a vast amount of work on mentoring activities has been produced (Garvey &Garrett-Harris, 2008; Weinberg & Lankau, 2010; Chun, Sosik & Yun, 2012; Craig et al., 2013; Dziczkowski, 2013; Ghosh & Reio, 2013), little is known about what aspects of mentoring, within the entrepreneurial context plays a role upon the entrepreneurial process. Little is known particularly on how mentoring influences entrepreneurial

outcomes within SMEs. In the earlier researches, data was collected mainly from organizational setting, (e.g. Chun, Sosik & Yun, 2012; Craig et al., 2013), however, this research collected data from an informal sector of SMEs in Eldoret, Uasin Gishu County, Kenya.

Some past studies were done on youth mentoring (Keller, 2007; Liang & Grossman, 2007; Wise & Valliere, 2013) while this study embraced both the youth and the elderly entrepreneurs. A number of past studies researched on formal mentoring (Srivastava, 2015; Chun,Sosik, & Yun, 2012; Agumba & Fester, 2010). This study was done in SMEs in the informal sector. However an aspect of formal mentoring in terms of classic mentoring was introduced into the informal sector. Some studies focused on the longitudinal study (Chun,Sosik, & Yun, 2012) while this study considered the cross sectional study. Some authors considered just one gender for mentoring and outcomes such as Male mentees (Whetstone, 2015) or female mentees (Sarri, 2011; Kickul, Griffith, Gundry & Iakovleva, 2010). This study considered both the gender.

There is no generally accepted measure of mentoring (Pellegrini & Scandura, 2005), in part because existing measures have serious issues regarding the nature of the items, the extent of the content area covered, and general lack of validity evidence. To come up with the best measure that captured the data required for this study, the following measures were considered before coming up with the most appropriate one for the area under study. Fowler and O'Gorman (2005) developed a 36-item measure mentoring functions measure that focused on the subcategories of mentoring functions as opposed to the broad psychosocial and career functions used by other proposed measures. This measure was based on interviews with both mentors and protégés, and the resulting eight categories were personal and emotional guidance, coaching, advocacy, career development facilitation, role modeling, strategies and systems advice, learning facilitation, and friendship. When developing their measure of mentoring functions, Fowler and O'Gorman (2005) found that protection did not emerge as an important factor in their initial EFA therefore retaining eight factors minus the function of

protection. This research therefore rejected this instrument because of the elimination of friendship as a psychosocial mentoring function.

St-John (2011) developed a 12-item measure of entrepreneurial mentoring functions which included items addressing a large number psychological functions (reflector, reassurance, motivation, confidant), career-related functions (integration, information support, confrontation, guide), and role model function (model). This study did not find this instrument as appropriate for this research because of the large measures of psychological functions instead of psychosocial functions.

Janssen, van Vuuren, and de Jong (2013) used self-determination theory to come up with 17 new categories of mentoring functions which in total included 22 categories. This was also rejected for this study because it did not capture all the required variables for this study. This research therefore considered acquiring more comprehensive data by using the 33-item instrument (Ragins & McFarlin, 1990). Further, control variables or covariates and moderating variables were included in the study. In addition, apart from quantitative research designs, qualitative design and three instruments of data collection were applied. These included; Questionnaire, Interview and content analysis. This study therefore makes a contribution to the body of research by determining the perspective of entrepreneurial mentoring in the informal sector. A comparison was made between entrepreneurs who were mentored and those who were not mentored. To ensure that the research was unbiased, the perspectives from both the mentor and protégé were taken into account. Recent reviews of the mentoring literature have specifically highlighted the need for mentoring research that also incorporates the mentor's perspective (Allen et al., 2008; Haggard et al., 2011). This research has contributed the incorporation of the classic mentoring in the informal sector. Further contribution was also given by the mediating aspect of innovation in the C-PAM Entrepreneurial Mentoring and its Outcome Model.

# CHAPTER THREE

# RESEARCH METHODOLOGY

## 3.1 Introduction

This chapter presents the research design that was adopted for this study. The sampling procedure from the population is outlined. Research instruments, data collection procedures and pilot study are explained after which the chapter ends by an explanation of how data processing and analysis was done.

## 3.2 Research Design

Research design, according to Welman et al. (2009:46), is best described as the overall plan, according to which the respondents of a proposed study are selected, as well as the means of data collection or generation, while Babbie and Mouton (2008:74) describe research design as a plan or blueprint for conducting the research. From these descriptions, a cross-sectional descriptive survey research design was adopted for this study. A descriptive design was used to examine the relationships between variables (Burns & Grove, 2005). Saunders et al. (2009) indicate that; Surveys allow the collection of a large amount of data from a sizeable population in a highly economical way. Saunders et al. (2009), indicate that the survey strategy allows the collection of quantitative data which can be analyzed quantitatively using descriptive and inferential statistics. This design was appropriate for this study because primary data was collected from a large area comprising various enterprises which could not all be observed. This design was therefore suitable for explaining the existing status of the variables of this study at the given point in time.

This research used the cross-sectional mixed methods approach (Bowling, 2009; Chow, Quine, & Li, 2010; Hasan, Muhaddes, Camellia, Selim, & Rashid, 2014). The concurrent triangulation strategy in which the quantitative and qualitative phases were conducted at the same time was applied. Importance was given to each phase, with the results of both methods being interpreted concurrently to determine whether there was

agreement in the data collected through each approach. The cross-sectional mixed methods are well suited for examining studies that cross different sections by combining quantitative and qualitative approaches to make inferences about a population of interest at one point in time (Bowling, 2009; Prentice et al., 2011; Riegel et al., 2010; So et al., 2013). A triangulated approach can help to establish relationships between quantitative and qualitative methods, and advance conclusions (Saunders, Lewis, & Thornhill, 2007). This research agreed with the argument by Jack and Raturi (2006) that; while using quantitative or qualitative techniques in isolation can lead to an incomplete picture of cohorts under investigation, a complementary interface must reinforce similarities across studies.

### 3.3 Target Population

This study focused on the owners / managers operating SMEs also known as entrepreneurs in this study within Eldoret, Uasin Gishu County with a target population of 4044. This area was chosen for this study so that it would generate homogeneity of related business sectors in similar location. Table 3.1 shows the target population.

**Table 3.1: Population**

| S/no. | Stratum | Size | Percentage |
|---|---|---|---|
| 1 | Retail Trade | 2011 | 50 |
| 2 | Service Industry | 1755 | 43 |
| 3 | Production/Manufacturing Industry | 134 | 3 |
| 4 | Wholesale Trade | 144 | 4 |
| | TOTAL | 4044 | 100 |

**Source: Ministry of Social Services, Eldoret County Office (2014)**

### 3.4 Sample Size and Sampling Technique

The sample size for this research was obtained using the Yamane's (1967) formula for finite population as cited by Adekola, Allen, and Tinuola. (2017) as follows;

$$n = \frac{N}{1+N(e)^2}$$

$$= 4044/ (1 + 4044(0.05)^2)$$

$$= 364$$

The formula that was used to allocate the stratum samples is as follows;

$$n_h = n \left[\frac{N_h}{N}\right]$$

Where;

h = stratum number

$n_h$= Sample size in stratum h.

$N_h$ =Population size in stratum h, where h= 1,2,3,4

N= Total Population size

n= Total sample size

The Sampling frame is shown in Table 3.2.

**Table 3.2: Sampling Frame**

| S/no | Stratum | Sample Size | Percentage |
|---|---|---|---|
| 1 | Retail Trade | 181 | 50 |
| 2 | Service Industry | 158 | 43 |
| 3 | Production/Manufacturing Industry | 12 | 3 |
| 4 | Wholesale Trade | 13 | 4 |
| | Total | 364 | 100 |

After study population allocation, simple random sampling was used to get samples of SMEs from the different strata. The actual enterprises for data collection were arrived at by using stratified random sampling from each stratum. The stratification was based on retail trade, wholesale trade, service and the manufacturing industries. The choice of these sectors was due to the following observations made by R.O.K. (2009); the report indicates that Kenya Vision 2030 has earmarked wholesale and retail trade for rapid growth and development. It adds that Services Sector is increasingly becoming the most important sector of the economy contributing 60% of GDP and 68% of the total employment. The report says that Kenya has a relatively liberalized services sector through the commitments made at WTO (2000). Kenya, in its R.O.K. (2009) report highlights the importance of trade in supporting agriculture, manufacturing and service industries creating markets by which goods and services get to the consumer. Depending on the number of subjects from each stratum, the sizes of the samples were proportionally allocated.

### 3.5 Instruments of Data Collection

This study used Questionnaires and interview schedules as instruments for data collection. They were used to establish entrepreneurs and mentors attitude among other parameters. Attitude was measured using Likert scale (Manstead & Semin, 2001). Some questions from the Mentor Role Instrument (MRI) (Ragins & McFarlin, 1990) were used to measure mentor functions.

### 3.5.1 Self-administered questionnaires

A self-administered questionnaire was used to collect data on the entrepreneurial mentoring and both objective and subjective outcomes. The questionnaires were also supplemented with informal interviews for the more successful entrepreneurs and mentors. This questionnaire technique was chosen as the most appropriate tool for data collection, as the questionnaires were hand delivered to respondents (Saunders, Lewis & Thornhill, 2009: 362). As recommended by de Vos et al. (2011: 188), the respondents completed the questionnaire on their own but the researcher was available in case problems were experienced such as explanation of terms used. The researcher therefore remained in the background and could, at most, encourage respondents with few a words to continue with their contribution, or lead them back to the subject (Maree, 2007 ).

The researcher contended that questionnaires are inexpensive and allowed a large number of respondents to be surveyed in a relatively short period of time. The closed-ended questions were also easier to complete and analyze. Furthermore, questionnaires allowed respondents to answer questions at times that are convenient to them. The questionnaire in this study consisted of closed-ended and open-ended questions in order to facilitate completion by respondents (See Appendix 2).The question-sequence were made as clear and smoothly-moved as possible. This meant that there was a relationship in the sequence of questions and the requirements was clear to the respondent. The questionnaire was designed with questions that were easy and demographic at the beginning. The first few questions after the demographic questions were particularly important because of factor rotation. This was in order to drop the factors below standard threshold and those that qualified retained to undergo standard multiple regression.

### 3.5.2 Construction of questionnaire

Study done by Leedy and Ormrod (2005) postulate that questions should be direct, using simple clear unambiguous language, with unwarranted assumptions. It is recommended that questions should not be leading and should be consistent. Hence in this study, the researcher postulate that responses were coded to keep the respondents task simple, with clear instructions giving an explanation for unclear items. Questionnaires were professionally done by addressing the needs of the researcher item by item. Saunders, Lewis & Thornhill (2009: 362-375) states that in closed-ended questions, the respondent is instructed to select an answer from a number of alternative answers provided by the researcher. The author in this study purports that closed-ended questions provide a greater uniformity of responses and are more easily processed. This type of questions are also less time consuming for the respondent to answer.

### 3. 5 .3 Reliability and Validity of Instruments

#### 3.5.3.1 Reliability of Instruments

Reliability in quantitative analysis refers to the consistency, stability and repeatability of results i.e. the result of a researcher is considered reliable if consistent results have been obtained in identical situations but different circumstances (Twycross & Shields, 2004, p.36). In Qualitative Research – Reliability is referred to as when a researcher's approach is consistent across different researchers and different projects, (Creswell, 2014). This study employed three (3) types of reliability: Test-Retest reliability, Cronbach's Alpha (α) and factor analysis (with Communality extraction Factor Loading - (FL). According to Saunders et al., (2007), reliability means the degree to which the data analysis procedures and data collection techniques yielded consistent results. It should be noted that, it is possible for a measurement to be reliable but invalid; however, if a measurement is unreliable, then it cannot be valid (Thatcher, 2010, p.125; Twycross & Shields, 2004, p.36).

### 3.5.3.2 Validity of Instruments

Validity measures the degree to which a study succeeds in measuring intended values and the extent to which differences found reflects true differences among the respondents (Cooper & Schindler, 2011). In addition, Cooper and Schindler (2011) went further to give three types of validity tests: content, construct and criterion-related validity tests. Validity is the strength of conclusions, inferences or propositions. This study employed Content Validity test.

### 3.5.3.3 Content Validity

Content validity is the extent to which an empirical measurement reflects a specific domain of content. It is also called Face validity (Thatcher, 2010). Content Validity test in this study was used to moderate the tools to high levels of internal consistency. The content validity of this study was validated by determining the variables which had been defined and used previously in the literature (Churchill & Iacobucci, 2005). Furthermore, According to Kimberlin and Winterstein (2008: 2279); because there is no statistical test to determine whether a measure adequately covers a content area or adequately represents a construct, content validity usually depends on the judgment of experts in the field. In view of this statement, the researcher in this study sought the input of the study's two research supervisors to review the questionnaire before it was pre-tested.

## 3.6 Data Collection Procedure

A letter of authority was obtained from JKUAT University, Kenya and a research permit was obtained from the National Commission for Science, Technology and Innovation (NACOSTI) and its copies presented to the relevant Uasin Gishu County offices in order to gain access to their area of jurisdiction to conduct this study. The selected SMEs were then visited and their owner/managers consulted to provide data for the study information. The respondents were requested to fill the questionnaires and most of them handed them back on the same day. This was expected to ensure a high return rate as opposed to when the respondents are left with the questionnaires for long periods of time.

### 3.7 Pilot Study

According to Cooper and Schindler (2011), a pilot test is conducted to detect weaknesses in design and instrumentation and to provide proxy data for selection of a probability sample. A pilot study was conducted in 36 selected SMEs (10% of sample size) within Kitale town, in Trans Nzoia County, Kenya. According to Connelly (2008), extant literature suggests that a pilot study sample should be 10% of the sample projected for the larger parent study. Pre-testing was done in order to test the validity and reliability of the data collecting instruments. Kvale (2007) further explained pilot test as an activity that assists the research in determining if there are flaws, limitations, or other weaknesses within the interview design and allows the researcher to make necessary revisions prior to the implementation of the study.

During pre-testing, the respondents were encouraged to make comments and suggestions concerning the design, clarity of questions and any other observations to make relevant revisions and adjustments before the implementation of the actual study. To test for reliability of the questionnaires, the internal consistency approach was considered. This was measured using Cronbach's alpha, whose values were all > 0.7, (Field, 2005). The split half approach was also used to test consistency of the responses. In the split-half method, subjects are tested with one test divided into two equivalent halves (Urbánek, Denglerová & Širuček, 2011). Accordingly, this research divided the test into even and odd numbered questions and compared the results. A reliability coefficient was worked out using Pearson's Product Moment Correlation Coefficient to determine reliability of the responses. The least value was found to be 0.675. A threshold of ≥0.5 was considered reliable.

### 3.8 Measurements of Study Variables

#### 3.8.1 Independent Variable.

In this research, Entrepreneurial mentoring was the independent variable. Participants who indicated having experience of mentoring were instructed to respond to the measuring instrument items based on their current or most recent mentoring relationship. Even though several measures of mentoring functions exist, the Mentor Role Instrument (MRI) (Ragins & McFarlin, 1990) was used to measure mentor functions because it has proven reliability and preliminary evidence of validity (Ragins & McFarlin, 1990). Further, Kram (1985) suggested that the greater the number of functions provided by the mentor, the more beneficial the relationship will be to the protégé. Therefore, the 33 item MRI was considered sufficient for measuring the mentoring functions. MRI is a scale with 33 items and 2 mentoring (career and psychosocial) functions that include 11 roles or functions. These functions are sponsor , coach, protect, challenge and exposure that measures career mentoring function with 15 items; and friendship , social, parent, role model, counsel and acceptance that measures psychosocial function with 18 items. This research determined the coefficient alphas for the eleven mentor roles each with three items and also for mentor satisfaction. This method was adapted to determine the effect of mentor functions on entrepreneurial outcomes in the informal sector of SMEs.

#### 3.8.2 Control Variables

A number of studies have used quite extensive sets of control in cross-sectional studies of mentoring and outcomes, including human capital variables and demographics, (Kammeyer-Mueller & Judge, 2008). Human capital refer to factors such as education and organizational tenure, which can be referred to as the number of years served in present job title in the organization. In the case of this study organizational tenure were substituted with SME/Enterprise tenure. Other mentoring researches (e.g., Qian et al., 2014) controlled the participants' age, gender, education, position, and tenure. Further, other control variables included the years of education, amount or breadth of training and experience, grade or level achieved, or hierarchical position (e.g., Ng, Eby, Sorensen, & Feldman, 2005; Ng & Feldman, 2010). Additionally, Schunk and Mullen

(2013) conceptualised that an integration of mentoring with self-regulated learning gives desired results, i.e., academic motivation, achievement, long-term productivity, and retention of individuals in the profession. In keeping with afore mentioned mentoring empirical researches, this research controlled the participants' education background, age of the enterprise, gender, age of the entrepreneur and marital status.

### 3.8.3 Dependent Variables

The dependent variables considered in this research were the outcomes that resulted from the entrepreneurial mentoring. The outcomes were divided into the tangible objective outcomes and the intangible subjective outcomes. This study considered productivity and performance as objective outcomes and attitudes making up the entrepreneurs feelings as subjective outcomes.

**Objective Entrepreneurial Outcomes**

**Productivity**

According to Jacobson and Sharar (2011), Productivity is the amount of output per unit of input. The authors indicate that productivity can be measured by the number of hours worked to produce a good, the revenue generated by an employee or salary and being present at work. Jacobson and Sharar (2011) went on to add that it needs a mix of quantitative and qualitative measures to accurately measure. For this research, the profits received in a given year as compared to previous years were determined. One of the objective dependent variable outcomes considered in this research was financial performance. Financial ratios are considered as the optimal tools for analysis to reflect the financial conditions and performance of the company during certain periods and are defined as relationships determined from a company's financial information and used for comparison purposes (Saleem & Rehman, 2011). They also help to identify the company's strengths and weaknesses (Ingram 2009).

According to Dao (2016), there are different ratio categories among the financial ratios which reflect various aspects of a company's performance: this includes profitability

ratios which are the ratios that are of most concern in a company and it measures the ability to generate profits or how well company gains profits. Profitability Ratios include; Net Profit Margin, ROA (Return on assets), ROE (Return on Equity) and ROCE (Return on capital employed) according to Dao (2016). ROA, ROE and ROCE were not considered to be viable for use in this research. This is because for SMEs in Eldoret, Kenya, there wouldn't be much investment on assets. In the case of equity, no significant participation of share holders if any was expected. In a different business cycle of a company, there is a strong statistical relationship between operating profit margin, net profit margin and ROE ratios (Almazari, 2009; Reddy, 2013). Net profit margin is calculated as the ratio between net profit and net sale and is used to measure how profitable a company is after deducting all expenses, taxes, interest and preferred stock dividends (Reddy, 2013). This research adopted the profitability aspect of the financial returns since it was the easier factor to get from the entrepreneurs from the questionnaires given.

**Performance**

Performance has both the quantitative and qualitative aspect to its description. As concerns the quantitative aspect, performance indicators have been described by Jusoh and Parnell (2008) as financial measures and market-based measures. These financial measure as an indicator has been taken in this research as a tangible objective outcome. Kulatunga et al. (2007) define performance measurement as the evaluation of efficiency and effectiveness of actions, which determine the attainment of stakeholder satisfaction and factors, which influence this attainment. Performance measurement improves customer satisfaction and organisation reputation (Kulatunga et al., 2007; Sousa & Aspinwall, 2010), increases productivity and improves business for a better future (Kulatunga et al., 2007). Therefore, performance measurement provides a sense of where we are and more importantly, where we are going (Ali & Rahmat, 2010). From the literature and other researchers' explanations, the objective entrepreneurial outcomes for this research included; an increase in productivity; an increase in the number of employees; an increase in the net value of the business and an increase in profitability.

### Subjective Entrepreneurial Outcomes

The subjective aspect of performance has the qualitative part to its description. Performance indicators have been described by Jusoh and Parnell (2008) in qualitative measures. The qualitative indicator was considered as an intangible subjective outcome in this research. Qualitative measures cover subjective areas of performance such as ethical behaviour, stakeholder satisfaction with accomplishments, management satisfaction with achievements, employee satisfaction and process improvement (Jusoh & Parnell, 2008). Subjective career success is usually measured as career satisfaction or job satisfaction (e.g. Ng, Eby, Sorensen & Feldman, 2005). Since the subjective facet of success among entrepreneurs has been largely ignored (DeMartino, Barbato & Jacques, 2006), this research added to the body of literature by considering the subjective outcomes of entrepreneurial activities in addition to the objective outcomes as a result of entrepreneurial mentorship. The subjective entrepreneurial outcomes for this research included; satisfaction with managing the enterprise, intention to stay in running the enterprise and satisfaction with achievements made. These were the non-tangible factors that were mainly measured using the likert scale.

## 3.9 Data Processing and Analysis

The purpose of data analysis is to apply reasoning to understand gathered data with the aim of determining consistent patterns and summarizing the relevant details revealed in the investigation, Zikmund et al. (2010). In view of this description, data analysis in this study was guided by the objectives of the research and the measurement of the data collected. Information was sorted, coded and input into the statistical package for social sciences (SPSS v 22) and AMOS v 23, for production of graphs, tables, descriptive statistics and inferential statistics. Factor analysis was used to establish the appropriateness of the questionnaire constructs. The Kaiser-Meyer-Olkin (KMO) measure of sampling adequacy was conducted to determine whether adequate correlation exists between the individual items contained within sections of the questionnaire.

The first objective was to establish the effect of careers mentoring functions on objective entrepreneurial outcomes. Several items from the questionnaire measuring career mentoring functions were used to get information on their effect towards objective outcomes. A Seven-point Likert scale (1 = strongly disagree 2 = disagree 3 = slightly disagree 4= undecided 5 = slightly agree 6 = agree 7 = strongly agree) was used for scoring. Factor analysis for career mentoring used Principal Component Analysis (PCA) extraction method was used to find if the values were greater than 0.5. Cronbach's alpha for the items was used to determine reliability of the instrument by giving values > 0.7. The PCA extraction method was meant to reduce data from the original measures, while still maintaining all the information contained. The effect of career mentoring functions was then analyzed by regression analysis to determine if it resulted into objective outcomes.

The second objective was to determine how psychosocial mentoring functions affect subjective entrepreneurial outcomes. Several items from the questionnaire measuring psychosocial mentoring functions were used to get information on their effect towards subjective outcomes. A Seven-point Likert scale (1 = strongly disagree 2 = disagree 3 = slightly disagree 4= undecided 5 = slightly agree 6 = agree 7 = strongly agree) was used for scoring. Factor analysis for psychosocial mentoring used Principal Component Analysis (PCA) extraction method. Cronbach's alpha for the items was used to test for reliability. The effect of psychosocial mentoring functions was then subjected to regression analysis to determine if it resulted into subjective outcomes.

The third objective was to examine the effectiveness of classic mentoring on objective entrepreneurial outcomes. Several items from the questionnaire measuring classic mentoring functions were used to get information on their effect towards objective outcomes. A Seven-point Likert scale (1 = strongly disagree 2 = disagree 3 = slightly disagree 4= undecided 5 = slightly agree 6 = agree 7 = strongly agree) was used for scoring.

Factor analysis for classic mentoring used Principal Component Analysis (PCA) extraction method and for reliability, Cronbach's alpha was used. The effect of classic mentoring was then analyzed using regression method to determine if it resulted into objective outcomes.

The fourth and fifth objectives were to determine the moderating effects of gender and age respectively in the relationship between mentoring functions and entrepreneurial outcomes. This was done by running a two tier regression model. Further, to determine the effects of independent variables on dependent variables using demographic factors as covariates, hierarchical regression analyses were used. This was conducted for the dependent variables (Objective entrepreneurial outcomes) considering all the business sectors; service, manufacturing, retail and wholesale. Lewis (2007) defined Hierarchical regression as a sequential process involving the entry of predictor variables into the analysis in steps whose order determinations are made by the researcher based on theory and past research. The choice and order of variables in hierarchical regression is based on *a priori* knowledge of theory (Lewis 2007; Nathans, Oswald & Nimon 2012) that help researchers to more effectively choose the best predictor set (Lewis 2007). Hierarchical regression analyses were therefore conducted to test the effect of career mentoring functions on objective entrepreneurial outcomes. The assumptions for hierarchical regression included; linearity, reliability of measurement, homoscedasticity, and normality, (Osborne & Waters, 2002).

The following multiple regression model was used;

$$Yi = Xi\ \beta + \mu i + \varepsilon i$$

Where; Yi = dependent variable (Objective entrepreneurial outcomes)

Xi = vector of regressors or independent variables (Control variables, Career mentoring functions)

μi = unobserved firm specific effect

$\beta$ = vector of unobserved parameters

$\varepsilon$ = error term

i = specific firm

The model Specified for Hypothesis 1 was of the form:

$$OEO = \alpha + \beta_1 (BI) + \beta_2 (EB) + \beta_3 (GEN) + \beta_4 (MS) + \beta_5 (AoER) + CMF + \varepsilon$$

Where: $\beta_1$, $\beta_2$,…..$\beta_3$ is partial slope coefficients and $\varepsilon$, is the error term; OEO=Objective entrepreneurial outcomes, (BI)= Business Industry, (EB)= education background, GEN=gender, MS= marital status, (AoER)= age of entrepreneur, and CMF= Career mentoring functions.

The sixth objective was to compare entrepreneurial outcomes between mentored and non-mentored entrepreneurs. The Mann-Whitney U test (Wilcoxon-Mann-Whitney test) was used to test this hypothesis. This is because it is a rank-based nonparametric test that can be used to determine if there are differences between two groups on a continuous or ordinal dependent variable.

# CHAPTER FOUR

# RESEARCH FINDINGS AND DISCUSSION

## 4.1. Introduction

This chapter contains information on the findings and analysis of the responses and explanations for all the items in the questionnaire as derived from the research objectives and research hypotheses. The results for demographic information are described using tables, graphs and descriptive statistics. Sampling adequacy, factor analysis, descriptive analysis and inferential statistics is done for the quantitative data. Qualitative analysis from interview questions is done and a summary of results from testing of the hypothesis is given.

## 4.2 Response Rate

In this research, a total of 300 out of the sampled 364 respondents responded to and returned the questionnaires. This gave a response rate of 82.4% consisting of 160 (53.2%) males and 140 (46.7%) females. Table 4.1 indicates the questionnaire completion rates as regards the different business sectors which the data was stratified into.

**Table 4.1: Entrepreneurs Response by Business Sector**

| Business Sector | Expected Response | Respondents, N (%) | Completion Rate (%) |
|---|---|---|---|
| Retail | 181 | 156(52.0%) | 82.9% |
| Service | 158 | 119 (39.7%) | 77.2% |
| Manufacturing | 12 | 12 (4.0%) | 100% |
| Wholesale | 13 | 13 (4.3%) | 100% |
| TOTAL | 364 | 300(100%) | 82.4% |

### 4.3 Entrepreneurs and SMEs Descriptive Analysis

The SMEs business industry was stratified into four sectors; Retail trade, Service, Manufacturing and Wholesale trade industries. Table 4.2 shows the representation of the relationship between the SMEs business industries and the use of services of a mentor by entrepreneurs.

**Table 4.2: Mentoring and SMEs Business Industries**

| Business Sectors | Mentored N (%) | Non-mentored N (%) | Total Respondents N(%) |
|---|---|---|---|
| Retail | 57(39.6%) | 99(63.5%) | 156(52.0%) |
| Service | 69 (47.9%) | 50(32.1%) | 119(40.0%) |
| Manufacturing | 6(4.2%) | 6 (3.8%) | 12 (4.0%) |
| Wholesale | 12(8.3%) | 1(0.6%) | 13 (4.3%) |
| TOTAL | 144(100%) | 156(100%) | 300 (100%) |

Generally, out of the 300 entrepreneurs, 144 (48%) had used some services of mentors while the majority 156 (52%) had not used the services of mentors. In comparing the business industries, the service industry used more of the services of mentors (47.9%), followed by the retail industry (39.6%), Wholesale industry (8.3%) and Manufacturing industry (4.2%). The following sections give some descriptions of entrepreneurs' demographic factors and the SMEs business sectors in relation to mentoring.

### 4. 3 Demographic Information

#### 4. 3.1 Mentoring and Entrepreneurs' Age

This study finding indicate that the median (IQR) age of the 300 respondents was 38 years (18 years, 74 years) with a standard deviation of 10.57561. The ages of the entrepreneurs were then grouped into different age components such as the young adults; 18-24, the youth, cumulating 18-35 and so on to the senior citizens; 65-74.

Table 4.3 describes the relationship between the ages of entrepreneurs and the use of mentor services in the retail business sector.

**Table 4.3: Mentorship and ages of entrepreneurs in the Retail Industry**

| Age interval | % of those who used services of mentor | | |
|---|---|---|---|
| | Yes (N=57) | No (N=99) | Total (N=156) |
| 18-24 | 5.6% | 2.3% | 2.7% |
| 25-34 | 33.3% | 17.6% | 19.5% |
| 35-44 | 35.0% | 42.6% | 41.7% |
| 45-54 | 16.7% | 27.5% | 26.2% |
| 55-64 | 11.1% | 9.9% | 10.1% |
| 65-74 | 5.6% | 2.3% | 2.7% |
| % of Total | 39.6% | 60.4% | 100.0% |

Results in the retail business sector, show that out of a total of 156 entrepreneurs, 39.6% used the services of mentors while 60.4% did not use the services of mentors. Of the entrepreneurs who used the services of mentors, 5.6% were in the age group 18-24, 33.3% in 25-34 age group, 35.0 % in age group 35-44, 16.7% in age group 45-54, 11.1% in age 55-64 and 5.6% in age group 65-74. Of the entrepreneurs who did not use the services of mentors, 2.3% were in 18-24 age group, 17.6% in 25-34 age group, 42.6% in 35-44 age group, 27.5% in age group 45-54, 9.9% in age group 55-64 and 2.3% in the age groups 65-74. It was also observed that most entrepreneurs both mentored and non-mentored in the retail industry were in the age groups 35-44(41.7%) followed by age groups 45-54(26.2%). Table 4.4 describes the relationship between the ages of entrepreneurs and the use of mentor services in the service business sector.

**Table 4.4: Mentorship and ages of entrepreneurs in the Service Industry**

| | % of those who used services of mentor | | |
|---|---|---|---|
| Age Interval | Yes (N=69) | No (N=50) | Total (N=119) |
| 18-24 | 28.8% | 5.7% | 18.5% |
| 25-34 | 45.5% | 37.7% | 41.0% |
| 35-44 | 15.2% | 35.8% | 24.0% |
| 45-54 | 10.6% | 15.1% | 11.5% |
| 55-64 | 0.0% | 5.7% | 5.0% |
| % of Total | 58.0% | 42.0% | 100.0% |

Results show that in the service business sector, out of a total of 119 entrepreneurs, 58.0% had used the services of mentors while 42.0% did not use the services of mentors. Of the entrepreneurs who used the services of mentors, 28.8% were in the age group 18-24, 45.5% in 25-34 age group, 15.2 % in age group 35-44, 10.6% in age group 45-54, 0.0% in age 55-64 and also age group 65-74.

Of the entrepreneurs who did not use the services of mentors, 5.7% were in 18-24 age group, 37.7% in 25-34 age group, 35.8% in 35-44 age group, 15.1% in age group 45-54, 5.7% in age group 55-64. It was also observed that most entrepreneurs both mentored and non-mentored in the retail industry were in the age groups 35-44(62.0%) followed by age groups 45-54(35.0%).

### 4.3.2 Mentoring and Marital Status

Table 4.5 shows the relationship between mentoring and marital status. It was found that 48% of the entrepreneurs had been mentored while 52% had not been mentored.

**Table 4.5: Mentorship and marital status of entrepreneurs in SMEs**

| Marital Status | | Used services of mentor Yes | No | Total |
|---|---|---|---|---|
| Single | % of those who used services of mentor | 41.6% | 21.2% | 31.0 |
| | % of Total entrepreneurs | 20.0% | 11.0% | 24.3% |
| Married | % of those who used services of mentor | 54.2% | 71.8% | 63.3% |
| | % of Total | 26.0% | 37.3% | 69.0% |
| Sep/Div | % of those who used services of mentor | 2.1% | 2.6% | 2.3% |
| | % of Total | 1.0% | 2.3% | 2.3% |
| Widow/widower | % of those who used services of mentor | 2.1% | 4.5% | 3.3% |
| | % of Total | 1.0% | 2.3% | 4.3% |
| Total | Number of entrepreneurs | 144 | 156 | 300 |
| | % of Total | 48.0% | 52.0% | 100.0% |

A percentage of 41.6% of the single entrepreneurs had been mentored while 21.2% of the single entrepreneurs had not been mentored. Considering the married marital status, 54.2% of the married entrepreneurs had used the services of a mentor while 71.8% of the married entrepreneurs were non-mentored. In the case of the separated/divorced marital status, 2.1% had been mentored while 2.6% had not been mentored. Considering the widows/widowers marital status, 2.1% had been mentored while 4.5% had not been mentored. In comparing the marital status of the entrepreneurs, the majority, 63.3% were married, 31.0% of the entrepreneurs were single, 2.3% of the entrepreneurs were separated/ divorced and 3.3% of the entrepreneurs were widows/widowers. In the use of mentor services, the majority, 54.2% were married, 41.6% were single, the separated/divorced were 2.1% and the widows/widowers also 2.1%.

### 4. 3.3 Mentoring and Entrepreneurs' Experience

The entrepreneurs' business experience ranged from 3 years to 29 years. The study targeted those SMEs that had survived 3 years or more of operation. Figure 4.1 indicates the relationship between entrepreneurs' business experience and entrepreneurs mentor service.

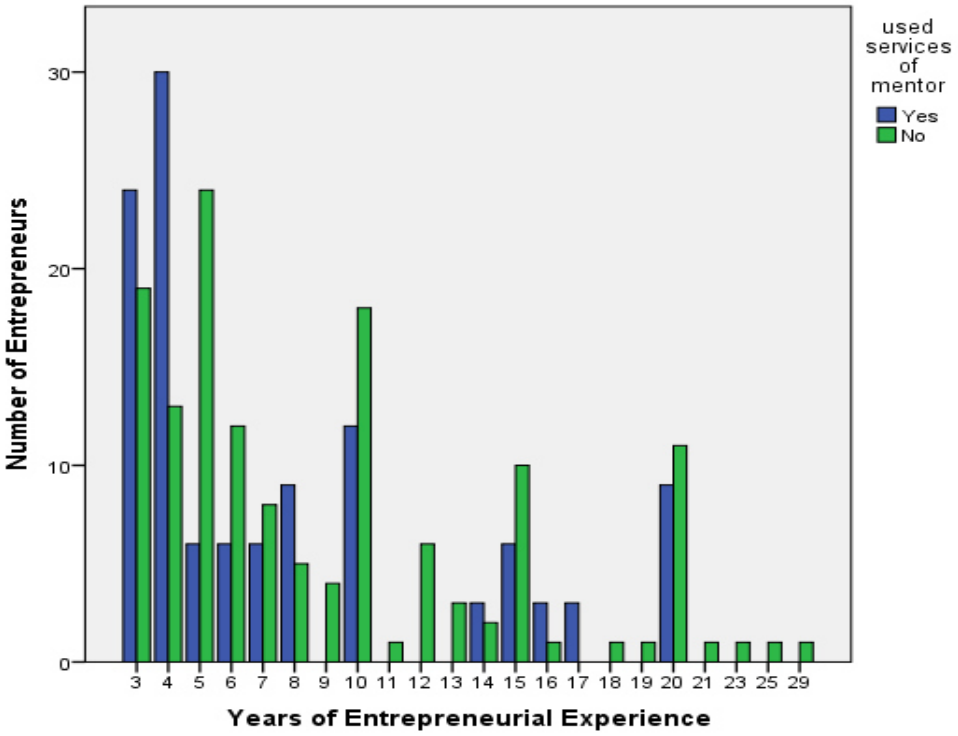


**Figure 4.1: Entrepreneurs' Business Experience and Use of Mentor Services.**

It was observed that mentoring occurred mainly for the early entrepreneurial experience of 3 years and tended to diminish as the entrepreneurs became well established at about ages 5-8 of entrepreneurial experience. At approximately ages 10, 15 and 20, there were sporadic mentoring occurring possibly because as one of the successful entrepreneurs indicated, consultation as an enterprise expanded from one stage to the next. From years of experience 13-17 there was very little use of mentor services with the services being insignificant from ages 21 to 29 years of business experience.

Compared to the mentored entrepreneurs, those who had 3 and 4 years of experience were fewer for the non-mentored. Experienced non-mentored entrepreneurs were more of the 5 and 6 years experience than the mentored entrepreneurs. Figure 4.1 does not however indicate if there is a significant difference between the entrepreneurs' years of experience and whether it is connected with mentoring or not.

### 4. 3.4 Mentoring and Entrepreneurs' Level of Education

The following were the findings as to the level of the entrepreneurs' level of formal education; Table 4.6 indicates the response of the entrepreneurs in the different education backgrounds.

**Table 4.6: Mentorship and entrepreneurs' Levels of Education**

| | used services of mentor | | |
|---|---|---|---|
| | Yes | No | |
| Education level | Frequency, N (%) | Frequency, N (%) | Total |
| Didn't go to school | 0 (0.0) | 4 (2.6) | 4 (1.3) |
| Primary | 3 (2.0) | 7 (4.4) | 10 (3.3) |
| Secondary | 35 (24.0) | 26 (16.7) | 61 (20.3) |
| College | 60 (42.0) | 77 (49.4) | 137 (45.8) |
| University | 46 (32.0) | 42 (26.9) | 88 (29.3) |
| Total | 144 (100.0) | 156 (100.0) | 300 (100.0) |

Results in Table 4.6 indicates that generally among the entrepreneurs, the highest level of education of those who used the services of mentors, were College level(60.0%), followed by University(46.0%), secondary(35.0%), Primary (3.0%) and lastly no formal education (0.0%). For those who did not use the services of mentors, college level was still the highest at (49.4%), university (26.9%), secondary (16.7%), primary (4.4%) and no formal education (2.6%). The following sections give a description of the relationship between entrepreneurs' level of education and the use of mentoring services.

**Education level in the Retail Industry**

Table 4.7 shows the relationship between mentoring and entrepreneurs in the retail business sector.

**Table 4.7: Mentorship and entrepreneurs' education level in the Retail Industry**

| | % of those who used services of mentor | | |
|---|---|---|---|
| Education level | Yes (n=57) | No (n=99) | Total(N=156) |
| Didn't go to school | 0.0% | 5.1% | 3.2% |
| Primary | 5.2% | 5.1% | 5.1% |
| Secondary | 38.6% | 14.1% | 23.2% |
| College | 45.7% | 50.5% | 48.7% |
| University | 10.5% | 25.2% | 19.8% |
| % of Total | 36.0% | 64.0% | 100% |

Out of a total of 156 entrepreneurs who indicated their education level in the retail business sector, 36% used the services of mentors while 64% did not use the services of mentors. Of the entrepreneurs who used the services of mentors, 5.2% had primary education, 38.6% secondary level of education, 45.7% had college level of education and 10.5% had university level of education.

Results also indicate that of the entrepreneurs who did not use the services of mentors, 5.1% had no formal education, 5.1% had primary level of education, 14.1% secondary level of education, 50.5% had college level of education and 25.2% had university level of education. It was also observed that most entrepreneurs in the retail business sector both mentored and non-mentored, 48.7% had college level of education.

**Education level in the Service Industry**

Table 4.8 shows the results obtained in terms of education level and mentorship in the service business industry.

**Table 4.8: Mentorship and entrepreneurs' education level in the Service Industry**

| | % of those who used services of mentor | | |
|---|---|---|---|
| Education level | Yes(n=69) | No(n=50) | Total(N=119) |
| Primary | 0.0% | 6.0% | 2.5% |
| Secondary | 11.6% | 18.0% | 14.3% |
| College | 47.8% | 46.0% | 47.1% |
| University | 40.6% | 30.0% | 36.1% |
| % of Total | 58% | 42% | 100.0% |

Study findings show that out of a total of 119 entrepreneurs who owned/managed the Service business sector, 58% had used the services of mentors while 42% had not used the services of mentors. Of the entrepreneurs who used the services of mentors, none had primary education, 11.6% secondary level of education, 47.8% had college level of education and 40.6%) had university level of education. Of the entrepreneurs who did not use the services of mentors, 6.0% had primary level of education, 18.0% secondary level of education, 46.0% had college level of education and 30.0% had university level of education. It was also observed that most entrepreneurs both mentored and non-mentored in the service sector of business, 47.1% had college level of education.

**Education level in the Wholesale Industry**

Table 4.9 shows the results obtained in terms of education level and mentorship in the wholesale business industry.

**Table 4.8: Mentorship and Entrepreneurs' Education in the Wholesale Industry**

| | % of those who used services of mentor | | |
|---|---|---|---|
| Education level | Yes | No | Total |
| Secondary | 54.5% | 0.0% | 46.2% |
| College | 0.0% | 50.0% | 7.6% |
| University | 45.5% | 50.0% | 46.2% |
| % of Total | 25.0% | 75.0% | 100.0% |

Results indicate that out of the total entrepreneurs who owned/managed the wholesale business sector, 25.0% used the services of mentors while 75.0% did not use the services of mentors. Of the entrepreneurs who used the services of mentors, none had primary education, 54.5% had secondary level of education, none had college education and 45.5% had university level of education. Of the entrepreneurs who did not use the services of mentors, none had primary or secondary level of education, 50.0% had college level of education and 50.0% had university level of education. It was also observed that most entrepreneurs both mentored and non-mentored in the wholesale business sector (46.2%) had secondary and university level of education respectively.

**Education level in the Manufacturing Business**

Table 4.9 shows the results obtained in terms of education level and mentorship in the manufacturing business industry.

**Table 4.9: Mentorship and entrepreneurs' education level in the Manufacturing Industry**

| | % of those who used services of mentor | | |
|---|---|---|---|
| Education level | Yes | No | Total |
| Secondary | 0.0% | 66.7% | 33.3% |
| College | 50.0% | 33.3% | 41.7% |
| University | 50.0% | 0.0% | 25.0% |
| % Total | 50.0% | 50.0% | 100.0% |

Results show that out of the entrepreneurs who owned/managed the Manufacturing/Production business sector, 50.0% used the services of mentors while 50.0% did not use the services of mentors. Of the entrepreneurs who used the services of mentors, none had primary or secondary level of education, (50.0%) had college level of education and (50.0%) had university level of education. Of the entrepreneurs who did not use the services of mentors, none had primary level of education, 66.7% secondary level of education, 33.3% had college level of education and none had university level of education. It was also observed that most entrepreneurs both mentored and non-mentored in the manufacturing sector had college (41.7%), followed by secondary (33.3%) level of education.

### 4.4 Tests of Hypotheses

This section tests the research's hypotheses by first performing the qualitative analysis of all the variables followed by the inferential analysis of all the variables. The qualitative analyses begin with factor analysis and reliability tests. The inferential analysis is done using regression analysis, SEM path diagrams and Mann-Whitney U Test.

### 4.4.1 Career Mentoring and Objective Outcomes

The study sought to determine the effect of career mentoring functions on objective entrepreneurial outcomes. The study first carried out factor analysis to determine which variables were suitable for the study and the findings are presented in table 4.10; all the statements begin with my mentor...

**Table 4.10: Factor Analysis for Career mentoring**

| Rotated Component Matrix[a] | Component | Comment |
|---|---|---|
| 1. Suggests specific strategies for achieving entrepreneurial career aspirations | 0.873 | Retain |
| 2. Gives me tasks that require me to learn new entrepreneurial skills | 0.866 | Retain |
| 3.Helps me learn about several aspects of Entrepreneurship | 0.847 | Retain |
| 4. Assigns me tasks that push me into developing new entrepreneurial skills. | 0.83 | Retain |
| 5. Gives me advice on how to attain recognition in the enterprise/business world | 0.826 | Retain |
| 6. Helps me be more visible in the business world | 0.773 | Retain |
| 7. Uses his/her influence to support my advancement in the enterprise/business world | 0.578 | Retain |
| 8. Provides me with challenging assignments | 0.492 | Retain |
| 9. "Runs interference" for me in the enterprise. (Protects me) | 0.845 | Retain |
| 10. Helps me attain desirable positions (helps me beat competition). | 0.692 | Retain |
| 11. Brings my accomplishments to the attention of important people in the business. (provides networks) | 0.636 | Retain |
| 12. Protects me from those who may be out to get me as an entrepreneur | 0.581 | Retain |
| 13. Uses his/her influence in the business world for my benefit | 0.533 | Retain |
| 14. Creates opportunities for me to impress important people in the business | 0.831 | Retain |
| 15. Shields me from damaging contact with important people in the business world | 0.694 | Retain |
| **Extraction Method: Principal Component Analysis.** | | |
| **Rotation Method: Varimax with Kaiser Normalization.** | | |

The results indicated that all the variables had a component of 0.5 and above and therefore suitable for the study. The study carried out a Cronbach's alpha test to test the reliability of the results; the findings are presented in table 4.11.

**Table 4.11: Reliability results for career mentoring**

| Reliability Statistics | |
|---|---|
| Cronbach's Alpha | N of Items |
| .932 | 15 |

The results indicate that the variables were significant with a coefficient of above 0.7 which is the minimum requirement.

The study then sought to determine the effect of career mentoring on the objective entrepreneurial outcomes. The findings are presented in Appendix 7. The findings on the effect of career mentoring on objective entrepreneurial outcome indicate that a majority of the respondents 85.34% held the opinion that their mentors gives them tasks that require them to learn new entrepreneurial skills. This refers to challenging assignments which is part of career mentoring functions. This was followed by 84.57% respondents who indicated that their mentors suggests specific strategies for achieving entrepreneurial career which is coaching aspect of career mentoring functions**.** These findings therefore indicate that career mentoring functions improves the careers of the mentee by duties which they are assigned and which enables them to learn new skills as they fulfill them. These skills can then be translated to objective entrepreneurial outcomes. The mentors being well versed with the operations of enterprises introduced their mentees to networks and protected them from unscrupulous business people. Due to their experience and success in the business world, the mentors were in a position to identify activities that enable their mentees to use innovation that enables stability in their SMEs and translate into objective outcomes such as expansion of enterprises and large profits.

These findings concur with the theory by Kram (1985) which indicated that career mentoring functions aid career advancement. Kram's (1985) mentoring functions include sponsorship, coaching, exposure, visibility, protection and providing challenging assignments. The findings also concur with Allen et al. (2004) whose study indicated that, the behaviors associated with career mentoring are highly focused on preparing protégé's for advancement therefore reasoning that career mentoring may relate more highly to objective career outcomes than does psychosocial mentoring. Further the findings concur with a number of authors who found that mentoring plays an important part in influencing employees' attitudes and aids retention, especially when the outcomes of mentoring offer career development and advancement opportunities (Emelo 2009; Lo & Ramayah 2011; Weinberg & Lankau 2010). The findings also agree with the empirical research done by Ncube and Washburn (2010) who found that mentored individuals reported faster rates of promotion and higher salaries which this research referred to as objective outcomes.

### 4.4.2 Objective Entrepreneurial Outcome

The study sought to determine the objective outcomes resulting from career mentoring functions. The study first sought to determine which variables were suitable for the study. The findings are presented in table 4.12.

**Table 4.12: Factor Analysis for Objective Entrepreneurial Outcome**

| Rotated Component Matrix[a] | | |
|---|---|---|
| | Component 1 | Comment |
| The outcome of mentoring | 0.723 | Retain |
| The delivery method of your sessions | 0.698 | Retain |
| Your mentor's style and approach | 0.585 | Retain |
| State of profits | 0.852 | Retain |
| The cost of your mentoring sessions | -0.803 | Retain |
| Proportion growth attributed to mentoring | 0.78 | Retain |
| Beaten competition by monopoly | 0.775 | Retain |
| Approximate annual turnover | 0.789 | Retain |
| The period/length of your mentoring | 0.761 | Retain |
| Your relationship with your mentor | 0.841 | Retain |
| Result of mentoring | 0.612 | Retain |
| The role/s your mentor played | 0.899 | Retain |
| Extraction Method: Principal Component Analysis. | | |
| Rotation Method: Varimax with Kaiser Normalization. | | |
| a. Rotation converged in 8 iterations. | | |

The results indicate that all the variable were suitable for the study with a coefficient of above 0.5. The study then sought to determine the objective outcomes resulting from career mentoring. The findings are presented in table 4.13.

**Table 4.13: Objective Outcomes resulting from Career Mentoring**

| | | Frequency | Percent |
|---|---|---|---|
| Results of mentoring | Make better decisions | 51 | 35.4 |
| | Have more ideas | 30 | 20.8 |
| | Achieve objectives | 24 | 16.7 |
| | Understand strengths | 15 | 10.4 |
| | Know development needs | 3 | 2.1 |
| | Have a more positive attitude | 3 | 2.1 |
| | Have greater confidence | 18 | 12.5 |
| | Total | 144 | 100 |
| Satisfied with your mentoring | | | |
| The period/length of your mentoring | Yes | 24 | 16.7 |
| | Total | 144 | 100 |
| The cost of your mentoring sessions | Yes | 12 | 8.3 |
| | Total | 144 | 100 |
| The delivery method of your sessions | Yes | 33 | 22.9 |
| | Total | 144 | 100 |
| Your relationship with your mentor | Yes | 81 | 56.2 |
| | Total | 144 | 100 |
| Your mentor's style and approach | Yes | 48 | 33.3 |
| | Total | 144 | 100 |
| The role/s your mentor played | Yes | 57 | 39.6 |
| | Total | 144 | 100 |
| The outcome of mentoring | Yes | 78 | 54.2 |
| | Total | 144 | 100 |
| Proportion growth attributed to mentorship | 20% and below | 21 | 14.6 |
| | 21-40% | 39 | 27.1 |
| | 41-60% | 55 | 39.6 |
| | 61-80% | 24 | 16.2 |
| | 81% and above | 3 | 2.1 |
| | Total | 144 | 100 |
| Approximate annual turnover | Not exceeding 500000 | 84 | 58.3 |
| | Between 500000 and 5M | 48 | 33.3 |
| | Between 5M and 800M | 12 | 8.3 |
| | Total | 144 | 100 |
| State of profits | Improving | 141 | 97.9 |
| | No significant change | 3 | 2.1 |
| | Total | 144 | 100 |
| Beaten competition by | Increasing a monopoly | 42 | 29.2 |
| | Breaking down a monopoly | 96 | 66.7 |
| | Other means | 6 | 4.2 |
| | Total | 144 | 100 |

The objective outcomes out of the effect of career mentoring, indicated that 35.4% held the view that it helped them to make better decisions, 20.8% held that it helped them to have more ideas, 16.7% indicated that it helped them to achieve their objectives, 12.5% indicated that it helped them to have greater confidence, 10.4% indicated that it helped them to understand their strengths, 2.1% indicated that it helped them to know development need while another 2.1% indicated that it helped them to have more positive attitude.

These findings indicate that the major objective outcome which was produced out of career mentoring function was helping the entrepreneur make better decisions. These decisions the study assumed resulted into tangible outcomes. This finding could be attributed to the fact that, mentors educated the mentees on how to recognize opportunities by developing productive thought processes. This study therefore suggests that mentoring helped mentees to make desirable decisions in their SMEs directed by the way their mentors made their decisions out of their entrepreneurial experiences.

The findings on whether the respondents were satisfied with the various areas of mentoring indicate that 56.2% were satisfied with their relationship with their mentor, 54.2% were satisfied with the outcome of mentoring, 39.6% were satisfied with the role/s their mentor played, 33.3% were satisfied with their mentor's style and approach, 22.9% were satisfied with the delivery method of their sessions, 16.7% were satisfied by the period/length of their mentoring while 8.3% were satisfied with the cost of their mentoring sessions.

These findings indicate that a majority of the respondents were satisfied with their relationships with their mentor. These findings imply that the respondents had functional relationship with their mentors instead of dysfunctional relationship which normally produces negative entrepreneurial outcomes. It has been observed that under certain conditions, a mentoring relationship can become destructive for one or both individuals, Kram (1985). Having a good relationship enables the development of mutual respect which makes the mentor to be willing to share his/her knowledge with the mentee and the mentee will be willing to listen to and trust the mentor. This kind of relationship

culminates into tangible or objective entrepreneurial outcomes. This observation agrees with Madlock and Kennedy-Lightsey (2010) whose study of 200 full-time working adults reported positive correlations between supervisors' mentoring behaviours and their protégés' job satisfaction. Similarly, students at the collegiate level reported greater success, satisfaction, and retention as an outcome of mentoring (Hastings, Griesen, Hoover, Creswell & Dlugosh, 2015; Young & Cates, 2005).

The findings on the proportion of growth attributed to mentorship indicate that 39.6% held the opinion that mentorship contributed to 41-60% of enterprise growth, 27.1% held 21-40% of growth, 16.2% held 61-80% of growth, 14.6% held 20% and below while 2.1% held 81% and above of growth. These findings indicate that a majority of the entrepreneurs attributed 41-60% growth of their business to mentorship. These findings therefore imply that mentorship was very crucial to the growth of the business and had a very significant influence on their performance. The study indicated that mentorship contributed to a large percentage of the objective entrepreneurial outcome exhibited by enterprise growth. The other percentage (40-59%) of enterprise growth was contributed to by other factors.

The findings on the approximate annual turnover of the business indicate that 58.3% of the entrepreneurs did not exceed Kes.500, 000. A percentage of 33.3% said that it was between Kes.500, 000 and Kes.5M while 8.3% was between Kes.5M and Kes.800M. These findings indicate that a majority of the respondents had an annual turnover not exceeding Kes.500, 000. These findings therefore imply that most of the respondents operated small enterprises. Further, the implication of this finding is that the objective outcome of expanding enterprises or moving from one form of enterprise to another had not been achieved by most entrepreneurs.

The findings on the state of profit of the respondents indicate that 97.9% indicated that it was improving while 2.1% indicated that it had no significant change. These findings therefore indicate that mentoring had a significant effect on the state of profits since a majority of the respondents indicated that their state of profit was improving.

The findings on the level by which the respondents had beaten their competition indicate that 66.7% had broken down a monopoly, 29.2% had increased a monopoly while 4.2% had beaten competition by other means. These findings indicate that most of the entrepreneurs were using some entrepreneurial factors to establish themselves in the industry. It is possible that the mentoring process had helped them to break down the monopoly of their competitors and gain a niche for themselves in the market. Through creativity and innovation, it was possible that some entrepreneurs managed to maintain their monopoly by staying ahead of their competitors.

All these findings agree with previous researchers who found a positive impact of mentoring on quality of relationship (Lakind, Atkins, & Eddy, 2015; Sandner, 2015), and personal learning (Pan et al., 2011). Further, Schunk and Mullen (2013) conceptualised that an integration of mentoring with self-regulated learning gives desired results, i.e., academic motivation, achievement, long-term productivity, and retention of individuals in the profession. These achievements would enable the mentees to make better decisions that would result into enterprise growth, profit making and breaking of monopoly.

### 4.4.3 Psychosocial Mentoring and Subjective Outcomes

The study sought to determine how psychosocial mentoring functions affect subjective entrepreneurial outcomes. The study first sought to carry out a factor analysis to determine which variables were suitable for the study. The findings are presented in table 4.14. The statements begin with “My mentor...

**Table 4.14: Factor Analysis for Psychosocial Mentoring**

| Rotated Component Matrix[a] | | |
|---|---|---|
| | Component | Comment |
| 1. Is someone I identify with | 0.79 | Retain |
| 2. Guides my entrepreneurial professional development | 0.763 | Retain |
| 3. Serves as a role-model for me | 0.753 | Retain |
| 4. Thinks highly of me | 0.733 | Retain |
| 5. Guides my personal development in the enterprise/business | 0.677 | Retain |
| 6. And I frequently socialize one on one outside the work setting | 0.669 | Retain |
| 7. Is someone I can trust | 0.66 | Retain |
| 8. sees me as being competent | 0.635 | Retain |
| 9. Accepts me as a competent entrepreneurial professional | 0.808 | Retain |
| 10. frequently have one-on-one, informal social interactions | 0.729 | Retain |
| 11. Provides support and encouragement in my business | 0.656 | Retain |
| 12. Serves as a sounding board for me to develop and understand myself (allows me to release my frustrations) | 0.566 | Retain |
| 13.And I frequently get together informally after work by ourselves | 0.471 | Retain |
| 14.Treats me like a son/daughter | 0.827 | Retain |
| 15.Is someone I can confide in. | 0.563 | Retain |
| 16.Represents who I want to be | 0.532 | Retain |
| 17.Reminds me of one of my parents | 0.922 | Retain |
| 18.Is like a father/mother to me | 0.807 | Retain |
| .Extraction Method: Principal Component Analysis. | | |
| Rotation Method: Varimax with Kaiser Normalization. | | |
| a. Rotation converged in 6 iterations. | | |

The results indicate all the variable of psychosocial mentoring were reliable since they had a coefficient of above 0.5. The study sought to determine the reliability of the psychosocial mentorship. The findings are presented in table 4.15.

**Table 4.15: Reliability results of psychosocial Mentoring**

| Reliability Statistics | |
|---|---|
| Cronbach's Alpha | N of Items |
| .941 | 18 |

The reliability results were reliable with a Cronbach's alpha coefficient above 0.7 which is the required level.

### 4.4.4 Subjective Entrepreneurial Outcome

The study sought to determine the subjective outcomes resulting from psychosocial mentoring functions. The study carried out factor analysis to determine which variables were suitable for the study. The findings are presented in Appendix 8. The results indicate that all the variable were suitable for the study with a coefficient of above 0.5. It should be noted that some of the questions were reversed as shown in the questionnaire (Appendix 2). The answers to these were therefore analyzed accordingly.

The study sought to determine the reliability of the research variables. This was done by running a Cronbach analysis. The findings are presented in table 4.16.

**Table 4.16: Reliability Results on Subjective Outcome of Mentoring**

| Reliability Statistics | |
|---|---|
| Cronbach's Alpha | N of Items |
| .768 | 25 |

The reliability results were reliable with a Cronbach alpha coefficient above 0.7 which is the required level. The study then sought to determine the subjective outcomes of the entrepreneurial activities. The findings are presented in Appendix 9. The findings on the subjective outcome of entrepreneurial activities indicate that for the majority of the entrepreneurs, 90.4% had the desire of putting effort beyond that normally expected in order to ensure the success of their enterprises. These findings therefore imply that either

the mentorship process or other factors made a majority of the respondents more willing to go the extra mile, put in more effort in their businesses in order to sustain their enterprises and make a living out of it. The driving factor inspired the mentees to like their jobs and perform them with enthusiasm.

In the case of the mentored, these findings can be attributed to the fact that exposing the mentee to the entrepreneurial working habits of their mentors, who in most cases are successful entrepreneurs, exposed them to the efforts required of them in order to attain their objectives. These internal driving forces are intangible but are exhibited outwardly eventually by the visible successes of the entrepreneurs in their SMEs. These intangible factors are referred to as the subjective entrepreneurial outcomes in this study.

These findings concur with Heslin (2005) whose study indicated that subjective career success is most commonly operationalized as either job or career satisfaction, where satisfied employees are more likely to go the extra mile to attain the goals of the organization. Earlier conceptual and empirical research papers have revealed that mentoring results in job satisfaction (Lo, Thurasamy, & Liew, 2014). In a mentoring relationship the mentor helps the mentee understand his/her job roles and responsibilities, which in turn enhances employees' job satisfaction (Jyoti & Sharma, 2015a; Lo, Ramayah, & Kui, 2013). According to this study, subjective entrepreneurial outcomes include less tangible signs of career success such as career satisfaction, career commitment, job satisfaction, and turnover intentions. In relation to this study, the more entrepreneurs were motivated the more they were likely to keep working towards attaining their entrepreneurial objectives while those who were not motivated were likely to be discouraged and close their enterprises.

The study then sought to determine the effect of psychosocial mentoring functions on subjective entrepreneurial outcomes; the findings are presented in table 4.17. All the statements begin with "My mentor...

## Table 4.17: Effect of Psychosocial Mentoring on Subjective Entrepreneurial Outcomes

| My mentor…Psychosocial | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | T | M |
|---|---|---|---|---|---|---|---|---|---|---|
| 1.frequently have one-on-one, informal social interactions | F | 15 | 3 | 3 | 6 | 27 | 57 | 33 | 144 | 5.29 |
| | % | 10.4 | 2.1 | 2.1 | 4.2 | 18.8 | 39.6 | 22.9 | 100 | 75.57 |
| 2.Reminds me of one of my parents | F | 18 | 15 | 3 | 15 | 57 | 18 | 18 | 144 | 4.42 |
| | % | 12.5 | 10.4 | 2.1 | 10.4 | 39.6 | 12.5 | 12.5 | 100 | 63.14 |
| 3.Serves as a role-model for me | F | 3 | 6 | 3 | 6 | 18 | 36 | 72 | 144 | 5.98 |
| | % | 2.1 | 4.2 | 2.1 | 4.2 | 12.5 | 25.0 | 50.0 | 100 | 85.43 |
| 4.Accepts me as a competent entrepreneurial professional | F | 3 | 6 | 0 | 3 | 21 | 69 | 42 | 144 | 5.83 |
| | % | 2.1 | 4.2 | 2.1 | 14.6 | 47.9 | 47.9 | 29.2 | 100 | 83.33 |
| 5.And I frequently get together informally after work by ourselves | F | 0 | 6 | 21 | 12 | 15 | 33 | 57 | 144 | 5.52 |
| | % | 0 | 4.2 | 14.6 | 8.3 | 10.4 | 22.9 | 39.6 | 100 | 78.86 |
| 6.Serves as a sounding board for me to develop and understand myself (allows me to release my frustrations) | F | 0 | 9 | 6 | 9 | 33 | 63 | 24 | 144 | 5.44 |
| | % | 0 | 6.2 | 4.2 | 6.2 | 22.9 | 43.8 | 16.7 | 100 | 77.71 |
| 7.Provides support and encouragement in my business | F | 9 | 3 | 9 | 6 | 12 | 66 | 39 | 144 | 5.52 |
| | % | 6.2 | 2.1 | 6.2 | 4.2 | 8.3 | 45.8 | 27.1 | 100 | 78.85 |
| 8.Is like a father/mother to me | F | 15 | 8 | 9 | 3 | 27 | 63 | 21 | 144 | 5.04 |
| | % | 10.4 | 4.2 | 6.2 | 2.1 | 18.8 | 43.8 | 14.6 | 100 | 72.0 |
| 9.Is someone I can trust | F | 6 | 3 | 6 | 6 | 15 | 39 | 69 | 144 | 5.88 |
| | % | 4.2 | 2.1 | 4.2 | 4.2 | 10.4 | 27.4 | 47.9 | 100 | 84.0 |
| 10.Guides my personal development in the enterprise/business | F | 6 | 3 | 6 | 15 | 24 | 63 | 27 | 144 | 5.40 |
| | % | 4.2 | 2.1 | 4.2 | 10.4 | 16.7 | 43.8 | 18.8 | 100 | 77.14 |
| 11.Is someone I can confide in. | F | 6 | 9 | 6 | 9 | 24 | 60 | 30 | 144 | 5.33 |
| | % | 4.2 | 6.2 | 4.2 | 6.2 | 16.7 | 41.7 | 20.8 | 100 | 76.14 |
| 12.Guides my entrepreneurial professional development | F | 6 | 9 | 0 | 6 | 15 | 90 | 18 | 144 | 5.48 |
| | % | 4.2 | 6.2 | 0 | 4.2 | 10.4 | 62.5 | 12.6 | 100 | 78.29 |
| 13.And I frequently socialize one on one outside the work setting | F | 3 | 3 | 3 | 12 | 15 | 69 | 39 | 144 | 5.75 |
| | % | 2.1 | 2.1 | 2.1 | 8.3 | 10.4 | 47.9 | 27.1 | 100 | 82.14 |
| 14.Thinks highly of me | F | 3 | 6 | 9 | 0 | 18 | 69 | 39 | 144 | 5.69 |
| | % | 2.1 | 4.2 | 6.2 | 0 | 12.5 | 47.9 | 27.1 | 100 | 81.29 |
| 15.Is someone I identify with | F | 6 | 3 | 6 | 6 | 21 | 69 | 33 | 144 | 5.58 |
| | % | 4.2 | 2.1 | 4.2 | 4.2 | 14.6 | 47.9 | 22.9 | 100 | 79.71 |
| 16.Represents who I want to be | F | 6 | 9 | 6 | 9 | 18 | 63 | 33 | 144 | 5.40 |
| | % | 4.2 | 6.2 | 4.2 | 6.2 | 12.5 | 43.8 | 22.9 | 100 | 77.14 |
| 17.Treats me like a son/daughter | F | 0 | 15 | 6 | 9 | 15 | 66 | 33 | 144 | 5.46 |
| | % | 0 | 10.4 | 4.2 | 6.2 | 10.4 | 45.8 | 22.9 | 100 | 78.0 |
| 18.sees me as being competent | F | 6 | 9 | 0 | 6 | 9 | 42 | 72 | 144 | 5.90 |
| | % | 4.2 | 6.2 | 0 | 4.2 | 6.2 | 29.2 | 50.0 | 100 | 84.29 |

The findings on the effect of psychosocial mentoring functions on subjective entrepreneurial outcome indicate that a majority of the respondents 85.34% held the opinion that their mentor served as a role-model for them. These findings therefore imply the entrepreneurs held their mentors in high regard and because of their presumed entrepreneurial success, wanted to emulate them and be like them. The results also show that there was good relationship between the mentor and mentee since the entrepreneurs assumed that their mentor considered them as being competent. This trust enabled the mentee to exhibit subjective outcomes which likely culminated into tangible outcomes.

These findings concur with that of Kram (1985) whose theory proposed that psychosocial functions help a protégé's personal development by relating to him or her on a more personal level. Further these findings agree with other researchers who found that; the mentor provides psychosocial functions, and acts as a role model to continuously encourage the mentee to exhibit his/her best talent that motivates him/her to achieve personal as well as organisation goals (Akarak & Ussahawanitchakit, 2008; Emmerik, 2008; Lo et al., 2013). Other researchers found that Role modeling allows the mentee to find inspiration through their mentor's example (Dearbon, 2013). The provision of shared experiences through role modeling can have a more powerful influence on their mentees (Dearborn, 2013). St-Jean (2011) further adds that one function of the mentor is that of being a role model by giving stories from their lives as inspiration. These results therefore indicate that mentoring role models is positively associated with entrepreneurial performance.

### 4.4.5 Classic Mentoring and Objective Outcomes

The study sought to determine the effectiveness of classic mentoring on objective entrepreneurial outcomes. The study first carried out a factor analysis to determine which variables were suitable for the study. The findings are presented in table 4.18 as follows;

**Table 4.18: Factor analysis for classic Mentoring**

| Rotated Component Matrix[a] | | |
|---|---|---|
| | Component | Comment |
| My mentor and I had nearly similar personalities | 0.815 | Retain |
| Mentoring was done in a controlled environment | 0.807 | Retain |
| My mentor has helped solve challenges in my business operations | 0.79 | Retain |
| I have had more than one mentor for different issues | 0.79 | Retain |
| My mentor Introduced me to other entrepreneurs to acquire skills | 0.776 | Retain |
| I was mentored for a specific period of time | 0.714 | Retain |
| I had prior relations with my mentor | 0.612 | Retain |
| I have assessed how much I learned from the mentoring | 0.904 | Retain |
| I receive guidance from an experienced entrepreneur | 0.711 | Retain |
| I was mentored with other entrepreneurs | 0.723 | Retain |
| My mentor is an entrepreneurial scholar | 0.636 | Retain |
| Mentoring involved verbal sessions and notes | 0.608 | Retain |
| Extraction Method: Principal Component Analysis. | | |
| Rotation Method: Varimax with Kaiser Normalization. | | |
| a. Rotation converged in 5 iterations. | | |

The results on the factor analysis indicate that all the variable of the study were significant with a coefficient of above 0.5. The study sought to determine the reliability of these variables by carrying out a Cronbach alpha analysis. The findings are presented in table 4.19

**Table 4.19: Reliability Results of Classic Mentoring**

| Reliability Statistics | |
|---|---|
| Cronbach's Alpha | N of Items |
| .882 | 12 |

The reliability results were reliable with a Cronbach alpha coefficient above 0.7 which is the required level. The study then sought to determine the effectiveness of classic mentoring on objective entrepreneurial outcomes. The findings are presented in table 4.20.

**Table 4.20: Effectiveness of Classic mentoring on Objective Entrepreneurial Outcomes**

| My mentor…Classical | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | T | M |
|---|---|---|---|---|---|---|---|---|---|---|
| 1.Helped me face Challenges in my business operations | F | 3 | 12 | 3 | 3 | 21 | 72 | 30 | 144 | 5.52 |
| | % | 2.1 | 8.3 | 2.1 | 2.1 | 14.6 | 50.0 | 20.8 | 100 | 78.86 |
| 2. mentored me for a specific period | F | 3 | 15 | 0 | 0 | 18 | 78 | 30 | 144 | 5.56 |
| | % | 2.1 | 10.4 | 0 | 0 | 12.5 | 54.2 | 20.8 | 100 | 79.42 |
| 3. Assessed how much I learned from the mentoring experiencing | F | 6 | 6 | 15 | 12 | 12 | 66 | 27 | 144 | 5.25 |
| | % | 4.2 | 4.2 | 10.4 | 8.3 | 8.3 | 45.8 | 18.8 | 100 | 75.0 |
| 4.Introduced me to other entrepreneurs to acquire skills | F | 9 | 3 | 6 | 3 | 15 | 36 | 72 | 144 | 5.83 |
| | % | 6.2 | 2.1 | 4.2 | 2.1 | 10.4 | 25.0 | 50.0 | 100 | 83.29 |
| 5. are more than one for sorting out different issues | F | 3 | 6 | 6 | 0 | 18 | 39 | 72 | 144 | 5.98 |
| | % | 2.1 | 4.2 | 4.2 | 0 | 12.5 | 27.1 | 50.0 | 100 | 85.43 |
| 6. Is an experienced entrepreneur whom I received guidance from | F | 12 | 9 | 3 | 15 | 9 | 72 | 24 | 144 | 5.17 |
| | % | 8.3 | 6.2 | 2.1 | 10.4 | 6.2 | 50.0 | 16.7 | 100 | 73.86 |
| 7. performed mentorship in a controlled environment | F | 15 | 3 | 3 | 6 | 27 | 57 | 33 | 144 | 5.29 |
| | % | 10.4 | 2.1 | 2.1 | 4.2 | 18.8 | 39.6 | 22.9 | 100 | 75.57 |
| 8.performed mentorship for me in a group of other entrepreneurs | F | 18 | 15 | 3 | 15 | 57 | 18 | 18 | 144 | 4.42 |
| | % | 12.5 | 10.4 | 2.1 | 10.4 | 39.6 | 12.5 | 12.5 | 100 | 63.14 |
| 9.is an entrepreneurial scholar | F | 3 | 6 | 3 | 6 | 18 | 38 | 72 | 144 | 5.98 |
| | % | 2.1 | 4.2 | 2.1 | 4.2 | 12.5 | 25.0 | 50.0 | 100 | 85.43 |
| 10. and I had nearly similar personalities | F | 3 | 6 | 0 | 3 | 21 | 69 | 42 | 144 | 5.83 |
| | % | 2.1 | 4.2 | 0 | 2.1 | 14.6 | 47.9 | 29.2 | 100 | 83.33 |
| 11. and I had prior relationships | F | 0 | 6 | 21 | 12 | 15 | 33 | 57 | 144 | 5.52 |
| | % | 0 | 4.2 | 14.6 | 8.3 | 10.4 | 22.9 | 39.6 | 100 | 78.86 |
| 12. performed mentoring which involved verbal sessions and notes | F | 0 | 9 | 6 | 9 | 33 | 63 | 24 | 144 | 5.44 |
| | % | 0 | 6.2 | 4.2 | 6.2 | 22.9 | 43.8 | 16.7 | 100 | 77.71 |

The findings on the effectiveness of classic mentoring on objective entrepreneurial outcomes indicate that a majority of the respondents 85.43% held that their mentor was an entrepreneurial scholar while another 85.43% held that they had more than one mentor for different entrepreneurial issues. These findings therefore indicate that most of the mentors that the respondents picked or were assigned to them were entrepreneurial

scholars indicating that they were well versed with the entrepreneurial landscape and were in a position to provide well informed facets on their entrepreneurial endeavors. In the case where the mentors had more than one mentor, this could be attributed to the fact that different mentors are well versed with different entrepreneurial issues. These mentors could also be experienced and/or well versed in different areas of entrepreneurial operations. This would imply that in order for the respondents to be able to gain desirable experience and competitive advantage in their area of operations they needed to be exposed to different modes of operation.

These finding agree with findings of scholars such as Hatfield (2011), who claimed that classic form of mentorship assumes a hierarchical approach where the mentor does the majority of the teaching and instructing and often includes more academic or career related guidance. Further, Lumpkin (2011) postulates that this approach assumes mentors accept responsibility for helping mentees grow and develop. As concerns the education perspective of the mentor, Darwin (2000) gave the implication that mentoring is an accepted and expected part of academic life for the development of young professionals.

### 4.4.6 C-PAM Entrepreneurial Mentoring and its Outcome Model

This study contributed the C-PAM model to the body of knowledge. This model sought to determine the effect of entrepreneurial mentoring with innovation as a mediating variable. Innovation led to entrepreneurial competence, resulting into SMEs sustainability which then culminated into entrepreneurial outcomes. The findings are presented in table 4.21.

**Table 4.21: C-PAM Entrepreneurial Mentoring and its Outcomes Results**

| | | Frequency | Percent |
|---|---|---|---|
| **Innovation** | | | |
| I have developed new products in the last 3 or more years | Yes | 73 | 51 |
| | No | 71 | 49 |
| | Total | 144 | 100 |
| I have started new ventures in the last 2 or more years | Yes | 91 | 63 |
| | No | 53 | 37 |
| | Total | 144 | 100 |
| I have expanded my business to new markets in the last two or more years | Yes | 58 | 40 |
| | No | 86 | 60 |
| | Total | 144 | 100 |
| **Competence** | | | |
| I have the academic qualification required to run my business | Yes | 89 | 62 |
| | No | 55 | 38 |
| | Total | 144 | 100 |
| I have the experiential qualification to run my business | Yes | 73 | 51 |
| | No | 71 | 49 |
| | Total | 144 | 100 |
| I am very qualified to run by business from all fronts | Yes | 65 | 45 |
| | No | 79 | 55 |
| | Total | 144 | 100 |
| **Sustainability** | | | |
| My business has been continuously operational for the last 3 or more years | Yes | 82 | 57 |
| | No | 62 | 43 |
| | Total | 144 | 100 |
| My business has experienced rapid growth in the last two or more years | Yes | 65 | 45 |
| | No | 79 | 55 |
| | Total | 144 | 100 |
| My business has been able to survive turbulent financial times | Yes | 91 | 63 |
| | No | 53 | 37 |
| | Total | 144 | 100 |

The findings on how innovative the respondents were indicate that 51% of the respondents had developed new products in the last three or more years. 63% of the respondents indicated that they had started new ventures in the last three or more years, while 40% of the respondents had expanded their business to new markets in the last three or more years.

The findings on the competence of the respondents indicated that 62% had the academic qualification required to run their business. 51% had experiential qualifications required to run their business while 45% of the respondents held that they were qualified to run their business from all fronts.

The findings on sustainability of the respondents enterprise indicated that 63% of the respondents held that their business has been able to survive turbulent financial times, 57% held that their business has been stable and operational for the last three or more years while 45% held that their business has experienced rapid growth in the last three or more years. This study proposes that if SMEs are sustained then they would be the informal places to determine entrepreneurs' objective and subjective outcomes.

### 4.5 Inferential Statistics on the Research Variables

This section explains the inferential analysis on the Independent variable, entrepreneurial mentoring and its effect on the dependent variables composed of objective and subjective outcomes respectively. Correlation analysis were performed on the variables, Assumptions of regressions were then carried out to ensure that the variables qualified to undergo regression analysis. Finally, regression analysis was carried out between the research variables.

#### 4.5.1 Relationship between Independent Variables

The study determined the relationship between the independent variables. This was done by running a correlation analysis on the variables. The findings are presented in table 4.22.

**Table 4.22: Correlation Results of Mentoring**

| | | Correlations | | |
|---|---|---|---|---|
| | | Psychosocial | Classical | Career |
| Psychosocial | Pearson Correlation | 1 | .941** | .848** |
| | Sig. (2-tailed) | | .000 | .000 |
| | N | 144 | 144 | 144 |
| Classic | Pearson Correlation | .941** | 1 | .932** |
| | Sig. (2-tailed) | .000 | | .000 |
| | N | 144 | 144 | 144 |
| Career | Pearson Correlation | .848** | .932** | 1 |
| | Sig. (2-tailed) | .000 | .000 | |
| | N | 144 | 144 | 144 |

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

The findings on the correlational analysis of the independent variables indicate that there was a significant relationship between psychosocial mentoring and classic mentoring p=0.000, psychosocial mentoring and career mentoring p=0.000, and classic mentoring and career mentoring 0.000. These results indicate that all the types of mentoring significantly affected each other. This implied that one type of mentoring had an effect on the other types of mentoring and therefore in order for the mentorship process to be successful, all the aspects of mentoring had to be taken into consideration.

### 4.5.2 Testing Assumptions of Regression

When assumptions are violated accuracy and inferences from the analysis are affected (Antonakis & Dietz, 2011). This study assessed assumptions by the use of parametric statistical methods to produce relevant output, before carrying out multiple regressions. This was a prerequisite before testing the hypotheses of this study.

### 4.5.3 Multicollinearity Tests

The study sought to test for multicollinearity in the data to be used for the study. The study tested the multicollinearity between the independent and dependent variables.

Classic and career mentoring were tested against objective entrepreneurial outcomes while psychosocial mentoring was run against subjective entrepreneurial outcomes. This was necessary in order to determine if there was a similarity between the dependent and independent variables. Multicollinearity was tested using the Variance Inflation Factor (VIF). The largest VIF should not be greater than 10, and the average VIF should not be much higher than 1 (Field, 2005). The findings are presented in table 4.23.

**Table 4.23: Test for Multicollinearity**

Coefficients[a]

| Model | | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. | Collinearity Statistics | |
|---|---|---|---|---|---|---|---|---|
| | | B | Std. Error | Beta | | | Tolerance | VIF |
| 1 | (Constant) | 5.864 | .764 | | 7.678 | .000 | | |
| | Classic mentoring | -.007 | .364 | -.004 | -.019 | .985 | .132 | 7.592 |
| | Career mentoring | -.096 | .316 | -.070 | -.304 | .761 | .132 | 7.592 |

a. Dependent Variable: Objective outcomes

Coefficients[a]

| Model | | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. | Collinearity Statistics | |
|---|---|---|---|---|---|---|---|---|
| | | B | Std. Error | Beta | | | Tolerance | VIF |
| 1 | (Constant) | 2.510 | .168 | | 14.955 | .000 | | |
| | Psychosocial mentoring | .206 | .030 | .500 | 6.873 | .000 | 1.000 | 1.000 |

a. Dependent Variable: Subjective outcomes

The VIF obtained between classic and career mentoring and objective outcome was 7.592 respectively, which is between the stipulated ranges of 1-10. On the other hand, VIF between psychosocial mentoring and subjective outcome was 1.000 which is also between the stipulated ranges of 1-10. The largest VIF should not be greater than 10, and the average VIF should not be much higher than 1 (Field, 2005). This therefore illustrates that there was no multicollinearity symptoms.

### 4.5.4 Heteroscedasticity Test

The study sought to test for Heteroscedasticity between the variables of the study. The rule of thumb for this method is that the ratio of high to low variance less than ten is not problematic (Keith, 2006). Classic and career mentoring were tested against objective outcome while psychosocial mentoring was tested against subjective outcome. Heteroscedasticity is useful to examine whether there is a difference in the residual variance of the observation period to another period of observation. The findings are presented in table 4.24.

**Table 4.24: Heteroscedasticity Test**

Coefficients[a]

| Model | | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. | Collinearity Statistics | |
|---|---|---|---|---|---|---|---|---|
| | | B | Std. Error | Beta | | | Tolerance | VIF |
| 1 | (Constant) | 9.47E-16 | 0.764 | | 0.000 | 1.000 | | |
| | Classic mentoring | 0.000 | 0.364 | 0.000 | 0.000 | 1.000 | 0.132 | 7.592 |
| | Career mentoring | 0.000 | 0.316 | 0.000 | 0.000 | 1.000 | 0.132 | 7.592 |

a. Dependent Variable: Objective Outcomes

Coefficients[a]

| Model | | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
|---|---|---|---|---|---|---|
| | | B | Std. Error | Beta | | |
| 1 | (Constant) | 2.59E-16 | 0.168 | | 0.00 | 1.000 |
| | Psychosocial mentoring | 0 | 0.03 | 0.000 | 0.00 | 1.000 |

a. Dependent Variable: Subjective Outcomes

Based on the output coefficient the obtained value of significance indicates that classic mentoring and career mentoring had a significance of 1.000 while psychosocial mentoring also had a significance of 1.000.

These results meant that the values of the variable significance of classic mentoring, career mentoring and psychosocial mentoring were >0.005 and it can therefore be concluded that there is no Heteroscedasticity problem

### 4.5.5 Linearity Test

The study carried out a test for linearity among the independent and dependent variable. Some researchers such as Keith (2006) argue that this assumption is the most important, as it directly relates to the bias of the results of the whole analysis. Classic and career mentoring were run against objective outcome while psychosocial mentoring was run against subjective outcome. The linearity test aims to determine the relationship between the independent variable and the dependent variable is linear or not. If linearity is violated all the estimates of the regression including regression coefficients, standard errors, and tests of statistical significance may be biased (Keith, 2006). When bias occurs it is likely that it does not reproduce the true population values (Keith, 2006). According to this test if the value significantly deviates from linearity >0.05, then the relationship between the independent variable are linearly dependent while on the other hand if the value sig deviation from linearity <0.05, then the relationship between independent variables with the dependent is not linear. The results are shown on table 4.25.

**Table 4.25: Linearity Test**

| ANOVA Table | | | | | | | |
|---|---|---|---|---|---|---|---|
| | | | Sum of Squares | df | Mean Square | F | Sig. |
| Objective * Classical | Between Groups | (Combined) | 137.923 | 23 | 5.997 | 2.838 | 0.31 |
| | | Linearity | 1.919 | 1 | 1.919 | 0.908 | 0.342 |
| | | Deviation from Linearity | 136.003 | 22 | 6.182 | 2.925 | 0.31 |
| | Within Groups | | 253.577 | 120 | 2.113 | | |
| | Total | | 391.5 | 143 | | | |
| ANOVA Table | | | | | | | |
| | | | Sum of Squares | df | Mean Square | F | Sig. |
| Objective Career | Between Groups | (Combined) | 257.496 | 28 | 9.196 | 7.892 | 0.43 |
| | | Linearity | 2.174 | 1 | 2.174 | 1.866 | 0.175 |
| | | Deviation from Linearity | 255.322 | 27 | 9.456 | 8.115 | 0.43 |
| | Within Groups | | 134.003 | 115 | 1.165 | | |
| | Total | | 391.5 | 143 | | | |
| ANOVA Table | | | | | | | |
| | | | Sum of Squares | df | Mean Square | F | Sig. |
| Subjective * Psychosocial | Between Groups | (Combined) | 22.884 | 30 | 0.763 | 12.409 | 0.14 |
| | | Linearity | 7.446 | 1 | 7.446 | 121.134 | 0.32 |
| | | Deviation from Linearity | 15.438 | 29 | 0.532 | 8.66 | 0.14 |
| | Within Groups | | 6.946 | 113 | 0.061 | | |
| | Total | | 29.831 | 143 | | | |

Based on the ANOVA output table value of sig. deviation from linearity of 0.31>0.05, for classic, 0.43>0.05 for career and 0.14>0.05 for psychosocial mentoring. It can therefore be concluded that there is a linear relationship between the variables of classic and career mentoring and objective outcome on the one hand and psychosocial and subjective outcome on the other hand.

### 4.5.6 Normality test

The study sought to determine normality of the data for the study. Normality is used to describe a symmetrical, bell-shaped curve, which has the greatest frequency of scores around in the middle combined with smaller frequencies towards the extremes (Pallant, 2005). This can done using the Kolmogorov-Smirnov test and Shapiro-Wilk tests. These tests compare the variable to a normally distributed set of scores with the same mean and standard deviation. If these tests are non-significant ($p > 0.05$), it tells that the distribution in the sample is not significantly different from a normal distribution (Field, 2005). The Kolmogorov-Smirnov test was used for this research. Data is considered good and decent in research if it is normally distributed. According to this study, if the value Asymp sig>0.05 then the research data is normally distributed while if the value Asymp. Sig <0.05, then the research data is not normally distributed. The results are shown in table 4.26.

**Table 4.26: Normality Test**

| One-Sample Kolmogorov-Smirnov Test | | | | | | |
|---|---|---|---|---|---|---|
| | | **Psychosocial** | **Classic** | **Career** | **Objective** | **Subjective** |
| N | | 144 | 144 | 144 | 144 | 249 |
| Normal Parameters[a] | Mean | 5.4931 | 5.4809 | 5.2431 | 5.3212 | 3.7293 |
| | Std. Deviation | 1.10821 | 1.05200 | 1.21025 | 1.65462 | .43324 |
| Most Extreme Differences | Absolute | .214 | .205 | .174 | .076 | .087 |
| | Positive | .140 | .167 | .152 | .066 | .067 |
| | Negative | -.214 | -.205 | -.174 | -.076 | -.087 |
| Kolmogorov-Smirnov Z | | 2.562 | 2.458 | 2.093 | .906 | 1.376 |
| Asymp. Sig. (2-tailed) | | 0.310 | 0.402 | 0.070 | 0.384 | 0.45 |

a. Test distribution is Normal.

Based on the output of one sample Kolmogorov-Smirnov test, the value of the variable Asymp. Sig has a value of 0.310 psychosocial, 0.402 classical, 0.070 career, 0.384 objective and 0.45 subjective which was >0.05 .in accordance with the basic decision making in the normality test, the value Asymp sig study variable >0.05 can be concluded that the data competency and performance is normally distributed.

## 4.6 Regression Analysis

### 4.6.1 Regression on Effect of Entrepreneurial Mentorship on its Outcomes.

The study sought to determine the effect of entrepreneurial mentoring on its outcomes. This was done by running a regression analysis between the variables. Psychosocial mentoring was run against subjective outcomes while classic and career mentoring were run against objective outcomes. The findings are presented in table 4.27.

**Table 4.27: Regression on Effect of Mentorship on entrepreneurial Outcomes.**

| Coefficients | β | T | Sig | R squared | Dependent |
|---|---|---|---|---|---|
| Psychosocial | 0.5 | 6.873 | 0.000 | 0.25 | Subjective |
| Classic | -.007 | -.019 | 0.985 | 006 | Objective |
| Career | .096 | -.304 | 0.761 | 006 | Objective |

The results indicate that there was a significant relationship between psychosocial mentoring and subjective entrepreneurial outcomes with P=0.000. The results however indicate that there was no significant relationship between classic mentoring and objective entrepreneurial outcomes with P=0.985 and career mentoring and objective entrepreneurial outcomes with P=0.761.

In relation to psychosocial mentoring and subjective outcomes, this study agreed with previous researches such as, Allen et al., (2004) revealed that protégé benefits from the mentor, and that the amount of psychosocial mentoring is the predictor of subjective career outcomes. Further, Lumpkin (2011) summarizes some potential benefits mentoring as facilitating the retention. In the same vein, Cavendish (2007) used the variables of relational satisfaction and self-efficacy as the outcomes of mentoring relationship. Lunsford (2012) found that psychosocial mentoring have a direct positive effect on the satisfaction with the mentor. Further, mentoring initiatives can also help

with staff retention (Wallen et al., 2010). It should be noted that retention, satisfaction, self-efficacy, and staff retention were all considered as subjective entrepreneurial outcomes in this research. Even though some of these subjective outcomes were connected directly to general mentoring in the past studies, this study connected subjective outcomes with psychosocial mentoring.

In terms of career mentoring, classic mentoring and objective entrepreneurial outcomes, this study's findings disagreed with a number of past researchers. Allen, Eby, Poteet, and Lentz (2004) reveal that protégé benefits from the mentor, and that the amount of career mentoring is the predictor of objective career outcomes. Lumpkin (2011) summarized some potential benefits of faculty mentoring as facilitating the improvement of the faculty, increases the productivity of the protégé and the mentor, and encouraging career advancement and professional improvement for both the protégé and the mentor. Further, in an empirical study, Mansson and Myers (2012) examined the perceptions of both PhD students and their advisors regarding the mentoring relationship, and they found that mentoring relationship is significant in terms of the academic success of the advisee. In this study the academic mentoring was given to relate to classic mentoring. The outcomes found in these past researches that is, improvement of enterprises, increased productivity, career advancement, entrepreneurial improvement, academic success were all considered as objective outcomes. Even though some of these objective outcomes were connected directly to general mentoring in the past studies, this study connected objective outcomes with career and classic mentoring.

### 4.6.2 Regression Model Effect of Gender and Age on the Relationship between Mentorship and Entrepreneurial Outcome

The study sought to determine the effect of gender and age on the relationship between mentorship and entrepreneurial outcomes. This was done by running a two tier regression model. The findings are presented as shown in table 4.28.

**Table 4.28: Regression Model Effect of Gender and Age on the Relationship between Mentorship and Entrepreneurial Outcome**

| | | β | T | sig | R squared | Dependent |
|---|---|---|---|---|---|---|
| Age | Psychosocial | .182 | 6.012 | 0.000 | .296 | Subjective |
| | Classical | .028 | 0.220 | 0.827 | .122 | Objective |
| | Career | .006 | 0.071 | 0.944 | .122 | Objective |
| Gender | Psychosocial | 0.211 | 7.030 | 0.000 | .262 | Subjective |
| | Classical | -.122 | -1.548 | 0.124 | .145 | Objective |
| | Career | -.119 | -1.522 | 0.130 | .145 | Objective |

These findings indicate that when age was introduced as moderating variable in the relationship between psychosocial mentoring and subjective entrepreneurial outcomes, there was a significant relationship with a p value of 0.000. However, the results indicate that there was no significant relationship between classic mentoring and the objective entrepreneurial outcomes vis-a-vis age and career mentoring on objective outcome when age was introduced as a moderating variable.

The results on the effect on the moderating effect of gender on the relationship between psychosocial mentoring and subjective entrepreneurial outcome indicate that there was a significant relationship with a p value of 0.000. However the results indicate that that there was no significant moderating effect on the relationship between classic mentoring and objective entrepreneurial outcomes p=0.124 and no significant moderating effect on the relationship between classic mentoring and objective entrepreneurial outcome P= 0.130.

### 4.6.3 Hierarchical Regression between Career Mentoring Functions and Objective Entrepreneurial Outcomes using Control Variables

A Hierarchical Multiple regression was run to determine if the addition of marital status, gender and entrepreneur's age as control variables and then of career mentoring factors improved the prediction of objective entrepreneurial outcomes (i.e. proportion of growth) over and above education background and business industry alone. See Table 4.29 for full details on each regression model.

**Table 4.29: Hierarchical multiple regression predicting objective entrepreneurial outcome from, the Independent variables.**

| | Objective Entrepreneurial outcomes | | | | | |
|---|---|---|---|---|---|---|
| | Model 1 | | Model 2 | | Model 3 | |
| Variable | B | $\beta$ | B | $\beta$ | B | $\beta$ |
| Constant | .705** | | .807** | | 1.008 | |
| Business industry | -.022* | -.084 | -.010** | -.036 | -.031 | -.117 |
| Education Background | .036** | .084 | -.028** | -.066 | -.066 | -.155* |
| Entrepreneurs Gender | | | .164** | .378 | .146 | .337 |
| Marital status | | | .014** | .043 | .042 | .127 |
| Entrepreneurs age | | | -.007** | -.350 | -.007 | -.342 |
| Sponsorship | | | | | 3.152 | .470** |
| Protection | | | | | -1.446 | -.236** |
| Challenge | | | | | 1.250 | .198** |
| Coaching | | | | | -3.156 | -.511** |
| $R^2$ | 0.012 | | 0.249 | | 0.346 | |
| F | 0.281** | | 2.782** | | 2.229** | |
| $\Delta R^2$ | 0.012 | | 0.236 | | 0.097 | |
| $\Delta F$ | 0.281** | | 4.407** | | 1.404** | |

Note: N= 144, * P< .05, ** P< .001

The $R^2$ represents the variation in the dependent variable explained by the independent variables. It can be seen from these results that each model explains a greater amount of the variation in the dependent variable i.e. the Objective entrepreneurial outcomes, as more variables are added (i.e., $R^2$ = .012, .249 and .346, respectively). Essentially, the models get better at predicting the dependent variable. However, the addition of career mentoring factors to the prediction of objective entrepreneurial outcome (Model 3), did not lead to a statistically significant increase in $R^2$ of .097, $F$ (4, 134) = 1.404, $p$> .05.

The hypothesis that, Career mentoring functions does not influence objective entrepreneurial outcomes, therefore in the study was accepted. This is in relation to the control of some variables.

This result disagrees with past research such as Ballout (2007) who found that educational, work involvement, work experience and working hours of human capital correlated positively with career success by empirical study. Further the finding of this study also disagrees with (Ng et al., 2005) whose empirical research supported the idea that personal and socio-demographic characteristics are strong predictors of career success.

## 4.7 Effect of C-PAM model on the relationship between mentoring and entrepreneurial Outcome

The study sought to determine the effect of C-PAM's innovation as a mediator in the moderated relationship of mentoring and entrepreneurial outcome. The path diagram is represented in figure 4.2 to show the relationship between variables and the regression weights are represented in table 4.30.

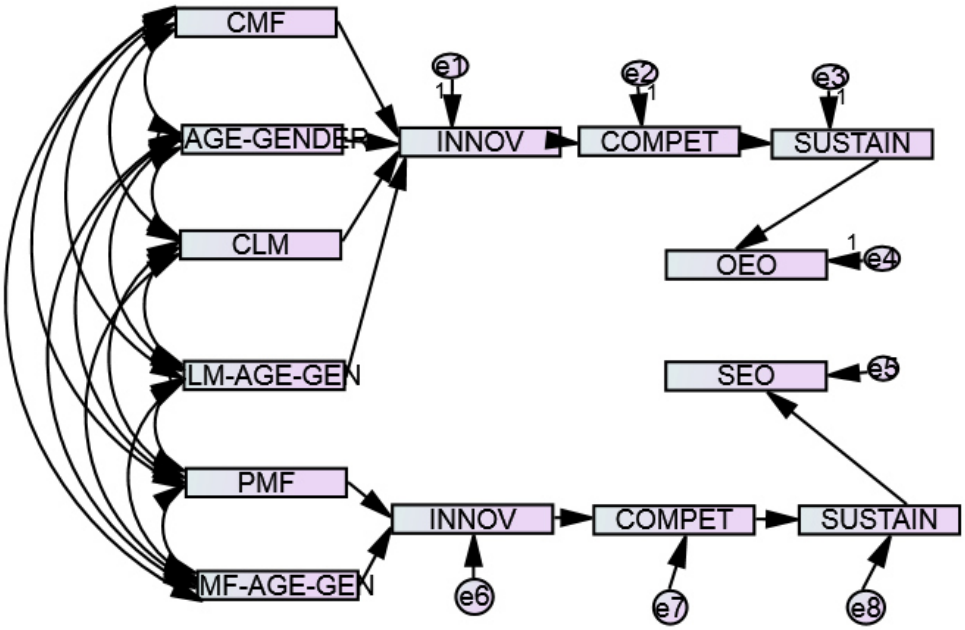


**Figure 4.2: Path Diagram showing the relationship between C-PAM variables**

**Table 4.30: Regression Weights for C-PAM model**

| | | | Estimate | S.E. | P | Results |
|---|---|---|---|---|---|---|
| OEO | <-- | CMF | -.099 | .314 | .754 | Not sig |
| INNOV | <--- | CMF,AGE,GEN | .000 | .004 | .979 | Not sig |
| COMPET | <--- | INNOV | 1.017 | .015 | *** | Sig |
| SUSTAIN | <--- | COMPET | .970 | .016 | *** | Sig |
| OEO | <--- | SUSTAIN | 1.245 | .673 | *** | Sig |
| | | | | | | |
| OEO | <--- | CLM | -.004 | .361 | .991 | Not sig |
| INNOV | <--- | CLM,AGE,GEN | .000 | .004 | .924 | Not sig |
| COMPET | <--- | INNOV | 1.017 | .015 | *** | Sig |
| SUSTAIN | <--- | COMPET | .970 | .016 | *** | Sig |
| OEO | <--- | SUSTAIN | 1.245 | 0.673 | *** | Sig |
| | | | | | | |
| SEO | <--- | PMF | .206 | .030 | *** | Sig |
| INNOV | <--- | PMF,AGE,GEN | .000 | .000 | *** | Sig |
| COMPET | <--- | INNOV | 1.017 | .015 | *** | Sig |
| SUSTAIN | <--- | COMPET | .970 | .016 | *** | Sig |
| SEO | <--- | SUSTAIN | 1.360 | .317 | *** | Sig |

**Key:**

| | |
|---|---|
| OEO: | Objective Entrepreneurial Outcomes |
| SEO: | Subjective Entrepreneurial Outcomes |
| CMF: | Career Mentoring Functions |
| CLM: | Classic Mentoring |
| PMF: | Psychosocial Mentoring Functions |
| CMF,AGE,GEN: | CMF, AGE and GENDER |
| CLM,AGE,GEN: | CLM, AGE and GENDER |
| P,AGE,GEN: | PMF. AGE and GENDER |
| INNOV: | Innovation |
| COMPET: | Competence |
| SUSTAIN: | Sustainability |

When the mediator variable Innovation was entered into the C-PAM model, and the direct effect of Independent variables on the dependent variables was tested then the output is as shown in Table 4.30. The results were as follows; the direct effects of career mentoring functions and also of classic mentoring on objective outcome were not significant. The moderating effect of the age and gender between the CMF as well as CLM and objective outcome were similarly not significant. However, the entry of the innovation as a mediator gave significant results between innovation and competence and that between competence and sustainability. This led to significant results between sustainability and objective entrepreneurial outcome.

The type of mediation observed here is complete mediation since the direct effect of the independent variables on the dependent variables is not significant after innovation entered the model. Instead, the indirect effects are significant. Thus, career mentoring functions and classic mentoring had an indirect effect on entrepreneurial outcomes through the mediator variables; Innovation, competence and sustenance.

On the other hand, the relationship between psychosocial mentoring functions and subjective entrepreneurial outcomes was significant from the direct relationship, at the introduction of moderating factors age and gender and also with the introduction of the innovation as a mediating factor. It can therefore be inferred that the introduction of the mediating factors may speed up the subjective entrepreneurial outcomes. The summary of results is presented in table 4.31.

**Table 4.31: Effect of C-PAM on the moderated and mediated relationship of Mentorship and Entrepreneurial Outcome**

| | | B | T | sig | R squared | Dependent variable | Moderating Variable | Mediating Variable |
|---|---|---|---|---|---|---|---|---|
| CPAM | Psychosocial | 1.360 | 6.834 | 0.000 | .317 | Subjective | Age and gender | Innovation, competence and sustainability |
| | Classic | 1.245 | 5.633 | 0.000 | .673 | Objective | Age and gender | Innovation, competence and sustainability |
| | Career | 1.245 | -2.092 | 0.038 | .673 | Objective | Age and gender | Innovation, competence and sustainability |

The results indicate that there was a significant relationship between psychosocial mentoring and subjective entrepreneurial outcome p=0.000, classic mentoring and objective entrepreneurial outcome p=0.000 while career mentoring and objective entrepreneurial had a significant relationship with a p value 0.038.

These finding therefore indicate that before the introduction of C-PAM's Innovation, classic and career mentoring did not have any significant effect on the objective entrepreneurial outcome even when moderated by age and gender. However, when C-PAM's innovativeness (open and closed) was introduced to this relationship there were significant changes in the competence resulting into significant sustainability of the SMEs. This provided conducive environment for the observation of objective outcomes. These findings therefore imply that despite the fact that there was no significant

relationship between mentorship and entrepreneurial outcomes when moderated by age and gender, introducing open and closed innovation mediated career and classic mentoring resulting into significant objective outcomes.

### 4.7.1 Model Maximum Likelihood Analysis

This study employed Ananda's (2012), argument that ML (Maximum Likelihood) also known as PAF (Principal Axis Factoring), gives the best results since there is assumption of multivariate normality. This study further recommends preference for the use of Oblique rotation over Orthogonal (2005: 7). Therefore, for the present study since the items were generally normally distributed, ML extraction method with Oblique or Oblimin Rotation Method was chosen for EFA. Careers mentoring functions, classic mentoring, psychosocial mentoring, mentored entrepreneurs and non-mentored entrepreneurs, then age and gender as moderators' values close to 1 indicated a very good fit.

### 4.7.2 Confirming the Measurement of Model by CFA

After validation of the measurement instrument was satisfied, the results of the Confirmatory Factor Analysis (CFA) using SPSS v 22 and AMOS v 23 was used to evaluate the model fit of the C-PAM Model and to confirm the hypothesized structure (Figure 2.9). CFA attempts to confirm hypotheses and uses path analysis diagrams to represent variables and factors (Child, 2006). This study used the confirmatory factor analysis to test hypothesis about a factor structure, where by: The theories come first. The model was derived from mentoring and entrepreneurial theories and was tested for consistency with observed data from SMEs, using: Maximum Likelihood (ML) estimation, Model Evaluation Criteria, Goodness of Fit, Chi Square ( $x^2$ ) Goodness of Fit, The Goodness-of-fit Index(GFI),Adjusted Goodness-of-fit Index( AGFI), Normed Fit Index (NFI),Relative Fit Index (RFI),Comparative Fit Index (CFI),Tucker Lewis Index (TLI),Root Mean Square Error of Approximation (RMSEA). Table 4.32 shows the statistical Fit level measure for recommended figures and the obtained figures in this study.

**Table 4.32: Fit Statistics for recommended and Obtained Figures**

| Fit statistic | Recommended Level | Obtained Figures |
|---|---|---|
| $X^2$ | - | 11.638 |
| Df | - | 4 |
| $X^2$ significance (P) | $p <= 0.05$ | $p = 0.020$ |
| $X^2$/df | < 5.0 | 10.0 |
| GFI | > 0.90 | 0.92 |
| AGFI | > 0.90 | 0.96 |
| NFI | > 0.90 | 0.982 |
| RFI | > 0.90 | 0.934 |
| CFI | > 0.90 | 0.988 |
| TLI | > 0.90 | 0.956 |
| RMSEA | < 0.05 | 0.02 |
| RMR | <0.02 | 0.01 |

## 4.8 Comparing outcomes for the mentored and non mentored Entrepreneurs

Analysis was done to determine the hypothesis $H0_4$: There is no difference in entrepreneurial outcomes between mentored and non-mentored entrepreneurs. The Mann-Whitney U test (Wilcoxon-Mann-Whitney test) was used to test this hypothesis. This is because it is a rank-based nonparametric test that can be used to determine if there are differences between two groups on a continuous or ordinal dependent variable. In order to run a Mann-Whitney U test, the following four assumptions were met.

**Assumption One:** One dependent variable that is measured at the continuous or ordinal level. The first dependent variable for this study was objective entrepreneurial outcomes which were measured at ordinal level. For the objective outcomes, the variable considered was the number of employees which was measured at continuous level. For subjective entrepreneurial outcome the ordinal variable included Likert items (i.e., a 5-point scale, strongly disagree to strongly agree).

**Assumption Two:** One independent variable that consists of two categorical**,** independent groups (i.e., a dichotomous variable. This study included two groups: mentored and non-mentored where they could be considered as the: "intervention" or "control").

**Assumption Three:** Independence of observations. There was no relationship between the observations in each group of the independent variable or between the groups of the mentored and non-mentored themselves.

**Assumption Four:** The distribution of scores for both groups of the independent variable should have the same shape or a different shape. This would determine the interpretation for the results. This is as shown in figure 4.3.

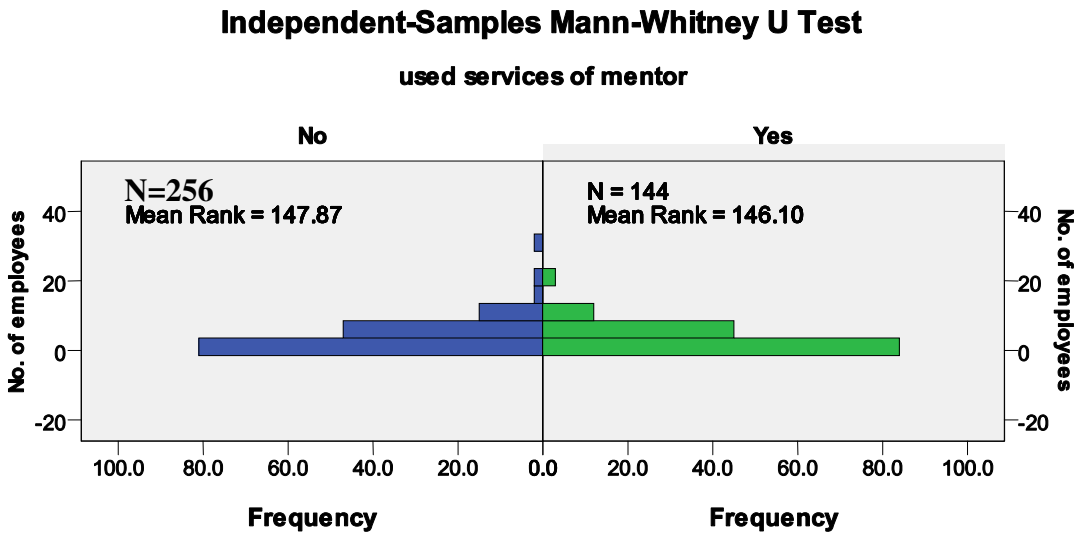


**Figure 4.3: Independent Samples Mann-Whitney U Test**

The Mann-Whitney U test was used to make inferences about the difference in medians between the two groups of entrepreneurs. The Hypothesis Test Summary is as shown on table 4.33

### 4.8.1 Comparison between mentored and non-mentored entrepreneurs on Objective Entrepreneurial outcomes

A Mann-Whitney U test was run to determine if there were differences in objective entrepreneurial outcomes score between mentored and non-mentored entrepreneurs. Distributions of the objective entrepreneurial outcomes for mentored (mean rank = 176.21) and non-mentored (mean rank = 144.99) were not similar, as assessed by visual inspection. However, Median engagement score was statistically the same in mentored (2.000) and in non-mentored (2.000) There was statistically significantly difference in objective entrepreneurial outcomes scores between mentored and non-mentored entrepreneurs, $U = 4{,}766$, $p = .013$. The test of hypothesis is shown in table 4.33.

**Table 4.33: The Hypothesis Test Summary for objective entrepreneurial outcome between mentored and non-mentored entrepreneurs**

**Hypothesis Test Summary**

| | Null Hypothesis | Test | Sig. | Decision |
|---|---|---|---|---|
| 1 | The distribution of obj_outcome is the same across categories of Mentorship. | Independent-Samples Mann-Whitney U Test | .013 | Reject the null hypothesis. |

Asymptotic significances are displayed. The significance level is .05.

The null hypothesis that suggested that there was no difference in the objective outcomes between the mentored and non-mentored entrepreneurs was therefore rejected and the alternative hypothesis that there was difference in the objective outcomes between the two sets of entrepreneurs was accepted. Consistent with prior research, Rigg and O'Dwyer (2012) examining an Irish incubator program found that participants who established mentoring relationships performed better than those who did not. This study

also agrees with (Allen, et al., 2004) who found that, compensation and number of promotions were higher among mentored than non-mentored individuals.

### 4.8.2 Comparison between mentored and non-mentored entrepreneurs on Subjective Entrepreneurial outcomes

A Mann-Whitney U test was run to determine if there were differences in subjective entrepreneurial outcomes score between mentored and non-mentored entrepreneurs. Distributions of the subjective entrepreneurial outcomes for mentored (mean rank = 133.40) and non-mentored (mean rank = 153.76) were not similar, as assessed by visual inspection. There was no statistically significantly difference in subjective entrepreneurial outcomes scores between mentored and non-mentored entrepreneurs, $U$ = 6,869, $p$ = .100. The test of hypothesis is shown in table 4.34.

**Table 4.34: The Hypothesis Test Summary for subjective entrepreneurial outcome between mentored and non-mentored entrepreneurs**

Hypothesis Test Summary

| | Null Hypothesis | Test | Sig. | Decision |
|---|---|---|---|---|
| 1 | The distribution of subj_outcome is the same across categories of Mentorship. | Independent-Samples Mann-Whitney U Test | .100 | Retain the null hypothesis. |

Asymptotic significances are displayed. The significance level is .05.

The null hypothesis that indicated that there was no difference in subjective outcomes between entrepreneurs who were mentored and those who were not mentored was therefore retained. This finding disagree with that of several authors such as(Allen, et al., 2004) who found that mentored individuals had greater intentions to stay with their current organization than did non-mentored individuals. This study also disagreed with (Allen et al., 2004; Eby, Allen, Evans, Ng, & Dubois, 2008; Underhill, 2006), who

found that; one of the many benefits of mentoring is the increased job satisfaction for mentees. This finding also disagrees with (Lo & Ramayah 2011) who found that employees with mentors report higher levels of learning on the job than those without mentors. Further, the findings of this study disagrees with previous studies that revealed that mentoring positively affects both job satisfaction and organizational commitment, (Eby, Allen, Hoffman, Baranik, Sauer, Baldwin, Morrison, Maher, Curtis, 2013), which this study considered as subjective entrepreneurial outcomes.

This study therefore suggests that in Uasin Gishu County, Kenya, psychosocial mentoring may not be significantly important in producing subjective outcomes as was found in other areas of research by other authors. This implied that more career mentoring was desirable in this county since its objective outcomes were significant. Another implication of these results would be that future researches use other inferential methods other than what was used in this research to confirm whether their results agree with this study or that of previous researches.

## 4.9 Summary of hypothesis Testing

The hypotheses results are summarized in table 4.35.

**Table 4.35: Summary of hypothesis Testing**

| Hypothesis | Results |
|---|---|
| $H0_{1a}$: Careers mentoring functions have no effect on objective entrepreneurial outcomes. | The study accepted the hypothesis with a p=0.761 B= .096 and T=-.304 |
| $H0_{1b}$: Age has no moderating effect between Careers mentoring functions and Objective entrepreneurial outcomes | The study accepted the hypothesis with P=0.944 B=0.006 and T=0.071 |
| $H0_{1c}$: Gender has no moderating effect between Careers mentoring functions and Objective entrepreneurial outcomes | The study accepted the hypothesis with P=0.130 B=0-.119 and T=-1.522 |
| $H0_{2a}$: Psychosocial mentoring functions has no effect on Subjective Entrepreneurial outcomes | The study rejected the hypothesis with P=0.000 B=0.5 T=6.873 |
| $H0_{2b}$: Age has no moderating effect between Psychosocial mentoring functions and Subjective entrepreneurial outcomes | The study rejected the hypothesis with P=0.000 B=0.182 and T=6.012 |
| $H0_{2c}$: Gender has no moderating effect between psychosocial mentoring functions and Subjective entrepreneurial outcomes | The study rejected the hypothesis with P=0.000, B= 0.211 T=7.030 |
| $H0_{3a}$: Classic Mentoring does not affect Objective Entrepreneurial outcomes. | The study accepted the hypothesis with P=0.985 B=,-.007, T=-.019 |
| $H0_{3b}$: Classic Mentoring and age has no effect on Objective Entrepreneurial outcomes | The study accepted the hypothesis with P= 0.827, B=.028 T=0.220 |
| $H0_{3b}$: Classic Mentoring and Gender has no effect on Objective Entrepreneurial outcomes | The study accepted the hypothesis with P=-0.124 B=0.122, and T=-1.548 |
| $H0_{4a}$: There is no difference in Objective entrepreneurial outcomes between mentored and non-mentored entrepreneurs. | The study rejected the hypothesis with p = .013. |
| $H0_{4b}$: There is no difference in Subjective entrepreneurial outcomes between mentored and non-mentored entrepreneurs. | The study accepted the hypothesis with p = .100. |

Table 4.36 gives a summary of the testing of the hypotheses of the C-PAM Entrepreneurial mentoring and its outcomes model.

**Table 4.36: Summary of hypothesis testing of the C-PAM Model**

| Hypothesis | Results |
|---|---|
| $H0_{1d}$: C-PAM's innovative activities have no significant mediating effect on the relationship between Career mentoring functions and Objective entrepreneurial outcomes | The study rejected the hypothesis with P=0.038, B=1.245 and T-2.092 |
| $H0_{2d}$: C-PAM's innovative activities have no significant mediating effect on the relationship between Psychosocial mentoring Functions and Subjective entrepreneurial outcomes | The study rejected the hypothesis with P=0.000 B=1.360 T=6.834 |
| $H0_{3d}$: C-PAM's innovative activities have no significant mediating effect on the relationship between Classic mentoring and Objective entrepreneurial outcomes | The study rejected the hypothesis with a P= 0.000, B=1.245 and T=5.633 |

## 4.10 Qualitative Analysis

This section explains the qualitative analysis of the research variables. The entrepreneurial outcomes were stated in terms of stage of enterprise development, Increase in the number of employees from start-up, number of enterprises started to the date of this research, and profit per annum. Most of the SEs was in the growth and expansion stage. The number of employees ranged between 10 and over 1350, though these were spread between one enterprise and several enterprises.

Interview material was transcribed and, owing to the small number of participants, was examined manually to identify common themes. This was an inductive thematic analysis methodology (Braun & Clarke, 2006). This method is used to explore semantic information obtained from retrospective interviews relating to the experiences of transition to work and identify frequent and salient themes within the data (Buetow, 2010). Questions asked of entrepreneurial mentors and successful entrepreneurs were compared for similar or different themes. This is as shown in table 4.37.

**Table 4.37: Interview Questions for Entrepreneurial Mentors (EMs) and Successful Entrepreneurs (SEs)**

| | Theme | Entrepreneurial Mentor | Successful Entrepreneur |
|---|---|---|---|
| Q1. | Entrepreneurial mentoring influence | What influence did entrepreneurial mentoring have on the entrepreneur | To what degree did entrepreneurial mentoring contribute to your entrepreneurial success? |
| Q2. | Phase of enterprise | In which phases of the entrepreneurial process are you most active? | What phase of entrepreneurial development are you currently in? |
| Q3 | Entrepreneurial mentoring Support | Has the support provided for entrepreneurs remained the same or different at different enterprise stages? | Has the support needed in your enterprise remained the same or different at different times in your business? |
| Q4. | Entrepreneurial Outcomes | Are there differences in entrepreneurial outcomes between mentored and non-mentored entrepreneurs | Does entrepreneurial mentoring have an effect in entrepreneurial outcomes? |
| Q5. | Career mentoring factors and Objective outcomes | What aspects of career mentoring factors influence most of the objective outcomes of mentored entrepreneurs? | What aspects of career mentoring factors influenced you most in producing objective outcomes |
| Q6 | Classic mentoring and Objective Outcomes | What aspects of classic mentoring influence most of the objective outcomes of mentored entrepreneurs? | What aspects of classic mentoring influenced you most in producing objective outcomes |
| Q7 | Psychosocial mentoring factors and Subjective outcomes | What aspects of psychosocial mentoring factors influence most of the subjective outcomes of mentored entrepreneurs? | What aspects of psychosocial mentoring factors influenced you most in producing subjective outcomes |
| Q8 | Saving the failing enterprises | What is the greatest support structure that can assist in increasing the success of entrepreneurial ventures? | What is the greatest support structures that would prevent enterprise failure |

The findings of the interview are presented and discussed in section 4.12.1.

### 4.10.1 Findings and Discussion of Interviews

The aim of the Study was to seek the views of experienced entrepreneurial mentors (EMs) on the services they provide, and the views of successful entrepreneurs (SEs) on the importance if any of entrepreneurial mentorship. The views of mentors and entrepreneurs were also sought as regards the career and subjective entrepreneurial outcomes arising from such mentoring. Prior to interviews, participants completed questionnaires to obtain basic demographic information, as well as their view about aspects of their entrepreneurial mentoring experiences so that this could be cross-matched with interview responses. Entrepreneurial mentors and successful entrepreneurs were asked ten similarly worded questions to ascertain common themes between their answers. The following analysis and discussion consists of relevant answers which were taken as excerpts from fully transcribed interview material.

**Q.1 Entrepreneurial Mentoring Influence**

In response to the question directed at entrepreneurial mentors on what influence entrepreneurial mentorship had on the performance of the entrepreneur, the first interviewed EM spoke of direction.

*When I am performing entrepreneurial mentoring the main thing that entrepreneurs want to know is "is this enterprise I am managing heading the right direction? Will I succeed where others have failed?" or "How do I spend the money I have to ensure I gain profit and not lose it in business that is not viable?" The main thing I tell them as an EM is that they should do a business plan and emphasize on market research to help them to understand what their role is and their share in the market place.*

The second EM indicated that the entrepreneurs had a problem of differentiating between overworking and working smart. The entrepreneurs needed the direction from EM on how to use time without overworking themselves and still get substantial

entrepreneurial outcomes from their enterprises. Both the EM and SE agreed that amongst other things, mentors played a crucial role in the entrepreneurship sector.

**Q2: Phase of enterprise**

Most of the EMs were most active in start-ups of enterprises. They indicated that once the enterprises expanded, most of the entrepreneurs were self-driven and seemed to have gained experience from the earlier mentoring supports. One EM explained it as follows;

*My services were mainly required at start-up of enterprises and during the early stages of developments. The experienced gained took over from the requirements of a mentor and the entrepreneurs were sort of self-driven by their success.*

On the other hand, most of the SEs were in the expansion/growth stage. One of them had diversified into different business sectors including; manufacturing, service and trade industry. Some extracts from the interview by one of the SEs was as follows;

*I got informal mentoring from my grandfather who started our business empire. As a child I went to work with him and saw what he did and how he handled the business. When I graduated with a degree in business management, I was given the sector of real estate to manage. My late grandfather and my father were always at hand to direct me but now that my sector is in the expansion stage, I am self-driven and I don't need much of the mentorship programs.*

**Q3: Entrepreneurial support**

On the question whether the support provided for entrepreneurs remained the same or if there was need for different types of support at different enterprise stages: the EMs indicated that the entrepreneurs needed more of psychosocial support during the early enterprise stages while their seeking for mentoring help at more developed stages reduced and more of career mentoring functions were sought. The SEs gave similar views as that of the EMs. One of the SEs put the information as follows;

*Starting an enterprise has a lot of frustrations since in most cases; things don't work as planned and/or expected. During those days one needs more of a shoulder to lean on and these are provided for in psychosocial mentoring. However as things work out beyond the fear of failure, I needed more of the career mentoring to grow and expand.*

**Q4: Entrepreneurial Outcomes**

To the question on whether there were differences in entrepreneurial outcomes between the mentored and non-mentored entrepreneurs; The EMs affirmed that there were differences. They reasoned that the entrepreneur who had prior information and direction from mentors performed better than those who used "trial and error" methods. On the other hand, the SEs did not attribute much of their success on mentoring. A number of them gave credit to their entrepreneurial family background as well as financial running capital.

**Q5: Career mentoring factors and objective entrepreneurial outcomes**

To the question on what aspects of career mentoring factors influence most of the objective outcomes of mentored entrepreneurs; the EMs response put emphasis on Coaching mentoring function which they qualified with such answers like "Helps the entrepreneurs learn about several aspects of entrepreneurship, Sponsor mentoring function with answers such as "Uses his/her influence to support my advancement in the enterprise/business world" and Exposure mentoring functions with answers such as " Helps me be more visible in the business world". On the other hand, the SEs put more emphasis on Sponsorship and exposure mentoring functions. The SEs indicated that the EMs exhibited the career mentoring functions such as helping them beat competition (sponsor), Creating opportunities (exposure) and suggesting specific strategies for achievement (coaching).

**Q6. Classic mentoring and objective entrepreneurial outcomes**

To the question on what aspects of classic mentoring influence most of the objective outcomes of mentored entrepreneurs; the EMs response put emphasis on the controlled environment and being comfortable with entrepreneurs who had similar personalities as theirs. They also emphasized on formality like taking notes during discussions.

**Q7. Psychosocial mentoring functions and Subjective outcomes**

To the question on what aspects of psychosocial mentoring factors influence most of the subjective entrepreneurial outcomes; The EMs response was that most entrepreneurs required the psychosocial mentoring factors; Social and friendship while the SEs desired the role-modeling, acceptance and friendship mentoring factors. Others were serves as a sounding board (counseling) and being trustworthy (friendship).

**Q8. The greatest support structure**

On being asked about the greatest support structure they believed would reduce enterprise failure in Kenya; The EMs responded that they believed mentoring would do as the greatest ignored factor while the SEs thought that the greatest support was running capital especially after start up but mentoring would be necessary within the first three years of start up to sustain and maintain the enterprise.

In comparing the different aspects of entrepreneurship mentoring, this research found that entrepreneurs measure the effectiveness of entrepreneurial mentoring objectively by tangible results such as achievement, and winning work. However, a sizeable proportion of entrepreneurs measured entrepreneurial mentoring subjectively using intangible outcomes such as; how good they feel about the experience and their personal development.

The qualitative results described agreed with Allen and colleagues (2004) who had predicted that objective career outcomes would have a stronger relationship with career mentoring than with psychosocial mentoring. The authors also predicted that subjective career outcomes would be more strongly related to psychosocial mentoring than to career mentoring. The view of Kets de Vries and Korotov (2007b) that coaches support entrepreneurs developmentally, thus enabling them to work with their strengths and build self-confidence to face operational and environmental issues was also observed in this research.

In addition, this interview agreed with LeBlanc (2013) who conducted a qualitative study on the effects of mentoring on successful entrepreneurs. The participants in LeBlanc's study indicated that mentoring was essential for success (LeBlanc, 2013), which agreed with this research. This finding was also in agreement with (Gupta & Asthana, 2014; St-Jean, 2012). LeBlanc's (2013) study confirmed, as did the Laukhuf (2014) study, that entrepreneurs used family and close friends as mentors and perceived the importance of this support system. This observation was also seen in the successful entrepreneurs of this research.

# CHAPTER FIVE

# SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

## 5.1 Introduction

This chapter provides a summary of the key elements of the study, conclusions and recommendations drawn from the study. It concludes with the areas recommended for further studies.

## 5.2 Summary of the Findings

The purpose of this study was to determine the relationship between entrepreneurial mentoring and its outcomes among Small and Medium enterprises in Eldoret, Uasin Gishu County, Kenya. The following were determined; the effect of career mentoring functions on objective entrepreneurial outcomes; the influence of classic mentoring on objective entrepreneurial outcomes; the effect of psychosocial mentoring functions on subjective entrepreneurial outcomes; the moderating effect of entrepreneurs gender and age in the relationship between mentoring functions and entrepreneurial outcomes; the comparison of entrepreneurial outcomes between mentored and non-mentored entrepreneurs and the mediating effect of C-PAM's innovation in the model describing entrepreneurial mentoring and its outcomes.

Schumpeter's (1934) Theory of Innovation and Kram's (1985) Mentor Role Theory were used for the study. A cross-sectional descriptive survey research design was adopted for this study. A descriptive correlational design was used to examine the relationships between variables. The focus of the study was the owners-managers operating SMEs who were taken as entrepreneurs within Eldoret, Uasin Gishu County. The total population was 4044. Stratified random sampling consisting of the following business sectors; Retail, Service, Production/Manufacturing and Wholesale trade was used so as to achieve desired representation from various sub sectors in the population generating a sample of 364 owner/managers across the business sectors. A total of 300 questionnaires were received back giving a response rate of 82.4% entrepreneurs.

The key owner/managers of the various SMEs and mentors were selected using purposive and snowball sampling techniques and Interviews were conducted for these owner/managers as well as identified entrepreneurial mentors. The analyses included the descriptive statistics of the sample, the correlation between variables and the testing of the study hypotheses. Data was analyzed using both qualitative and quantitative techniques. The quantitative techniques included reliability tests, descriptive statistics, factor analysis, correlation and chi square tests. From the analysis, Tables, Figures, frequencies, charts and graphs representing various research hypotheses were drawn. Qualitative data was analyzed and summarized based on frequency of responses to the various items in the interview schedule.

**Entrepreneurs and SMEs Descriptive Analysis**

It was observed that 144 out of the 300 entrepreneurs used the services of mentors while 156 entrepreneurs did not use mentor services. The SMEs business industry was stratified into four sectors; Retail trade, Service, Manufacturing and Wholesale trade industries. Slightly more than half of the entrepreneurs reported that they were engaged in retail trading, followed by those in the service sector, wholesale and the least were those in manufacturing sector. In comparing the business industries, the service industry used more of the services of mentors with 47.9% of the entrepreneurs, followed by the retail industry (39.6%), Wholesale industry (8.3%) and Manufacturing industry (4.2%).

The median (IQR) age of the 300 respondents was 38 years (30 years, 74 years) with a standard deviation of 10.57561. Mentoring occurred mainly for the age groups 25-34 and reduced as the ages increased. There existed a significant difference in the mean age and age at business establishment between entrepreneurs who used mentor services and those who did not ($t=2.598$, $p=0.011$and $t=3.510$, $p=0.002$) respectively. Multiple logistic regression indicated that age of the entrepreneur at business establishment was a significant predictor of having used entrepreneurial mentor services ($p=0.007$). A unit increase in the age of the entrepreneur at business establishment was associated with lower chances of having used entrepreneurial mentor services.

In terms of marital status, the singles were almost two times more likely to have used entrepreneurial mentor services compared to divorced, separated or widowed though not statistically significant. However, the majority of those who used mentor services were married.

Considering the education background, the highest level of education of those who used the services of mentors, were college level. This was then followed by University, Secondary, Primary and lastly no formal education. Among the entrepreneurs' demographic profile; marital status and education level were significantly associated with the entrepreneurial outcomes respectively. The entrepreneurs' business experience ranged from 3 years to 42 years. The respondents' main reason for engaging a mentor was to increase skills and knowledge.

**Career Mentoring Functions and Objective Entrepreneurial Outcomes**

The study sought to determine the effect of career mentoring functions on objective entrepreneurial outcomes. Factor analysis was carried out to determine which variables were suitable for the study and the findings were that all the variables had a component of 0.5 and above and therefore suitable for the study. Cronbach's alpha test indicated that the variables were significant with a coefficient of above 0.7 which is the minimum requirement. The findings on the effect of career mentoring on objective entrepreneurial outcome indicate that a majority of the respondents held the opinion that their mentors gives them tasks that require them to learn new entrepreneurial skills. This refers to challenging assignments which is part of career mentoring functions. These findings concur with the theory by Kram (1985) which indicated that career mentoring functions aid career advancement. The findings also agree with the empirical research done by Ncube and Washburn (2010) who found that mentored individuals reported faster rates of promotion and higher salaries which this research referred to as objective outcomes.

### Psychosocial Mentoring Functions and Subjective Entrepreneurial Outcomes

The study sought to determine how psychosocial mentoring functions affect subjective entrepreneurial outcomes. The factor analysis used to determine which variables were suitable for the study found that all the variable of psychosocial mentoring were reliable since they had a coefficient of above 0.5. To determine the reliability of the psychosocial mentorship, Cronbach's alpha coefficient was above 0.7 which is the required level. The findings on the effect of psychosocial mentoring functions on subjective entrepreneurial outcome indicated that the majority of the respondents held the opinion that their mentor served as a role-model for them. These findings therefore imply the entrepreneurs held their mentors in high regard and because of their presumed entrepreneurial success, wanted to emulate them and be like them. These findings concur with that of Kram (1985) whose theory proposed that psychosocial functions help a protégé's personal development by relating to him or her on a more personal level. Further these findings agree with other researchers who found that; the mentor provides psychosocial functions, and acts as a role model to continuously encourage the mentee to exhibit his/her best talent that motivates him/her to achieve personal as well as organisation goals (Akarak & Ussahawanitchakit, 2008; Emmerik, 2008; Lo et al., 2013).

### Classic Mentoring and Objective Entrepreneurial Outcomes

The study sought to determine the effectiveness of Classic mentoring on Objective entrepreneurial outcomes. The results on the factor analysis indicated that all the variable of the study were significant with a coefficient of above 0.5. Reliability using Cronbach alpha analysis found coefficient above 0.7 which is the required level. The findings on the effectiveness of classic mentoring on objective entrepreneurial outcomes indicate that a majority of the respondents held that their mentor was an entrepreneurial scholar while another similar majority held that they had more than one mentor for different entrepreneurial issues. These finding agree with findings of scholars such as Hatfield (2011), who claimed that classic form of mentorship assumes a hierarchical approach where the mentor does the majority of the teaching and instructing and often includes more academic or career related guidance.

Further, Lumpkin (2011) postulates that this approach assumes mentors accept responsibility for helping mentees grow and develop.

**Effect of covariates on relationship between Career Mentoring Functions and Objective Entrepreneurial Outcomes**

A prerequisite of testing assumptions of regression was carried out before testing the hypothesis that; Career mentoring functions do not influence objective entrepreneurial outcomes. The variables entered in the first model were Education level and Business Industry. The second model contained an addition of marital status, gender and age. The third model contained the objective entrepreneurial outcome. The variables passed all the tests of assumptions.

A Hierarchical Multiple regression was then run to determine if the addition of marital status, gender and entrepreneur's age and then of career mentoring factors improved the prediction of objective entrepreneurial outcomes over and above education background and business industry alone. With each addition, it was found that the models got better at predicting the dependent variable. However, the addition of career mentoring factors to the prediction of objective entrepreneurial outcome, did not lead to a statistically significant increase in $R^2$ where $p > .05$. Therefore using covariates, the hypothesis that, Career mentoring functions does not influence objective entrepreneurial outcomes, therefore in the study was upheld.

These study results disagreed with past research such as Ballout (2007) who found that educational, work involvement, work experience and working hours of human capital correlated positively with career success by empirical study. Further the finding of this study also disagrees with (Ng et al., 2005) whose empirical research supported the idea that personal and socio-demographic characteristics are strong predictors of career success.

**Comparing outcomes for the mentored and non-mentored Entrepreneurs**

The Mann-Whitney U test was used to test the hypothesis that there was no difference in the entrepreneurial outcomes between the mentored and the non-mentored entrepreneurs. The study found that there was a significance difference in the entrepreneurial objective outcomes between the two sets of entrepreneurs. However, this study found that there was no significant difference in subjective outcomes between entrepreneurs who were mentored and those who were not mentored. Consistent with prior research, Rigg and O'Dwyer (2012) found that participants who established mentoring relationships performed better than those who did not. This study also agrees with (Allen, et al., 2004) who found that, compensation and number of promotions were higher among mentored than non-mentored individuals. However, the findings disagree with that of several authors such as (Allen, et al., 2004) who found that mentored individuals had greater intentions to stay with their current organization than did non-mentored individuals. This study also disagreed with (Allen et al., 2004; Eby, Allen, Evans, Ng, & Dubois, 2008; Underhill, 2006), who found that; one of the many benefits of mentoring is the increased job satisfaction for mentees.

**Qualitative Analysis**

Interview material was transcribed and, owing to the small number of participants, was examined manually to identify common themes. Questions asked of entrepreneurial mentors and successful entrepreneurs were compared for similar or different themes. This study found that entrepreneurs measure the effectiveness of entrepreneurial mentoring objectively by tangible results such as achievement, and winning work. However, a sizeable proportion of entrepreneurs measured entrepreneurial mentoring subjectively using intangible outcomes such as; how good they feel about the experience and their personal development.

### C-PAM Mentoring and Entrepreneurial Outcome Model

This study contributed the C-PAM model. This model sought to determine the effect of mentoring entrepreneurs which would encourage innovation. The model suggested that innovation would then lead to entrepreneurial competence, resulting into SMEs sustainability. This study then proposed that if SMEs are sustained then they would be the informal places to determine entrepreneurs' objective and subjective outcomes. The study sought to determine the effect of C-PAM's innovation as a mediator between mentoring and entrepreneurial outcome. The results indicate that there was a significant relationship between psychosocial mentoring and subjective entrepreneurial, classic mentoring and objective entrepreneurial outcome and also between career mentoring and objective entrepreneurial outcomes.

These finding indicate that while classic and career mentoring did not have any significant effect on the objective entrepreneurial outcome when moderated by age and gender, there was a significant change when the C-PAM's innovation was introduced in the model to mediate between the independent and dependent variables.

## 5.3 Study Contributions

This study has contributed constructs to the C-PAM Entrepreneurial Mentoring and its Outcome model. The contributions included building onto the existing innovation theory and connecting it with mentoring. This was then modified into the C-PAM Model. Literature review identified Kram (1985) and Schumpeter (1935) for contributing to the mentorship and innovation theories respectively. This research took its idea of the C-PAM model from part of the Open Business Models which takes their origin from the notion of Open Innovation introduced by Chesbrough (2011).This research added the notion of closed innovation to the model. The innovation then resulted into entrepreneurial competence, leading to the sustainability of the enterprise. This would then give a conducive atmosphere for producing entrepreneurial outcomes. This was therefore an addition to the body of knowledge.

Two moderating variables (Age and Gender) were also introduced into the model to indicate whether they were useful or not in the process of enabling entrepreneurial outcomes. These demographic factors were tested in the C-PAM model and were found to be significant in moderating the effect of mentoring into eventual entrepreneurial outcomes.

Classic mentoring was introduced into the model by introducing some formality of mentoring in the informal sector. Together with the career mentoring, classic mentoring was tested for its effect in determining objective entrepreneurial outcomes.

More contributions by this study were the utilization of a number of techniques applied in testing the C-PAM Model. These included: Principal component analysis, Factor Loading, factor rotation, GFI, NFI, RFI, CFI, TLI, RMSEA, SRMR and Kaiser Meyer Olkin (KMO). This study has therefore contributed the C-PAM Model, which has been fully tested and confirmed.

### 5.4 Conclusions

The study concluded the following;

1. **Careers mentoring functions and objective entrepreneurial outcomes.**

In the qualitative analysis, there was a significant effect in the relationship between career mentoring functions and objective entrepreneurial outcomes. However, in inferential regression analysis, this study concluded that career mentoring functions had no significant effect on objective entrepreneurial outcome. These findings differed with the theory by Kram (1985) which indicated that career mentoring functions aid career advancement. The findings also differed with Allen et al. (2004) whose study indicated that, the behaviors associated with career mentoring are highly focused on preparing protégé's for advancement therefore reasoning that career mentoring may relate more highly to objective career outcomes than does psychosocial mentoring. Further the findings differ with a number of authors who found that mentoring plays an important part in influencing employees' attitudes and aids retention, especially when the

outcomes of mentoring offer career development and advancement opportunities (Emelo 2009; Lo & Ramayah 2011; Weinberg & Lankau 2011). The reason for this difference could be because this research was done in the informal sector while most of the former researches were done in the formal sector.

2. **Psychosocial mentoring functions and on subjective entrepreneurial outcomes.**

The study concluded that Psychosocial mentoring functions had a significant effect on subjective entrepreneurial outcomes. The findings indicated that the majority of the respondents held the opinion that their mentor served as a role-model for them. These findings concurred with that of Kram (1985) whose theory proposed that psychosocial functions help a protégé's personal development by relating to him or her on a more personal level. These findings further concurred with those of (Akarak & Ussahawanitchakit, 2008; Emmerik, 2008; Lo et al., 2013) who found that mentors provides psychosocial functions, and acts as a role model to continuously encourage the mentee to exhibit his/her best talent that motivates him/her to achieve personal as well as organisation goals.

3. **Classic mentoring and objective entrepreneurial outcomes.**

This study concluded that classic Mentoring did not significantly affect objective entrepreneurial outcomes. However, a majority of the respondents held that their mentor was an entrepreneurial scholar while another similar majority held that they had more than one mentor for different entrepreneurial issues. These findings concurred with those of scholars such as Hatfield (2011), who claimed that classic form of mentorship assumes a hierarchical approach where the mentor does the majority of the teaching and instructing and often includes more academic or career related guidance. Further, Lumpkin (2011) postulates that this approach assumes mentors accept responsibility for helping mentees grow and develop. As concerns the education perspective of the mentor, Darwin (2000) gave the implication that mentoring is an accepted and expected part of academic life for the development of young professionals.

### 4. Gender, Mentoring functions and Entrepreneurial outcomes.

This study concluded that gender had no significant moderating effect on the relationship between career mentoring functions and objective entrepreneurial outcomes. However the results indicate that that there was significant relationship between psychosocial mentoring functions and subjective entrepreneurial outcomes and no significant relationship between classic mentoring and objective entrepreneurial outcome when gender was introduced as a moderating variable. The psychosocial aspect of this study agrees with Ismail, Jui & Ibrahim (2009) who confirmed that gender differences do act as a moderating variable in the mentoring model of the organizational sample however the findings disagree with the career and classic aspects of mentoring e.g Allen et al. (2005) who found that a match of mentor and protégé gender displays more interpersonal comfort in career mentoring (Allen et al., 2005), matters more to female than male college students (Lockwood, 2006). Researchers have found differences in the gender of a mentor and their protégé can make a difference in outcomes from the mentor relationship whether the primary purpose of the relationship is for personal development (psychosocial) or leadership empowerment (instrumental) (e.g., Blake-Beard, Bayne, Crosby, & Muller, 2011; Campbell & Campbell, 2007).

### 5. Age, Mentoring functions and Entrepreneurial outcomes.

This study concluded that there was no significant relationship between career mentoring and objective entrepreneurial outcomes when age was introduced as a moderating variable. In the case of age as a moderating variable between psychosocial mentoring and subjective entrepreneurial outcomes, there was a significant relationship. In the case of age as a moderating variable between classic mentoring and objective entrepreneurial outcomes, there was no significant relationship. These findings differed with Finkelstein et al. (2003) who found no significant results on the effects of protégés' age on psychosocial mentoring.

This study differed with that of Treadway et al. (2005) who found that age has a moderating effect on the perception of organizational politics and work performance. The study also disagreed with Finkelstein et al. (2003) who found that older protégés on average experienced less career-related mentoring than younger protégés.

6. **Entrepreneurial outcomes between the mentored and non-mentored entrepreneurs.**

This study concluded that there was a significant difference in objective entrepreneurial outcomes between mentored and non-mentored entrepreneurs but no significant difference in the subjective entrepreneurial outcomes between mentored and non-mentored entrepreneurs.

Consistent with prior research, Rigg and O'Dwyer (2012) found that participants who established mentoring relationships in an Irish incubator performed better than those who did not. This study also agrees with (Allen, et al., 2004) who found that, compensation and number of promotions were higher among mentored than non-mentored individuals.

In the case of the findings of subjective outcomes between entrepreneurs who were mentored and those who were not mentored, This study's findings disagree with those of several authors such as (Allen, et al., 2004) who found that mentored individuals had greater intentions to stay with their current organization than did non-mentored individuals. This study also disagreed with (Allen et al., 2004; Eby, Allen, Evans, Ng, & Dubois, 2008; Underhill, 2006), who found that; one of the many benefits of mentoring is the increased job satisfaction for mentees. This finding implies that there could be other factors apart from mentoring that provided subjective outcomes to entrepreneurs.

**7. C-PAM's moderating effect on mentoring entrepreneurial outcomes.**

This study concluded that C-PAM's innovativeness had a significant mediating effect on the relationship between career mentoring functions and objective entrepreneurial outcomes. Further, C-PAM's innovativeness had a significant mediating effect on the relationship between psychosocial mentoring functions and subjective entrepreneurial outcomes. In addition, C-PAM's innovativeness had a significant mediating effect on the relationship between classic mentoring and objective entrepreneurial outcomes.

## 5.5 Recommendations

Based on the findings the following recommendations are made:

1. Entrepreneurial mentoring should be introduced formally in the informal sector in the Uasin Gishu County and gradually to other counties in Kenya. This is intended to give direction and training to most entrepreneurs at the starting, growing and stabilizing stages as a tool for improving enterprise performance and reducing on the stagnation and stoppage of enterprises before the age of 3 years.
2. For mentorship to be effective in the SMEs there needs to be awareness of the need and availability of entrepreneurial mentors. There should be a forum in counties that would help with the identification of mentors in all business sectors. The older successful entrepreneurs should be contracted by the Uasin Gishu County to mentor the younger entrepreneurs between the ages 18 to 35. Equal opportunities for males and females and should be provided for entrepreneurial mentoring.
3. In this study, it was found that; an increase in psychosocial mentoring functions was associated with an increase in subjective entrepreneurial outcomes especially with the female gender. It is therefore recommended that this type of mentoring be emphasized in the female gender for effective subjective entrepreneurial outcomes.

4. There is need for sound policy in which entrepreneurial mentoring should be anchored. The sound policy will guide the implementations of recommendations made on Entrepreneurial mentoring and the expected objective and subjective outcomes. There should be clear documented procedures in the Uasin Gishu county and Kenya at large to help in organized and periodic mentoring which should result in improvement of performance as one of the entrepreneurial outcomes in SMEs.
5. There is need to provide adequate resources for achievement of set targets of the owner/managers of SMEs in Kenya. The resources should include: Financial resources, Information resources and Human resources (i.e. Mentors in this study). The financial resources would be to motivate the entrepreneurial mentors to do the targeted work of ensuring objective entrepreneurial outcomes. Mentors who in the long run contribute to the production of successful entrepreneurs should be recognized and publicly appreciated to motivate them to do more.
6. Uasin Gishu County should motivate entrepreneurs through tracking their target entrepreneurial outcome results and recognize the milestones made. Open and closed Innovation should be recognized and encouraged in entrepreneurship activities.

### 5.6 Suggestions for Further Research

1. Further research should consider a sampling method that would employ a larger sample of at least 200 mentored entrepreneurs which is recommended as a sound basis for estimation (Hair et al., 2006). This study managed a sample of only 144 mentored entrepreneurs out of the total 300 entrepreneurs through the simple random sampling in the stratified business sectors.

2. Future research could take a longitudinal approach with enterprises from start-up to stabilization stage, using deduction and analysis to establish relevant causality of entrepreneurial outcomes.

3. Future research should consider matching the entrepreneurs with the relevant mentors according to the business industry; Trade, Service, Manufacturing/production and wholesale sector, and also their stage of growth.

4. In the future, new constructs may be added to or removed from the C-PAM model to provide in-depth understanding of the Entrepreneurial Mentoring and its Outcome theory.

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# APPENDICES

## Appendix 1: Introductory Letter

Dear Sir/Madam,

My name is Pamela Chebii, currently a post graduate student at Jomo Kenyatta University of Agriculture and Technology (JKUAT), Kenya, undertaking a Doctor of Philosophy Degree in Entrepreneurship. I am carrying out a research on "Mentoring and Entrepreneurial Outcomes within Small and Medium Enterprises in Eldoret, Uasin Gishu County, Kenya" as part of my Degree requirements. This will only be possible if you provide me with information on the same by responding to the questions on this questionnaire. Please note that all the responses that you will provide in this questionnaire will be CONFIDENTIAL and that they will be used exclusively for the purpose of this research. Do not write your name on the questionnaire.

Yours Sincerely,

Chebii Pamela (Mrs)

Tel. 0723852469

E-mail : chebiipamela@yahoo.com

**Appendix 2: Questionnaire for Entrepreneurs**

*Please answer **ALL** questions by filling in the blanks and ticking (√) the **appropriate answer** that **BEST** describe your situation.*

| DEMOGRAPHIC PROFILE | | |
|---|---|---|
| 1. Age (in years) ..... | 2 | Gender □ Male □ Female |
| 3.Marital status □ Single □ Married □Separated/Divorced □Widowed/widower □Other ..... | 4 | Education level □Didn't go to school □ Primary □ Secondary □ College □ University □ Other…….. |
| 5. Business operation industry □ Manufacturing □ Wholesale trade □ Retail trade □ Service □ Other ..... | 6 | Years of experience in business…… |
| 7.Main reason for starting Business/ enterprise Wealth creation □ Independence □ Could run business better than my former boss □ Saw a niche □ It was a challenge□ Lack of career opportunities□ Somebody mentored me □ Other □ specify……. | 8 | Legal structure of your business/enterprise Sole trader □ Partnership □ Family trust □ Public enterprise□ Others □ (Specify)…….. |
| 9.Year enterprise was established ……. | 10 | Your age at enterprise establishment…….. |
| 11. How many employees do you have currently including yourself…….. | 12 | How many employees did you start with, including yourself…….. |
| 13. State the number of entrepreneurial/ business projects you have been involved over the past 3 years…… | 14 | Which phase of entrepreneurial process is your **MAIN** business currently in? □ Survival □ stabilization |

| | | |
|---|---|---|
| | | □ Growth<br>Others□<br>Specify…….. |
| MENTORSHIP | | |
| 15. Have you ever used the services of an entrepreneurial/ business mentor?<br>Yes□ No□ If No GO to Question 24 | 16 | If yes, your mentor was/is<br>Male□<br>Female□ |
| 17. Approximate overall number of mentoring sessions…….. | 18 | Had your mentor ever<br>□Owned a business<br>□Been a partner in a business<br>□Sold a business<br>□Publicly listed a business<br>□Worked for a corporate enterprise<br>□Don't know his/her Background |
| 19.The main reason you engaged a mentor was: (*please check ONE only*)<br>□to increase your skills and knowledge<br>□to grow your business<br>□to better manage business processes<br>□to better manage staff relationships<br>□to change your behaviour<br>□to increase your performance<br>□to develop your potential<br>□to expand your thinking<br>□Other *(please specify)*..... | 20 | Main focus of mentoring sessions was:<br>□Vision, strategy, goals, environment<br>□ Customers<br>□Stakeholders<br>□ Production (*eg. create, manufacture)*<br>□Processes (*eg. methods, procedures)*<br>□People (*eg. leadership, managing, culture)* |
| ENTREPRENEURAL OUTCOMES | | |
| 21. As a result of mentoring, you are now able to<br>□ Make better decisions<br>□Have more ideas/options to deal with issues<br>□Achieve your objective/goals<br>□Have greater self awareness<br>□Understand your strengths/weaknesses<br>□Know your development needs<br>□Have a more positive attitude towards life<br>□ Have a greater degree of confidence that your business will succeed | 22 | To what extent were you satisfied with your mentoring? (Tick all that are applicable)<br>□The period/length of your mentoring<br>□The cost of your mentoring sessions<br>□ The delivery method of your sessions<br>□ Your relationship with your mentor<br>□ Your mentor's style and |

| | | |
|---|---|---|
| | | approach<br>□ The role/s your mentor played<br>□ The outcome of mentoring |
| 23. What proportion (%) of your rate of business growth do you attribute to mentoring?.....<br>(**Objective outcome**) | 24 | What is the approximate annual turnover of business in Kenya shillings, currently<br>□ Not exceeding 500000<br>□ Between 500000-5 million<br>□ Between 5million and 800 million<br>□ Other (specify)……<br>**(Objective outcome)**. |
| 25. How are your profits from the time you started operating your enterprise/ business<br>Improving□<br>Decreasing□<br>No significant change□<br>**(Objective outcome)** | 26 | As an entrepreneur/business person, I have beaten competition for my products by<br>Creating a monopoly□<br>Breaking down a monopoly□<br>Other means □<br>(specify)……<br>**(Objective outcome)** |

**Please tick the appropriate number that describes your feelings about the following items 1 Strongly disagree, 2.Disagree, 3 Neutral 4. Agree 5. Strongly agree**

| 27. Item | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| A. All in all, I am satisfied with my job as an entrepreneur/business person. | | | | | |
| B. In general, I don't like my job as an entrepreneur. (R), (ignore the R) | | | | | |
| C. In general, I like working in this enterprise. | | | | | |
| D. I plan on staying employed for this company/enterprise. (R) (ignore the R) | | | | | |
| E. I would like to leave my current organization/enterprise in the next 3 to 6 months | | | | | |
| F. I think about quitting this enterprise all of the time | | | | | |
| G. I have felt nervous as a result of my entrepreneurial job | | | | | |
| H. My job gets to me more than it should. (makes me 'touchy') | | | | | |
| I. There are lots of times when my entrepreneurial job drives me right up the wall (makes me very angry). | | | | | |
| J. Sometimes when I think about my job I get a tight feeling in my chest( feel stressed) | | | | | |
| K. I feel guilty when I take time off from my job. | | | | | |

Adapted from MRI, Ragins & McFarlin (1990)

**Please rate the following items on a scale from 1-5 (1=strongly disagree 5=strongly agree)**

| 28. Item | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| A. I am satisfied with the success I have achieved in my career as an entrepreneur. | | | | | |
| B. I am satisfied with the progress I have made towar d meeting my overall entrepreneurial career goals. | | | | | |
| C. I am satisfied with the progress I have made towa rd meeting my entrepreneurial goals for income. | | | | | |
| D. I am satisfied with the progress I have made toward meeting my entrepreneurial goals for advancement. | | | | | |
| E. I am satisfied with the progress I have made toward meeting my entrepreneurial goals for the development of new skills. | | | | | |
| F. I am willing to put in a great deal of effort beyond that normally expected in order to help this enterprise be successful | | | | | |
| G. I talk to my friends about this enterprise as a great one to work in/for | | | | | |
| H. I would accept almost any types of job assignment in order to keep working in/for this enterprise | | | | | |
| I. I find that my values and the enterprises values are very similar | | | | | |
| J. I am proud to tell others that I am part of this enterprise | | | | | |
| K. This enterprise really inspires the very best in me in the way of job performance | | | | | |
| L. I am extremely glad that I chose this enterprise to work in/for over others I was considering at the time I joined | | | | | |
| M. I really care about the fate of this enterprise | | | | | |
| N. For me, this is the best of all possible enterprise for which to work | | | | | |

Adapted from MRI, Ragins & McFarlin (1990)

**Please rate the following items on a scale from 1-7 (*1 = strongly disagree 2 = disagree 3 = slightly disagree 4= undecided 5 = slightly agree 6 = agree 7 = strongly agree*).**

| 29. My mentor… | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|---|---|---|---|---|---|---|---|
| a) Helps me attain desirable positions (helps me beat competition).(**Sponsor-Career)** | | | | | | | |
| b) "Runs interference" for me in the enterprise. (Protects me) **(Protect-Career)** | | | | | | | |
| c) Brings my accomplishments to the attention of important people in the business. (provides networks) (**Exposure-Career)** | | | | | | | |
| d) I frequently have one-on-one, informal social interactions.**(Social-Psychosocial)** | | | | | | | |
| e) Provides me with challenging assignments(**Challenge-Career)** | | | | | | | |
| f) Reminds me of one of my parents.**(Parent-Psychosocial)** | | | | | | | |
| g) Serves as a role-model for me.(**Role-model-Psychosocial)** | | | | | | | |
| h) Creates opportunities for me to impress important people in the business **(Exposure-Career)**. | | | | | | | |
| i) Accepts me as a competent entrepreneurial professional **(Accep tance-Psychosocial)**. | | | | | | | |
| j) And I frequently get together informally after work by ourselves.**(Social-Psychosocial)** | | | | | | | |
| k) Serves as a sounding board for me to develop and understand myself (allows me to release my frustrations) **Counseling-Psychosocial)** | | | | | | | |
| l) Provides support and encouragement in my business.(**Friendship-Psychosocial)** | | | | | | | |
| m) Is like a father/mother to me.**(Parent-Psychosocial)** | | | | | | | |
| n) Helps me be more visible in the business world.(**Exposure-Career)** | | | | | | | |
| o) Suggests specific strategies for achieving entrepreneurial career | | | | | | | |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| aspirations.**(Coach-Career)** | | | | | | | |
| p) Is someone I can trust**(Friendship-Psychosocial)** | | | | | | | |
| q) Guides my personal development in theenterprise/business**.(Co unselling-Psychosocial)** | | | | | | | |
| r) Protects me from those who may be out to get me as an entrepreneur **(Protect-Career)**. | | | | | | | |
| s) Is someone I can confide in. **(Friendship-Psychosocial)** | | | | | | | |
| t) Uses his/her influence to support my advancement in the enterprise/business world.**(Sponsor-Career)** | | | | | | | |
| u) Guides my entrepreneurial professional development**.(Counseling-Psychosocial)** | | | | | | | |
| v) Assigns me tasks that push me into developing new entrepreneurial skills**.(Challenge-Career)** | | | | | | | |
| w) Gives me advice on how to attain recognition in the enterprise/business world.**(Coach-Career)** | | | | | | | |
| x) And I frequently socialize one on one outside the work setting.(**Social-Psychosocial)** | | | | | | | |
| **y)** Shields me from damaging contact with important people in the business world.**(Protect-Career)** | | | | | | | |
| z) Thinks highly of me.**(Acceptance-Psychosocial)** | | | | | | | |
| Z1) Helps me learn about several aspects of Entrepreneurship**(Coach-Career)** | | | | | | | |
| Z2 )Is someone I identify with(**Role model-Psychosocial)** | | | | | | | |
| Z3)Gives me tasks that require me to learn new entrepreneurial skills.**(Challenge-Career)** | | | | | | | |
| Z4)Represents who I want to be.**(Role model-Psychosocial)** | | | | | | | |
| Z5)Uses his/her influence in the business world for my benefit.**(Sponsor-Career)** | | | | | | | |
| Z6) Treats me like a son/daughter.**(Parent-Psychosocial)** | | | | | | | |
| Z7) sees me as being competent**(Acceptance-Psychosocial)** | | | | | | | |

Adapted from MRI, Ragins and McFarlin (1990)

## Classic mentoring

| 30 My mentor…Classical | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|---|---|---|---|---|---|---|---|
| Challenges in my business operations | | | | | | | |
| I was mentored for a specific period | | | | | | | |
| Assessed how much I learned from the mentoring experiencing | | | | | | | |
| Introduced me to other entrepreneurs to acquire | | | | | | | |
| I have had more than one mentor for different issues | | | | | | | |
| I receive guidance from an experienced entrepreneurial | | | | | | | |
| Mentoring was done in a controlled environment | | | | | | | |
| I was mentored with other entrepreneurs | | | | | | | |
| My mentor is an entrepreneurial scholar | | | | | | | |
| My mentor and I had nearly similar personalities | | | | | | | |
| I had prior relations with my mentor | | | | | | | |
| Mentoring involved verbal sessions and notes | | | | | | | |

## C-PAM Questionnaire

## Innovation

Q31 how innovative do you consider yourself in relation to the following sentences

a) I have developed new products in the last 3 or more years

Yes [ ] No [ ]

b) I have started new ventures in the last 2 or more years

Yes [ ] No [ }

c) I have expanded my business to new markets in the last two years

Yes [ ] No [ }

**Competenc**e

Q32 How competent do you consider yourself

a) I have the academic qualification required to run my business

Yes [ ] No [ ]

b) I have the experiential qualification to run my business

Yes [ ] No [ ]

c) I am very qualified to run by business from all fronts

Yes [ ] No [ ]

**Sustenance**

**Q33** what is the sustenance of your business

**a)** My business has been in continuous operational for the last 3 or more years

Yes [ ] No [ ]

**b)** My business has experienced rapid growth in the last two years

Yes [ ] No [ ]

**c)** My business has been able to survive turbulent financial times

Yes [ ] No [ ]

## Thank you for your time and cooperation

**Appendix 3: Questionnaire for the Mentor**

*Please answer ALL questions by ticking (√) the appropriate number and/filling the blanks on points that **BEST** describe your situation.*

**Section A: Demographic Information**

1. Mentors gender?

□Male

□Female

2. Mentors age (in years)…….
3. Mentors experience…….
4. Mentors highest qualification

□ Didn't go to school

□ Primary

□ Secondary

□College

□ University

Other, Specify□ ……

5. You are a mentor by □Profession □Training

6. In which ONE of the following industries have you been a major mentor?

□Wholesale □Manufacturing □Retail □Service □ Other specify……..

7. How many entrepreneurs/business people have you been or are you currently mentoring?.....

8. As a mentor, in which phases of the entrepreneurial process are you most active? Please mark all that may apply.

| | |
|---|---|
| Conception / Start up | 1 |
| Survival | 2 |
| Stabilisation | 3 |
| Growth | 4 |
| Maturity | 5 |

**Section B: Mentorship and entrepreneurial outcomes**

9.Is there a difference in entrepreneurial outcomes (Performance indicators) between mentored and non-mentored entrepreneurs

□Yes

□No

**Please explain your answer……**
**……**
**……**
**……**
**……**
**……**
**….**

10. How do the listed factors on the following table influence Productivity and/or Promotion aspects of entrepreneurs?

**[Number them 1 to 6 according to their level of importance from the most important 1 to least important 6]**

**Note:** Please give only **ONE** number per item

| **Factors** | **Level of importance.(1-6, Most to Least importance** |
|---|---|
| **Sponsorship** (uses influence to support mentee's advancement/benefit in the enterprise). | |
| **Coaching** (advice on how to attain recognition in the enterprise/suggests specific strategies for achieving career aspirations). | |
| **Exposure** (brings mentee's accomplishments to the attention of important people in the business world) | |
| **Visibility** (helps mentee be more visible in the organization. By creating opportunities for impress ing important people | |
| **Protection** (shields mentee from damaging contact) | |
| **Providing challenging assignments**(gives mentee tasks that require him/her to learn new skills) | |

Please give any additional comments

……

……

……

……

……

……

11. How do the factors listed in the table affect the indicated entrepreneurial outcomes? **[Number them 1 to 3 according to their level of importance from the most important 1 to least important 3]**

| **Factor** | **Outcome** | **Level of Importance (1-3) (Most to Least importance)** |
|---|---|---|
| **Role modeling**(is someone mentee identifies with) | Turnover rate | |
| | Entrepreneurial Satisfaction | |
| | Intention to stay | |
| | Optimism to future success | |
| **Counseling** (serves as a sounding board for mentee to develop and understand self). | Turnover rate | |
| | Entrepreneurial Satisfaction | |
| | Intention to stay | |
| | Optimism to future success | |
| **Friendship (**is someone mentee can confide in. provides support encouragement and trust). | Turnover rate | |
| | Entrepreneurial Satisfaction | |
| | Intention to stay | |
| | Optimism to future success | |

Please give any additional comments……

……

12. Add any other important additional comments or contributions not captured in the questionnaire……

……

**Thank you for your time and cooperation**.

**Appendix 4: Interview Questions**

1. Tell me your entrepreneurial/business story.

a) How did you start?

b) Support or lack of support you had.

c) Resources and how you got them.

d) What stage of development are you in now.

e) Number of employees,

f) number of enterprises you have started to date,

g) how many enterprises have survived

h) where are they situated and

**i)** What is your plan for your enterprise(s)/ business (es) for the future?

2. Tell me about the person if any who played a mentor role in assisting you in your enterprise/business. Describe how they have assisted you in the past and at present.

3. Describe the framework of your relationship with your mentor.

a) How are your meetings done?

b) Are the meetings formal or informal?

c) Place of meeting?

d) How often do you meet?

4. Do you believe these meetings could have assisted with;

a) The expansion/development of the enterprise?

b) Increase and employment of good staff?

c) Increase in revenue etc.

If so how? If not what do you consider as contributing to the above mentioned factors?

5. What aspects of your mentor have you found most useful for the development of your business/ enterprise?

6. Has the support needed in your enterprise/business remained the same or have you needed different types of support at different times in your business. Please explain.

7. Kenya has high levels of enterprise failure. What support structures do you recommend that can assist in increasing the success of entrepreneurial ventures?

8. If you could change something about mentorship for the entrepreneurship development, what would that be?

9. What advice would you give to entrepreneurs looking for mentors?

10. Do you consider mentoring so important that you would pay for its services?

## Appendix 5: Multicollinearity

| Model | | Unstandardized Coefficients | | Standardized Coefficients | | | 95.0% Confidence Interval for B | | Correlations | | | Collinearity Statistics | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | B | Std. Error | Beta | t | Sig. | Lower Bound | Upper Bound | Zero-order | Partial | Part | Tolerance | VIF |
| 1 | (Constant) | .705 | .206 | | 3.422 | .001 | .290 | 1.120 | | | | | |
| | Business industry | -.022 | .040 | -.084 | -.559 | .579 | -.103 | .058 | -.073 | -.083 | -.083 | .984 | 1.016 |
| | Education level | .036 | .064 | .084 | .565 | .575 | -.092 | .164 | .074 | .084 | .084 | .984 | 1.016 |
| 2 | (Constant) | .807 | .229 | | 3.526 | .001 | .345 | 1.269 | | | | | |
| | Business industry | -.010 | .037 | -.036 | -.261 | .795 | -.084 | .065 | -.073 | -.040 | -.035 | .934 | 1.070 |
| | Education level | -.028 | .061 | -.065 | -.454 | .652 | -.151 | .095 | .074 | -.070 | -.061 | .874 | 1.144 |
| | Gender | .164 | .063 | .378 | 2.591 | .013 | .036 | .292 | .373 | .371 | .347 | .839 | 1.192 |
| | Marital status | .014 | .051 | .043 | .273 | .786 | -.089 | .117 | -.200 | .042 | .037 | .725 | 1.379 |
| | Age | -.007 | .003 | -.350 | -2.258 | .029 | -.013 | -.001 | -.338 | -.329 | -.302 | .745 | 1.343 |
| 3 | (Constant) | 1.008 | .267 | | 3.781 | .001 | .469 | 1.548 | | | | | |
| | Business industry | -.031 | .040 | -.117 | -.782 | .439 | -.112 | .050 | -.073 | -.126 | -.103 | .768 | 1.303 |
| | Education level | -.066 | .064 | -.155 | -1.031 | .309 | -.196 | .064 | .074 | -.165 | -.135 | .759 | 1.317 |
| | Gender | .146 | .064 | .337 | 2.276 | .029 | .016 | .276 | .373 | .346 | .299 | .788 | 1.269 |
| | Marital status | .042 | .060 | .127 | .689 | .495 | -.081 | .164 | -.200 | .111 | .090 | .503 | 1.988 |
| | Age | -.007 | .003 | -.342 | -1.995 | .053 | -.013 | .000 | -.338 | -.308 | -.262 | .585 | 1.710 |
| | Sponsorship | 3.152 | 1.670 | .470 | 1.887 | .067 | -.230 | 6.533 | .116 | .293 | .248 | .277 | 3.608 |
| | Protection | -1.446 | 1.237 | -.236 | -1.169 | .250 | -3.950 | 1.058 | -.064 | -.186 | -.153 | .422 | 2.372 |
| | Challenge | 1.250 | 1.918 | .198 | .651 | .519 | -2.634 | 5.133 | -.023 | .105 | .085 | .186 | 5.379 |
| | Coaching | -3.156 | 1.727 | -.511 | -1.828 | .075 | -6.653 | .340 | -.132 | -.284 | -.240 | .220 | 4.536 |

a. Dependent Variable: Objective Entrepreneurial outcome( Proportion of entrepreneurial growth)

**Appendix 6: Letter of Permission to Use Mentoring Instrument Permission to use the RMI you developed**

Pamela Chebii <pamelachebii@gmail.com> 6/13/14

Good Afternoon Dr. Ragins,
I am a doctoral student at Jomo Kenyatta University of Agriculture and Technology in Kenya. I am working on my proposal, and I believe the instrument you developed with McFarlin D.B would work very well for me. My study is on the role of mentorship in informal sector of entrepreneurship. I therefore ask for your permission to use the 33-item instrument.
My cell phone is +254 723 852469.

Thank you,

Pamela Chebii
Assistant Lecturer, Department of QS & Entrepreneurship
Moi University, School of Human Resource Development
P.O. Box 3900-30100,
Eldoret, Kenya

Belle Ragins <Ragins@uwm.edu> 6/13/14

Dear Ms. Chebii
Thank you so much for your note!
Yes - of course you may use the instrument!
I've also attached a book chapter with a new measure that may be of interest to you - along with another article that has a satisfaction with mentor scale that may be helpful.
Good luck with your research

Belle

Dr. Belle Rose Ragins
Associate Editor, *Academy of Management Review*
Professor of Human Resource Management
Sheldon B. Lubar School of Business
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**Appendix 7: Effect of Career mentoring on Objective Entrepreneurial Outcomes**

| . My mentor…career | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | T | M |
|---|---|---|---|---|---|---|---|---|---|---|
| 1. Helps me attain Desirable positions (helps me beat competition). | **F** | 15 | 3 | 0 | 9 | 21 | 72 | 24 | 144 | 5.29 |
| | % | 10.4 | 2.1 | 0 | 6.2 | 14.6 | 50.0 | 16.7 | 100 | 75.57 |
| 2. "Runs interference" for me in the enterprise. (Protects me) | **F** | 15 | 15 | 6 | 21 | 51 | 24 | 12 | 144 | 4.38 |
| | % | 10.4 | 10.4 | 4.2 | 14.6 | 35.4 | 16.7 | 8.3 | 100 | 62.57 |
| 3.Brings my accomplish ments to the attention of important people in the business. (provides networks) | **F** | 9 | 6 | 6 | 12 | 21 | 72 | 18 | 144 | 5.21 |
| | % | 6.2 | 4.2 | 4.2 | 8.3 | 14.6 | 50.0 | 12.5 | 100 | 74.42 |
| 4.Provides me with chall enging assignments | **F** | 18 | 12 | 6 | 12 | 24 | 51 | 21 | 144 | 4.73 |
| | % | 12.5 | 8.3 | 4.2 | 8.3 | 16.7 | 35.4 | 14.6 | 100 | 67.57 |
| 5.Creates opportunities for me to impress important people in the business | **F** | 9 | 9 | 3 | 15 | 54 | 30 | 24 | 144 | 4.96 |
| | % | 6.2 | 6.2 | 2.1 | 10.4 | 37.5 | 20.8 | 18.7 | 100 | 70.85 |
| 6.Helps me be more visible in the business world | **F** | 9 | 3 | 0 | 9 | 18 | 69 | 36 | 144 | 5.60 |
| | % | 6.2 | 2.1 | 0 | 6.2 | 12.5 | 47.9 | 25.5 | 100 | 80.0 |
| 7.Suggests specific strate gies for achieving entrepreneurial career aspirations | **F** | 3 | 9 | 0 | 9 | 15 | 36 | 72 | 144 | 5.92 |
| | % | 2.1 | 6.2 | 0 | 6.2 | 10.4 | 25.0 | 50.0 | 100 | 84.57 |
| 8.Protects me from those who may be out to get me as an entrepreneur | **F** | 30 | 12 | 6 | 9 | 15 | 60 | 12 | 144 | 4.35 |
| | % | 20.8 | 8.3 | 4.2 | 6.2 | 10.4 | 41.7 | 8.3 | 100 | 62.14 |
| 9.Uses his/her influence t o support my advancement in the enterprise/business world | **F** | 9 | 6 | 15 | 15 | 24 | 66 | 9 | 144 | 4.90 |
| | % | 6.2 | 4.2 | 10.4 | 10.4 | 16.7 | 45.8 | 6.2 | 100 | 70.0 |
| 10. Assigns me tasks that push me into developing new entrepreneurial skills. | **F** | 3 | 12 | 3 | 3 | 21 | 72 | 30 | 144 | 5.52 |
| | % | 2.1 | 8.3 | 2.1 | 2.1 | 14.6 | 50.0 | 20.8 | 100 | 78.86 |

| . My mentor…career | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | T | M |
|---|---|---|---|---|---|---|---|---|---|---|
| 11.Gives me advice on how to attain recognition in the enterprise/business | **F** | 3 | 15 | 0 | 0 | 18 | 78 | 30 | 144 | 5.56 |
| | % | 2.1 | 10.4 | 0 | 0 | 12.5 | 54.2 | 20.8 | 100 | 79.42 |
| 12.Shields me from damaging contact with important people in the business world | **F** | 6 | 6 | 15 | 12 | 12 | 66 | 27 | 144 | 5.25 |
| | % | 4.2 | 4.2 | 10.4 | 8.3 | 8.3 | 45.8 | 18.8 | 100 | 75.0 |
| 13.Helps me learn about several aspects of Entrepreneurship | **F** | 9 | 3 | 8 | 3 | 15 | 36 | 72 | 144 | 5.83 |
| | % | 6.2 | 2.1 | 4.2 | 2.1 | 10.4 | 25.0 | 50.0 | 100 | 83.29 |
| 14.Gives me tasks that re quire me to learn new entrepreneurial skills | **F** | 3 | 6 | 0 | 0 | 18 | 39 | 72 | 144 | 5.98 |
| | % | 2.1 | 4.2 | 0 | 0 | 12.5 | 27.1 | 50.0 | 100 | 85.43 |
| 15.Uses his/her influence in the business world for my benefit | **F** | 12 | 9 | 3 | 15 | 9 | 72 | 24 | 144 | 5.17 |
| | % | 8.3 | 6.2 | 2.1 | 10.4 | 6.2 | 50.0 | 16.7 | 100 | 73.86 |

## Appendix 8: Factor analysis for Subjective Entrepreneurial Outcome

| Rotated Component Matrix[a] | | |
|---|---|---|
| | Component | Comment |
| A. I am willing to put in a great deal of effort beyond that normally expected in order to help this enterprise be successful | 0.818 | Retain |
| B. This enterprise really inspires the very best in me in the way of job performance | 0.778 | Retain |
| C. I talk to my friends about this enterprise as a great one to work in/for | 0.721 | Retain |
| D. I am proud to tell others that I am part of this enterprise | 0.629 | Retain |
| E. I would accept almost any types of job assignment in order to keep working in/for this enterprise | 0.611 | Retain |
| F. All in all, I am satisfied with my job as an entrepreneur. | 0.805 | Retain |
| G. In general, I like working in this enterprise. | 0.785 | Retain |
| H. I would like to leave my current organization/enterprise in the next 3 to 6 months | -0.638 | Retain |
| I. I plan on staying employed for this company/enterprise. (R) | 0.634 | Retain |
| J. I am satisfied with the progress I have made toward meeting my entrepreneurial goals for the development of new skills. | 0.566 | Retain |
| K. In general, I don't like my job as an entrepreneur. (R), | -0.518 | Retain |
| L. I think about quitting this enterprise all of the time | -0.45 | Retain |
| M. My job gets to me more than it should. (makes me 'touchy') | 0.794 | Retain |
| N. I think about quitting this enterprise all of the time | 0.77 | Retain |
| O. I have felt nervous as a result of my entrepreneurial job | 0.697 | Retain |
| P. There are lots of times when my entrepreneurial job drives me right up the wall (makes me very angry). | 0.684 | Retain |
| Q. Sometimes when I think about my job I get a tight feeling in my chest( feel stressed) | 0.794 | Retain |
| R. I am extremely glad that I chose this enterprise to work in/for over others I was considering at the time I joined | 0.79 | Retain |
| S. I am willing to put in a great deal of effort beyond that | 0.721 | Retain |
| T. I find that my values and the enterprises values are very similar | 0.672 | Retain |
| U. I feel guilty when I take time off from my job. | 0.773 | Retain |
| V. I am satisfied with the progress I have made toward meeting my overall entrepreneurial career goals. | 0.648 | Retain |
| W. I am satisfied with the success I have achieved in my career as an entrepreneur | 0.622 | Retain |
| X. I am satisfied with the progress I have made toward meeting my entrepreneurial goals for advancement. | 0.77 | Retain |
| Y. I am satisfied with the progress I have made toward meeting my entrepreneurial goals for income. | 0.626 | Retain |
| Extraction Method: Principal Component Analysis. | | |
| Rotation Method: Varimax with Kaiser Normalization. | | |
| a. Rotation converged in 11 iterations. | | |

## Appendix 9: Subjective Outcome of Mentoring

| Subjective | | 1 | 2 | 3 | 4 | 5 | miss | T | M |
|---|---|---|---|---|---|---|---|---|---|
| All in all, I am satisfied with my job as an entrepreneur/business person. | F | 6 | 3 | 27 | 77 | 122 | 63 | 300 | 4.36 |
| | % | 2.7 | 1.0 | 9.0 | 25.7 | 40.7 | 21,0 | 100 | 87.2 |
| In general, I don't like my job as an entrepreneur. (R), | F | 124 | 27 | 40 | 8 | 12 | 89 | 300 | 2.02 |
| | % | 41.3 | 9.0 | 13.3 | 2.7 | 4.0 | 29.7 | 100 | 40.4 |
| In general, I like working in this enterprise. | F | 6 | 1 | 26 | 78 | 103 | 88 | 300 | 4.32 |
| | % | 2.0 | 0.3 | 8.7 | 25.3 | 34.3 | 29.3 | 100 | 86.4 |
| I plan on staying employed for this company/enterprise. (R) | F | 23 | 13 | 51 | 45 | 73 | 95 | 300 | 3.68 |
| | % | 7.7 | 4.3 | 17.0 | 15.0 | 24.3 | 31.7 | 100 | 73.6 |
| I would like to leave my current organization/enterprise in the next 3 to 6 months | F | 103 | 30 | 46 | 14 | 18 | 89 | 300 | 2.09 |
| | % | 34.3 | 10.0 | 15.3 | 4.7 | 6.0 | 29.7 | 100 | 41.8 |
| I think about quitting this enterprise all of the time | F | 129 | 67 | 51 | 10 | 12 | 31 | 300 | 1.92 |
| | % | 43.0 | 22.3 | 17.0 | 3.3 | 4.0 | 10.3 | 100 | 38.4 |
| I have felt nervous as a result of my entrepreneurial job | F | 108 | 55 | 63 | 30 | 12 | 32 | 300 | 2.19 |
| | % | 36.0 | 18.3 | 21.0 | 10.0 | 4.0 | 10.7 | 100 | 52.2 |
| My job gets to me more than it should. (makes me 'touchy') | F | 74 | 39 | 98 | 26 | 29 | 34 | 300 | 2.61 |
| | % | 24.7 | 13.0 | 32.7 | 8.7 | 9.7 | 11.3 | 100 | 52.2 |
| There are lots of times when my entrepreneurial job drives me right up the wall (makes me very angry). | F | 71 | 54 | 99 | 28 | 15 | 33 | 300 | 2.48 |
| | % | 23.7 | 18.0 | 33.0 | 9.3 | 5.0 | 11.0 | 100 | 49.6 |
| Sometimes when I think about my job I get a tight feeling in my chest( feel stressed) | F | 113 | 49 | 63 | 30 | 14 | 31 | 300 | 2.19 |
| | % | 37.7 | 16.3 | 21.0 | 10.0 | 4.7 | 10.3 | 100 | 43.8 |
| I feel guilty when I take time off from my job. | F | 99 | 33 | 68 | 31 | 40 | 29 | 300 | 2.56 |
| | % | 33,0 | 11.0 | 22.7 | 10.3 | 13.3 | 9.7 | 100 | 51.2 |
| I am satisfied with the success I have achieved in my career as an entrepreneur.4.19 | F | 11 | 3 | 16 | 104 | 160 | 6 | 300 | 4.36 |
| | % | 3.1 | 1.0 | 5.3 | 34.7 | 53.3 | 2.0 | 100 | 87.2 |
| I am satisfied with the progress I have made toward meeting my overall entrepreneurial career goals. | F | 7 | 9 | 19 | 143 | 115 | 7 | 300 | 4.19 |
| | % | 2.3 | 3.0 | 6.3 | 47.7 | 38.3 | 2.3 | 100 | 83.8 |

| Subjective | | 1 | 2 | 3 | 4 | 5 | miss | T | M |
|---|---|---|---|---|---|---|---|---|---|
| I am satisfied with the progr ess I have made toward meet ing my entrepreneurial goals for income. | F | 12 | 9 | 20 | 162 | 90 | 7 | 300 | 4.05 |
| | % | 4.0 | 3.0 | 6.7 | 54.0 | 30.0 | 2.3 | 100 | 81.0 |
| I am satisfied with the progress I have made toward meeting my entrepreneurial goals for advancement. | F | 7 | 8 | 31 | 143 | 99 | 12 | 300 | 4.11 |
| | % | 2.3 | 2.7 | 10.3 | 47.7 | 33.0 | 4.0 | 100 | 82.2 |
| I am satisfied with the progress I have made toward meeting my entrepreneurial goals for the development of new skills. | F | 4 | 10 | 28 | 153 | 97 | 8 | 300 | 4.13 |
| | % | 1.3 | 3.3 | 9.3 | 51.0 | 32.3 | 2.7 | 100 | 82.6 |
| I am willing to put in a great deal of effort beyond that normally expected in order t o help this enterprise be successful | F | 8 | 5 | 8 | 76 | 193 | 10 | 300 | 4.52 |
| | % | 2.7 | 1.7 | 2.7 | 25.3 | 64.3 | 3.3 | 100 | 90.4 |
| I talk to my friends about thi s enterprise as a great one to work in/for | F | 8 | 9 | 38 | 91 | 145 | 9 | 300 | 4.22 |
| | % | 2.7 | 3.0 | 12.7 | 30.3 | 48.3 | 3.0 | 100 | 84.4 |
| I would accept almost any types of job assignment in order to keep working in/for this enterprise | F | 17 | 7 | 47 | 103 | 116 | 10 | 300 | 4.01 |
| | % | 5.7 | 2.3 | 15.7 | 34.3 | 38.7 | 3.3 | 100 | 80.2 |
| I find that my values and the enterprises values are very similar | F | 10 | 4 | 40 | 135 | 103 | 8 | 300 | 4.09 |
| | % | 3.3 | 1.3 | 13.3 | 45.0 | 34.3 | 2.7 | 100 | 81.8 |
| I am proud to tell others that I am part of this enterprise | F | 12 | 0 | 27 | 109 | 142 | 10 | 300 | 4.27 |
| | % | 4.0 | 0 | 9.0 | 36.3 | 47.3 | 3.3 | 100 | 85.4 |
| This enterprise really inspires the very best in me in the way of job performance | F | 9 | 6 | 27 | 127 | 123 | 8 | 300 | 4.20 |
| | % | 3.0 | 2.0 | 9.0 | 42.3 | 41.0 | 2.7 | 100 | 84.0 |
| I am extremely glad that I chose this enterprise to work in/for over others I was considering at the time I joined | F | 7 | 10 | 32 | 107 | 134 | 10 | 300 | 4.21 |
| | % | 2.3 | 3.3 | 10.7 | 35.7 | 44.7 | 3.3 | 100 | 84.2 |
| I really care about the fate of this enterprise | F | 12 | 12 | 17 | 70 | 178 | 11 | 300 | 4.35 |
| | % | 4.0 | 4.0 | 5.7 | 23.3 | 59.3 | 3.7 | 100 | 87.0 |
| For me, this is the best of all possible enterprise for which to work | F | 12 | 7 | 43 | 82 | 148 | 8 | 300 | 4.19 |
| | % | 4.0 | 2.3 | 14.3 | 27.3 | 49.3 | 2.7 | 100 | 83.8 |

## Appendix 10: Research Permit from NACOSTI

THIS IS TO CERTIFY THAT:
*MS. PAMELA ADHIAMBO CHEBII*
of JOMO KENYATTA UNIVERSITY OF AGRICULTURE AND TECHNOLOGY , 0-30100 Eldoret,has been permitted to conduct research in *Uasin-Gishu County*

on the topic: *MENTORING AND ENTREPRENEURIAL OUTCOMES WITHIN SMALL AND MEDIUM ENTERPRISES IN ELDORET, UASIN GISHU COUNTY, KENYA*

for the period ending:
*1st November,2016*

.....
*Applicant's Signature*

Permit No : NACOSTI/P/15/43807/8254
Date Of Issue : 10th November,2015
Fee Recieved :Ksh 2,000

.....
*Director General*
*National Commission for Science, Technology & Innovation*

**CONDITIONS**

1. **You must report to the County Commissioner and the County Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit**
2. **Government Officers will not be interviewed without prior appointment.**
3. **No questionnaire will be used unless it has been approved.**
4. **Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.**
5. **You are required to submit at least two(2) hard copies and one(1) soft copy of your final report.**
6. **The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice**

**REPUBLIC OF KENYA**

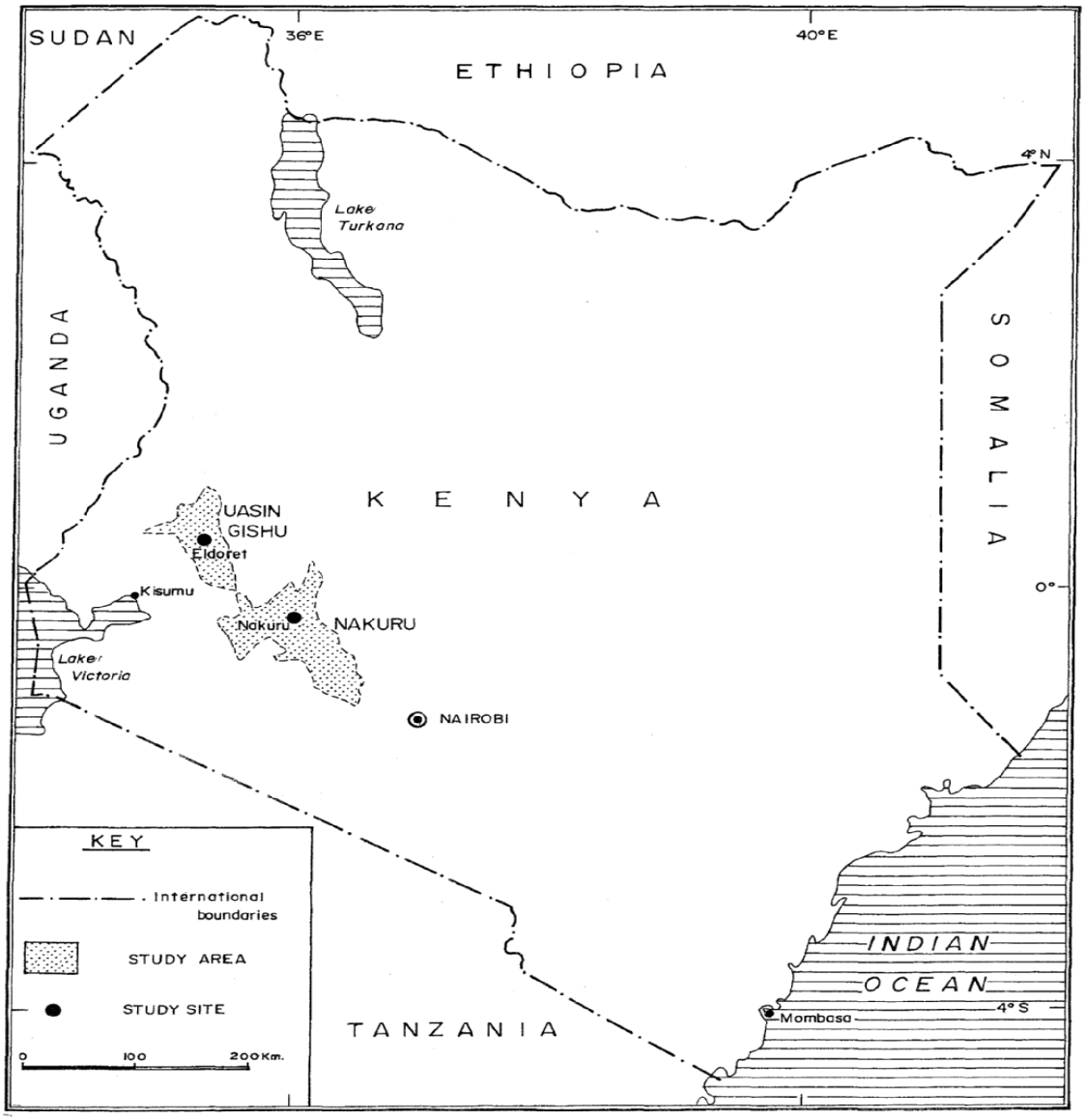
**National Commission for Science, Technology and Innovation**

**RESEARCH CLEARANCE PERMIT**

**Serial No. A** 7125

**CONDITIONS: see back page**

**Appendix 11: Map of Kenya showing Location of Uasin Gishu County**



**Appendix 12: Map of Uasin Gishu County showing Eldoret, Kenya**