FACTORS CONTRIBUTING TO THE SUCCESSFUL MENTORSHIP OF WOMEN IN THE SOUTH AFRICAN CONSTRUCTION INDUSTRY

by

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DECLARATION

I, Ntombekhaya Rose-Anne Yokwana, declare that the contents of this thesis represent my own, unaided work and that the thesis has not previously been submitted for academic examination towards any qualification. Furthermore, it represents my own opinions and not necessarily those of the Cape Peninsula University of Technology.

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Signed   **Date**

ABSTRACT

This study examines factors contributing to the successful mentorship of women in the South African construction industry. Mentorship is used as a tool to advance women in organisations, because they have experienced difficulties progressing in their careers in the past. Even though women are in mentorship programmes, they still receive less mentorship functions than their counterparts. As a result, women have limited advancement in the construction industry due to factors affecting their successful mentorship. This study identifies and examines the factors contributing to the successful mentorship of women. The objectives of this study were to: (1) test the extent of the influence that the psychosocial mentoring function has on the successful mentorship of women; (2) test the extent of the influence of the career mentoring function on the successful mentorship of women; (3) determine whether the age, gender and race of the mentor-mentee have an impact on the successful mentorship of women; (4) examine the perception of the impact of the entrepreneurial ability of women on the mentorship programme; and (5) to determine whether the mentorship of female mentees is affected by the attitudes of mentors.

An in-depth pilot study was carried out during the initial stages of the study to gain more insight about the study. Data was collected by means of semi-structured interviews from female mentees in the Western Cape Province. Data was analysed by content analysis. Findings revealed that the gender and the race of mentors did not have an impact on the success of the female mentees' mentorship. The age of mentors did impact on knowledge gain. Female mentees reported having open and positive relationships with their mentors.

A survey study approach was adopted in the main study. A purposive sampling of female mentees and their mentors was selected. Data was gathered in South Africa. Inferential and descriptive statistics were used to analyse the data. Findings revealed that the psychosocial mentoring characteristics and career mentoring characteristics that influence the successful mentorship of women are role modelling, counselling, acceptance-and-confirmation, coaching and providing challenging tasks. It also emerged that the age and race of female mentees did not have an influence on the successful mentorship of women and that the successful mentorship of women is not affected by the attitude of mentors. It was found that mentors have positive attitudes towards the mentorship of women and that this is contributing positively to the

successful mentorship of women in the South African construction industry. The study also revealed that female mentees are high performers, whose knowledge and productivity has increased in the work place.

The study therefore concludes that the mentorship of female mentees in the construction industry is successful. It is recommended that females in the construction industry should register themselves to mentorship organisations such as SAWIC, especially those who are not mentored.

ACKNOWLEDGEMENTS

LIST OF ABBREVIATIONS

- CIDB - Construction Industry Development Board
- DTI – Department of Trade and Industry
- HESA – Higher Education South Africa
- NAWIC - National Association of Women in Construction
- SACI - South African Construction Industry
- SAWIC - South African Women in Construction
- WOMENG - Women in Engineering

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GLOSSARY

Career mentoring function – the mentor develops the mentee within the organisation (Kram, 1985 cited from Eby, *et. al.,* 2000:4).

Entrepreneur - An entrepreneur is a person who recognises opportunities for new products or services and receives the finance and other resources to create and deliver them (Nieuwenhuzen, Le Roux & Jacobs, 1996:2).

Mentee – A mentee is mentored and has less experience and fewer skills than her mentor in the organisation (Gordon, 1999:3).

Mentor - A mentor is a more experienced person who professionally assists the career development of another, outside the normal manager / subordinate relationship (Gordon, 1999:3).

Mentoring – Is to provide people with the chance to share their professional and personal skills and experience and to grow and develop in the process (Meyer, Naudè, Shangase & Van Niekerk, 2009:161,163).

Performance - Performance deals with the outcome, results and accomplishments which are achieved by a person, group or organization (Rothwell, Hohne and King, 2000:1).

Psychosocial mentoring functions – The mentor develops the professional skills and life of the mentee (Kram, 1985:2).

Role model - A role model is a person who is successful or inspiring in some profession or personal way that encourages others to imitate the person's behavior in similar circumstances (Stone, 2007:172).

Successful mentorship - a successful mentorship provides positive results for both the mentee and mentor in the mentoring relationship through the development of knowledge, skills, energy and creativity (Hutchins, 2002:online).

CHAPTER ONE: INTRODUCTION

1.1. INTRODUCTION

There have been concerns about factors that hinder the successful mentorship of women in the workplace of the South African Construction Industry (Eby, McManus, Simon & Russell, 2000:4, Blake-Beard, 2001:338-339; Hansman, 1998:66; Verwey, 2007:3090). Gordon (1999:3) defines mentoring as a relationship which provides people with the chance to share their professional and personal skills and experiences, and to grow and develop in the process. Gordon (1999:3) and Meyer, Naudè, Shangase, Van Niekerk (2009:160) further explain that a relationship is usually between a more experienced (mentor) and a less experienced (mentee) employee. The relationship is based upon encouragement, constructive comments, mutual trust, respect and willingness to share and learn (Meyer, Naudè, Shangase & Van Niekerk, 2009:161,163 and ARMA UK, 2011:online). Mentorship is related to career advancement, organisational influence and advancement in organisations (Stoessel, 2006:5). While the construction industry is a male dominated industry, women face unequal opportunities (Amaratunga, Haigh, Lee, Shanmugam & Elvitigala, 2006:559). Unfortunately, it is difficult for women to get mentors in male-dominated industries (Hansman, 1998:66; Verwey, 2007:3090). Mentees admire role model mentors, which helps the mentees to also achieve the same accomplishments that their role models and/or mentors have (Stone, 2007:172). However, the lack of role model mentors in management and entrepreneurial positions is a barrier to female mentees' advancement in their careers (Catalyst, 2003:online; Hatipkarasulu & Roff, 2011:online). The discrimination against women at the workplace with regards to promotion has also affected women in the construction industry, forcing them to leave their careers for lesser problematic industries (Dainty, Bagilhole & Neala, 2001:299).

Mentorship is utilised as a tool to help women to progress in their careers, since they face gender inequality in career advancement and a lack of women in management positions (Stoessel, 2006:5). The aim of this study is to examine and identify factors that are hindering the successful mentorship of women in the construction industry. Furthermore, it will come up with solutions that will enhance successful mentorship of women in this industry.

1.2. BACKGROUND OF THE PROBLEM STATEMENT

During the apartheid era in South Africa, gender based discrimination was instituted at the workplace (*South Africa*. Department of Labour, 2008:5). Few women held leadership or management positions at work and it was usually white women (Nelson, 1981:online). According to English (2008:183) women in South Africa are still affected by poverty. This impacts on women's education and training, facilities, resources and housing. Botha (2006:27) notes that South Africa is facing a challenge in developing and improving skills and knowledge of its people, especially among the disadvantaged sectors of the population. It is not easy for women to get mentors in male-dominated industries (Hansman, 1998:66). Calculations made by the Central Statistics department showed that there is a 20 percent difference between the Gender Development Index (GDI) and the Human Development Index (HDI). This is evidence that gender inequality in South Africa does exist (English, 2010:online). Women comprise 52% of the population of South Africa (Statistics South Africa, 2009a:2); 35,4% of women are employed in South Africa (Statistics South Africa, 2009b:online). At the same time, only about 13% of people employed in the construction industry are women, while 87% are men (Statistics South Africa, 2009b:online). Burke, McKean and McKenna (1990), cited in Hansman (1998:66), complained that male mentors do not provide enough career and psychosocial mentoring functions compared to female mentors, such as career planning, performance feedback and personal support. Arguably, this could be the reason why the retention rate of women in the construction industry is very low (del Puerto, Guggemos & Shane, 2011:1).

The goal of mentoring is to improve the mentees' psychosocial and career development (Agumba & Fester, 2010:1961; Kram 1985:22 cited in Ragins & Cotton 1999:529). While the career mentoring ensures that the mentee grows in the organisation, the psychosocial mentoring is seen as a development of the mentee's personal professional growth with the assistance of the mentor (Kram, 1985:22). Unfortunately, female mentees stagnate more than their male counterparts in their career development for them to be able to access higher leadership and managerial positions (Hatipkarasulu & Roff, 2011:online). According to Women in Construction Scientific Research (2006:18) the construction industry is a male dominated industry, therefore, it lacks female role models for women to enter into the industry. The aim of psychosocial mentoring is to attract and retain women in construction companies. In Europe, 500 women have reported that the lack of female role models in construction is the second biggest against successful advancement in their careers (Catalyst, 2003:online). Mentorship

involves both interaction and identification with someone else of higher stature (Hansman, 1998:66). Interaction problems occur when the mentor and mentee differ in characteristics and profession, especially when the mentor is a male (Hansman, 1998:66). Many women face problems between work and family commitments (Hansman, 1998:66). When women decide to start their own businesses, they do not escape the barriers they face from the previous workplace (Elkin, 2007:103). These are the reasons why women's businesses advance at a slower pace than those of men (Cliff, 1993:524, Construction Industry Development Board, 2010:2). For example, there are more than 100,000 registered contractors in South Africa, 47 percent of these companies are owned by women, and they are in the lower grades between 1 to 4 (CIDB, 2010:2). While this emphasizes the need for women to work harder in order to increase their capacity to grow (CIDB, 2010:2), it is not evident whether emphasis on the psychosocial mentoring would have an influence on retention of women in construction companies, and the extent to which career mentoring would influence the entrepreneurial abilities of women is not known.

According to Blake-Beard (2001:336), the mentor-mentee relationship is affected by external- and internal-hindering factors, especially in cross-race and cross-gender mentoring relationships. Internal-hindering factors occur between the mentor and mentee (Blake-Beard, 2001:335). These hindering factors include: unrealistic expectations of mentees, lack of mutual attraction and mentoring opportunities, inexperienced supervision and an unbalanced focus on the mentee by the mentor (Blake-Beard, 2001:336).

Blake-Beard (2001:338) discovered external factors which influence the mentoring relationships negatively. These factors usually happen outside the mentor-mentee relationship at work (Blake-Beard, 2001:338). Eby *et al.* (2000:4) and Blake-Beard (2001:338-339) also discovered that mentoring-hindering factors that frustrate female mentees include the perception of sexual innuendo, rumours, overprotection, paternalism, involvement of the direct supervisor, resentment of non-participating peers, perception of formal mentoring programs as remedial and prevalence of negative stereotypes of women. Blake-Beard (2001:338) further explains that managers or supervisors may feel uncomfortable and threatened; that their management techniques are under inspection because of the mentee and mentor relationship, for example, the mentee may get information of which the manager has no knowledge In addition, Blake-Beard (2001:338-339) states that the managers have power to hold back information from

mentees. Blake-Beard (2001:338) advises that the supervisor should be involved in the mentee and mentor relationship in order to avoid such situations from developing.

Organisations consider mentoring programs as performance intervention (Kahle-Piasecki, 2011:48). The purpose of having mentoring relationships in organisations is to increase the knowledge and productivity of the mentee and to improve the performance of the mentee in the organisation (Kahle-Piasecki, 2011:48). According to Pershing (2006:12,468) and Kahle-Piasecki (2011:47), performance intervention is applied to organisations to improve human performance by improving and enhancing productivity. Performance of employees in organisations is evaluated and analysed from the employees' past failures and successes, personal strengths and weaknesses, and suitability for promotion or further training (Bennett, 1987:50). Unfortunately, because of prejudice, bias and stereotypes, women are perceived as poor performers in the workplace (Tsoka & Mathipa, 2001:328). In South Africa, women are seen as having poor self-image, less confidence, lack of assertiveness, as being less career oriented and having a lack of direction (Tsoka & Mathipa, 2001:328). These poor characteristics discourage women from doing anything good (Tsoka & Mathipa, 2001:328). These accusations of poor characteristics are the result of lowering points for women to be promoted in leadership positions (Tsoka & Mathipa, 2001:328). This is the reason men in the construction industry gain promotion more rapidly than women in the first ten years of their careers (Dainty, Bagilhole & Neala, 2001:298).

The background to the problem statement of this research has identified factors that affect the mentorship of women negatively. These factors include lack of female role models who can be engaged as mentors (Catalyst, 2003:online; Hatipkarasulu & Roff, 2011:online). It further mentions some of the factors, which are a lack of psychological and career mentoring support, stereotyping, gender bias and discrimination against female mentees in the successful mentorship of women in the workplace of the South African Construction Industry. According to Hutchins (2002:online), a successful mentorship provides positive results for both a mentee and a mentor through the development of knowledge, skill, energy and creativity. Hutchins (2002:online) further lists some of the outcomes, which are mentees' excellent performance, self-confidence, creativity and idea exposure. Consequently, hindering factors of mentorship of women have resulted in poor performance, slow career advancement, lack of entrepreneurship abilities and poor retention of women in the construction industry in South Africa (Hansman, 1998:66; Verwey, 2007:3090).

1.3. PROBLEM STATEMENT

While women in the South African construction industry have been experiencing limited professional advancement due to the lack of a proper mentorship mechanism; the emphasis on career and psychosocial mentoring functions, taking into account of the demographics of mentor-mentee would result in successful mentorship.

1.4. RESEARCH QUESTION

What are the factors contributing to successful mentorship and advancement of women in the South African construction industry?

1.5. AIM

The aim of this research is to identify the factors that are contributing to the successful mentorship of women and to establish whether these factors are related to the advancement of women in the South African construction industry.

1.6. OBJECTIVES

The objectives of the study are to:

O1. test the extent of the influence that the psychosocial mentoring function has on the successful mentorship of women;

O2. test the extent of the influence that the career mentoring function has on the successful mentorship of women;

O3. determine whether the age, gender and race of the mentor-mentee have an impact on the successful mentorship of women;

O4. examine the perception of the impact of the entrepreneurship ability of women on the mentorship programme; and

O5. determine whether the mentorship of female mentees is affected by the attitudes (bias, discrimination, stereotypes, patience, friendliness and prejudice) of mentors.

1.7. HYPOTHESES

The following are the hypotheses of the study:

H1. There is no statistical difference in the race and age groups of female mentees in the psychosocial mentoring function that will influence their successful mentorship;

H2. There is no statistical difference in the age and race groups of female mentees in career mentoring characteristics leading to successful mentorship;

H3. The age and race groups of female mentees do not influence the indicators of successful mentorship (entrepreneurial skills, gain of knowledge and productivity);

H4. The influence of the attitude of mentors is not different in the age and race groups of female mentees leading to their success of mentorship.

1.8. SIGNIFICANCE OF THE STUDY

This research will identify and examine the factors that hinder the successful mentorship of women in the construction industry. Furthermore, it seeks to provide solutions on how to improve the mentorship for female mentees in their work place. These solutions will help female mentees to progress quickly in their careers, to be promoted at work quickly and to have entrepreneurial abilities. The people who will benefit from this research will be female mentees, mentors, as well as the construction industry organisations.

1.9. RESEARCH METHODOLOGY

A pilot study was used in this research in order to gain more knowledge into the various experiences female mentees face in their workplace. The literature review in Chapter Two has covered the factors which contribute to a successful mentorship; how the career and psychosocial functions affect the mentorship relationship; how the demographic differences of the mentor-mentee relationship have an impact on successful mentorship and the perception of the construction industry towards the adequacy of mentoring. A combination of primary and secondary sources of information were used for this research.

The data for this research was collected in the Western Cape in South Africa in different types of companies, namely contractor companies, quantity surveying consultant firms and project management consultant firms. People who were interviewed includes female mentees from different types of employment levels, for example, graduate trainees and managers. Data was collected by means of email and hand delivery (Struwig & Stead, 2001:40). Survey research

design was used to collect information about attitudes, characteristics, opinions or previous experiences of one or more groups of people (Leedy & Ormrod, 2010:183). The information was collected by asking questions and tabulating the answers. The purpose of this was to learn about a larger population by surveying a small number of that population (Leedy & Ormrod, 2010:183).

The collection of data was done by using qualitative and quantitative methods. According to Struwig and Stead (2001:4), qualitative research is not easily defined but it has characteristics that tend to differentiate it from the quantitative research method. The primary purpose of the qualitative research method is to describe a problem, situation, phenomenon or occasion; the data is collected through the use of variables measured on nominal or qualitative measurement scales and if the study is prepared to establish the variation in the situation, problem or phenomenon without measuring it (Kumar,1999:10). The purpose of the quantitative research method is to test hypotheses (Struwig & Stead, 2001:4). According to Struwig and Stead (2001:4), a hypothesis is a statement about the relationship between two and more variables and then the hypothesis is tested. Struwig and Stead (2001:4) explain quantitative research as a form of conclusive research which consists of large representative samples and fairly structured information collection procedures. A non-probability sampling technique was used in this research because the number of people interviewed were not established before hand.

Content analysis was applied as a detailed and systematic approach to qualitative data analysis of the contents of a particular body of material for the purpose of identifying patterns, themes or biases (Leedy & Ormrod, 2010:142; Maree, 2007:101). Leedy and Ormrod (2010:142) and Maree (2007:101) explain that content analysis is usually used on forms of human communication, books, newspapers, films, television, art, music, videotapes of human interactions, and transcripts of conversations. Descriptive and inferential statistics were used to analyse data in this research. Descriptive statistics describe the body of the data that has been collected (Leedy & Ormrod, 2010:257). In inferential statistics, the researcher uses a small sample of a population and then estimates the characteristics of the larger population from which that sample has been drawn (Leedy & Ormrod, 2010:252). Descriptive and inferential statistics were computed by using the Statistical Package for Social Scientists (SPSS) computer program. It was used in this research to increase speed, handle complicated statistical and mathematical procedures, type the report, present the analysed data graphically and to save time (Kumar, 1999:222). Conclusions were drawn from the results of the exploratory study,

literature review and descriptive survey. Lastly, recommendations were formulated from the findings of the study.

1.10. LIMITATIONS

This research investigates female mentees in their work place in the South African construction industry. The study was limited to organisations in the Western Cape. Some people refused to participate, others withheld information and others did not complete the questionnaires. In addition, in some of the cases, the mentees and mentors were surveyed independently.

1.11. ASSUMPTIONS

There is insufficient mentorship for female mentees in the construction industry. The successful mentorship of women faces hindering factors. These cause women to underperform in the work place and to progress more slowly in their careers as compared to their male counterparts.

1.12. ETHICAL STATEMENT

No names of people or organisations who participated in this research were recorded unless permission was given to do so. Therefore, all persons and organisations interviewed were addressed as anonymous and used as links to a particular instrument of complete research. No payment was given to people who participated in the study. Quality assurance was done with respect to the following aspects:

- Correctness and completeness of questionnaire were used especially in the qualitative method.
- Quality of data capturing done by encoder.
- Frequency distributions were run to check that all variables contained only values in the accepted range and variable labels.
- General conduct and competence of interviewers.

1.13. CHAPTER OUTLINE

The chapter outline provides main sections of each chapter:

Chapter 1:   Introduction - This chapter introduces the background problem statement of the research study of factors affecting the successful mentorship of female mentees in the construction industry workplace. The hypotheses and objectives of the

study are stated. Research design is presented, which displays how the hypotheses is to be tested. Furthermore, the significance of the study towards the female mentees and construction industry in South Africa is discussed. Moreover, the assumptions, limitations, ethical statement and chapter outline are also addressed.

Chapter 2:   Literature review - This chapter critically reviews the factors which contribute to a successful mentorship; how the career and psychosocial mentoring functions influence the mentorship relationship; how the demographic differences of the mentor-mentee relationship have an impact on successful mentorship and the indicators of successful mentorship of women in the construction industry.

Chapter 3:   Methodology - Research design and methodology is discussed in more detail. The methods of data collection and analysis used are outlined. Quantitative and qualitative research methods were adopted as research approaches in the pilot and main study. The following are also discussed: research strategy, sampling technique, sample size and methods of data collection. Furthermore, data analysis methods, reliability and validity are also discussed.

Chapter 4:   Analyses and discussion - The chapter covers the analysis of the pilot study and main study. The areas covered in the pilot study include: the analysis of companies, profiles of companies, preparation of interviews and profiles of participants. Furthermore, the following are addressed: indicators of successful mentorship, mentoring functions and impact of demographics of mentors and mentees in successful mentorship. Moreover, the impact of the mentor-mentee relationship and attitude of mentors towards the mentorship of female mentees are also addressed.

The areas covered in the main study include: the response rate, the profile of respondents and indicators of successful mentorship of female mentees. Furthermore, areas covered include: entrepreneurship ability, gaining of knowledge, productivity of female mentees, attitude of mentors towards mentorship of women and the mentorship functions. Moreover, sections include:

the reliability testing of scale questions, the testing of hypotheses, discussion of findings and chapter summary.

Chapter 5:   Conclusions and Recommendations - The chapter concludes the study, highlighting the limitations, recommending further study areas to be investigated and provides the summary contribution to the body of knowledge. The study identifies factors that are contributing to the successful mentorship of women in the South African construction industry work place and investigates whether the successful mentorship of women in the South African construction industry is affected by the demographic differences of the mentor and mentee, and by the attitude of mentors.

CHAPTER TWO: LITERATURE REVIEW

2.1. INTRODUCTION

This chapter reviews the literature related to factors contributing to the successful mentorship of women in the South African construction industry. The areas to be covered include: the empowerment of women locally in South Africa and internationally; review of mentoring functions and the demographics that influence the successful mentorship of women. This chapter will also review the attitude of mentors towards their female mentees and identify the indicators of successful mentorship of women.

2.2. WOMEN EMPOWERMENT PROGRAMMES IN THE CONSTRUCTION INDUSTRY

2.2.1. International empowerment of women in the construction industry

The Commission on the Status of Women was established by the United Nations in 1945 in San Francisco (Commission on Status of Women, 2013:1). The Commission on the Status of Women unites governments, United Nations entities, NGOs and other international and regional organisations to promote women's rights and advance gender equality (Commission on Status of Women, 2013:20; United Nations, 1945:525). It also documents the reality of women's lives throughout the world and shapes global policies on gender equality (Commission on Status of Women, 2013:20; United Nations, 1945:525). It continues to empower women and ensures that the work of the United Nations in all areas incorporates a gender perspective (Commission on Status of Women, 2013:20; United Nations, 1945:525). The international empowerment of women organisations that are selected to be discussed below include the Leading Women of Africa and National Association of Women in Construction organisations. These organisations were approved by South African Women in Construction, South African Women Entrepreneurship Network, Department of Trade and Industry and internationally.

2.2.1.1. Leading women of Africa

At the Fourth World Conference on Women: Action for Equality, Development and Peace in Beijing in 1995, it was stressed that the central development goals are to empower women in the twenty first century (Leading Women of Africa, 2013:online). The following actions were adopted: mainstreaming gender perspectives in the design, implementation and monitoring of all policies and programs and development programs (Leading Women of Africa, 2013:online). As a result, the non-profit organisations focus on advancing the leadership and economic

development of African women entrepreneurs and women-owned businesses and Small Medium Micro Enterprises on the African continent (Leading Women of Africa, 2013:online).

2.2.1.2. National Association of Women in Construction

The National Association of Women in Construction (NAWIC) is an international organisation that was established in 1952 in Texas (NAWIC, 2012:online). By 1995, the organisation was known worldwide (NAWIC, 2012:online). It is a non-profit organisation that empowers women who work or have businesses in the construction industry (NAWIC, 2012:online). This organisation encourages women to enter, to be established and succeed in their chosen careers in the construction industry (NAWIC, 2012:online). This is done by having regular events that increase the knowledge and skills of women, and promoting networking and sharing information on how to improve the construction industry (NAWIC, 2012:online). Women are mentored to advance in their careers, receive bursaries and women entrepreneurs receive financial support (NAWIC, 2012:online). Below are the associations affiliated to NAWIC:

- Canadian Association of Women in Construction
- NAWIC Australia
- NAWIC New Zealand
- NAWIC United Kingdom
- South African Women in Construction (SAWIC)

2.2.2. Empowerment of women in the South African construction industry

Gender-related human resource management policies and legislation have been introduced ever since the apartheid government ended in 1994 (Ozumba & Ozumba, 2012:30). These human management policies and legislation include:

- the Employment Equity Act and the National Policy Framework for Women Empowerment and Gender Equality;
- the Labour Relations Act 66 of 1995;
- the South African Constitution Act 108 of 1996;
- the Basic Conditions of Employment Act and Amendments Act 75 of 1997, 42/1996, 27/1998, 2/2002; and
- the Skills Development Levies Act 97 of 1998 (Ozumba & Ozumba, 2012:29; Co, Groenewald, Mitchell, Nayager, van Zyl, Visser, Train & Emanuel, 2006:113, 199-201).

Some of the legislation has been amended (for example, the Basic Conditions of Employment Act), while new legislation has come into effect (Ozumba and Ozumba, 2012:29). New, post-apartheid legislation includes: The Employment Equity Act of 1998 and The Promotion of Equality and Prevention of Unfair Discrimination Act of 2000 (Co, *et al.*, 2006:113). The South African National Policy Framework for Women's Empowerment and Gender Equality aims to provide equal opportunities to previously disadvantaged groups in South Africa, especially women (South Africa's National Policy Framework for Women's Empowerment and Gender Equality, 2000:6).

South African Women in Construction (SAWIC) was founded in 1997 (SAWIC, 2012: online). SAWIC works together with government departments such as the Department of Public Works and the Department of Trade and Industry (DTI). These departments ensure that gender inequality is eliminated in the country (SAWIC, 2012: online). South African Women Entrepreneurship Network (SAWEN), which is under the Department of Trade and Industry (DTI), empowers women who are from rural areas and disadvantaged backgrounds who want to establish their own businesses (DTI, 2012:online). They are encouraged to enter, establish and ensure that they are retained in the industry (DTI, 2012:online).

2.3. MENTORING FUNCTIONS

Agumba and Fester (2010:1961); Kram (1985:22) and Noe (1988a:472) identified two mentoring functions offered by mentors, which are psychosocial and career mentoring. A successful mentorship is characterised by the provision of these two functions (Kram, 1985:22). While career mentoring is to ensure that the mentee grows in the organisation, the psychosocial mentoring ensures that the mentee grows professionally (Kram, 1985:22). Role modelling is being described as a form of psychosocial mentoring (Kram, 1985:22). Other researchers have identified role modelling as a distinct mentoring function (Scandura & Ragins, 1993:254; Scandura & Viactor, 1994:717; Scandura & Pellegrini, 2007:3).

2.3.1. Psychosocial mentoring

This section determines how psychosocial mentoring function outcomes are perceived to influence the successful mentorship of women. Psychosocial mentoring is a process that encompasses the interpersonal aspects of mentoring (Kram, 1985:23). At the beginning of the mentoring programme, the quality of the interpersonal relationship between the mentor and

mentee forms an emotional bond (Kram, 1985:23). This bond is established through positive interactions between the mentor and the mentee (Kram, 1985:23). Noe (1988a:473) suggests that mentees receive more psychosocial mentoring and outcomes than career mentoring. For the mentor to build a positive relationship with the mentee, the mentor must be interested in personal development and the development of the mentee (Kram, 1985:23). Finally, the mentor assists the mentee by   increasing their sense of self-competence and self-efficacy both professionally and personally (Scandura & Hamilton, 2002:295). The following are the psychosocial mentoring functions offered to mentees: role modelling, acceptance-and-confirmation, counselling and friendship.

2.3.1.1. Role modelling

Role modelling is the study of the behaviour of others in given situations, noting the outcomes of those behaviours and applying this knowledge in shaping personal behaviour in a similar context in expectation of similar results (Singh *et al.*, 2006:67). Role modelling has emerged as a distinct mentoring function (Scandura & Ragins, 1993:254) because it is a successful way to develop young employees (Singh, Vinnicombe & James, 2006:67). Women desire to possess management positions in their workplaces (Noe, 1988:65). Role model mentors have a great influence on their mentees, because their behaviour, style and attributes are imitated by them (Shapiro, Haseltine & Rowe, 1978 cited in Singh *et al.*, 2006:67; Stone, 2007:172). This occurs because they have a close interactive relationship with their mentees (Singh *et al.*, 2006:67).

Bandura (1977), cited in Singh *et al.* (2006:67), comments that the social learning theory is useful in explaining how role modelling functions. People study the behaviour of others in given situations and note the outcomes of those behaviours (Singh *et al.,* 2006:67). As a result, people apply this knowledge to shape their own behaviour in similar contexts with expectations of similar results (Singh *et al.,* 2006:67). Louis (1980:227) states that people are socialised into an approval of the values, abilities, expected behaviours and social knowledge necessary for their new roles, particularly in organisational life. Hill (1992), cited in Singh *et al.* (2006:68), agrees that through imitation of observed behaviour and career paths of their role models, female mentees perform their new roles. According to Ragins (1998:32), having a mentor limits the barriers that women face in organisations (Ragins, 1998:32); because mentees observe and imitate their role models and mentors' leadership qualities. Mentees observe how their role model mentors handle situations when they interact with a colleague or how confident they appear to be (Stone, 2007:172).

A study of future teachers and accountants reveals that they were inspired in their professions by leaders of the same gender as themselves (Lockwood & Kunda, 1997:92). Singh *et al.* (2006:68) agrees that an essential part of the value of role models is that they demonstrate the possibility of accomplishment to those with similar situations. Therefore, they demonstrate the possibility, offering inspiration and getting rid of doubt (Singh *et al.,* 2006:68). In other words, the fact that the role model mentors are successful in their careers means that it is also possible for mentees to be successful (American Economic Association Committee on the Status of women in the Economics Profession, 1973:1054).

Shapiro *et al.* (1978), cited in Singh *et al.* (2006:68), and Gibson (2004:145) mention that as people build their professional identities, they may draw on partial or total role models and on positive or negative personality and behaviours as part of the learning process. People often search for role models in order to develop their career, role models who have similar backgrounds as themselves (Singh *et al.,* 2006:69). Unfortunately, this is not easy for minority individuals, such as women (Singh *et al.,* 2006:69). There are few female employees in the construction industry (Women in Construction Scientific Research, 2006:18) and in top positions in construction organisations (Noe, 1988b:67). As a result, the industry lacks female mentors (Catalyst, 2003:online). Ragins and Cotton (1999:542) report that female mentees in formal mentoring receive less role modelling than female mentees receiving informal mentoring.

2.3.1.2. Acceptance-and-confirmation

The mentor's acceptance-and-confirmation allows the mentee to experience unconditional positive consideration (Kram, 1985:35). Ragins and Cotton (1999:539) and Vanderbilt (2010:49) reveal that acceptance-and-confirmation was the most influential of all mentoring functions in social work, engineering and journalism. Kram (1985:35) and Greenhaus and Singh (2007:526) explain that the mentee receives acceptance, which provides support and encouragement from the mentor. The purpose of acceptance-and-confirmation is for both parties to receive a sense of self and positive regard conveyed by the other (Kram, 1985:35). As the mentee's competence advances in the workplace, the mentor's acceptance-and-confirmation provides support and encouragement (Kram, 1985:35).

Both the mentor and mentee receive positive feedback, which helps them on performance, mutual liking and mutual respect (Kram, 1985:35). Acceptance-and-confirmation transforms the

behaviour of the mentee. This function provides fundamental trust that encourages the mentee to take risks and to venture into unfamiliar ways of connecting to the workplace (Kram, 1985:35). As a result, it creates more risk-taking than others who are not sure that mistakes while learning will not result in them being rejected (Kram, 1985:35). A mentee who is provided with acceptance-and-confirmation is comfortable to disagree in a mentoring relationship (Kram, 1985:35). The mentor counsels the mentee and this helps the mentee to receive a positive sense of self at work (Kram, 1985:36). Moreover, the mentee gets the opportunity to use the mentor as a sounding board for self-exploration (Kram, 1985:36). However, Noe (1988a:468) states that results suggest that the function was third in the list of the psychosocial mentoring functions in influencing the successful mentorship of educators.

2.3.1.3. Counselling

The counselling process is to identify problems, analysing them, establishing solutions and committing to them (Klasen & Clutterbuck, 2002:13). Counselling allows the mentee to explore personal concerns that may hinder her or him in the organisation (Kram, 1985:36). The mentor discusses with the mentee the hindering personality that is negatively affecting the mentee in the organisation (Kram, 1985:36). Both the parties openly discuss anxieties, fears and ambivalence, which decrease productive work (Kram, 1985:36). The desired outcomes in thoughts and behaviours are established (Klasen & Clutterbuck, 2002:13). The mentor establishes techniques that help the mentee to achieve desired outcomes (Klasen & Clutterbuck, 2002:13). The mentee is directed by the mentor to take suitable steps in order to achieve the desired outcomes (Klasen & Clutterbuck, 2002:13). The mentor uses their own experience as an alternative perspective in order to help resolve problems through feedback and active listening (Kram, 1985:36). Counselling helps the mentee to be able to deal with personal concerns more effectively (Kram, 1985:36). Nevertheless, Ragins and Cotton (1999:542) report that female mentees in formal mentorship were receiving less counselling from their mentors than those who were in informal mentorship and their male counterparts.

2.3.1.4. Friendship

The friendship function that the mentee receives from the mentor is for social interaction, which promotes mutual liking and understanding between them (Kram, 1985:36). It further provides satisfaction and enjoyable informal exchanges about work and external work experiences (Kram, 1985:38). Both individuals find a person in the relationship to share personal experiences, eat lunch together or escape from the pressures of work (Kram, 1985:38).

Differences in life priorities between mentor and mentee are not accepted by the mentor to interfere with the friendship (Greenhaus & Singh, 2007:526). Kram (1985:36) adds that relationships with the form of authority are usually more distant, evaluative and parental. Kram (1985:38) explains that a developing relationship that provides friendship combines elements such as a teacher, a parent and a good friend (Kram, 1985:36).

Friendship allows the mentee to start to mature and feel like a peer of the mentor (Kram, 1985:36). The mentee learns increasingly valuable interpersonal skills and networking skills by observing the mentor (de Janasz, 2006:131). Through this friendship the mentee gains confidence and self-awareness (de Janasz, 2006:131). However, Ragins and Cotton (1999:543) report that female mentees in formal mentorship receive less counselling from their mentors than those who are in informal mentorship and their male counterparts.

Not much research has been done on the psychosocial mentoring function that female mentees receive from non-traditional industries. Studies have been made to reveal each purpose of psychosocial mentoring characteristics offered by mentor to mentees. Few studies have been done in South Africa about the qualities of each psychosocial mentoring characteristic offered by mentor to mentees in the construction industry workplace.

2.3.2. Career mentoring

This section determines how the career mentoring function is perceived to influence the successful mentorship of women. The career mentoring function develops the mentee in the organisation by teaching the organisation's objectives, norms, values, mentee's duties and responsibilities (Kram, 1985:22; Ragins & Cotton, 1999:547). The following are career mentoring functions offered to mentees: exposure, sponsoring, coaching, protection and challenging tasks.

2.3.2.1. Exposure

The mentee receives exposure and visibility from the mentor (Scandura & Hamilton, 2002:295; Kram, 1985:25). The mentee receives great networking opportunities, when the mentor is in a top managerial position (Kram, 1985:25). Kram (1985:25) agrees that for the mentee, successin the organisation depends on the level of power and position of the mentor within the organisation. This helps the mentee by being in contact and interacting with key players in the organisation (Scandura & Hamilton, 2002:295). Furthermore, the key players influence the

career of the mentee positively (Vanderbilt, 2010:12). Future opportunities, such as promotions, come as the mentee is under the guidance and support of the mentor (Vanderbilt, 2010:12). Ragins and Cotton (1999:542) report that female mentees with formal mentors received less exposure than female mentees with informal mentors and male counterparts who received informal and formal mentorships.

2.3.2.2. Sponsoring

Scandura and Hamilton (2002:295) explain that sponsorship is when the mentor provides the mentee with the recommendation for desirable lateral moves within the organisation. In addition, the mentor helps the mentee with progression (Scandura & Hamilton, 2002:295). Kram (1985:25) reveals that these progressions often happen during formal committee meetings or informal discussions with colleagues. It is not only the recommendations from the mentor that cause the mentee to receive promotions but a mentor also empowers a mentee with knowledge which creates opportunities for movement and progression (Kram, 1985:25).

2.3.2.3. Coaching

Hamilton (2003:62) defines coaching as a way of enhancing a mentee's performance by identifying and equipping the mentee with skills that they lack. The mentor usually does this by examining the behaviour of the mentee (National Association of Secondary School Principals, 2007:online). Hamilton (2003:62) states that the word 'skill' implies that the coaching techniques are used to get knowledge, mostly to effectively assist a mentee in doing something. MacLennan (1995:4) reveals that coaching is to unlock the mentee's natural ability, to perform, to learn and to achieve, to increase awareness of the factors which determine performance, to increase their sense of responsibility and ownership of their performance, to self-coach and to recognise and get rid of the barriers to achieving. According to MacLennan (1995:4), to coach is not teaching, instructing, training, managing or to be qualified in the specific field that is being mentored. According to the National Association of Secondary School Principals (2007:online), coaching requires the skills of observing and recording behaviour, giving feedback, asking inquiring questions that improve reflection, listening, analysing behaviour as it relates to professional skills and knowledge. The mentor is not responsible for the mentee's behaviour (MacLennan, 1995:4). When the mentor is coaching the mentee, the mentor is able to learn with the mentee (MacLennan, 1995:4). Ragins and Cotton (1999:542) argue that female mentees with formal mentors receive less coaching than female mentees with informal mentors.

2.3.2.4. Protection

According to Steinmann (2006:54) and Kram (1985:26), protection is when a mentor shields a talented mentee from stumbling blocks, difficult relationships and threats to the mentees lateral progress in an organisation. Mentors usually have a successful track record in the organisation (Steinmann, 2006:54). Therefore, they are more familiar with organisational realities, such as politics and the unique culture or way of doing things in the organisation (Steinmann, 2006:54). Mentors provide a protective arena in which mentees experience, grow and learn (Steinmann, 2006:54). Dreher and Dougherty (1997:117) add that a mentor's protection is valuable since the mentee lacks experience or political skills. Mentors' actions reduce risks that threaten the mentees' reputations as future managers (Dreher & Dougherty, 1997:117).

2.3.2.5. Challenging tasks

Mentees receive challenging tasks from the mentors (Scandura & Hamilton, 2002:295). These tasks are associated with projects at the workplace; however, the mentees are often provided with technical support throughout the process (Scandura & Hamilton, 2002:295). The mentee receives continuous performance feedback, while busy with challenging tasks (Vanderbilt, 2010:12). As a result, the mentees further expand their skills through programmes established by the organisation (Vanderbilt, 2010:12). Furthermore, this allows the mentee to improve particular competencies and experience a sense of accomplishment (Vanderbilt, 2010:12). Ragins and Cotton (1999:542) reveal that in cross gender relationships, informal mentors provided more challenging tasks than formal mentors. Ragins and Cotton (1999:542) argue that in same gender relationships, formal mentors provided more challenging tasks than in informal relationships.

Kram (1983:608) established different kinds of mentorship programme phases such as initiation, cultivation, separation and redefinition. Kram (1983:608) demonstrated that mentees experience different levels of mentoring functions in different phases. Chao (1997:15) analysed the functions that mentees receive from their mentors in different mentoring phases and their outcomes. The study reveals that the mentees who are in the initiation phase receive the lowest psychosocial and career functions compared to mentees who are in all other phases (Chao, 1997:24). According to Kram (1983:616), the mentor increases the provision of career and psychosocial mentoring function in the cultivation phase. Arguably, Chao (1997:25) reveals that

in the cultivation phase the mentoring functions were not maximised. Chao (1997:25) continues to suggest that it was because of the method that was utilised in the study to determine the phase.

The method that was used in Chao's study was established by Noe in 1988. Noe (1988a:468) worded items of the mentoring functions in the past tense that were established by Kram in 1985; rather than in the present tense (Chao, 1997:26). The respondents were instructed to rate how their mentors provided each function of the mentoring functions (Noe, 1988a:468). For example, they were instructed to rate "Mentor shares history of his / her career with you" to determine the coaching function (Noe, 1988a:468).

On the other hand, Ragins and Cotton (1999:544) compared the study of men and women in formal and informal mentoring relationships. Ragins and Cotton (1999:529) illustrated that the level rate of each function experienced by the mentees, is determined by the type of the mentoring relationship. The study revealed that mentees with informal mentors receive greater benefits than those with formal mentors (Ragins & Cotton, 1999:544).

Noe (1988a:464) examined the extent to which the career and psychosocial mentoring functions are related to mentees' gender, job involvement and career planning activity in the United States. The study is about mentees who hold master's degrees, and have positions such as assisting principals, teaching and counselling (Noe, 1988a:464). Half of the educators' mentors hold doctoral degrees, directorships or assisting superintendents in schools (Noe, 1988a:466). Noe (1988a:466) utilises a 5-point Likert-type scale with 1 being "to a very slight extent" to 5 being "to a very large extent" to determine the level of career and psychosocial mentoring functions with which the mentees are provided. In the study the "don't know" response category was provided - this category was treated as a missing response in subsequent analyses (Noe, 1988a:464).

Ragins and Cotton (1999:534) used a national random sample of national professional associations, namely engineering, social work and journalism, to determine the level of career and psychosocial mentoring functions with which the mentees were provided by the mentors (Ragins & Cotton, 1999:534). Ragins and Cotton use the mentor role instrument proposed by Ragins and McFarlin (1990) based on Kram's (1985) study. Ragins and McFarlin (1990:327) and Ragins and Cotton (1999:550) use the 7-point Likert-type scale to measure with responses ranging from 1 which is 'strongly disagree' to 7 which is 'strongly agree'.

The psychosocial mentoring function that was most influential to mentees in the successful mentorship in Noe's study was counselling, followed by role modelling and acceptance-and-confirmation (Noe, 1988a:468). The mentees received less friendship from their mentors. In career mentoring, the coaching was identified as a most influential function, followed by challenging assignments and protection (Noe, 1988a:468). Sponsoring and exposure are identified as functions that influenced the successful mentorship of mentees the least (Noe, 1988a:468).

Ragins and Cotton (1999:536) revealed that acceptance-and-confirmation was the most influential function in psychosocial mentoring function provided by mentors, followed by social and friendship. Mentors provide less role modelling, parenting and counselling characteristics (Ragins & Cotton, 1999:536). The study by Ragins and Cotton (1999:536) also revealed that in career mentoring, challenging assignments was the most influential function provided by mentors, followed by exposure and protection; and that the mentees perceived that coaching and sponsoring were the least influential functions in career mentoring (Ragins & Cotton, 1999: 536).

Vanderbilt (2010) analysed the perception of career and psychosocial mentoring functions between a mentor and a mentee. Vanderbilt (2010:49-51) found that the psychosocial function that has most influence on both mentors and mentees is counselling, followed by role modelling and acceptance. Friendship is the last on the list (Vanderbilt (2010:49-51). The career function that has the most influence in Vanderbilt's study is protection, followed by coaching, and exposure and visibility (Vanderbilt, 2010:49-51). The mentees feel that they are not receiving much in the way of challenging assignments and sponsorship in the career mentoring function (Vanderbilt, 2010:49-51). Vanderbilt (2010:51) uses the instrument to determine the perceived rate of each function that was developed by Noe in 1988 and modified by Wilson in 2006.

The results regarding the most influential function on career and psychosocial have been mixed even though all the studies are based in America. Noe, Wilson and Vanderbilt's research concentrates on the educational profession, while Ragins and Cotton's research is about engineering, social work and journalism. Ragins and McFarlin's research is about three research and development organisations. The current research focuses specifically on women who are in the construction industry.

2.4. THE INFLUENCE OF THE AGE, GENDER AND RACE OF THE MENTOR-MENTEE RELATIONSHIP ON A SUCCESSFUL MENTORSHIP OF WOMEN

Hansman (2002:40) and Deering (2010:13) argue that successful mentorship programmes are affected when mentees and mentors interact and settle their relationship based on gender, race, ethnicity and age. The mentor-mentee relationship is influenced by complexities such as gender, race, ethnicity, religion and age (Steinmann, 2006:92; Meyer & Fourie, 2004:91). Murrell and de Zagenczyk, (2006:119) agree that the gender and race of the mentor play an important role in the mentoring relationship.

2.4.1. Gender

Past research reveals that the successful mentorship is affected by the gender of the mentor and mentee, and it affects the type of mentoring provided (Allen and Eby, 2004:135; Ragins and McFarlin, 1990:333,334); mentoring opportunities (Noe, 1988b:71 and Steinmann, 2006:92); mentor exposure and protection (Hansman, 2002:41) and the mentorship relationship (Steinmann, 2006:92).

2.4.1.1. Gender versus type of mentoring provided

Mullen (1998:319) researches identifying mentors who serve vocational and psychosocial mentoring functions. The study reveals that the gender of the mentors and mentees does not determine the mentoring functions provided to mentees (Mullen, 1998:328). Allen and Eby's (2004:135) study contradicts this, revealing that male mentors provide more psychosocial mentoring to female mentees than to male mentees. Allen and Eby (2004:135) report that male mentors usually provide more career mentoring and female mentors usually provide more psychosocial mentoring functions. Female mentors provide more emotional support and counselling characteristics than male mentors (Allen & Eby, 2004:135). Ragins and McFarlin (1990:333) state that in same gender mentoring relationships, the role modelling is provided more to female mentees.

2.4.1.2. Gender versus mentoring opportunities

Mentoring is used as a tool to advance women in their careers in the workplace (Stoessel, 2006:5). However, literature suggests that mentoring relationships are often not as available to women as they are to men (Hansman, 2002:40; Ragin & Cotton, 1999:539). Women are perceived as not being serious about their careers and this is the reason for female mentees not being chosen by male or female mentors (Chandler, 1996:93). Hansman (2002:40) argues that women who have too many family responsibilities that result in delaying or interrupting their careers, face problems participating in mentoring relationships. A sexual harassment concern is another reason the mentors decide not to choose mentees of the opposite sex (Hansman, 1998). Kalbfleisch (2000), cited in Hansman (2002:41), opines that women and men both prefer and are comfortable to be mentored by someone of the same gender. However, the construction industry is a male dominated industry. It is, therefore, evident that female mentees are mostly mentored by male mentors.

2.4.1.3. Mentorship relationships

Traditionally, male mentors have more centralised, critical positions than female mentors, that give them access to valuable information, job opportunities, pending projects and managerial decisions, often shared through the old boy network (Noe, 1988b:71; Steinmann, 2006:92). As a result, male mentors have great power, help to set realistic career goals, provide greater visibility to mentees and have access to valuable resources (Woodlands Group, 1980 cited in Noe, 1988b:67). Blake-Beard (2001:336) argues that in cross-gender mentoring relationships, there are challenges of sexual tension, gossip and sexual innuendo by co-workers about the mentoring relationship between the male mentors and female mentees. Steinmann (2006:92) recommends that in cross-gender or cross-race mentorship, mentors consider specific issues that impact on the relationship. Ragins and McFarlin (1990:333,334) state that in same gender mentoring relationships, female mentees do not experience detrimental sexual issues. Instead, they have a close interactive relationship (Singh *et al.,* 2006:67). Stone (2007:172) adds that female mentors have a great influence on their mentees, because their behaviour, style and attributes are imitated by them.

Hansman (2002:40) argues that even if female mentees are involved in mentoring relationships with women mentors, there is no guarantee that their mentorship will be successful. Ervin (1995) cited in Hansman (2002:40) discovered that female mentees complain that female mentors handle situations like male mentors (in a masculine way). Kalbfleisch (2000), cited in

Hansman (2002:41), opines that women have less power and influence than their male counterparts in the workplace. Female mentors are perceived as having less ability to boost the career of the mentee to succeed (Hale, 1995). This results in female mentees not having the desire to be mentored by female mentors (Hansman, 2002:41).

In diverse relationships, people see things from a different perspective than others (Steinmann, 2006:92). This is the reason the conflict usually exists in mentor-mentee relationships (Steinmann, 2006:92). When failure takes place in mentorship relationships, it is because people fail to perceive things from the perspective of others (Steinmann, 2006:92).

Allen and Eby (2004:135) state that the gender relationship between the mentees and mentors influences the type of mentoring received. Klasen and Clutterbuck (2002:118) explain that each and every mentorship relationship is unique. The standard of learning and development depends on the quality of the mentorship relationship (Klasen & Clutterbuck, 2002:118). The quality of mentorship depends on the trust and openness of the relationship (Klasen & Clutterbuck, 2002:118). Honesty and openness are required as a solution in issues that are encountered in cross-gender, race and religion mentor-mentee relationships (Steinmann, 2006:93).

According to Klasen and Clutterbuck (2002:141), the mentoring relationship is challenged if prejudices are not dealt with. Even if both the parties possess different values, the mentorship gives an opportunity to discuss and debate (Steinmann, 2006:93). Furthermore, mentors and mentees learn and receive knowledge from each other (Steinmann, 2006:93). Shared values underpin profitable relationships – individuals are attracted to others who share similar values as themselves (Steinmann, 2006:93). Mentors and mentees perceive work from a completely different perspective and have different work needs (Steinmann, 2006:93).

2.4.2. Race and ethnicity

2.4.2.1. Cross-race mentorship

According to Blake-Beard *et al.* (2006:4), race in organisations continues to be a critical factor in relationships because racism in society has a rooted phenomenon lens (Cox & Blake, 1991:45). The non-white population is increasing in the workplace (Cox & Blake, 1991:45). As a result, organisations transform in terms of increasingly diverse workforces in many nations (Cox & Blake, 1991:45). The transformation in the diverse workforce means that people encounter

more cross-race interactions within the organisations (Murrell & Hayes-James, 2001:253). Blake-Beard *et al.* (2006:6) and Caproni (2005:269) comment that an organisation's role is to support and make possible relationships among individuals who come from different cultures, backgrounds and perspectives. The majority of top positions are possessed by white men (Tsukudu, 1996 cited in Mathur-Helm, 2005:61). It is evident that most mentees are mentored by the white race in the work place.

Non-white employees usually face challenges with position issues and might battle to find the necessary functional competence within the organisation (Steinmann, 2006:93). It is critical for people who are from minority groups to have mentors from majority groups (Cox, 2001:112). Dickey (1997:73) states that it is difficult for women to be involved in mentoring relationships, but for women of colour it is even worse. Bell (1990:463) describes this situation as being a double disadvantage. It is because women are perceived to have low status and to be unfairly treated and excluded in the organisations (Koberg, Boss & Goodman, 1998:61). Klasen and Clutterbuck (2002:141) complain that mentees who are involved in cross-race mentorship relationships are unfairly treated by mentors because of cultural stereotypes. Blake-Beard *et al.* (2006:6) agree that minorities are not advancing into top positions in the workplace. Tsui and O'Reilly (1989:415) commented that white mentees with non-white mentors reported more role conflict and ambiguity than did white mentees with white mentors. Tsui and O'Reilly (1989:416) discovered that non-white mentees with white mentors had the least amount of role conflict and ambiguity.

Murrell and De Zagenczyk (2006:119) disagree that research has shown that female mentees who are mentored by white male mentors are promoted more quickly and earn higher salaries than those who are mentored by female and minority mentors. The benefit of the cross-race mentorship relationship to both parties is that they learn how to interact with other people who are from different races (Klasen & Clutterbuck, 2002:141).

2.4.2.2. Same-race mentorship

Klasen and Clutterbuck (2002:141) state that same-race mentorships are usually successful. Klasen and Clutterbuck (2002:141), Thomas (1990:479) and Ensher and Murphy (1997:460) observed that mentees who are in a same-race mentorship relationship receive more psychosocial support and have a shorter and easier initiation phase compared to cross-race mentorship relationships. Furthermore, mentees and mentors have similarities (Ensher &

Murphy, 1997:460). These similarities affected the amount of liking, satisfaction and the type of mentoring functions provided by mentors (Ensher & Murphy, 1997:474). Moreover, mentors who were from the same-race mentorship relationship served as excellent role models to encourage mentees to believe that it was also possible for them to succeed (Moses, 1989 cited in Davidson & Foster-Johnson, 2001:553). Meznek, MaGrath and Golaviz (1989:9) opined that mentors in same-race mentorship relationships are able to handle conflicts arising between the values of mentor and mentee in culture or community. Success is possible in same-race mentoring relationships without having to abandon cultural identity (Meznek, MaGrath and Golaviz, 1989:9).

2.4.3. The influence of age on the successful mentorship of women

The kind of age difference between a mentor and mentee affect successful mentorship of women in the following ways:

2.4.3.1. Younger mentees versus older mentors

Mentees have been described as people who are younger than their mentors (Finkelstein, Allen, Ritchie, Lynch & Montei, 2011:6). Mentors are influential senior members of the organisation who are committed to providing upward mobility and support to younger members' careers (Kram, 1985:8). Organisations are affected by age norms (Lawrence, 1987 cited in Deering, 2010:13). The mentor is someone who has more experience and wisdom, who shares his or her knowledge with the mentee, who has less experience (Gordon, 1999:3; Meyer *et al.*, 2009:160).

The age norms does not reflect the present workplace landscape (Finkelstein *et al.*, 2011:6). People change organisations, jobs, or careers later in life and as a result, mentees change mentors at many different phases of their lifecycle (Finkelstein *et al.,* 2011:6). Age is also related to two of the mentor roles: younger mentees are more likely than older mentees to report that their mentors provide role modelling and parenting characteristics (Ragins & McFarlin, 1990:335). Mullen (1998:319) reports that older mentors serve more career and psychosocial mentoring functions. These older mentors perceive their mentees as being competent and influencing them (Mullen, 1998:319). On the other hand, Finkelstein *et al.* (2003), cited in Deering (2010:13), report that older mentors provide less mentoring functions because they depend on their experience and they do not work hard. Kram (1985:101) agrees that mentors

provide different functions at different career stages and that role modelling functions are salient in early career stages.

2.4.3.2. Older mentees and younger mentors

Finkelstein *et al.* (2003:273), cited in Deering (2010:12), found in the examination of the role of both age and age diversity in the mentorship relationship, that mentees who are older than their mentors receive fewer career mentoring functions. Furthermore, their mentoring relationship with their mentors is shorter (Finkelstein *et al.,* 2003:237). According to Finkelstein *et al.* (2003:276), the findings suggest that younger mentors work harder to gain credibility with their mentees. Younger mentors usually do this when they notice that their mentees doubt their potential. It is perceived that younger mentors contribute new ideas and high energy into successful mentorship (Finkelstein *et al.,* 2003:275).

Mullen (1998:328) argues that younger mentors provide less career and psychosocial mentoring functions than older mentors. Finkelstein *et al.* (2003:276) support that having a young mentor is perceived to be disadvantageous because of the lack of knowledge and experience.

2.4.3.3. Mentees and mentors with similar ages

Mentees who had similar ages as their mentors perceive that they benefited from the mentoring relationship because of the similar life experience, good opportunities for both parties to learn from each other and the ability to relate to one another (Finkelstein *et al.,* 2003:277). Mullen (1998:328) agrees that mentors who are influenced by their mentees served a higher level of mentoring functions. Mullen (1998:328) adds that this is evidence of a sense of reciprocity in tense mentoring or an effect similar to that of perceived mentee's competence. The same-age mentoring relationship was challenged by the knowledge and skills of the mentor and relationship boundary issues (Finkelstein *et al.,* 2003 cited in Deering, 2010:13).

2.4.4. Benefits of multiple mentors

Kram (1985:155) explains that individuals who wish to develop in their careers rely not just on one mentor but on multiple mentors. Higgins and Kram (2001:281) proposed mentoring as a multiple relationship phenomenon, a developmental network. Hansman (2002:41) reveals that a single personal mentor does not give political connections and developmental support. Riley (2009:11) suggests that mentees in mentoring networks have greater benefits with respect to

career success and career satisfaction than traditional mentoring. Furthermore, mentees have a responsibility of developing their own mentoring networks (Riley, 2009:11).

2.5. MENTOR ATTITUDES AND THEIR EFFECT ON SUCCESSFUL MENTORSHIP

An attitude is an affective reaction to a person, object, idea or activity (Mitchell & Larson, 1987:116). It is considered to be a way of judging a person, object, idea or activity - whether it is liked or disliked (Mitchell & Larson, 1987:116). An attitude can be either positive or negative (Mitchell & Larson, 1987:116). Some attitudes are rooted and difficult to change (Bergh & Theron, 2004:168). According to Mitchell and Larson (1987:117) attitudes are different from factors such as beliefs, values and personalities. But they can be influenced by these factors as well as past behaviour (Mitchell & Larson, 1987:116). Attitudes have three components, namely cognitive, emotional and behavioural components (Bohner, 2001 cited in Bergh & Theron, 2004:168). The nature of the attitude can either be more cognitive or more emotional (Bergh & Theron, 2004:168). This is revealed in the behavioural component, through which the attitude becomes noticeable (Bergh & Theron, 2004:168).

Attitudes and beliefs influence the quality of a mentor (Klasen & Clutterbuck, 2002:161). If the mentorship is affected negatively by the mentor's attitude or beliefs, then the mentoring process runs a high risk of failure, leaving both parties deeply dissatisfied (Klasen & Clutterbuck, 2002:161). For the mentorship to be successful, the mentor needs to have a strong interest in developing others (Klasen & Clutterbuck, 2002:162).

A successful mentorship relationship is characterised by ordinary ground, high levels of trust and openness, valuable discussions and mutual outcomes over time (Steinmann, 2006:4). Attitudes of mentors towards mentees are very important because mentees are learning from their mentors (Kram, 1985:32). Lankau and Scandura (2007:98) observe that lessons that mentees learn from their mentors shape their style, values and professional identity. This is one of the reasons negative attitudes towards women in the work place form a strong barrier to their careers (Ginige, Amaratunga & Haigh, 2007:172).

2.5.1. Patience

Patience is very important in a successful mentorship (Steinmann, 2006:36). If the mentor or mentee has patience or lacks it, this will affect the success of the mentorship relationship negatively or positively (Steinmann, 2006:36).

2.5.2. Friendliness

When someone is friendly, his or her attitude is positive (Chapman, 1996:21). The mentees receive friendship from their mentors for social interaction (Vanderbilt, 2010:13). As a result, mutual understanding in the mentorship relationship between the mentor and mentee is formed (Vanderbilt, 2010:13). Mentors are required to be approachable to their mentees (Steinmann, 2006:34). Approachability has to do with the manner in which a mentor behaves in everything he or she is involved in and with the messages the mentor projects (Steinmann, 2006:34). It has nothing to do with the mentee's confidence or assertiveness (Steinmann, 2006:34). According to Steinmann (2006:34) when mentors are at ease with themselves, others are also at ease with them.

2.5.3. Stereotyping

According to GENSET (2011:1), stereotypes are cognitive schema or prototypes; groups of perceived personal traits applied to social groupings, such as occupational categories. It can be cognitively efficient to describe groups using labels. O'Neill and Blake-Beard (2002:55) explain that stereotyping begins with the classification of people into groups according to noticeable criteria namely gender, race and age. Men are classified as being masculine while women are classified as being feminine (Edwards & Spence, 1987:146). As a result, those who fell in the middle or at the wrong end of the continuum are thought to be unstable and require help (Edwards & Spence, 1987:146). The masculine stereotype portrays men as being tough, aggressive, forceful, dominant, risk-takers, adventurous and able to endure pressure (O'Neill & Blake-Beard, 2002:55). The feminine stereotype portrays women as being emotionally supportive, kind, compassionate, gentle, helpful and warm (O'Neill & Blake-Beard, 2002:55).

Researchers indicate exact problems and potential barriers to career advancement experienced by women in the workplace (Amaratunga *et al.*, 2005:567). Many of the difficulties experienced by females originated from their biological gender type and societal attitudes and expectations of their wider familial role (Cartwright & Gale, 1995:13). For example, most women have a

primary responsibility for domestic duties (Chandler, 1996:83). Women are different from men because of the discontinuous work patterns and they withdraw periodically from the work force to raise children (Chandler, 1996:83).

Lingard and Lin (2010:411) state that mentors' attitudes influence the female mentees' work experiences. Neilson, Carlson and Lankau (2001:364) state that female mentees need their mentors to help them successfully negotiate conflicts between family and work. Mentors also help their female mentees to overcome the stereotype that they less committed to their careers and organisations when they have children (Chao, 2007:201). It is the responsibility of mentors to give the duties of their female mentees to others and also to guide them on how to negotiate this part of life in their careers (Chao, 2007:201). Therefore, mentors are there to minimise the challenges of stereotypes and realities related to work-family issues (Chao, 2007:201).

2.5.4. Bias

Bias is separation of gender in a way which favours one sex over the other (Burbules, 2002:online). Gender bias is caused when decisions or actions are done based on predetermined or stereotypical concepts about the nature, role or capacity of men and women (Murray, 1994:185). Furthermore, it is caused by misinterpretation of the social and economic issues of women's and men's lives (Murray, 1994:185).

2.5.5. Prejudice

Prejudice is a negative attitude people have towards members of a group (Weiten, 200:517). As a result, people discriminate against members of a group (Bergh & Theron, 2004:4:121). Discrimination is unfair treatment against members of a group (Bergh & Theron, 2004:121). Women are seen as having less power and ability than they actually have (Broverman *et al*., 1972:75), because masculine behaviours are associated with being a successful manager and feminine behaviours are not (O'Neill & Blake-Beard, 2002:55). This leads to women being perceived to be less qualified than men for high level management positions (Schein, 1973:95); when a mentor is required to recommend the mentee for a higher position at work (Scandura and Hamilton, 2002:295).

2.6. NATURE OF MENTORING RELATIONSHIPS

It is believed that successful mentorship is also influenced by the nature of mentoring relationships such as type of mentoring provided (Wanberg, Kammeyer-Mueller and Marchese, 2006:410-411; McDowall-Long, 2004:529; Agumba and Fester, 2010:1955; Ragins & Cotton, 1999:544) and phases of the mentorship (Steinmann, 2006:28; Kram, 1983:614; Kram, 1985:53).

2.6.1. Informal and formal mentoring

Wanberg, Kammeyer-Mueller and Marchese (2006:410-411) distinguish two types of mentoring relationships: formal and informal mentoring. According to Agumba and Fester (2010:1956), informal mentoring is different from formal mentoring because a formal mentoring relationship is usually short term and mentees are not committed to the relationship with the mentor but commit themselves to the program. McDowall-Long (2004:529) and Wanberg *et al.* (2006:411) consider the informal mentoring relationship to be more effective than the formal mentoring relationship.

Wanberg *et al.* (2006:410) referred to informal mentoring as a relationship that develops because of shared interests, admiration or job demands that require the skills of two or more persons. Wanberg *et al.* (2006:410) further explain that the informal relationship between the mentor and mentee is more than a career-related issue. It is usually deep in personal sharing of interests, needs and values. According to Wanberg *et al* (2006:409), an informal mentoring relationship develops naturally through unstructured social interactions.

Wanberg *et al.* (2006:411) and Philips-Jones (1983:38) indicate that most organisations have an established mentoring relationship between the mentor and mentee. According to Noe (1988:458), the purpose of this is to capitalise on the potential progress aspects of such a relationship. Another reason is that the mentors in the formal programs see their mentees as people who are performing insufficiently at work and are mentored in order to improve their work output (Agumba & Fester, 2010:1956). McDowall-Long (2004:523) indicates that a formal mentoring relationship is to develop the employee requirements. McDowall-Long (2004:523) establishes that formal mentoring relationship programmes focus on achieving of mentee skill learning, activities or designated tasks.

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Klasen and Clutterbuck (2002:141) believe that women have less access to potential mentors because potential mentors are unwilling to mentor women and women do not want to be misinterpreted as wanting sexual advances when they approach male mentors to mentor them. Ragins and Cotton (1999:544) did a comparison study of men and women in formal and informal mentoring relationships. The study revealed that mentees with informal mentors received greater benefits than those with formal mentors (Ragins & Cotton, 1999:544).

2.6.2. Phases of mentorship

There are four different phases of mentorship which are the initiation, cultivation, separation and redefinition phases (Kram, 1983:614).

2.6.2.1. Initiation phase

The first phase is called the initiation phase and during this period the mentoring relationship is established (Steinmann, 2006:28). Through initial interactions that involve the mentee and mentor, a prospective mentee begins to respect the competence of a potential mentor who serves as a valuable role model (Kram, 1983:614). At the same time, the mentor begins to recognize the mentee as someone who deserves special attention and coaching within the organization (Kram, 1983:614). According to Kram (1983:614) the first six to twelve month period of a relationship is characterised by fantasies/visions that the mentees and mentors have about one another concerning a developmental relationship (Kram, 1983:614).

2.6.2.2. Cultivation phase

When the relationship develops into a mentorship, it then progresses to the cultivation phase (Steinmann, 2006:73; Kram, 1983:616). In this second phase, the mentor and mentee learn more about each other's capabilities and optimise the benefits of participating in the mentorship (Steinmann, 2006:73).

Kram (1985:53) notes that the cultivation phase is the period in which mentorship functions are maximised. This phase may last from two to five years as the mentee learns from the mentor and the mentor promotes and protects the mentee (Kram, 1983:616). The mentor promotes the mentee's career by developing the mentee's performance, potential and visibility within the organization.

2.6.2.3. Separation phase

The third phase is the separation phase (Kram, 1983:618). The mentor builds the confidence of the mentee by providing challenging assignments that will expose the mentee (Steinmann, 2006:109) and the mentee becomes more independent (Kram, 1983:618). This phase helps the mentee to grow and to demonstrate competence as well as create a personal and professional identity (Steinmann, 2006:109). This phase usually lasts between six and twenty four months and is emotionally stressful, as either the mentor or mentee may perceive the break-up with anxiety or defiance/challenge (Kram, 1983:618).

2.6.2.4. Redefinition phase

Redefinition is the last phase of the mentorship relationship (Kram, 1983:620). The mentorship terminates and the mentor-mentee relationship develops into an informal contact and mutual support (Kram, 1983:620). The redefinition phase changes the mentor-mentee relationship into a more peer-like friendship; the length of this phase is usually unclear (Kram, 1983:620). Kram (1983:613) indicates that these different phases are associated with different developmental functions, with career functions developing first and psychosocial functions becoming more important in the cultivation phase and both functions being less important in the later stages. Steinmann (2006:5) suggests that regardless of the mentorship relationship duration, the process passes through four overlapping phases. It is the responsibility of the mentors to know each phase and understand the role that is predictable, as well as identifying the needs of the mentees (Steinmann, 2006:5).

2.7. INDICATORS OF SUCCESSFUL MENTORSHP OF WOMEN

It has been reported that people who are mentored have better career outcomes, as indicated by both objective measures, such as compensation and promotions; and subjective measures, such as career satisfaction, expectation for advancement, job satisfaction, intention to stay and career commitment, than those who are not mentored (Ragins, Cotton & Miller, 2000:1183; Allen, Eby, Poteet, Lentz & Lima, 2004:130). Allen *et al.* (2004:130) note that career function is related to objective measures while psychosocial function is related to subjective measures.

According to Steinmann (2006:4), indicators of successful mentorship include an enhanced promotion rate, accelerated employability and career mobility, greater professional competence, better approval within, and alliance to the organisation, as well as possible earning of higher salaries. Steinmann (2006:4) adds that the mentor's benefits include personal satisfaction and

fulfilment, improved professional career identity – being recognised as a mentor, personal renewal and advancement, and recognition by the organisation for progressing talent. The reward may not happen soon or may take a long time, but a profitable mentorship will produce great outcomes (Steinmann, 2006:4). One of the greatest benefits of being a mentor is the pleasure associated with shaping future generations (Steinmann, 2006:4).

This section will cover some of the selected indicators of the successful mentorship of women in the South African construction industry, which include increased knowledge, productivity (Kahle-Piasecki, 2011:48); career advancement (Ismail & Arokiasamy, 2007:142; Apospori, Nikandrou & Panayotopoulou, 2006:515; Haggins & Kram, 2001:268; Kirchmeyer, 2002:8); entrepreneurial skills (Hisrich, 1992:29; Nieman *et al.*, 2008:12; Antonites & van Vuuren, 2001:2; Clutterbuck & Klasen, 2002:151) and retention (Klasen and Clutterbuck, 2002:104; Luecke, 2004:100):

2.7.1. Increased productivity

Productivity in organisations is the measure of efficiency (New Zealand Council of Trade Union, 2010:online) in terms of what an individual does on the job (Latham & Wexley, 1994:2). The measures include attendance, accidents, turnover and grievances (Latham & Wexley, 1994:2). These measures are measured directly by the observations of managers, peers, subordinates and customers as to the frequency with which the individuals do those things that are critical to job success (Latham & Wexley, 1994:2). Certain acts on the jobs are also taken into consideration, such as coming late to work, leaving work early, filing work orders incorrectly (Latham & Wexley, 1994:2). The rapid rates in organisations have urged employees to learn, unlearn and relearn at a fast rate (Jossi, 1997:52). Mentoring increases the productivity and performance of employees (Scandura & Hamilton, 2002:302).

Successful mentorship programs assist mentees to translate theory into action with the ability to apply their learning immediately on projects or assignments, instead of attending training programs which provide theory (Insala, 2013:online; Mentor Scout, 2013:online). Mentees become productive on the job instead of attending hours and days of traditional classroom training (Insala, 2013:online). Direct, hands-on skills fitted to the employee's needs are developed, on a just-in-time basis (Insala, 2013:online).

Additionally, Butler (1989), cited in Paul, Stein, Ottenbacher and Liu (2002:25), notes that the results of the mentorship of graduate female nurses indicate that the length and time of their

mentorship impact on their productivity. In other words, the longer the period of mentorship programme, the more productive the mentees are at work (Butler, 1989 cited in Paul, Stein, Ottenbacher & Liu, 2002:25).

Paul, Stein, Ottenbacher and Liu (2002:24) investigated the role of mentoring on research productivity among occupational therapy faculty staff. The results suggested that the successful mentorship programme played an important role in increasing the mentors' and mentees' research productivity (Paul *et al.,* 2002:38). Paul *et al.* (2002:38) indicate that mentored doctorate students were at an advantage because they were more productive than their counterparts.

2.7.2. Increased knowledge

Organisations consider mentorship programs as performance intervention (Kahle-Piasecki, 2011:48). The purpose of having mentoring relationships in organisations is to increase the knowledge of the mentee and improve the performance of the mentee in the organisation (Kahle-Piasecki, 2011:48). According to Pershing (2006:12) and Kahle-Piasecki (2011:47), performance intervention is applied in organisations to improve human performance by improving and enhancing knowledge. Performance of employees in organisations is evaluated and analysed from the employees' past failures and successes, personal strengths and weaknesses, and suitability for promotion or further training (Bennett, 1987:50). Mentored employees usually become higher performers (American Psychological Association, 2012:online).

Adam (1990:673) indicates that knowledge plays a major role in increasing productivity. Swap, Leanard, Shields and Abrams (2001:97) conclude that knowledge is gained through experience. Knowledge is relevant, actionable and partial information based on the experience that an individual has (Leonard and Sensiper, 2000:113). Debowski (2006:16) explains that knowledge is a process whereby an employee translates information and past experience into a meaningful set of relationships, which is understood and used. An individual takes about ten years to become an expert at something (Simon & Chase, 1973:394).

According to increased knowledge and productivity, organisations select mentors with specific characteristics, namely, deep knowledge of the organisation, rich experience, technical expertise, proper use of authority and high-level status at least two hierarchical levels above the mentee (Benabou & Benabou, 1999:3). Some of the characteristics include having some status,

the ability to establish ambitious and realistic goals for the mentee and to teach desirable skills, the ability to provide constructive feedback, and the ability to delegate (Benabou and Benabou, 1999:3). Benabou and Benabou (1999:3) reveal the qualities of mentors desired by mentees include availability, openness to change, honesty, generosity, deep knowledge of formal as well as informal business ethics.

Nonaka and Takeuchi (1995:62) distinguish two kinds of knowledge processes which are internalisation and socialisation. The internalisation process involves turning tangible explicit knowledge into tacit knowledge. It is also linked to learning by doing (Nonaka and Takeuchi, 1995:69). The socialisation process involves the sharing of experience and thereby creating tacit knowledge which includes shared mental models and technical skills (Nonaka and Takeuchi, 1995:62). Sometimes they are shared unintentionally (Eraut, 2001:27).

Polanyi (1967) conducted a study in the late 1950's and early 1960's, differentiating tacit knowledge which is knowledge that is practical and explicit is knowledge that is codified. Debowski (2006:17) elaborates that explicit knowledge is knowledge that is shared among employees. This kind of knowledge is shared by documentation, categorization and transmission to others as information (Debowski, 2006:17). Explicit knowledge is also illustrated among employees by demonstrations and explanations (Debowski, 2006:17).

Tacit knowledge is knowledge that is drawn from acquired experience and learning (Debowski, 2006:18). Individuals often find it difficult to reproduce or share their knowledge with others (Debowski, 2006:18). Lankau and Scandura (2007:95) note that having both explicit and tacit knowledge is helpful because the pace of the working environment is fast. Individuals learn new skills and are up to date with the demands of their jobs and professions (Lankau & Scandura, 2007:95). Polanyi's (1967) study concludes that the two types of knowledge work hand in hand to enable individuals to act and these knowledge types have no boundaries. Neisser (1983:3) adds that tacit and explicit knowledge have a direct link. Nessier (1983:3) illustrates by giving an example; a skilled carpenter uses the tacit knowledge to do their duties such as knowing how to handle a given variety of woods or what type of joint serves the purpose at a particular edge. Nonaka, Takeuchi and Umemoto (1996:835) agree that the tacit and explicit knowledge are not separable but they complement each other.

Feldman (1981:309) addresses the socialisation process: newcomers go through successive stages namely, adjusting to the work group, mastering tasks and adjusting to their roles. Depending on differing sets of organisational contingencies, these phases occur at different progress speeds (Feldman, 1981:309).

Ostroff and Kozlowski (1993:170) examined the learning process of newcomers during early organisational socialisational experiences and found that it was influenced by the quality of mentorship which they received. The study concentrates on how newcomers obtain information about important content domains of the setting such as task, role, group and organisation from mentors, supervisors, co-workers, observation, experimentation and objective referents (Ostroff & Kozlowski, 1993:170). It is revealed in the study that newcomers with mentors are more knowledgeable about the technical and organisational attributes of their business units than the non-mentored (Ostroff & Kozlowski, 1993:170). Mentors provide most of the information about the role and organisation domains and provide little information about the task and group domains (Ostroff & Kozlowski, 1993:175). Ostroff and Kozlowski (1993;180) indicate that mentored employees are more quickly sensitised to the importance of organisational culture, politics, history and other system-wide features, than their non-mentored counterparts. Kram (1985:166) agrees that the knowledge that mentees receive from mentorship is not restricted to technical expertise, but greatly contributes to developing the mentee professionally and personally.

2.7.2.1. Task

The task domain is concerned primarily with task mastery and encompasses such features as learning the important duties, assignments and priorities as well as how to handle routine problems and how to obtain the necessary information and resources (Feldman, 1981:310; Ostroff & Kozlowski, 1993:172). Kirchmeyer (2005:640) mentions that mentorship programmes enhance the performance of mentees by assisting them to obtain task-specific skills and job-relevant knowledge. Kirchmeyer (2005:640) states that mentorship programmes also provide access to information and resources that facilitate task accomplishment. The benefit of being a high performer leads to promotion and financial rewards (Kirchmeyer, 2005:640). Mentorship programmes increase the productivity of mentees in organisations (Kirchmeyer, 2005:640).

2.7.1.2. Role

The role domain focuses on the boundaries of authority and responsibility and appropriate behaviours for the position (Feldman, 1981:310). Important features include knowing when to act alone, seek approval, understanding expectations beyond task performance, and understanding what behaviour and demeanor are appropriate for the position (Feldman, 1981:310; Ostroff & Kozlowski, 19993:172). Mentees are assisted to increase their focus on their broader role, even at the early stages of their careers (Ostroff & Kozlowski, 1993:175).

2.7.1.3. Group

The group domain is concerned with co-worker interactions and the work group's normative structure. Furthermore, its features addresses sensitivity to group norms and values, as well as an understanding of social power and work role, and knowing how to relate and fit in (Feldman, 1981:310; Ostroff & Kozlowski, 1993:173).

2.7.1.4. Organisation

The organization domain reflects an appreciation of politics, power and value premises of the organisational system (Feldman, 1981:310). Its features comprise knowledge of an organisation's mission, special languages, key legends, myths, stories and management's leadership and motivational style (Feldman, 1981:310; Ostroff & Kozlowski, 19993:173). Mentees are assisted to increase their focus on organisational issues, even during the early stages of their careers (Ostroff & Kozlowski, 1993:175).

2.7.2. Career advancement

Lyness and Thompson (2000), cited in Giscombe (2007:550), observe that successful mentorships are more strongly associated with career advancement. Organisations provide mentorship programs that target groups such as women, who are under-represented in leadership positions (Giscombe, 2007:550). As a result, women are advancing into managerial positions (Giscombe, 2007:549).

Apospori, Nikandrou and Panayotopoulou (2006:515) provide determinants of career advancement related to interpersonal, individual, human capital and family attributes. Interpersonal determinants refer to the supportive relationship at work, such as mentors and peer networks that facilitate advancement (Haggins & Kram, 2001:268). Kirchmeyer (2002:8) explains that individual determinants include personality traits and other psychological factors

that are linked with the success of a managerial position. Human capital determinants involve personal education and experience investments that enhance the employee's value in the labour market. This study focuses on the interpersonal determinants of career advancement since they are associated with successful mentorship (Ismail & Arokiasamy, 2007:142),

According to Ismail and Arokiasamy (2007:142), successful mentorship leads to greater career advancement. Mentorship is often used in organisations as an important strategy for career advancement (Allen, Eby, Poteet, Lentz & Lima, 2004:127).

Ismail and Arokiasamy (2007:142), and Ackah and Heaton (2003:134) describe career advancement as processes that employees undergo toward changes in performance, job position, promotion, increased earnings and a better relationship with management in organisations.

2.7.2.1. Job position

Fuller, Fonderville-Gaoui and Haagdorens (2010:3) and Statistics South Africa (2009:11) reveal that women are continuing to be under-represented in senior management even though they make up nearly half of the workforce. Felden, Davidson, Gale and Davey (2000:115) found that the distribution of women in the construction industry is highly skewed, with almost two thirds working in secretarial or clerical positions in the United Kingdom. Felden *et al.* (2000:115) revealed that the contribution of females in the workplace is not as competent as that of males because their skills are not used in areas where they could make an important difference to the production levels of the industry.

Tsukudu (1996), cited in Mathur-Helm (2005:61), suggests that white men are still a privileged group in top management organisations in South Africa; they make major decisions and will continue to maintain their privileged positions by barring opportunities to women and black people. Catalyst (2011:online) revealed the following involvement of women in senior management positions in government in South Africa:

- 15.8% of female directors,
- 21.6% female executive managers,
- 5.3% of women chairpersons, and
- 4.4% of women CEOs and MDs women.

From this it is evident that women are still under-represented at senior level in the work place, and that the advancement of women into managerial positions is happening slowly.

2.7.2.2. Promotion on the job

In the study by Allen *et al.* (2004:130), promotions were examined by asking the participants the number of promotions received during their working period. Ackah and Heaton (2003:134) examined the different paths of women and men in human resource management careers. The findings revealed a difference because men usually receive promotions within their organisations, while women often go and seek career advancement in other organisations (Ackah & Heaton, 2003:134). The findings also revealed that women earn less than their male counterparts for similar positions (Ackah & Heaton, 2003:134). However, Allen *et al.* (2004:130) revealed that female mentees receive more promotions than their non-mentored counterparts.

2.7.2.3. Performance

High performance results from acquired skills and competencies (Armstrong, 2009:7). Behaviour originates from the performer displaying suitable behaviour, especially discretionary behaviour. It further originates from the effective use of the required knowledge as well as changing performance from thought into action (Armstrong, 2009:7). Behaviour is not a tool that is applied for results but it is also the outcome in its own right (Armstrong, 2009:7). Mental and physical efforts are the tools which are used for tasks and can be judged separately from results (Armstrong, 2009:7). Therefore, when managing performance it is important for both input (behaviour) and output (results) to be considered (Armstrong, 2009:7). Employees are normally judged and rewarded or punished, based on the behaviour they display (Rothwell *et al.*, 2000:2). Companies usually reward employees who appear to work long hours or are always busy with promotions, even though others who might not display this behaviour really produce more with higher-quality results (Rothwell *et al.*, 2000:1). Rothwell *et al.* (2000:1) conclude that in many cases the value is on behaviours and outward appearance that people show rather than on the results they produce.

Lyness and Heilman (2006:779) measured the performance of female and male managers by asking participants to rate their performance from one (low) to three (high). The items that were rated were operating results; customer effectiveness; personal, business and technical proficiency; execution skills; leadership; professional standards; professional relationships;

global effectiveness; leadership and social responsibility (Lyness & Heilman, 2006:779). The findings showed that the performance evaluations of managers were affected by gender bias (Lyness & Heilman, 2006:782). This means that the performance rating of female managers was rated in accordance to stricter standards for promotion considerations (Lyness & Heilman, 2006:777).

2.7.2.4. Earnings

Dessler (2011:463) explains that forms of increased earnings include merit pay, bonus and cash awards. Allen *et al.* (2004:127) conducted an analysis on career benefits associated with mentoring mentees. Allen *et al.* (2004:130) examined the percentage change in the salary during a specified time period as opposed to current income in order to determine the salary growth of an individual. Allen *et al.* (2004:130) measured the compensation of individuals by asking the participants to indicate their total annual salaries including all forms of compensation. It was concluded that most of the mentored employees were advancing more rapidly in their careers than their non-mentored counterparts (Allen *et al.,* 2004:130).

2.7.3. Entrepreneurial skills

Around the world, from different backgrounds, female entrepreneurship is increasing, contributing to the environment and displaying encouraging signs of entrepreneurial spirit amongst women (Arenius, Minniti & Langowitz, 2005:11). However, women are still under-represented in the construction industry and over-represented in the retail industry (Berlin *et al.*, 2010:19). An entrepreneur is a person who recognises opportunities for new products or services and arranges from other sources, the finance and other resources to create and deliver these products or services (Nieuwenhuzen, Le Roux, Jacobs & Strydom, 1996:2). Entrepreneurs tend to take risks and are generally associated with economic growth (Nieuwenhuzen *et al.*, 1996:2). Entrepreneurial skills are acquired or learnable skills (Nieman, Hough & Nieuwenhuzen, 2008:49), and are skills which enhance entrepreneurial performance (Wickham, 1998:54). Wickham (1998:54) explains that a skill is just knowledge which is demonstrated by action.

Mentors recognise the skills and knowledge their mentees have and they enhance them (Vanderbilt, 2010:12; MacLennan, 1995:4; Hamilton, 2003:62). When mentees establish their businesses, they often apply the knowledge, skills and experience gained from mentors in their previous workplace (Nieman *et al.*, 2008:12 & Gordon, 1999:3). Mentorship programmes are

important to develop the skills of mentees because most businesses fail if entrepreneurial skills are lacking (Thwala & Phaladi, 2009:338).

Table 2.1 shows the different types of entrepreneurial skills that can be acquired through mentoring, such as technical, business management and personal entrepreneurial skills (Hisrich, 1992:29). Hisrich *et al.* (2005:21) stress the importance of the development of particular skills, namely inner control, risk taking, innovativeness, being change-oriented, persistence and visionary leadership; these skills differentiate an entrepreneur from a manager. Co *et al.* (2006:47) identify some of the additional important skills as a passion for business, an internal locus of control, risk taking, commitment, dedication, perseverance, a need for achievement, initiative and responsibility, a need to seek feedback, creativity and innovation and a willingness to accept uncertainty.

Table 2.1: Entrepreneurial skills

Technical skills	Business management skills	Personal entrepreneurial skills
Writing	Planning and goal setting	Inner control / discipline
Oral communication	Decision making	Risk taker
Monitoring environment	Human relations	Innovative
Technical business management	Marketing finance	Change oriented
Technology	Accounting	Persistent
Interpersonal	Management	Visionary leader
Listening	Control	Ability to manage change
Ability to organize	Negotiation	
Network building	Venture launch	
Management style	Management growth	
Coaching		
Being a team player		

Source: Hisrich (1992:29)

2.7.4. Work tenure of women

Socialisation in organisations is one of the key factors affecting employee retention (Bauer, Morrison & Callister, 1998:198), fostering positive organisational attitudes such as job satisfaction and organisational commitment (Griffeth, Hom & Gaertner, 2000:483). Payne and Huffman (2005:158) suggest that promoting mentoring relationships is the only way to facilitate organisational socialisation. Mentoring relationships help to retain employees (Klasen and Clutterbuck, 2002:104). Some new employees decide to leave the organisations within six to twelve months after being employed and this often occurs because of not being able to adjust quickly (Clutterbuck, 2004:32). Employees who are mentored are less likely to leave organisations; mentoring results in greater retention (Luecke, 2004:100) because mentees feel

more valued and respected (Klasen & Clutterbuck, 2000:104). In most cases, employees give back to the organisations for being generous and thoughtful by being committed (Klasen & Clutterbuck, 2000:104). Employees feel more motivated when their needs have been achieved due to mentoring (Klasen & Clutterbuck, 2000:104). Mentors help mentees to establish goals, direct and redefine their role when it is not easy to maintain motivation for lack of focus in their jobs (Klasen & Clutterbuck, 2000:104).

Some employees decide to terminate their employment even though their employers prefer to keep them on (Frank, Finnegan & Taylor, 2004:13). Amaratunga *et al.* (2005:561) report that female employees sometimes decide to stop working in the construction industry because they face barriers. Industry Insight (2012:25) reveals that the number of female employees in the South African construction industry has declined by 0,9 % year-over-year in the first quarter of 2012 to 107000 compared to 108 000 in the same quarter of 2011.

2.8. CHAPTER SUMMARY

This literature reviews the empowerment of women locally in South Africa and internationally. The NAWIC organisation that was established in 1952 in Texas, is a mentorship programme that empowers women in the construction industry internationally. In 1994, after the end of the apartheid era, gender-related human resource management policies and legislation were introduced. These human management policies and legislation include the Employment Equity Act and the National Policy Framework for Women Empowerment and Gender Equality. Some of the empowerment organisations that were formed include; SAWIC which falls under NAWIC, and SAWEN.

Factors that contribute to the successful mentorship of women were also reviewed. Psychosocial, career and role modelling were identified as mentoring functions of a successful mentorship. Past research reveals that the demographics of the mentor-mentee relationship do affect the success of mentorship offered to women in the construction industry. The demographics investigated include gender, race, ethnicity and age.

It also emerged from the literature review that the attitude of the mentors towards female mentees also has an influence on the successful mentorship of women in the construction industry. Negative attitudes of mentors towards their female mentees include: stereotyping,

discrimination, gender bias, prejudice and impatience. Positive attitudes that were identified include: patience, approachability and friendliness.

Lastly, some of the indicators of successful mentorship of women were identified as performance, career advancement, entrepreneurial skills and work tenure. Mentorship programs in organizations are considered as a performance intervention. Mentees who are mentored usually are high performers at work. There are few women who have positions in leadership. This is because of glass ceiling barriers. Researchers report that mentorship programs help women to overcome these barriers.

Entrepreneurial skills were identified. Authors state that women lack these skills and businesses that lack these skills are often the cause of failure in South Africa. Employees apply the skills, knowledge and experience they gain in the workplace in their businesses. These skills are usually gained through the mentorship program. The mentorship program is recognised as a programme that retains employees: mentees are less likely to leave their workplace because mentees feel more valued and respected.

CHAPTER THREE: RESEARCH METHODOLOGY

3.1. INTRODUCTION

This chapter outlines the research design of this study. Research design involves planning, structuring and strategising (Kerlinger, 1986:279). The purpose of research design is to control the answers to research objectives and to remove or balance out variances that have a degree-of-differences effect on the research outcomes (Smit, 1995:15; Kumar, 2011:95). This prevents unclear interpretation of the results from occurring (Smit, 1995:15). Research design does not provide the researcher with answers to research objectives (Smit, 1995:15); it does however provide the researcher with answers that are scientifically suitable because they have not been affected by interference variables (Kerlinger, 1986:279). The chosen research method for a study depends on the aim and objectives of the study (Smit, 1995:15). This chapter covers the following: research approach, research strategy, area of the study, population of the study. Additionally the following are also covered: sampling technique and sample size, data collection method, techniques for data collection, data method, reliability and validity.

3.2. RESEARCH APPROACH

3.2.1. Quantitative approach

According to Naoum (2007:38), the nature of the quantitative approach is objective. Quantitative research usually investigates social problems, by testing a hypothesis or a theory, data usually consists of variables, measured in numbers and analysed with statistical steps (Creswell, 1994 cited by Naoum, 2007:38). The purpose of using quantitative research is to test if the hypothesis or theory is true (Creswell, 1994 cited in Naoum, 2007:38; Struwig & Stead, 2001:4). Quantitative research designs used include research surveys, developmental design studies, correlation research study, observation study, experimental and ex post facto designs (Thomas, 2003:41; Leedy & Ormrod, 2010:217). A descriptive research survey has been used for this particular research study. Fox and Bayat (2007:87) suggested that a representative sample of individuals drawn from the given population and that a structured questionnaire, comprised of pre-formulated questions, in a pre-determined sequence, be answered by the selected individuals.

3.2.2. Qualitative approach

Naoum (2007:40) described the nature of a qualitative research as subjective. Qualitative research emphasises meanings and experiences, which are often verbally portrayed (Naoum, 2007:40). In this study a pilot study was done in the early stages of the study in order to gain more knowledge into the various experiences female mentees face in their workplace. According to Leedy and Ormrod (2010:134), this kind of research is often used when there is little information about a particular field of study, when variables are not known, or when the foundation of an important theory is missing or insufficient (Leedy & Ormrod, 2010:134). Qualitative research helps to identify important aspects of a particular study. Qualitative approaches used include a case study, an ethnography, a phenomenology, a grounded theory, a content analysis and a historical research study (Leedy & Ormrod, 2010:134). The information collected in qualitative research can be categorized into exploratory and attitudinal research (Naoum, 2007:40).

A pilot study is done when there is no information, limited information or when the researcher wants to gain knowledge about the area being studied (Naoum, 2007:40; Neuman, 2000:510). The purpose of a pilot study is to develop and clarify ideas, formulate questions and hypotheses for more accurate investigation later (Struwig & Stead, 2001:7). In addition, it helps to save time, as the researcher will be well-informed on the approach to data collection that will or will not, be effective during the main study (Leedy & Ormrod, 2010:110).

3.3. RESEARCH STRATEGY

3.3.1. Case study

A multi-case study research approach was used for the pilot study. A case study research approach was used to support arguments within an in-depth study or detailed analysis of a person, a group of people, an organisation or a specific project over a specific period of time (Naoum, 2003:46; Jackson, 2008:17; Leedy & Ormrod, 2010:135). It concentrates on one aspect of a problem (Naoum, 2003:46). Therefore, the conclusions that are drawn are based on one particular event (Naoum, 2003:46). A case study can focus on a single case in order to facilitate understanding of unique or exceptional qualities or to inform practice for similar situations (Leedy & Ormrod, 2010:135). Studies of two or more cases which usually differ from each other are done to compare, build theory or plan generalisations (Leedy & Ormrod, 2010:135).

3.3.2. Survey study

A survey study was adopted in the actual study. Researchers apply a survey study when they want to generalise the result about the population being studied (Alreck & Settle, 2004: 447; Girden & Kabacoff, 2011:67). Girden and Kabacoff (2011:67) revealed that there are two types of surveys: attitude surveys and research surveys. Girden and Kabacoff (2011:67) explained that attitude surveys measure what people like and dislike, but that research surveys test the hypotheses (Girden & Kabacoff, 2011:67).

3.4. AREA OF THE STUDY

This study examined the factors that are contributing to the successful mentorship of women in the South African construction industry. The data for this research was collected in South Africa from different types of companies, namely contracting companies, quantity surveying consultants and project management firms.

3.5. POPULATION OF THE STUDY

All the people with similar characteristics that are studied are called population (Jackson, 2008:18; Alreck & Settle, 2004:445; Leedy & Ormrod, 2010:204). The following are categories of people who participated in the study: mentors and female mentees in the construction industry.

3.6. SAMPLING TECHNIQUE AND SAMPLE SIZE

A sample must be representative and be a sub-part of the entire population which is selected in order to reveal the characteristics of the whole population (Jackson, 2008:18). The sampling phase comes after the technique of the data collection has been chosen (Naoum, 2007:59). Thereafter the questions to be asked and the characteristics of the respondents, are decided (Naoum, 2007:59). In non-probability sampling, every element in the population may not have the opportunity to be selected in the sample, because the selection depends on personal judgment (Struwig & Stead, 2001:112; Leedy & Ormrod, 2010:206). Non-probability sampling techniques include: convenience sampling, quota sampling and purposive sampling (Struwig & Stead, 2001:112; Leedy & Ormrod, 2010:206).

A purposive sampling technique was used in this study, to select female mentees from the construction industry in South Africa. The female mentees who obtained construction-relevant certificates or degrees such as architecture, civil engineering, building, construction management, quantity surveying, and project management were invited to participate in the study. The sample was chosen on the basis of the researcher's judgment (Struwig & Stead, 2001:111). Researchers often select the sample because it is believed to be suitable for a particular study (Struwig & Stead, 2001:111). The sample size depends on many different considerations, which include the size of the population and the homogeneity of the population (Fox & Bayat, 2007:60). In addition, Fox and Bayat (2007:60) stated that it also depends on the degree of the reliability needed in the investigation and on the method of sampling being used. According to Statistic South Africa (2013:15), the population size of women in the construction industry was 141, while the population size of men was 920 (Statistic South Africa, 2013:15). Gay and Airasian (2010:113) stated that the entire population must be surveyed if the population is around 100, and 50% must be surveyed if the population is around 500.

3.7. DATA COLLECTION METHOD

According to Naoum (2007:44), the approach that is used to conduct the research depends on the nature of the investigation and the type of data and information that are needed and available. The following are the method to data collection: fieldwork also called primary data collection and a desk study (known as secondary source collection) and commercial data (Struwig & Stead, 2001:40; Naoum, 2007:44). A combination of primary and secondary collection was used to obtain information.

3.7.1. Primary data collection method

Wegner (2009:26) defined primary data as data which is captured at the point where it is produced. It is captured with a specific research study in mind (Wegner, 2009:26). This type of data is collected by the use of interviews and questionnaire surveys. The type of data collected is in the form of non-verbal data, by means of questionnaires, and verbal data gathered from interviews (Struwig & Stead, 2001:40). Data is collected verbally by personal interviews email, observation methods and documents (Struwig & Stead, 2001:40). During the interviews, notes are taken of everything the participants say and these notes are called narrative records; they are a full narrative description record of the behaviour of the participants during their interviews (Jackson, 2008:84). The researcher takes notes in a direct manner or/and indirect manner by recording the participant (Jackson, 2008:84).

3.7.2. Secondary sources of information

Secondary sources of information are existing data which were collected and processed by other researchers for different studies (Struwig & Stead, 2001:40; Wegner, 2009:27). Secondary sources of information are obtained from various publications namely textbooks, journals, and previous studies on the subject (Struwig & Stead, 2001:51). Secondary data source collection is advantageous (Naoum, 2007:49). Walliman (2009:243) agreed that researchers provide valuable partial commentary on the events by revealing the different viewpoints and social background of the sources. Existing information is valuable in the early stages of the research, when the researcher wants to gain knowledge about a subject and seek out problem areas (Walliman, 2009:243). Walliman (2009:243) added that it will be difficult for researchers to use only primary data sources without the use of secondary sources of information initially.

3.8. TECHNIQUES FOR DATA COLLECTION

3.8.1. Questionnaires

Questionnaires are usually used in descriptive and analytical surveys in order to find out facts, opinions and views on what is happening: who, where, how many (Naoum, 2007:53). The current study adopted open-ended and closed-ended questions. Closed-ended questions, also called structured or multiple-choice questions contain specific, mutually exclusive response categories from which respondents choose a category that best fits their response (Fox & Bayat, 2007:91). The questions used are phrased in such a way that respondents are directed to select an answer from among two or more specifically stated alternatives (Fox & Bayat, 2007:91). Open-ended questions are used to be enable the respondent to answer a question completely (Fellows & Liu, 2008:153).

Two questionnaires for female mentees (Appendix B) and one for mentors (Appendix C) were designed for the main study. Table 3.1 shows the questionnaire design used in the study. The questionnaires consisted of Section A in which information about the profile of the participants collected to fulfill Objective 3; Section B is on the influence of the psychosocial mentoring function to achieve Objective 1; in Section C information regarding the influence of the career mentoring function is collected to accomplish Objective 2. Section D accomplishes Objective 5 on the attitude of the mentors towards the mentorship of female mentees and Section E collects data on the indicators of successful mentorship of female mentees to achieve Objective 4.

Table 3.1: Questionnaire design

Section	Section Title	Objective to be achieved
A	Profile of the participants	Objective 3
B	The influence of psychosocial mentoring function	Objective 1
C	The influence of career mentoring function	Objective 2
D	The attitude of the mentor	Objective 5
E	Indicators of successful mentorship	Objective 4

3.8.2. Interview protocol

In the qualitative approach, a multi-case study research was collected in the Western Cape province of South Africa by means of interviews. Stratified random sampling technique was applied to select three different types of organisations, such as a parastatal firm which is Company A; a contracting firm which is Company B, and a quantity surveying firm which is Company C. A purposive sampling technique was used to select seven female mentees who have graduated in construction courses in different levels of employment.

According to Naoum (2007:56), an interview is a technique used to collect accurate information and opinions. Information is collected by the researcher through different forms of interaction with people (Kumar, 2011:144). These interactions are usually face-to-face, between two or more individuals with a specific purpose in mind (Kumar, 2011:144). Furthermore, the questions asked should be relevant to the research hypothesis (Naoum, 2007:56). The following highlights the reasons for using the interview technique: It is used when the participants have similar characteristics (Naoum, 2007:56); the participants are usually well known and are asked important questions (Naoum, 2007:56); it is important for questions to be explained and described to the participants (Naoum, 2007:56).

Interview technique is used to obtain answers to questions of the research relating to details such as: how; when; what; why things happen the way they do (Naoum, 2007:56; Fellows & Liu, 2008:156). The current study investigated the following: how successful the mentorship of women in the construction industry is; when is the mentorship successful; what are the factors that are contributing to the successful mentorship of women.

Interview questions are usually open-ended (Leedy & Ormrod, 2010:184). For example, when the answer is 'yes', 'no', 'agree', or 'disagree', the respondents are required to explain their answer or the feeling they have towards the answer (Naoum, 2007:56). There are three types of interview techniques: unstructured, semi-structured and structured (Naoum, 2007:56; Fellows & Liu, 2008:157). Semi-structured interviews are applied in a qualitative approach (Bloor & Wood, 2006:104). The questionnaire guide, with questions, is prepared (Bloor & Wood, 2006:104), leaving time for further development of answers and includes more open-ended questions (Walliman, 2009:285).

Semi-structured interviews were used in the pilot study because there was limited information about mentorship of women in the South African construction industry from previous research. Semi-structured interviews of female mentee participants were used to gain more insight about the study. The pilot study interview protocol shown in Appendix A consisted of Section A which was used in obtaining information regarding the profile of the participants; Section B was about the indicators of the successful mentorship; Section C concerned the career mentoring function; Section D was about the psychosocial mentoring function; Section E was about the demographics of the mentor-mentee relationship which included gender, race and age; Section F concerned the mentor-mentee relationship; and Section G was about the attitude of the mentor towards the mentee.

In Section A, questions about the profile of the mentee were asked. What is the position of the mentee in the organisation? What are the positions that the mentees held during their working span in the construction industry? What is the period of their current position? Does the mentee have a mentor? What type of company does the mentee work for?

In Section B, questions regarding the identified indicators of successful mentorship were asked. Mentees were asked: to rate their performance within the last five years of their working life on the job; whether they own their own businesses; whether they would like to own their own businesses – in order to know their entrepreneurial ability.

In Section C and D, the mentees were asked to rate the career and psychosocial mentoring functions they received from their mentors. This was done in order to establish which mentoring function the mentees found more useful. These sections were also used to establish which functions they lacked in their mentorship.

In Section E, questions were asked to determine whether the demographics of the mentor-mentee relationship influenced the successful mentorship of women. Questions were asked with regard to: the gender of the mentor; the race of the mentor; the age of the mentor; whether the mentor was younger, the same age or older than the mentee.

Section F examined whether the mentor-mentee relationship has an impact on the successful mentorship of women. Female mentees are asked to indicate the type of relationship they have been in and to explain how this influenced the success of the mentorship received.

Section G questions whether the attitude of the mentor towards the mentee has a positive impact on the successful mentorship of women. Participants are asked to indicate the option that best describes the attitude of their mentors. They are also asked whether the attitude of the mentor influences their mentorship, and in what way.

3.9. DATA ANALYSIS METHOD

In data analysis, data collected are examined to address the research questions or hypotheses (Creswell & Clark, 2007:131). This analysis is done in order to determine the direction of the study (Naoum, 2007:100). The quantities of data collected are usually large; as a result they are difficult to process (Naoum, 2007:100). In the quantitative approach the data is analysed, based on the type of questions or hypotheses and a suitable statistical test to address the questions or hypotheses is used (Creswell & Clark, 2007:131). The statistical test used depends on the type of questions asked (Creswell & Clark, 2007:131).

Open-ended questions were used in questionnaires and interviews. Open-ended questions are usually used when there are no clear hypotheses regarding the answers, which will be numerous and varied (Naoum, 2007:102). Unlike closed-ended questions, it is difficult to analyse open-ended questions because they are not straightforward (Naoum, 2007:102). In addition, they require great skill if the researcher wants to report accurate information (Naoum, 2007:102).

The closed-ended questions in the pilot study were asked in the profile questions of participants; for example, how many years the participants have been working in the construction industry. For open-ended questions, the participants were asked whether the attitude of the mentor influences their mentorship and if so, to explain in what way. For example, to examine the entrepreneurial ability of the mentees, the female mentees were asked to choose the best sentence that described their entrepreneurial ability.

According to Walliman (2009:302), in order to investigate the properties of data in quantitative analysis, the syntax of mathematical operations is applied. Leedy (2010:173) explained that it is impossible to express stated words as numbers and come up with an average conclusion from piled words (Leedy, 2010:173). These similar to a word, a sentence, a phrase or a paragraph, cannot be expressed by a square root (Leedy, 2010:173). Kumar (1999:224) explained that statistics is good for making sense of the data; it makes data readable and facilitates exploration of the relationships between, and interdependence of variables. Kumar (1999:224) added that statistics can also be used to find the size of a relationship or the interdependence that exists, as well as a place-confidence assessment on the findings. There are two types of statistics, namely parametric and non–parametric (Walliman, 2009:303).

Parametric statistics involves tests that researchers need to make assumptions about estimates of population characteristics or parameters (Jackson, 2008:225). These assumptions usually have the mean (μ) and the standard deviation (σ) of the population and the population is normally distributed (Jackson, 2008:225). Parametric statistics comprises two types of statistics namely, inferential and descriptive statistics (Walliman, 2009:303).

3.9.1. Descriptive statistics

Descriptive statistics is the simplest method of analysing data, giving a general overview of results (Welman, Kruger & Mitchell, 2005:231). Furthermore, it describes the body of data (Leedy & Ormrod, 2010:257). This approach provides an idea of what is happening (Naoum, 2007:105). It analyses the responses either as percentages if the sample is large or as actual numbers if the sample is small (Naoum, 2007:105). There are three formal concepts which are used to describe the characteristics of data, namely; frequency distribution, measure of central tendency and measure of dispersion (Naoum, 2007:105; Leedy & Ormrod, 2010:257).

To describe and to organise data accurately, a frequency was used (Dominowski, 1980:141). This process was continued by using methods for calculating numerical descriptions of the data (Dominowski, 1980:141). A frequency distribution has two properties: the location of the distribution on a scale of measurement, and the spread of scores within the distribution. Dominowski (1980:141) described a measure of central tendency as a single value on a measurement scale that in some way represents the location of a set of scores. In the pilot study, a mean was calculated to find what are the most influential functions in the career and psychosocial mentoring functions. Goddard and Mellville (2001:52) explained that the

population mean is the average and is denoted by the Greek letter μ. If the population data values are $x_1; x_{2; ...} x_n$

Therefore:

$$\mu = 1/n \; \Sigma \; x \; i$$

The symbol Σ (pronounced sigma) means "the sum of", so the above equation means that:

$$\mu = \frac{x1 \; + \; x2 \; + \; x3 \; + \; ... + \; xn}{n}$$

The median is the middle value when the data is sorted from the smallest to the biggest (Goddard & Mellville, 2001:52). If there is an even number of values then the median is usually taken to be average of the middle two values (Goddard & Mellville, 2001:52).

Measures of dispersion provide an idea of the spread of a set of scores over the scale (Dominowski, 1980:148). Measures of dispersion achieve complete meaning when the scores are depicted on an interval scale, because this gives a kind of distance information. Any measure of dispersion increases in numerical value when the spread of scores increases (Dominowski, 1980:148). Measures of dispersion include the range, percentiles, variance and standard deviation (Goddard & Mellville, 2001:53). The standard deviation was used.

The standard deviation is the positive square root of the variance; the population standard deviation is denoted by σ (Mellville and Goddard, 2001:53). For example, the data: 5,3,6,7,5,9,1,17,9 (μ = 6.7); the range is 16; the variance is 17,21 and standard deviation is 4,15. One of the characteristics of the mean and the standard deviation is that, if the data comes from a normal distribution, then 68% of the data should lie between μ - σ and μ + σ, while 95% of the data should lie within two standard deviations of the mean (Mellville and Goddard, 2001:53).

3.9.2. Inferential statistics

Inferential statistical methods and techniques allow researchers to generalise sample results for a population within a given margin of probable error (Fox & Bayat, 2007:125). Meaning, by applying inferential statistics, the information obtained from descriptive statistics is used to draw conclusions in respect of the population (Fox & Bayat, 2007:125). The characteristics of a population are estimated from a sample, drawn from it (Leedy & Ormrod, 2010:254; Struwig & Stead, 2001:159). Furthermore, inferential statistics assists in testing the truth of hypotheses

regarding the population (Leedy & Ormrod, 2010:253). Inferential statistics consists of parametric and non-parametric tests (Field, 2013:144). The inferential statistical techniques used in this study were the Kruskal-Wallis test and the Analysis of variance test (Anova). The Kruskal-Wallis test is a non-parametric test used to test whether the significance of a hypothesis involving more than two different groups differ, in the test, the rank scores for each group are converted and compared by the median (Pallant, 2006:294; Leedy, 2010:274). The Kruskal-Wallis test includes a chi-square value, a degree of freedom (df) and a significance level (Asymp. Sig). The ANOVA test is a parametric test applied to test the variances (s^2) both within and across three or more means of groups (Leedy, 2010:274). When the significance level value is less than 0.05, then there is a significant difference in the continuous variable across the groups (Pallant, 2006:294).

3.9.3. Content analysis

In the pilot study it was decided to use content analysis because of its qualitative nature. Content analysis is an examination of the contents of a specific body of material that is detailed and systematic, so that patterns, themes or biases can be identified (Leedy & Ormrod, 2010:142). Content analysis is done in the form of human communication such as books, newspaper, films, televisions, arts, music, videotapes of human interactions and transcripts of conversations (Leedy & Ormrod, 2010:142). Conclusions about the appearance of ideas, words, phrases, images or scenes are drawn by counting how frequently they appear in a prepared checklist (Walliman, 2009:307). Leedy and Ormrod (2010:143) add that methods such as frequencies, percentages, tables and graphs are used to report the information. In order to reflect on the problem under investigation the data is interpreted by means of tabulations and statistical analyses (Leedy & Ormrod, 2010:143; Walliman, 2009:307).

3.10. RELIABILITY

Reliability is the degree to which test scores are accurate, consistent or stable (Struwig & Stead, 2001:130). The greater the degree of consistency and stability in a measuring instrument, the greater its reliability (Kumar, 2011:181). Therefore, a test score is reliable to the degree that repeat measurements done by it under stable conditions provides the same results (Moser & Kalton, 1989:353). The accuracy and consistency of reliability do not imply sufficient validity (Leedy & Ormrod, 2010:29). The reliability is checked by a test-retest, an equivalent form, or a split-half approach (Goddard & Mellville, 2001:46; Dominoskwi, 1980:257-258). Careful planning

is needed in the design of a reliable instrument for measuring people's attitudes or capabilities (Goddard & Mellville, 2001:46).

The split-half approach is a combination of the equivalent form method, in that the two tests, the original and the equivalent form, are combined into one (Field, 2013:708). This test is done in one session (Field, 2013:708). Goddard and Mellville, (2001:46) explained that two questions are differently worded versions of the same question, and without respondents recognising that it is so. This is the reason why the split-half approach was used in this study. In addition, Cronbach's alpha was used to test the degree of reliability. The Cronbach's Alpha (α), an index used for objectively measuring the reliability of a questionnaire instrument, was used in testing the consistency of the data collected (Girden and Kabacoff, 2011:381). This index provides a measure of the internal consistency of a questionnaire instrument, i.e. the extent to which all the items in a test or scale measure the same concept or construct and hence its connection to the inter-relatedness of the items within the test (Girden and Kabacoff, 2011:381).

3.11. VALIDITY

Validity is the degree to which a research design is scientifically correct or suitably conducted (Struwig & Stead, 2001:136). Validity and reliability reveal the degree of error in measurements, especially when measuring psychological characteristics (Leedy & Ormrod, 2005:29). In quantitative approach, criterion-related validity is applied because a correlational approach will be needed to measure variables in the first and second hypotheses (Struwig & Stead, 2001:140). In a qualitative approach, a triangulation approach is used. Triangulation is used when individual researchers want to analyse the data, to determine if the data is contradicting or confirming with the interpretive coding of the data (Struwig & Stead, 2001:145). Bryman (2004:1142) explained that triangulation refers to the use of more than one approach to the investigation of a research question, in order to enhance confidence in the ensuing findings. In this study various methods are used, such as interviews, documented literature and quantitative measures (Struwig & Stead, 2001:140).

3.12. CHAPTER SUMMARY

This chapter explained the research methodology of the study. A qualitative approach was used in the pilot study to gain knowledge and direction of the main study. A multi-case study was adopted where purposive sampling was used, to select female mentees to be interviewed from

the construction industry. The data was collected in the Western Cape, South Africa. Data was analysed by content analysis.

In the main study, a quantitative approach was used to test the hypotheses of the study. A survey study was adopted; questionnaires were created using Surveymonkey (an online facility) and were subsequently e-mailed and hand-delivered to mentors and female mentees who are construction workers and professionals. Data was analysed by means of descriptive and inferential statistics. Cronbach's alpha was used to test the reliability of scale questions. Triangulation was used to test the validity of the study.

CHAPTER FOUR: ANALYSIS AND DISCUSSION

4.1. INTRODUCTION

This chapter presents the analysis of the pilot study and the main study. The pilot study aims to gain more insight on the factors which are contributing to the successful mentorship of women in the South African construction industry. Areas to be covered are: analysis of companies, profile of companies, preparation of interviews and profile of participants. Furthermore, the following will be addressed: indicators of successful mentorship, mentoring functions and impact of demographics of mentors and mentees in successful mentorship. Moreover, the impact of the mentor-mentee relationship and attitude of mentors towards the mentorship of female mentees will also be addressed.

Areas to be covered in the main study include: the response rate, the profile of respondents and indicators of successful mentorship of female mentees. Furthermore areas covered also include: entrepreneurial ability, knowledge gain, productivity of female mentees, attitude of mentors towards mentorship of women and the mentorship functions. Moreover sections include: reliability testing of scale questions, testing of hypotheses, a discussion of the findings and chapter summary.

4.2. ANALYSIS OF THE PILOT STUDY

4.2.1. Analysis of company A – parastatal firm

4.2.1.1. Profile of company A

Company A is a public company wholly-owned by the government. This company offers bursaries for students and a training program for graduates who come from South African universities. The training program is thereafter converted into employment.

4.2.1.2. Preparation of interview

Company A was contacted physically to participate in the study. The company's receptionist was told what the research was about and which people were targeted for interview. An assistant planner and a contracts manager were selected. The assistant planner was informed about the interview and agreed to it; therefore no appointment was made for the assistant planner. The contract manager was also informed about the interview and an agreed date and time for an interview was made verbally. A cell phone was used to record the interviews.

4.2.1.3. Profiles of company A participants

The trainee graduate quantity surveyor and assistant planner were interviewed on 7 February 2012 in Bellville between 10:00 am – 11:00 am and each interview took about fifteen minutes. The interviewees were excited to be part of the research study. The venue where the interview took place was a quiet, comfortable and friendly working environment.

The trainee graduate quantity surveyor has been employed by the organisation for six months, has six months experience in the construction industry post-graduation from university and has a mentor. The assistant planner has eighteen months experience after graduation. The assistant planner has been employed by the company for three years, has been in the current position for four months and has a mentor.

The contracts manager was interviewed on 9 February 2012 in Bellville at 2:00 pm for twenty minutes. The interview took place in her office. During the interview the respondent was willing to share information. Two of the respondent's colleagues came in at different times to discuss work. The working environment was busy. The contracts manager has been employed for ten years and also has ten years of experience in the construction industry. The contract manager has been in her position for a year and has a mentor.

4.2.2. Analysis of company B – Contractor firm

4.2.2.1. Profile of company B

The company empowers women who come from disadvantaged backgrounds, in particular from rural areas. The Department of Public Works and Transport runs its Masikhi'Sizwe bursary programme in association with Company B. Company B offers women bursaries and experiential training. The bursary awards are thereafter converted into graduate training progammes.

4.2.2.2. Preparation of interview

The junior quantity surveyor was contacted on 6 February 2012 telephonically to participate in the study. The junior quantity surveyor was informed of the study and agreed to take part. The respondent was asked if there was a colleague who met the requirements of the people to be interviewed in the study, after which a quantity surveyor was identified. The junior quantity surveyor and quantity surveyor agreed to be interviewed and arrangements were made. The junior quantity surveyor and quantity surveyor are often assigned to a site every morning. An agreement was made for the interview to be done when they were both working in the head

office during the day, but they had to be contacted during the morning to check that they were available.

4.2.2.3. Junior quantity surveyor and quantity surveyor interview

This interview took place 15 February 2012 in Blackheath between 10:25 and 10:45. The respondents completed the interview questionnaires themselves and were asked to clarify the ambiguous responses they provided. The meeting venue was an open plan office and the working environment was quiet and busy.

The junior quantity surveyor has a one year work experience in her present company and in her current position. The junior quantity surveyor has a mentor. The quantity surveyor has eight years of work experience in the construction industry and has been working in her present company for five years. The quantity surveyor has no mentor.

4.2.3. Analysis of company C - quantity surveying firm

4.2.3.1. Profile of company C

Company C is a quantity surveying consulting firm that was established in London. The quantity surveying firm also offers a graduate programme for students.

4.2.3.2. Preparation of interview

Company C's receptionist was contacted telephonically on the 20 February 2012. She was told what the research was about and asked whether the company had female mentee graduates who possessed construction qualifications. Two female quantity surveyor mentees were selected and agreed to be interviewed. Date and time was arranged for the interviews. A mobile phone was used to record the interviews.

4.2.3.3. Quantity surveyor and senior quantity surveyor interview

The senior quantity surveyor was interviewed on the 23 February 2012 in Cape Town at 15:00 – 15:15. The interview was done in a quiet seminar room. The quantity surveyor was also interviewed on the same day, in the same venue at 15:20 – 15:35.

The senior quantity surveyor has eight years of experience at the quantity-surveying firm. The senior quantity surveyor has been in her present position for four and a half years and had a mentor who left the workplace for another company. The interviewee is still in contact with the mentor, when she needs advise the mentor is available. The quantity surveyor has fourteen

years of experience and has been working in her present company for five years. The respondent has been in her present position for five years and has a mentor. The quantity surveyor previously worked in a quantity surveying consultancy firm for nine years.

4.2.4. Indicators of successful mentorship

To know whether the female mentees' mentorship was successful, their job performance, promotion, number of times the positions were terminated and entrepreneurship ability of female mentees were examined as shown in Table 4.1.

4.2.4.1. Indicators of successful mentorship: Company A

The female mentees were asked to rate their own performance on the job within the last five years, as: a) high achiever; b) average achiever; or c) low achiever. The female mentees rated their performance on the job during their time of employment as being high achievers. The female mentees were also asked to indicate how many times they have been promoted, both vertically and laterally, during their career span. Both the assistant planner and contract manager indicated that they had been promoted twice during their career span. The quantity surveyor graduate trainee had not been promoted yet. The assistant planner was first a trainee electrical engineering technician, whereafter she became a post-graduate trainee; currently she is an assistant planner. The contract manager was a technician, then a site agent and is now a contract manager.

The participants were asked to choose the description that best suits their entrepreneurial ability in the construction industry. The entrepreneurial ability options provided were: a) I am my own boss - I see opportunities where others do not; b) I am employed full-time, but I also have a part-time business; c) I am not interested in owning a business of my own - I prefer to be gainfully employed in a company or government department. The assistant planner indicated the most suitable for her was the one involving full-time employment, together with owning a part-time business. The contracts manager and the trainee graduate quantity surveyor responded that so far, they have had no interest in owning their own business; they prefer to be gainfully employed in a company. The respondents also indicated that their career appointments have never been terminated before.

4.2.4.2. Indicators of successful mentorship: Company B

The junior quantity surveyor rated herself as a high achiever, while the quantity surveyor rated her performance as average. The junior quantity surveyor revealed that she has not been promoted before, while the quantity surveyor indicated that she had been promoted three times during her career in the construction industry.

Both of the respondents stated that they are not interested in owning a business, but prefer to be gainfully employed in a company or government department. The junior quantity surveyor's career posts have never been terminated before, but the quantity surveyor's career was terminated once during her career.

4.2.4.3. Indicators of successful mentorship: Company C

Both the female mentees rated themselves as high achievers. The quantity surveyor has been promoted once. The quantity surveyor was first promoted to be an associate quantity surveyor in her previous job and now in her current job she is a quantity surveyor. The senior quantity surveyor was once a junior quantity surveyor. She was promoted to the current post of a senior quantity surveyor and a team leader in middle management.

The quantity surveyor indicated that she is not interested in business, preferring to be gainfully employed in a company, while the senior quantity surveyor stated that she is a full-time employee but also has a part-time business. Both the quantity surveyors' career posts have never been terminated.

4.2.4.4. Profiles and indicators of successful mentorship of female mentees

Table 4.1 shows the profiles of the female mentees, as well as the level of success they attained.

Table 4.1: Mentee profiles and level of success attained

Company	Profession of mentee	Experience		Type of mentorship	Indicators of successful mentorship				
		Total	Present position		Performance	No. of promotions	Entrepreneurial ability		Termination of appointment
A	Trainee Graduate Quantity Surveyor	6 months	6 months	Formal mentor	High achiever	0	not interested in owning her own business; prefers to be gainfully employed in a company		0
	Assistant Planner	18 months	4 months	Formal mentor	High achiever	2	Working as a full time employee and also a part time business owner		0
	Contracts Manager	10 years	1 year	Formal mentor	High achiever	2	not interested in owning her own business; prefers to be gainfully employed in a company		0
B	Junior Quantity Surveyor	1 year	1 year	Informal mentor	High achiever	0	not interested in owning her own business; prefers to be gainfully employed in a company		0
	Quantity Surveyor	5 years	3 years	Formal mentor	Average achiever	0	not interested in owning her own business; prefers to be gainfully employed in a company		0
C	Quantity Surveyor	14 years	5 years	formal mentor	High achiever	1	not interested in owning her own business; prefers to be gainfully employed in a company		1
	Senior Quantity Surveyor	8 years	4½ years	Informal mentor	High achiever	2	Working as a full-time employee and also a part-time business owner		0

4.2.5. Psychosocial mentorship function

In the pilot study, the extent of the influence of the psychosocial mentoring function on the successful mentorship of women was investigated. Table 4.2 depicts the psychosocial mentoring function the female mentees were receiving from their mentors. The female mentees were asked to rate the characteristics of psychosocial mentoring function on a scale of 1 to 5; where 1 represents 'low' and 5 represents 'high'.

Table 4.2: Psychosocial mentoring function received

Psychosocial mentoring function received	N	Mean	SD *	Rank
Acceptance-and-confirmation	7	3.57	1.40	1
Friendship	7	3.57	1.13	2
Role modelling	7	3.29	1.38	3
Counselling	7	3.00	1.53	4
Average	**7**	**3.36**	**1.13**	

* SD= standard deviation

From Table 4.2, it was revealed that the most influential psychosocial mentoring function received by female mentees was acceptance-and-confirmation (mean of 3.57, SD of 1.40), followed by friendship (mean of 3.57, SD of 1.13), role modelling (mean of 3.29) and counselling (mean of 3.00) in rating order.

4.2.6. Career mentorship function

The pilot study investigated the extent of the influence of the career mentoring function on the successful mentorship of women. Table 4.3 depicts the career mentoring function the female mentees were receiving from their mentors. The female mentees were asked to rate the characteristics of career mentoring function on a scale of 1 to 5 where 1 represents 'low' and 5 represents 'high'.

Table 4.3: Career mentoring function

Career Mentoring Function	N	Mean	SD	Rank
Provide challenging assignments/tasks	7	4.14	1.57	1
Coaching	7	3.71	1.38	2
Exposure	7	3.57	1.13	3
Sponsoring	7	3.57	1.13	3
Protection	7	3.14	1.07	4
Average	**7**	**3.63**	**1.02**	

Table 4.3 shows that the findings suggested that the most influential career mentoring provided to female mentees was providing challenging assignments (mean of 4.14), followed by coaching (mean of 3.71), exposure (mean of 3.57, SD of 1.13), sponsoring (mean of 3.57, SD of 1.13 and protection (mean of 3.14).

4.2.7. The impact of the age, gender and race on the mentor-mentee relationship

The pilot study examined whether the age, gender and race of the mentor-mentee relationship have an impact on the successful mentorship of female mentees. The analysed demographics were age, race and gender of the mentors. The participants were asked to indicate the gender and race of their mentors and whether their mentors were younger, the same age or older than they were. The respondents were asked in what way they disagree with their mentors; to explain how they disliked and liked working with their mentors; and what challenges they were facing with their mentors.

4.2.7.1. The impact of the age, gender and race on the mentor-mentee relationship in Company A

The assistant planner revealed that her mentor is a coloured male who is older than what she is. The assistant planner highlighted that the gender, race and age of her mentor did not hinder the success of her mentorship, and that she likes working with her mentor because he provides challenging tasks at work which helps her to grow in her career. The mentor assists her when she does not know how to proceed with her duties, and she disagrees with her mentor when he gives her a lot of work to do. Both the contracts manager and the assistant planner are not facing any challenge with their mentors.

The contracts manager is mentored by a white male who is older than her. Just like the assistant planner, the contracts manager indicated that the gender and race of her mentor did not hinder the success of her mentorship in the construction industry. Contrary to the assistant planner's response, the contracts manager states that the age of her mentor does have an impact on her mentorship because when she speaks to him, she feels like she is speaking to her father. The contracts manager complained that disagreements with her mentor do occur. The mentor does not approve and understand how the new generation apply their knowledge at work because of the new syllabus they have at universities. Even though there are misunderstandings and disagreements in the relationship, the mentor leaves room for the mentee to make mistakes. The contract manager explained that she no longer complained about liking or disliking working with her mentor in the way she did six years back. If there is a

disagreement between them, they resolve the matter amicably. The contract manager also revealed that she does not care about her mentor's attitude; the only thing that is important is for her to gain knowledge and to know how to do the work.

The trainee quantity surveyor graduate has a mentor who is a white male and older than what she is. The respondent felt that the race, gender and age of the mentor did not hinder the success of her mentorship. The trainee quantity surveyor graduate stated that she usually disagreed with her mentor when she was told to do the same thing all over again. The respondent stated that she likes working with her mentor because he is hands-on and is always showing and teaching. The female mentee indicated that she has no challenges working with her mentor.

4.2.7.2. The impact of the demographics on the mentor-mentee relationship in Company B

The junior quantity surveyor is mentored by a white male mentor who is older than what she is. The gender and race of the junior quantity surveyor's mentor does not hinder the success of the mentorship. She feels that the fact that the mentor is older than what she is, has impacted positively towards her successful mentorship because of the experience and skills the mentor has. The quantity surveyor is not mentored at work but has a personal mentor who is a coloured female older than she is. The quantity surveyor revealed that the age, gender and race of the mentor does not hinder the success of the mentorship she was receiving.

The participants were asked in what way they disagreed with their mentors. The quantity surveyor responded that they seldom disagree with each other. The junior quantity surveyor revealed that she and her mentor were always on the same boat, because her mentor is patient and takes his time to clarify things if they have a misunderstanding.

The respondents were asked to explain what suited them best about working with their mentors. The quantity surveyor said that she disapproved of working with her mentor because they are not working in the same industry, despite having learned a lot from him. The junior quantity surveyor revealed that she hates working with her mentor because he uses long methods: her mentor does not like to use short-cuts. The junior quantity surveyor adds that her mentor likes her to do one thing repeatedly, and does not want her to make a mistake.

The respondents were also asked to explain what challenges they face with their mentors. The quantity surveyor felt that not working in the same industry with her mentor is a major challenge

but that her mentor does a lot of research to assist her. The junior quantity surveyor revealed that during the time of submitting a cost report, the mentor asked lots of questions which she sometimes struggled to answer but highlighted that it was a learning process.

4.2.7.3. The impact of the age, gender and race on the mentor-mentee relationship in Company C

Table 4.4 shows the age, gender and race of the mentors in the case study undertaken. White male mentors assist both quantity surveyor mentees interviewed in Company C. The quantity surveyor is mentored by someone who is younger than she is, while the senior quantity surveyor's mentor is older than she is. Both the quantity surveyor and senior quantity surveyor say that their mentors' age, gender and race do not impact on their mentorship. The senior quantity surveyor revealed that they do not disagree with each other, while the quantity surveyor stated that if there is a disagreement, she talks to her mentor and resolves it.

The respondents were asked to explain what they dislike or like about working with their mentors. The quantity surveyor indicated that she disliked working with her mentor because of unreasonable deadlines he sets, but she likes working with him because they have a good working relationship. The quantity surveyor also added that she delivers what she is expected of her. The senior quantity surveyor explains that they have an open door policy where she can ask her mentor everything, and she does like working with him.

The respondents were asked to explain the challenges they came across with their mentors. The quantity surveyor explained that the challenges she is facing with her mentor are unreasonable deadlines and the excessive amount of work she is given. The senior quantity surveyor says that the challenges she is facing with her mentor exist because they are no longer working together, though they are still in contact with each other.

4.2.7.4. Age, gender and race of mentors

Table 4.4: Age, gender and race of mentors

Company	Profession of mentee	Gender of mentor	Age of mentor	Race of mentor	Race of mentee
A	Trainee Graduate Quantity Surveyor	Male	Older than mentee	White	Black
	Assistant Planner	Male	Older than mentee	Coloured	Black
	Contracts Manager	Male	Older than mentee	White	Coloured
B	Junior Quantity Surveyor	Female	Older than mentee	White	Black
	Quantity Surveyor	Male	Older than mentee	Coloured	Coloured
C	Quantity Surveyor	Male	Younger than mentee	White	White
	Senior Quantity Surveyor	Male	Older than mentee	White	White

4.2.8. The impact of the mentor-mentee relationship on the successful mentorship of female mentees

The mentor-mentee relationship was investigated in order to determine whether it has an impact on the successful mentorship of female mentees, or not. The participants were asked to choose the best description of the type of relationship they have with their mentors, with the choice of: 'open relationship', 'positive relationship' or 'negative relationship'. Furthermore, the participants were asked to indicate their perception of the influence of the type of mentor-mentee relationship on successful mentorship.

4.2.8.1. The impact of the mentor-mentee relationship on the successful mentorship of female mentees: Company A

The respondents from Company A described their relationship with their mentors as being open. The assistant planner revealed that it had influenced her mentorship positively and that she wants to learn even more because of her mentor. The contracts manager indicated that her relationship with her mentor contributed to her successful mentorship and that she has also learned life skills. The trainee graduate quantity surveyor disclosed that the type of the relationship she was involved in with her mentor impacted positively on how she perceived things about quantity surveying.

4.2.8.2. The impact of the mentor-mentee relationship on the successful mentorship of female mentees: Company B

While the junior quantity surveyor mentee indicated that she has a positive type of mentorship relationship with her mentor, the quantity surveyor mentee indicated that her mentorship relationship with her mentor was open. The junior quantity surveyor mentee perceived that the type of mentor-mentee relationship influences her mentorship, while the quantity surveyor mentee also revealed that the type of relationship influences her mentorship because she and her mentor can discuss everything and resolve problematic issues when they arise.

4.2.8.3. The impact of the mentor-mentee relationship on the successful mentorship of female mentees: Company C

The quantity surveyor mentee selected 'positive' while the senior quantity surveyor selected 'open'. The quantity surveyor mentee responded that type of relationship does influence her successful mentorship and that she is excelling because she is motivated. The senior quantity surveyor mentee revealed that the type of relationship with her mentor has influenced her successful mentorship because her mentor has encouraged her to study arbitration, and she is now a qualified arbitrator.

4.2.9. Mentor attitude towards the mentorship of female mentees

The exploratory study examined whether the attitude of mentors towards the mentees impacted positively on the mentorship of female mentees, or not. The respondents were asked to indicate the option that best represents the attitude of their mentors from the following list: discriminatory, biased, stereotypical, friendly or unapproachable. The female mentees were asked what they thought about the influence of their mentors' attitude towards their mentorship success.

4.2.9.1. Attitude of mentors towards the mentorship of women: Company A

The contracts manager and the assistant planner both felt that their mentors were friendly towards them; the trainee graduate quantity surveyor responded that her mentor is from the old school and does not want to adapt to new ideas. The respondents perceived that the attitude of their mentors influenced the success of their mentorship positively. The contracts manager also revealed that her mentor encourages her to be open in the relationship and she even receives messages from the mentor at night about work tasks; she also stated that she works overtime.

The trainee graduate quantity surveyor affirmed that she is being groomed to be the best quantity surveyor.

4.2.9.2. Attitude of mentors towards the mentorship of women: Company B

The junior quantity surveyor selected 'friendly', while the quantity surveyor selected 'approachable'. The junior quantity surveyor revealed that the mentor's attitude did influence her, while the quantity surveyor perceives that the mentor's attitude did not influence the success of her mentorship.

4.2.9.3. Attitude of mentors towards the mentorship of women in Company C

The quantity surveyor respondent selected 'unapproachable', while the senior quantity surveyor selected 'friendly'. The quantity surveyors perceived that the attitude of their mentors have influenced their successful mentorship negatively, while the senior quantity surveyor perceived that her mentor's attitude did not.

4.2.9.4. Attitude of mentors towards female mentees' mentorship

In Table 4.5, the attitude of the mentors towards the female mentees and the influence of the type of mentorship relationship on successful mentorship is shown.

Table 4.5: Attitude of mentor towards the mentee and description of the mentorship relationship

Company	Profession of mentee	Attitude of mentors		Description of mentorship relationships	
		Type	**Does mentors' attitude type influence mentorship?**	**Type**	**Does the relationship influence mentorship?**
A	Trainee Graduate Quantity Surveyor	Other	Yes	Open	Yes
	Assistant Planner	Friendly	Yes	Open	Yes
	Contracts Manager	Friendly	Yes	Open	Yes
B	Junior Quantity Surveyor	Friendly	Yes	Positive	Yes
	Quantity Surveyor	Approachable	No	Open	Yes
C	Quantity Surveyor	Un-approachable	No	Positive	Yes
	Senior Quantity Surveyor	Friendly	Yes	Open	Yes

4.3. ANALYSIS OF THE MAIN STUDY

4.3.1. Response rate of questionnaire surveys

An on-line facility called Survey Monkey was used to email questionnaires to 107 mentees. Respondents who responded partially were 10.28% (11) and the questionnaires were not used because they were not complete, while 3.74% (4) respondents responded completely and the questionnaires were used. A total of 375 mentor questionnaires were sent using Survey Monkey. The number of respondents who responded partially were 6.13% (23) and the questionnaires were not used, while 1.33% (5) respondents responded completely. A total of 64 mentee and 65 mentor questionnaires were distributed by hand and participants were reminded to return completed questionnaires by email or fax. A total of 31.25% (20) of the mentee questionnaires were duly completed, while 7.81% (5) of the mentee questionnaires were completed incorrectly and could not be used. A total of 10.77% (7) of the mentor questionnaires were duly completed, while 9.23% (6) were completed incorrectly and could not be used. Therefore, 171 mentee and 440 mentor questionnaires were delivered, 14.04% (24) questionnaires of mentees and 2.73% (12) questionnaires of mentors were duly completed and used (see Table 4.6). Questionnaires of 9.36% (16) mentees and of 6.59% (29) mentors that were returned partially complete or incorrect were not used. Participants returned the questionnaires by email and by hand while the majority were collected in person. Reasons for the poor response were: technical problems that were experienced on Survey Monkey; the low number of women in mentorship relationships; professionals showing little interest in participating in the study.

Table 4.6: Response rate of questionnaire surveys

Questionnaires	Survey Monkey		Hand-delivered		Total			
	Mentees	Mentors	Mentees	Mentors	Mentees		Mentors	
	N	N	N	N	N	%	N	%
Sent out	107	375	64	65	171	100	440	100
Incomplete	11	23	0	0	11	6.43	23	5.23
Incorrect	0	0	5	6	5	2.92	6	1.36
Completed	4	5	20	7	24	14.04	12	2.73
Total received	**15**	**28**	**25**	**11**	**40**	**23.40**	**41**	**9.32**

4.3.2. Profile of respondents

4.3.2.1. Participant companies

Table 4.7 shows the distribution of participating female mentees' companies by construction sector into contractor firm (40.9%), quantity surveying consultant firm (3.6%), engineering consultant firm (13.6%), subcontractor firm (9.1%), public sector (4.5%), property retail (4.5%), environmental consultant firm (4.5%), research unit (4.5%) and health and safety firm (4.5%). Table 4.7 also shows the distribution of participating mentors' companies by practice into contractor firm (20%), quantity surveying consultant firm (20%), public sector (20%), architectural firm (10%), engineering consultant firm (10%), property retail/ development firm (10%) and research unit (10%).

Table 4.7: Distribution of participant companies by construction sector

Construction sector	Mentees		Mentors	
	N	%	N	%
Contractor firm	9	40.9	2	20
Quantity surveying consultant firm	3	13.6	2	20
Engineering consultant firm	3	13.6	1	10
Subcontractor firm	2	9.1	0	0
Public sector	1	4.5	2	20
Property retail/development firm	1	4.5	1	10
Environmental consultant firm	1	4.5	0	0
Research unit	1	4.5	1	10
Health and safety firm	1	4.5	0	0
Architectural firm	0	0	1	10
TOTAL	**22**	**100**	**10**	**100**

4.3.2.2. Distribution of female mentees and mentors by age

In Table 4.8, the age groups of the mentee participants is shown as follows: under twenty six (50.0%), twenty six to thirty years (33.3%), thirty one to thirty five (4.2%), thirty six to forty years (4.2%), forty six to fifty years (4.2%) and fifty one to fifty five (4.2%). The age group of the mentor participants is as follows: twenty six to thirty years (25.0%), thirty one to thirty five (8.3), thirty six to forty years (33.3%), forty six to fifty years (25.0%) and fifty one to fifty five years (8.3%).This indicates that while a significant number (83.3%) of female mentees that took part in the study were thirty years of age or below. A significant number of mentors (74.9%) were more than thirty years old. This means that the mentors are older than the mentees.

Table 4.8: Distribution of respondents by age group

Age group	Mentees		Mentors	
	N	%	N	%
Under 26 years	12	50.0	0	0
26-30 years	8	33.3	3	25.0
31-35 years	1	4.2	1	8.3
36-40 years	1	4.2	4	33.3
46-50 years	1	4.2	3	25.0
51-55 years	1	4.2	1	8.3
TOTAL	**24**	**100**	**12**	**100**

4.3.2.3. Distribution of mentees and mentors by race

The study sought to establish the races of mentee and mentor participants in Table 4.9. The races of mentee participants include: Blacks (37.5%), Coloureds (33.3%), Whites (20.8%) and Indians (8.3%). The race of mentor participants include: Blacks (41.7%), Whites (33.3%), Coloureds (25%) and Indians (0%). This reveals that a significant proportion of the participating mentees and mentors are non-white.

Table 4.9: Distribution of mentees and mentors by race

Race	Mentees		Mentors	
	N	%	N	%
Blacks	9	37.5	5	41.7
Coloureds	8	33.3	3	25.0
Whites	5	20.8	4	33.3
Indians	2	8.3	0	0
TOTAL	**24**	**100**	**12**	**100**

4.3.2.4. Formal qualification of mentees and mentors

The highest formal qualifications of mentees and mentors is presented in Table 4.10. The highest formal qualification of mentee participants is as follows: matric (37.5%), bachelors degree (20.8%), honours degree (12.5%), masters degree (12.5%), diploma (8.3%), N3 (6.7%) and grade 11 (6.7%). The highest formal qualification of mentor participants are as follows: bachelors degree (41.7%), diploma (16.7%), honours degree (16.7%) and masters degree (8.3%). Those who have a diploma or lesser qualification are as follows: female mentee participants (59.2%) and mentor participants (16.7%). This means that mentors have higher qualifications than female mentees.

Table 4.10: Highest formal qualification

Highest formal qualification	Mentees		Mentors	
	N	%	N	%
Master's degree	3	12.5	2	16.7
Postgraduate diploma	0	0	1	8.3
Honours degree	3	12.5	2	16.7
Bachelors degrees	5	20.8	5	41.7
Diploma	2	8.3	2	16.7
Nated 3	1	6.7	0	0
Matric	9	37.5	0	0
Grade 11	1	6.7	0	0
TOTAL	**24**	**100**	**12**	**100**

4.3.2.5. Experience of mentees and mentors

In Table 4.11, the years of experience of the mentee participants in the construction industry is shown. The experience of mentee participants are as follows: nought to five years (83.3%), six to ten years (12.5%), and above twenty years (4.17%). The experience of mentor participants are as follows: nought to five years (8.3%), six to ten years (75%) and eleven to fifteen years (16.7%). A significant number of female mentee (83.3%) have less than 5 years' experience and a significant number of mentors (91.7%) have more than 5 years' experience. This implies that mentor participants have more experience than female mentee participants.

Table 4.11: Number of years of experience of respondents

Experience in the construction industry	Mentees		Mentors	
	N	%	N	%
0 - 5 years	20	83.3	1	8.3
6 - 10 years	3	12.5	9	75
11 - 15 years	0	0	2	16.7
Above 20 years	1	4.17	0	0
TOTAL	**24**	**100**	**12**	**100**

4.3.2.6. Positions of mentees and mentors

The study sought to establish the positions held by the mentees and mentors; this information is given in Table 4.12. the positions of mentee participants include: engineer in training, intern, civil engineer and engineering technician (20.8%); candidate, assistant and full/professional quantity surveyor (16.7%); research assistance (12.5%); construction health and safety officer, junior health and safety agent (12.5%); environmental practitioner and heritage officer (8.3%); commercial manager (8.3%); supervisor and junior foreman (8.3%); associate (8.3%) and labourer (4.2%). The positions of mentor participants include: candidate, assistant and full/professional quantity surveyor (54.5%); construction project manager (18.2%); professional architect (9.1%), civil engineer (9.1%) and chief works inspector (9.1%) (see Table 4.12). Most

female mentee participants are civil engineers and quantity surveyors and most mentor participants are quantity surveyors and construction project managers.

Table 4.12: Positions of participants

Positions of participants	Mentees		Mentors	
	N	%	N	%
Engineer in training, intern, civil engineer, engineering technician	5	20.8	1	9.1
Candidate, assistant and full/professional quantity surveyor	4	16.7	6	54.5
Research assistant	3	12.5	0	0
Construction health and safety officer, junior health and safety agent	3	12.5	0	0
Environment practitioner and Heritage officer	2	8.3	0	0
Commercial manager	2	8.3	0	0
Supervisor + Junior Foreman	2	8.3	0	0
Labourer	1	4.2	0	0
Associate	2	8.3	0	0
Construction project manager	0	0	2	18.2
Professional Architect	0	0	1	9.1
Chief works inspector	0	0	1	9.1
TOTAL	**24**	**100**	**11**	**100**

4.3.2.7. Women who are in mentorship relationship

The study sought to find out how many women are in mentorship relationship.

Table 4.13: Women who are in mentorship relationship

Mentored	N	%
Yes	23	95.8
No	1	4.2
TOTAL	**24**	**100**

Table 4.13 shows that 95.8% of respondents confirmed that they have a mentor; while 4.2% of the respondents do not have. This means most of the female respondents are mentored.

4.3.2.8. Types mentorship of provided

The study sought to know the types of mentorship provided to the mentees and by the mentors studied. Data collected in this regard is presented in Table 4.14.

Table 4.14: Types of mentorship provided

Types of mentorship	Mentees		Mentors	
	N	%	N	%
Formal	19	79.2	7	58.3
Informal	5	20.8	4	33.3
TOTAL	**24**	**100**	**11**	**100**

A significant number of the mentees (79.2%) are provided with formal mentorship while a smaller number (20.8%) is provided with informal, as shown in Table 4.14. It also shows that 58.3% of the mentors provide formal mentorship while 33.3% provide informal mentorship. Female mentee respondents who are not in a mentorship relationship (see Table 4.13), are in informal mentorships (see Table 4.14).

4.3.2.9. Working in the same organisation with the mentor or mentee

The study sought to determine whether the mentees or mentors working in the same organisation and vice versa. The data collected with regards to this enquiry is presented in Table 4.15.

Table 4.15: Working in the same organisation with the mentor or mentee

Same organisation	Mentees		Mentors	
	N	%	N	%
Yes	20	83.3	12	100
No	4	16.7	0	0
TOTAL	**24**	**100**	**12**	**100**

From Table 4.15, it is shown that a significant number of the respondents (83.3%) work in the same organisation with their mentors while 16.7% do not. It also shows that most mentees work in the same organisation with their mentors.

4.3.2.10. Mentees working with their mentors in the same industry

In addition, the study required to discern whether the mentees or mentors were working in the same industry. The data collected in this regard is presented in Table 4.16.

Table 4.16: Mentees/mentors working with their mentors/mentees in the same industry

Same industry	Mentees		Mentors	
	N	%	N	%
Yes	22	100	12	100

It can be seen from Table 4.16 that a significant number (100%) of the mentees that responded are working in the same industry with their mentors.

4.3.2.11. Length of mentoring

The results of the enquiry into the number of years for which the mentees were mentored and for which the mentors provided mentoring assistance are presented for each category of respondents in Table 4.17.

Table 4.17: Number of years mentored/mentoring

Years mentored/mentoring	Mentees		Mentors	
	N	%	N	%
0 - 5 years	23	95.8	9	100
Above 20 years	1	4.2	0	0
TOTAL	**24**	**100**	**9**	**100**

Table 4.17 shows that 95.8% of the mentee respondents have been mentored for nil to five year, 4.2% have been mentored for more than twenty years, and 100% of mentor participants have mentored mentees for nil to five years. This implies that a significant number of the mentees have been mentored for five years and less.

4.3.2.12. Distribution of mentees and mentors by age groups

The distribution of mentees' mentor and mentors' mentee by age group is outlined in Table 4.18.

Table 4.18: Distribution of mentees' mentor and mentors' mentee by age group

Age group	Mentors		Mentees	
	N	%	N	%
36-40 years	5	20.8	1	8.3
41-45 years	5	20.8	0	0
46-50 years	6	25.0	0	0
31-35 years	3	12.5	1	8.3
51-55 years	3	12.5	0	0
56-60 years	1	4.2	0	0
Over 60 years	1	4.2	0	0
Under 26 years	0	0	7	58.3
26-30 years	0	0	3	25.0
TOTAL	**24**	**100**	**12**	**100**

In Table 4.18, the age groups of mentee participants' mentors are as follows: thirty six to forty years (20.8%), forty one to forty five years (20.8%), forty six to fifty years (25.0%), thirty one to thirty five years (12.5%), fifty one to fifty five years (12.5%), fifty six to sixty years (4.2%) and over sixty years (4.2%). The age groups of mentor participants' female mentees are as follows: under twenty six years (58.3%), twenty six to thirty years (25.0%), thirty one to thirty five years (8.3%) and thirty six to forty years (8.3%). It shows that a significant number of the mentees'

mentors (66.7%) are aged forty one years and above while a significant number of the mentors' mentees (100%) are aged forty years and below. This is evident that mentors are older than the mentees.

4.3.2.13. Race of the mentors and mentees

The study sought to determine the race of the mentee participants' mentors and mentor participants' mentees. In Table 4.19, the race of the respondents' mentors' categorised in the following: Whites (37.5%), Coloureds (33.3%) and Blacks (29.2%). The race of the respondents' mentees are categorised in the following: blacks (58.3%), coloureds (33.3%) and Indians (8.3%).

Table 4.19: Race of mentors and mentees

Race	Mentors		Mentees	
	N	%	N	%
Whites	9	37.5	0	0
Coloureds	8	33.3	4	33.3
Blacks	7	29.2	7	58.3
Indians	0	0	1	8.3
TOTAL	24	100	12	100

Table 4.19 shows that there is no major mentor classification by race. However, all the mentees are non-white while 37.5% of mentors are whites. Most of mentees are non-white, with Blacks forming the majority in the female mentees (58.3%). Indians make up a very small percentage as compared to the rest of the race groups.

4.3.2.14. Gender of mentors

Table 4.20 shows the gender of female mentee participants' mentors and the mentor participants' of female mentees.

Table 4.20: Gender of mentors

Gender	Mentors of mentee participants		Mentor participants	
	N	%	N	%
Female	7	29.2	7	58.3
Male	17	70.8	5	41.7
TOTAL	24	100	12	100

Mentee participants' mentors who are females are 29.2% while 70.8% are males. It means that the number of male mentors of female mentee participants is higher. The female mentor participants are 58.3% while 41.7% are males. The majority of mentee participants' male

mentors' gender (41.7%) is less than the female mentor participants (58.3%). Female mentee participants' female mentors are a minority group.

4.3.3. Test of normality

From Table 4.21, the study sought to determine the test of normality of factors associated with successful mentorship. Kolmogorov-Smirnov and Shapiro-Wilk tests were used to test whether a distribution was normal or not (Field, 2009:144; Pallant, 2006:57). Shapiro-Wilk was used because the sample size of the study is small (Field, 2013:883). The Shapiro-Wilk and Kolmogorov-Smirnov tests include the test statistic, degree of freedom (df) which equals the sample size, and the significance value (sig.) of the test (Field, 2013:146). When the test significance is greater than 0.05 it means that the difference is not significant; the distribution of the sample is not significantly different from the assumed distribution, meaning that it is not normal (Field, 2013:144; Pallant, 2006:57). When the difference significance is less than 0.05, it means that the test was significant, and the distribution in question is significantly different from a normal distribution, meaning that it is normal.

Table 4.21: Test of normality in factors associated with successful mentorship

Hypothesis	Factors	Kolmogorov-Smirnov[a]			Shapiro-Wilk			Test
		Statistic	Df	Sig.	Statistic	Df	Sig.	
1	Psychosocial mentoring function	0.16	23	0.13	0.92	23	0.05	Kruskal-Wallis
2	Career mentoring function	0.18	23	0.05	0.91	23	0.05	Kruskal-Wallis
3	Entrepreneurial skills	0.14	23	0.20	0.91	23	0.03	ANOVA
3	Gain of knowledge	0.14	22	0.20	0.94	22	0.17	Kruskal-Wallis
3	Increased productivity	0.14	23	0.20	0.95	23	0.31	Kruskal-Wallis
4	Attitude	0.16	24	0.12	0.91	24	0.03	ANOVA

From Table 4.21, hypotheses 1 (psychosocial mentoring function) and 2 (career mentoring function) have significance of 0.05 in Shapiro-Wilk test; indicating that the distributions were not normal and a non-parametric test should be used (Field, 2013:144). Therefore, hypotheses 1 and 2 were tested with Kruskal-Wallis test.

In the indicators of successful mentorship, the test of normality of entrepreneurial skills of female mentees had a significance of 0.03, indicating that it was normal. As a result an ANOVA test was used to test the hypothesis. The normality of gain of knowledge (0.17) and increased productivity (0.31), indicating that a Kruskal-Wallis test was applied to test the hypothesis.

Therefore, both ANOVA test and Kruskal-Wallis test were performed to test hypothesis 3 (Table 4.21).

In Table 4.21, there was normality in the attitude of mentors (significance of 0.03 < 0.05). Therefore ANOVA was applied to test the hypothesis 4.

4.3.4. Reliability testing

Cronbach's alpha coefficient was used to test the reliability of all the scaled questions. The degrees of Cronbach's alpha coefficient are interpreted as follows: values that are lower than 0.60 degrees are considered unacceptable, values with 0.70 degrees are considered having low reliability, 0.80 degrees are considered having moderate reliability and 0.90s degree are considered having high reliability (Maree, 2007:216). The total Cronbach's alpha coefficient for all scaled questions for mentees was 0.82 and for mentors was 0.86, which satisfies the reliability test requirements. Table 4.22 depicts the the summary of the reliability test for factors namely, career mentoring function, psychosocial mentoring function, attitude of mentors, gain of knowledge, increased productivity and entrepreneurial skills.

Table 4.22: Summary for reliability test

Reliability testing	Mentees		Mentors	
	No. of items	Cronbach's alpha coefficient	No. of items	Cronbach's alpha coefficient
Career mentoring function	13	0.84	13	0.91
Psychosocial mentoring function	15	0.71	15	0.70
Attitudes	7	0.91	7	0.92
Increased productivity	7	0.77	7	0.77
Gain of knowledge	4	0.77	4	0.89
Entrepreneurial skills	29	0.92	29	0.95
Total	**75**	**0.82**	**75**	**0.86**

4.3.5. Indicators of the success of a mentorship programme

4.3.5.1. Career development

4.3.5.1.1. Promotion

The study sought to determine how many times a mentee has been promoted on the job and used this as a measure of successful mentoring.

Table 4.23: Promotion

Promotion	N	%
Never	12	52.2
Once	8	34.8
Two times	2	8.7
Four times	1	4.3
TOTAL	**23**	**100**

In Table 4.23, the participants have been promoted in their positions in the construction industry as follows: 52.2% of the mentees have never been promoted, 34.8% have been promoted once, 8.7% two times and 4.3% have been promoted four times. As the number of female mentees decreases, the more the number of promotion increases. Meaning that there are few women promoted at work.

4.3.5.1.2. On-the-job performance

The study sought to determine the performance of the female mentees.

Table 4.24: Performance

Performance	Mentees		Mentors	
	N	%	N	%
High achiever	14	58.0	7	70.0
Average achiever	10	42.0	3	30.0
TOTAL	**24**	**100**	**10**	**100**

Mentee and mentor participants were asked to rate the performance on-the-job of female mentees, within the last five years. From Table 4.24, 58% of female mentees believe that they are high achievers in their performance; while 42% of female mentee participants believe that they are average. Mentor participants (70%) perceive that their mentees are high achievers, while 30% of them perceived that their mentees are average achievers. It is evident that the majority of female mentees are high achievers.

4.3.5.1.3. Earnings

The study sought to find out the improvement in earnings of female mentees in the last five years, excluding the yearly salary adjustment and union bargaining.

Table 4.25: Earnings of female mentees

Earnings improved	Mentees								Mentors							
	Salary		Merit pay		Bonus		Cash award		Salary		Merit pay		Bonus		Cash award	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Yes	16	69.1	3	14.3	10	45.5	3	14.3	6	60	3	30	6	60	1	10
No	6	26.1	14	66.7	10	45.5	15	71.4	3	30	4	40	3	30	6	60
Unsure	1	4.3	4	19	2	9	3	14.3	1	10	3	30	1	10	3	30
TOTAL	23	100	21	100	22	100	21	100	10	100	10	100	10	100	10	100

From Table 4.25, female mentee participants were asked to indicate whether the earnings of mentees in the last five years have improved or not (excluding yearly salary adjustments and union bargains). In salary increase, 69.1% female mentees have improved, 26.1% have not improved; while 4.3% of mentees were not sure their salary increase have improved. Findings suggest that most mentees' salary increase have improved.

In merit pay, 14.3% improved; 66.7% have not; while 19% are not sure. The findings suggest that most mentees' merit pay were not improved.

In bonus, 45.5% improved; 45.5% have not and 9% are not sure. There is an equal number of female mentees whose bonus had improved and whose had not improved.

In cash award, 14.3% improved, 71.4% did not; while 14.3% are not sure. This therefore shows that the majority of mentees' cash award did not improve.

From Table 4.25, mentor participants were asked to indicate whether the earnings of female mentees in the last five years have improved or not (excluding yearly salary adjustment and union bargaining). In salary increase, 60% of the mentors observe that the mentees salary increase did not improve; 30% have not; while 10% are not sure. Findings suggest that most mentors perceive that their mentees' salaries have increased.

In merit pay of mentees, 30% of the mentors perceived that there was improvement; 40% perceived no improvement; while 30 % were not sure. The findings also suggest that most mentors perceived that there was an improvement in the merit pay of mentees.

In Bonus of mentees, 60% of mentors perceived that there was improvement; 30% perceived no improvement; 10% were not sure. Most of the mentors perceived that the bonus of their mentees was improving.

In cash award of mentees, 10% of mentors perceived that there was improvement; 60% of mentors perceived no improvement; while 30% were not sure. This therefore indicates that the majority of mentors perceive that there was an improvement in the cash awards of mentees.

The findings revealed that 52.2% of the female mentee participants have not been promoted during their post-qualification careers. The findings are supported by Dainty *et al.* (2001:299). Blake-Beard *et al.* (2006:6) complained that few women were promoted into top positions in the workplace. Arguably, Clutterbucks (2002:141) revealed that in cross-race mentorship relationships, mentors are culturally stereotypical, as a result they treat mentees unfairly. Koberg *et al.* (1998:61) argued that in organisation, women are perceived to have low status, treated unfairly and are excluded. Furthermore, black women in leadership positions are facing challenges with sexism and racism issues and not being promoted and retained (Koberg *et al.*, 1998:61; Singh, Robinson and Williams-Green, 1995:401). According to Allen, Jacobson and Lomotey (1995:409), race is the major obstacle to career advancement, more than gender. The study of Allen *et al.* (2004:130), Kram (1985:25), and Scandura and Hamilton (2002:295) contradict the current findings, revealing that female mentees are more promoted than their non-mentored counterparts because mentors recommend their mentees for promotion.

The majority of the respondents perceived that female mentees are high achievers. The findings are aligned with the study of Kahle-Piasecki (2011:48) and Pershing (2006:12), that mentees perform better than their non-mentored conterparts. The findings contradict the results of the study of Lyness and Heilman (2006:777) and Dainty *et al.* (2000), that the performance rating of women at work was rated according to stricter standards for promotion than men. Tsoka and Mathipa (2001:328) argued that in the work place women are being discriminated against and stereotyped, and as a result women are perceived as poor performers.

In earnings, female mentees are receiving bonuses and salary increases commensurately during their careers in the construction industry, but most female mentees do not receive merit pay or cash awards. Findings of Allen *et al.* (2004:130) and Murrell and De Zagenczk (2006:119) support the current findings of the study revealing that mentees' salaries were increasing more rapidly than their non-mentored counterparts because they are more promoted. The findings of Statistic South Africa (2013a:1) contradict the current findings, revealing that women earn less than their male counterparts. Dreher and Ash (1990:545) found that even though the earnings of female mentees were increasing, the earnings did not reach the level of their male counterparts. Furthermore, women were satisfied with their income and did not take action to complain about the inequality earnings they were receiving.

The findings suggest that most of the mentees had matric qualifications. These findings are supported by the findings of Higher Education South Africa (2014:1) that the country has improved in enrolling students at universities, especially students who are from disadavantaged backgrounds, women and Blacks. This was achieved by the policies and legislations that were implemented, and bursaries that were awarded (HESA, 2014:1). However, 59% of students drop out from universities during undergraduate and postgraduate years due to reasons such as pregnancy, lack of funds, unprepared to enrol in university, poor teaching and learning approaches and students deciding to work because of poverty (HESA, 2014:1). Madikezela and Haupt (2009:128) argued that the low number of qualified women in the construction industry contributed to the shortage of skilled women. Furthermore, female employees are lacking funds to improve their status and qualifications (Madikezela & Haupt, 2009:121). Moreover, women were engaged in the top positions even though they are semi-qualified just to abide with the equality regulations and that their capabilities to perform in the industry were undermined (Madikezela & Haupt, 2009:128). It is evident that the level of education has an impact on career advancement of individuals (NGO Committee on Education, 1990:online).

4.3.5.2. Entrepreneurial skills

4.3.5.2.1. Descriptive statistics of entrepreneurial skills

The entrepreneurial skills of mentees perceived by mentees and mentors is shown in Table 4.26.

Table 4.26: Entrepreneurial skills

Entrepreneurial Skills	Mentees				Mentors			
	N	Mean	SD	Rank	N	Mean	SD	Rank
Personal entrepreneurial skills								
Inner control / discipline	22	3.86	0.64		10	3.80	0.63	
Ability to manage change	23	3.83	1.03		10	3.40	0.70	
Persistent	23	3.83	0.72		10	3.80	0.63	
Risk taker	23	3.74	0.75		10	3.20	0.63	
Visionary leader	23	3.70	0.76		10	3.10	0.74	
Change oriented	23	3.61	1.03		10	3.30	0.67	
Innovative	23	3.52	0.85		10	3.30	0.67	
OVERALL	23	3.73	0.67	1	10	3.39	0.48	2
Technical skills								
Listening	22	4.09	0.68		11	3.82	0.60	
Ability to organise	23	4.00	0.74		11	3.91	0.70	
Oral communication	23	3.96	0.82		11	3.64	0.81	
Being a team player	23	3.96	0.77		11	3.82	0.60	
Interpersonal	23	3.86	0.69		11	3.55	0.69	
Writing	23	3.66	0.90		11	3.64	0.81	
Network building	23	3.65	0.98		11	3.27	0.90	
Management style	23	3.52	0.95		11	3.18	0.87	
Monitoring environment	23	3.52	0.95		11	3.09	0.83	
Technical business management	23	2.96	0.83		11	3.18	0.87	
Coaching	23	3.48	0.90		11	3.00	0.77	
Technology	23	3.17	0.84		11	3.73	0.65	
OVERALL	23	3.66	0.58	2	11	3.48	0.46	1
Business management Skills								
Planning and goal setting	22	3.73	0.94		11	3.36	0.67	
Decision making	22	3.64	0.95		11	3.36	0.67	
Control	22	3.50	0.91		11	3.27	0.90	
Human relation	22	3.45	1.10		11	3.82	0.75	
Management	22	3.40	1.05		11	3.45	0.93	
Negotiation	22	3.40	0.96		11	3.09	0.94	
Management growth	22	2.91	1.34		11	3.00	1.10	
Marketing finance	22	2.73	1.12		11	3.18	1.08	
Accounting	22	2.64	1.18		11	3.27	0.79	
Venture launch	21	2.64	1.28		11	2.73	1.01	
Overall	23	3.17	0.82	3	11	3.25	0.66	3
TOTAL	**23**	**3.52**	**0.52**		**11**	**3.38**	**0.50**	

On a 5-point Likert-type scale the mentees were asked to rate their entrepreneurial skills, where 1 = not at all, 2 = to a little extent, 3 = to some extent, 4 = to a large extent, 5 = to a very large extent. Table 4.26 shows the overall mean score of entrepreneurial skills (mean of 3.52). The highest ranked entrepreneurial skill is personal entrepreneurial skill (mean of 3.73) followed by the technical entrepreneurial skill (mean of 3.66). The business management entrepreneurial skill (mean of 3.17) is the lowest.

Mentors were also asked to rate the entrepreneurial skills of their mentees on a 5-point Likert-type scale shown in Table 4.26. The overall mean score of entrepreneurial skills is 3.38. The highest ranked entrepreneur skill by mentors is technical entrepreneurial skill (mean of 3.48) followed by personal entrepreneurial skill (mean of 3.39). The business entrepreneurial skill (mean of 3.25) is also ranked the lowest by the mentors. This implies that female mentees rate their overall entrepreneurial skills mean score above 3.50; while the mentors rate the entrepreneurial skills mean score of female mentees below 3.50. This also implies that the business management skills are lower when compared to other entrepreneurial skills.

4.3.5.2.2. Female mentees owning business

The study sought to determine the female mentee participants who own business.

Table 4.27: Female mentees owning a business

Owned business	N	%
No	22	100

Table 4.27 presents the mentee participants who have their own business. Female mentee participants who do not own business are 100%. The majority of female mentee participants do not own business.

4.3.5.2.3. Plans of owning a business

The study sought to establish the plans that female mentees have on owning a business.

Table 4.28: Plans of owning a business

Plans of owning a business	N	%
Yes	11	47.8
No	9	39.1
Unsure	3	13.0
TOTAL	23	100

Table 4.28 shows the plans female mentee participants have on owing their own business. Female mentee participants planning to own business are 47.8%, those who do not have are 39.1% and those who are not sure are 13.0%. The female mentees that plan to open business are in a majority, those who do not want to own a business are second on the list and those who are not sure are very few.

4.3.5.2.4. Female mentees ready to own a business

Table 4.29 depicts how female mentees are ready to open their own businesses.

Table 4.29: Female mentees ready to own a business

Ready to own business	N	%
Yes	7	30.4
No	14	60.9
Unsure	2	8.7
TOTAL	**23**	**100**

The mentees that are not ready are 30.4%; 60.9% respondents indicate that they are ready; while 8.7% are unsure. Most female mentee participants are not ready to own business.

4.3.5.2.5. Time plan to own a business

Table 4.30 depicts the time plan to own a business of female mentees.

Table 4.30: Time plan of mentees to own business

Time plan	Mentees		Mentors	
	N	%	N	%
0 – 5 years	8	40	3	30
6 – 10 years	9	45	6	60
After 10 years	3	15	1	10
TOTAL	**20**	**100**	**10**	**100**

Mentee participants of 45% plan to have businesses between six to ten years' time, 40% plan to have businesses between nil to five years' time; while 15 % plan to have businesses after ten years' time. The mentor participants of 60% responded that their mentees plan to have businesses between six to ten years' time; 30% responded between nil to five years' time; whilst 10% responded after ten years' time. This implies that the majority of female mentees have plans to open business in six to ten years' time.

4.3.5.2.6. Mentors perceptions of the chances of success of mentees' businesses

Table 4.31 shows the perspectives mentors have on the success of mentees' businesses.

Table 4.31: The success of mentees' businesses

Businesses success	N	%
Yes	5	50
Unsure	5	50
TOTAL	**10**	**100%**

In Table 4.31, 50% of the mentors believed that the businesses of their mentees will be successful, if they do have them; whilst 50% of them were unsure. This therefore implies that mentors have mixed perceptions about the success of female mentees' businesses.

4.3.5.3. Gain of knowledge

4.3.5.3.1. Descriptive statistics of gain of knowledge

In Table 4.32, the knowledge imparted by mentors to female mentees is shown.

Table 4.32: Gain of knowledge of female mentees

Gain of Knowledge	Mentees				Mentors			
	N	Mean	SD	Rank	N	Mean	SD	Rank
Group work								
Understand work group norms and values.	22	4.00	0.62		11	4.19	0.60	
Understand social power and work role at work	22	3.95	0.65		11	4.18	0.76	
Ability to relate and fit in to my colleagues.	21	3.90	1.00		11	4.3	0.65	
OVERALL	22	3.95	0.62	1	11	4.21	0.62	1
Role responsibility								
Understand what behaviour and demeanour are appropriate for the position I am in.	22	4.00	0.87		11	4.00	0.63	
Know when to act alone and seek approval.	22	3.77	0.97		11	3.91	0.83	
Understand what is expected of me beyond task performance.	22	3.77	0.92		11	3.82	0.76	
OVERALL	22	3.85	0.89	2	11	3.91	0.68	2
Mastering tasks								
Ability to handle routine problems.	21	3.95	1.02		11	3.82	0.75	
Ability to master tasks that I am given.	22	3.91	0.92		11	3.91	0.70	
Ability to obtain necessary information.	22	3.82	0.91		11	4.00	0.63	
Ability to handle resources	22	3.73	0.88		11	3.73	1.27	
OVERALL	22	3.85	0.84	3	11	3.86	0.73	3
Organisation								
Know about the organisation's mission.	22	3.95	0.90		11	3.91	0.71	
Know about the organisation's motivational style	22	3.64	0.95		11	3.36	0.67	
Know about the organisation's management's leadership	22	3.59	0.91		11	3.55	0.82	
Know about the organisation's special languages	22	3.36	0.95		11	3.64	1.03	
Know about the organisation's key legends.	22	3.32	1.21		11	3.55	0.93	
Know about the organisation's mission stories.	22	3.09	1.23		11	3.45	0.69	
Know about the organisation's myths.	21	3.00	1.14		11	3.27	1.01	
Overall	22	3.46	0.80	4	11	3.53	0.68	4
TOTAL OVERALL	**22**	**3.78**	**0.62**		**11**	**3.88**	**0.59**	

Female mentee participants were asked to rate how they have gained knowledge from their mentors using a 5-point Likert-type scale, the seventeen items grouped into four main areas where 1 = not at all, 2 = to a little extent, 3 = to some extent, 4 = to a large extent, 5 = to a very large extent. As presented in Table 4.32, mentees perceived that the most knowledge they received from their mentors was group work (mean of 3.95), followed by role responsibility

(mean of 3.85, SD of 0.89), mastering tasks (mean of 3.85, SD of 0.84) and organisation (mean of 3.46). The overall mean score of gain of knowledge is 3.78.

Mentors were also asked to rate how they provided knowledge to their mentees by rating to a 5-point Likert-type scale, the seventeen items grouped in four main areas (see Table 4.32). Mentors perceived that their mentees obtained knowledge in group work (mean of 4.21), followed by role responsibility (mean of 3.90) and then mastering tasks (mean of 3.86). Organisation (mean of 3.53) is the fourth. The overall mean of gain of knowledge is 3.88. Findings suggest that the perceptions of female mentees and mentors about the knowledge the female mentees received from their mentors, were identical (see Table 4.32).

4.3.5.4. Increased productivity of female mentees

4.3.5.4.1. Descriptive statistics of productivity of female mentees

The study sought to determine how productive female mentees are in their work place, as a result of mentoring.

Table 4.33: Descriptive statistics relating to the productivity of female mentees

Productivity	Mentees				Mentors			
	N	Mean	SD	Rank	N	Mean	SD	Rank
Always present at work	22	4.27	0.88	1	11	4.27	0.90	2
Arrive on time at work	23	4.13	0.87	2	11	4.36	0.67	1
Do not leave work early	23	3.91	1.31	3	11	3.82	1.25	7
Commit most of my time to work-related activities (limited idle time)	23	3.91	0.95	4	11	4.09	0.83	6
File work orders correctly	23	3.91	0.85	5	11	4.18	0.60	3
Set deadlines to finish tasks so as to avoid backlogs	23	3.91	0.73	6	11	4.09	0.83	5
Benefited from training to improve my performance	22	3.91	0.64	7	11	4.09	1.04	4
OVERALL	23	3.98	0.61		11	4.13	0.59	

Mentee participants were asked to rate how productive the female mentees were at work using a 5-point Likert-type scale for seven items where: 1 = not at all, 2 = to a little extent, 3 = to some extent, 4 = to a large extent, 5 = to a very large extent. From the Table 4.33, findings revealed that female mentees ranked as follows: always present at work (mean of 4.27); arrived on time at work (mean of 4.13); not leaving work early (mean of 3.91; SD of 1.31); I committed most of my time to work-related activities (mean of 3.91; SD of 0.95); filed work orders correctly (mean of 3.91; SD of 0.85); set deadlines to finish tasks so as to avoid backlogs (mean of 3.91; SD of

0.73); and benefited from training to improve performance (mean of 3.91; SD of 0.64). The overall mean score of increased productivity is 3.98, therefore indicating that female mentees perceived that they were productive at work.

Mentor participants were requested to respond to the same questions about their female mentees. The participants ranked the items as follows: mentee arrived on time at work (mean of 4.36) was first; mentee was always present at work (mean of 4.27); mentee filed work orders correctly (mean of 4.18); mentee benefited from training to improve her performance (mean of 4.09, SD of 1.04); mentee set deadlines to finish tasks so as to avoid backlogs (mean of 4.09, SD of 0.83); mentee committed most of her time to work related activities (mean of 4.09, SD of 0.83); and mentee did not leave work early (mean of 3.82). The overall mean score of increased productivity was 4.13. It was therefore evident that mentors also perceived that female mentees were productive at work (see Table 4.33).

4.3.5.5. Work tenure of women

4.3.5.5.1. Continuity of working in the organisation currently employed

The study sought to determine the work tenure of women in the construction industry. Table 4.34 shows whether mentees like to continue working for the organisation that they are currently employed at, for at least the next three years. It was found that 50.1% of the mentees do not want to, 40.9% would like to, whilst 9.1% were unsure. Also, 63.6% of the mentors responded that their mentees would like to continue working in the construction industry, while 36.4% responded that they would not like to. This infers that the responses of mentees and mentors differ; whilst mentees indicated they would not like to continue working for their organisations for at least the next three years, mentors are of the view that their mentees do want to continue working in their respective organisations for the next three years.

Table 4.34: Work tenure of women

Work tenure of women	Mentees		Mentors	
	N	%	N	%
Yes	9	40.9	7	63.6
No	11	50.1	4	36.4
Unsure	2	9.1	0	0
TOTAL	**22**	**100**	**11**	**100**

4.3.5.5.2. Possible reasons why mentees would leave their organisations

Table 4.35 shows the reasons why mentees would consider leaving their organisations. Female mentee participants reported that mostly they would leave specific organisations because they have learnt enough from that organisation and need to learn something new (39.1%) The second reason why they would leave was because they are not satisfied with their salary (34.8%). The third reason was that they are not satisfied with the way they are treated in their work place (8.7%), and the fourth reason was that they do not get enough experience from their workplace (4.3%). Mentee participants added other possible reasons as follows: they want to do consulting (4.3%); they fear they will not be able to reach personal goals of development in such a male-dominated field (4.3%) and they would take on new challenges (4.3%). On the reasons for leaving an organisation, mentor participants reported as follows: female mentees have learnt enough from the organisation, and need to move on to learn more (83.3%), and female mentees are not interested to work for the construction industry anymore (16.7%). The majority of mentees and mentors perceived that mentees leave when they have learnt enough from their organisation and they need to move on to learn more.

Table 4.35: Reasons why mentees would leave their organisations

Possible reasons mentees would leave their organisations	Mentees		Mentors	
	N	%	N	%
(I have / she has) learned enough from the organisation, (I need / she needs) to learn something new	9	39.1	5	83.3
(I am / she is) not satisfied with my salary	8	34.8	0	0
(I am / she is) not satisfied with the way I am / she is treated in the work place	2	8.7	0	0
(I do not get / she is not) getting enough experience from the work place	1	4.3	0	0
(I will / she will) be consulting	1	4.3	0	0
(I fear I / she fears that she) will not be able to reach my/her personal goals of development in such a male-dominated field.	1	4.3	0	0
(I / She) would like to look out for a new challenge	1	4.3	0	0
(I am / she is) not interested to work for the construction industry	0	0	1	16.7
TOTAL	**23**	**100**	**6**	**100**

4.3.5.5.3. Mentor perceptions on the reasons mentees would stay in an organisation

Table 4.36 shows the reasons why mentors think that their mentee would not leave the organisations. Most of the mentors responded that their mentees are great assets in the organisations (71.4%), while few responded that there is a lot their mentee still need to learn from the organisation (28.6%). This means that mentors consider their mentee to be valuable to their organisation.

Table 4.36: Shows the most of the reasons why mentees would leave their organisations

Reasons mentee would stay in the organisation	N	%
She is a great asset in the organisation	5	71.4
There is a lot that she still needs to learn from the organisation	2	28.6
TOTAL	**7**	**100**

4.3.5.5.4. Termination of appointed position

The study investigated the termination of appointed positions of the female mentees.

Table 4.37: Termination of appointed position

Termination of appointed position	N	%
Never	18	90.0
Once	1	5.0
Three times	1	5.0
TOTAL	**20**	**100**

In Table 4.37, the amount of times the appointment of mentees have been terminated is shown as follows: 90.0% of the mentees job appointments were never terminated, 5.0% have had their appointment terminated once and 5.0% have had their appointment terminated thrice. Therefore, this means that few female mentees' job appointments have been terminated.

4.3.5.5.5. Female mentees consideration working in other industries

The study pursued to determine whether female mentees would like to work for another industry.

Table 4.38: Would like to work for another industry

Work in another industry	N	%
Yes	9	40.9
No	10	45.5
Unsure	3	9.1
TOTAL	**22**	**100**

Table 4.38 shows that 40.9% of mentees would like to work in other industries; 45.5% of mentees would not; and 9.1% of mentees were unsure. This implies that there is not much difference in female mentees wanting and not wanting to change and work in other industries.

4.3.5.5.6. Motivation of mentors to retain female mentees in the organisation

The study sought to determine the willingness of mentors to motivate their female mentees.

Table 4.39: Motivation of mentors

Motivation of mentor	N	Percentage
Yes	7	63.6
No	4	36.4
TOTAL	**11**	**100**

From Table 4.39, the motivation of mentor to retain the mentee the organisation is shown. It was found that 63.6% of the mentors would motivate their mentees to stay on, whereas 36.4% would not. This therefore, suggests that the majority of mentors are interested in the development and growth of female mentees.

The findings suggest that over the next three years, the majority of the female mentees would not like to continue working for their current organisation, although they would like to stay in the construction industry. The majority of mentors however, believe that their female mentees would like to continue working in their organisation. This means that even though female mentees will most probably leave their current workplace, they are unlikely to leave the construction industry. It emerged that the most possible reasons why female mentees leave their organisation is that they want to increase their knowledge and are not satisfied with the salary they earn. Most mentors also perceived that the reason their female mentees leave their organisations is that they wanted to learn something stimulating. Findings show that most of the mentors would like their female mentees to remain in their current organisation because they are great assets; this is the reason why mentors encourage their female mentees to continue working in their current organisations. This implies that mentors do make an effort to retain their female mentees in their respective organisations. The majority of the female mentees' positions have not been terminated during their careers, but women decide to leave their jobs for other organisations in the construction industry. Furthermore, if women keep on changing workplaces within the industry because they are not encouraged enough by their mentors then this will result them leaving the industry, unless they are able to persevere and have passion about the construction industry. Therefore, it is evident that women are not retained in the construction industry, these

findings are in alignment with the findings of Del Puerto *et al.* (2011:1) and Dainty *et al.* (2001:299). The reasons women decide to leave their work place include: wanting to develop their skills and to be exposed to new surroundings, being repeatedly asked to do minor tasks, experiencing high degree of stress on the job, lack of encouragement from supervisors, being undervalued and low potential of career advancement, lack of role model mentors, balancing family and work commitments (Dainty *et al.*, 2001:299; Loosemore & Waters, 2004 cited in English, 2014:online, Hatipkarasulu & Roff, 2011:online). Findings of Klasen and Clutterbuck (2002:104) contrast the current findings that female mentees who are in mentorship programmes are not only retained in the industry but also in the organisations because they feel valued, and as a result they choose not to leave. Chao (2007:201) and Lingard and Lin (2010:411) add that the duties of mentors is to minimise the challenges of stereotypes and realities to work-family issues.

4.3.6. The attitude of mentors towards their mentees

4.3.6.1. Mentor attitude towards mentees and its influence on the mentorship of women

The study sought to find out the attitude of the mentor towards their mentees and how this influences the mentorship of women.In Table 4.40, it is shown that 83.3% of mentee participants confirmed that the attitude of their mentors influenced their mentorship programs, 12.5% of the mentees felt that it did not influence the relationship, while 4.2% of mentees were unsure. On the other hand 81.8% of the mentor participants confirmed that their attitude influences the success of the mentorship of women, 9.1% were of the opinion that it did not, while 9.1% were unsure. This reveals that a significant proportion of the mentees and mentors do agree that the attitude of mentors does influence the mentorship of women.

Table 4.40: Mentor attitude influencing mentorship of women

Influence of mentors' attitude	Mentees		Mentors	
	N	%	N	%
Yes	20	83.3	9	81.8
No	3	12.5	1	9.1
Unsure	1	4.2	1	9.1
TOTAL	**24**	**100**	**11**	**100**

4.3.6.2. Attitude of mentors towards the mentorship programme

The attitude of mentors towards the mentorship programme of women is shown in Table 4.41.

Table 4.41: Attitude of mentor towards the mentorship of women

Attitude of mentor	Mentees		Mentors	
	N	Percentage	N	Percentage
Positive	22	91.7	10	90.9
Negative	0	0	0	0
Unsure	2	8.3	1	9.1
TOTAL	**24**	**100**	**11**	**100**

Of the mentee participants, 91.7% felt that that the attitude is positive, while 8.3% were unsure. Similar percentages were returned by the mentor participants' with 90.9% responding that their attitude is positive, and 9.1% being unsure. It is evident that the majority of mentors have a positive attitude towards the mentorship of women.

4.3.6.3. Attitude of mentors influencing attitude of mentees

The study aimed to establish whether the attitude of mentors influences the attitude of mentees.

Table 4.42: Attitude of mentors influencing attitude of mentees

Mentees' attitude influenced	N	Percentage
Yes	20	83.33
No	4	16.67
TOTAL	**24**	**100**

In Table 4.42, it is revealed that 83.3% of mentee participants' attitudes were influenced by the attitudes of their mentors towards the success of their mentorship, whereas 16.7% are not. This indicated that the attitude of the majority of the female mentees was influenced by the attitude of their mentors.

4.3.6.4. Descriptive statistics of attitude of mentors towards female mentees

The study investigates the attitude of mentors towards female mentees (shown in table 4.43).

Table 4.43: Attitude of mentors towards mentorship of women

Attitude of mentors	Mentees				Mentors			
	N	Mean	SD	Rank	N	Mean	SD	Rank
Friendly	24	4.50	0.72	1	12	4.25	0.62	3
Approachable	24	4.33	0.82	2	12	4.42	0.67	1
Patient	24	4.21	0.93	3	12	4.25	0.75	2
Non-prejudiced	24	4.17	0.87	4	12	4.17	0.83	4
Unbiased	24	4.00	0.83	5	12	4.00	0.74	6
Non-stereotypical	24	3.92	0.93	6	12	4.00	0.85	5
Tolerant	24	3.88	0.80	7	12	3.92	0.51	7
OVERALL	**24**	**4.15**	**0.68**		**12**	**4.14**	**0.59**	

Mentee and mentor participants were asked to rate the attitude of mentors towards mentees that influences their mentorship on a 5-point Likert-type scale of seven items where 1 = not at all, 2 = to a little extent, 3 = to some extent, 4 = to a large extent, 5 = to a very large extent. Mentees ranked the attitude of their mentors as follows: friendly (mean of 4.50), approachable (mean of 4.33), patient (mean of 4.21), non-prejudiced (mean of 4.17), unbiased (mean of 4.00), non-stereotypical (mean of 3.92), and tolerant (mean of 3.88). Mentors ranked their attitude as follows: approachable (mean of 4.42), patient (mean of 4.25), friendly (mean of 4.25), non-prejudiced (mean of 4.25), non-stereotypical (mean of 4.00), unbiased (mean of 4.00) and tolerant (mean of 3.92), shown in Table 4.43. The findings suggest that the majority of mentee participants consider the attitude of their mentors towards their successful mentorship as friendly. Mentor participants consider their attitudes approachable.

4.3.7. Psychosocial mentoring function of women

4.3.7.1. Descriptive statistics of psychosocial mentoring function

The study sought to determine the psychosocial mentoring function provided by mentors to mentees.

Table 4.44: Psychosocial mentoring function

Psychosocial Mentoring function	Mentees				Mentors			
	N	Mean	SD	Rank	N	Mean	SD	Rank
Role modelling								
(I try / My mentee has tried) to imitate the work behaviour of my mentor / my work behaviour	24	3.54	1.02		11	3.64	.67	
(I agree with my mentor's / My mentee agrees with my) attitudes and values regarding the industry	24	4.00	.83		11	4.00	.63	
(I / My mentee) respect and admire (my mentor / me)	23	4.04	.88		12	3.83	.72	
(I / My mentee) will try to be like (my / me mentor) when I / she reach a similar position in (my / her) career	23	3.74	.81		12	3.92	.79	
OVERALL	23	3.82	.74	1	12	3.85	.58	2
Counselling								
(My mentor has / I have) demonstrated good listening skills in our conversations	24	3.83	1.01		12	4.08	.51	
(My mentor has / I have) discussed (my / my mentee's) questions or concerns regarding feelings of competence, commitment to advancement, relationships with peers and supervisors or work/ family conflicts	24	3.50	1.06		11	3.73	.90	
(My mentor has / I have) shared my personal experiences as an alternative perspective to (my / mentee) problems	23	2.96	1.19		11	3.45	1.51	
(My mentor has / I have) encouraged me to talk openly about anxiety and fears that detract (my / her) from work	23	3.48	1.08		11	3.91	.94	
(My mentor has / I have) conveyed empathy for the concerns and feelings and doubts (I / my) mentee shared with (him/ her) in strict confidence	23	3.61	1.03		11	4.18	.98	
(My mentor has / I have) kept feelings and doubts I shared with (him or her/ me) in strict confidence	22	3.95	1.05		11	3.91	.94	
OVERALL	23	3.54	.89	2	12	3.89	.60	1
Acceptance-and-confirmation								
(My mentor has / I have) encouraged me to try new ways of conduct in (my/ her) job	24	3.33	1.09		12	3.83	.83	
(My mentor has / I have) conveyed feelings of respect for (me / my mentee) as an individual	23	4.17	.89		12	3.92	.51	
(My mentor has / I have) asked me for suggestions concerning problems (she or he has/ have) encountered work	24	3.04	1.37		11	2.55	1.29	
OVERALL	23	3.52	.82	3	12	3.47	.56	3
Friendship								
(My mentor has / I have) interacted with (me / my mentee) socially outside of work	23	1.91	1.00		12	2.00	1.21	
(My mentor has / I have) invited (me / my mentee) to join (him or her / me) for lunch	24	2.25	1.23		12	2.50	1.38	
OVERALL	23	2.04	.92	4	12	2.25	1.22	4
TOTAL OVERALL	**23**	**3.23**	**.52**		**12**	**3.37**	**.52**	

Female mentees were requested to indicate their perception concerning the psychosocial mentoring functions that are provided by their mentors, using a 5-point Likert type scale where 1 = not at all, 2 = to a little extent, 3 = to some extent, 4 = to a large extent, 5 – to a very large extent (see table 4.44). The most influential function in psychosocial mentoring was role-modelling (mean of 3.82) followed by counselling (mean of 3.54) and acceptance-and-confirmation (mean of 3.52). The least influential function provided to female mentees, was friendship (mean of 2.04). The total overall mean score of the psychosocial mentoring function was 3.23.

Mentors were also asked to rate how the psychosocial mentoring functions were provided and how they influenced their mentees (see table 4.44). Mentors perceived that they provided the psychosocial mentoring function to their female mentees with an overall mean of of 3.37. The counselling that they provided (mean of 3.89) was the most influential function recognised by mentors, followed by role modelling (mean of 3.85), acceptance-and-confirmation (mean of 3.47) and friendship (mean of 2.25). Mentees and mentors revealed that the least influential function provided to female mentees was friendship.

4.3.8. Career mentoring function of women

4.3.8.1. Descriptive statistics of career mentoring function

The study sought to establish the effect of the career mentoring function provided, on mentees.

Table 4.45: Career mentoring functions

Career Mentoring Function	Mentees				Mentors			
	N	Mean	SD	Rank	N	Mean	SD	Rank
Coaching								
(My mentor has / I have) encouraged (me / my mentee) to prepare for advancement in (my/ her career)	22	3.73	0.99		12	3.67	1.07	
(My mentor has / I have) shared history of (his or her/ my) career (with me/ with my mentee)	22	3.64	0.95		12	3.67	1.30	
OVERALL	21	3.69	0.86	1	12	3.67	1.07	2
Providing challenging assignments / tasks								
(My mentor has / I have) given (me/ my mentee) assignments or tasks that present opportunities to learn new skills	23	3.57	1.20		12	3.92	1.00	
(My mentor has / I have) provided (me / my mentee) with support and feedback regarding my performance as an employee	23	3.52	1.20		12	4.08	1.00	
(My mentor has / I have) suggested specific strategies to my mentee for achieving my career goals	23	3.65	0.94		12	3.67	0.98	
(My mentor has / I have) given (me / my mentee) feedback regarding my performance in my / her present job	23	3.65	1.03		12	3.33	1.30	
(My mentor has / I have) suggested specific strategies for accomplishing work objectives	24	3.63	0.86		12	3.83	0.83	
OVERALL	23	3.61	0.97	2	12	3.77	0.83	1
Exposure								
(My mentor has / I have) assigned responsibilities to (me / my mentee) that have increased (my/ her) contact with people in the district who may judge (my/ her) potential for future advancement	24	3.42	1.18		12	3.67	0.78	
(My mentor has / I have) given (me / my mentee) assignments that increased written and personal contact with work administrators	23	3.17	1.15		12	3.42	1.00	
(My mentor has / I have) helped (me / my mentee) meet new colleagues	24	3.13	1.08		11	3.45	0.93	
OVERALL	23	3.23	1.00	3	12	3.49	0.80	4
Sponsoring								
(My mentor has / I have) given (me / my mentee) assignments or tasks in my work that prepare me for a higher position	24	3.21	1.18		12	3.67	0.98	
OVERALL	23	3.17	1.19	4	12	3.67	0.98	3
Protection								
(My mentor has / I have) helped (me / my mentee) finish assignments / tasks or meet deadlines that otherwise would have been difficult to complete	24	3.33	1.31		11	3.18	1.25	
(My mentor has / I have) reduced unnecessary risks that could threaten the possibility of receiving a promotion	22	2.91	1.19		11	3.45	0.69	
OVERALL	23	3.13	1.02	5	11	3.32	0.72	5
TOTAL OVERALL	**23**	**3.35**	**0.80**		**12**	**3.58**	**0.72**	

Mentees and mentors were requested to rate the extent of the influence of the career mentoring function as provided by mentors, on their mentees. Thirteen items were grouped into five main areas on a 5-point Likert-type scale. From Table 4.45, mentees' perceptions about the most influential career mentoring functions that they were provided with, was as follows: coaching (mean of 3.69), followed by providing challenging assignments / tasks (mean of 3.61). The least influential career mentoring functions provided were exposure (mean of 3.23), sponsoring (mean of 3.17) and protection (mean of 3.13). An overall mean score of career mentoring function was 3.35.

Mentors' perceptions about the career mentoring function they provided to their mentees were as follows: providing challenging assignments / tasks (mean of 3.77), the second was coaching (mean of 3.67; SD of 1.07), sponsoring (mean of and SD of 0.98) ranked by mentors as third, exposure (mean of 3.49) was ranked as the fourth, and protection (mean of 3.32) was ranked lowest (see Table 4.45). The overall mean score of career mentoring function perceived by mentors was 3.58. Findings suggested that mentors and mentees both ranked protection as the least influential of career mentoring function provided.

4.3.9. Testing of hypotheses

4.3.9.1. Psychosocial mentoring function

The psychosocial mentoring function hypothesis is stated as follows:

H1: There is no statistical difference in the race and age groups of female mentees in the psychosocial mentoring function that will influence their successful mentorship.

4.3.9.1.1. Racial groups of female mentees subjected to the Kruskal-Wallis test

In Table 4.46 and Table 4.47, the Kruskal-Wallis test was used to determine whether the difference between various racial groups with regard to the psychosocial mentoring function provided to female mentees, was statistically significant. Table 4.46 shows the median of how female mentees across the racial groups perceived the influence of the psychosocial mentoring function: the highest ranked was Indians (median of 3.67); the second highest was Whites (median of 3.40); the third highest was Coloureds (median of 3.28) and the fourth ranked was Blacks (median of 3.13). Test statistics related to the psychosocial mentoring function of the different racial groups of female mentees is shown in Table 4.47. The results show that there is no statistically significant difference between the racial groups [$H(3) = 3.51$; $p = 0.32$]. The Asymp. sig. (p-value) was 0.32 which is greater than 0.05, indicating that the different racial

groups were statistically not significantly different. Therefore, the results revealed that the races of female mentees do not influence the psychosocial mentoring they received from their mentors.

Table 4.46: Kruskal-Wallis test applied to the psychosocial mentoring function perceived by the mentees of different race groups

Psychosocial mentoring function	N	Mean rank	Median
Indians	2	18.50	3.67
Whites	4	12.25	3.40
Coloureds	8	13.25	3.28
Blacks	9	9.33	3.13
TOTAL	23		

Table 4.47: Test statistics related to the psychosocial mentoring function of different racial groups

Test Statistics		
Chi-Square	Df	Asymp. Sig.
3.51	3	0.32

4.3.9.1.2. The Kruskal-Wallis test applied to the age groups of the female mentees

To determine if the psychosocial mentoring function provided to female mentees do not result in significant differences between various groups of their age, the Kruskal-Wallis test was used (see Table 4.48 and 4.49). Table 4.48 shows the median of how female mentees perceived the influence of the psychosocial mentoring function across the different age groups: the first was thirty one to thirty five (median of 4.00), the second was thirty six to forty (median of 3.75), the third was under twenty six (median of 3.39), the fourth was forty six to fifty (median of 3.17) and twenty six to thirty (median of 3.06). Table 4.49 shows the test statistic in the psychosocial mentoring function in the age groups of female mentees. It is revealed that there is no statistically significant difference between the different age groups [H (4) = 7.23; p = 0.12]. The Asymp. Sig. (p-value) was 0.12 which is greater than 0.05, indicating that the different age groups were statistically not significantly different. The results revealed that the age groups of female mentees do not influence the psychosocial mentoring they are receiving from their mentors. Therefore, the hypothesis that there is no difference in the race and age of female mentees in the psychosocial mentoring function that will influence their successful mentorship, can not be rejected.

Table 4.48: Kruskal-Wallis test applied to the psychosocial mentoring function of age groups

Psychosocial mentoring function	N	Mean rank	Median
31 – 35	1	23.00	4.00
36 – 40	1	22.00	3.75
Under 26	12	12.79	3.39
46 – 50	1	8.00	3.17
26 – 30	8	8.69	3.06
TOTAL	23		

Table 4.49: Test statistics of the psychosocial mentoring function in age groups of mentee

Test Statistics		
Chi-Square	Df	Asymp. Sig.
7.23	4	0.12

The study examined the extent of the psychosocial mentoring function provided to female mentees. The findings revealed that the female mentees felt that the most influential psychosocial mentoring function provided to them was role modelling, followed by counselling, and acceptance-and-confirmation; mentors on the other hand, believed that counselling was the most influential psychosocial mentoring function provided to female mentees and it was followed by role modelling, and acceptance-and-confirmation. Female mentee and mentor participants identified friendship as a function that had little influence. Noe (1988a:464), Vanderbilt (2010:49-51) and Wilson (2006:135) supported the perspectives of mentors that the most influential psychosocial function was counselling and that friendship was the least influential. Ragins and Cotton (1999:536) contradicted this, claiming that the acceptance-and-confirmation function was the most influential, followed by the social, friendship, role modelling and counselling functions. The race and age of female mentees did not influence the successful mentorship they received, which is contrary to the findings of Dickey (1997:73) who found that non-white women had challenges relating with mentors. Klasen and Clutterbuck (2002:141) explained that mentors usually treat female mentees unfairly; as a result, women are not progressing into top managerial and leadership positions in the workplace (Catalyst, 2011:online). Klasen and Clutterbuck (2002:141) state that in same-race mentorship, mentees usually receive more of the psychosocial function.

4.3.9.2. Career mentoring function

The career mentoring function hypothesis is stated as follows:

H2: There is no statistical difference in the age and race groups of female mentees in career mentoring characteristics leading to the successful mentorship.

4.3.9.2.1. The influence of race on the career mentoring function subjected to the Kruskal-Wallis test

The Kruskal-Wallis test was performed in order to find out if the races of the mentees significantly differ in the influence of career mentoring function (see Table 4.50 and Table 4.51). In Table 4.50, the median of how female mentees of the different race groups perceived the influence of the career mentoring function is shown. The highest ranked race was Blacks (median of 3.46); the second highest was Whites (median of 3.42); the third highest was Coloureds (median of 3.32) and the fourth ranked was Indians (median of 3.28). In Table 4.51, results show that there was no statistically significant difference between the different race groups [H(3) = 11; p = 0.99]. The Asymp. sig. (p-value) was 0.99, which is greater than 0.05, indicating that statistically, the race of the mentees did not significantly influence the outcome of the psychosocial mentoring that they received.

Table 4.50: Kruskal-Wallis test in career mentoring function in racial groups of female mentees

Career mentoring function	N	Mean rank	Median
Blacks	9	12.11	3.46
Whites	4	12.38	3.42
Coloureds	8	12.06	3.32
Indians	2	10.50	3.28
TOTAL	**23**		

Table 4.51: Test statistics related to the career mentoring function of the racial groups of mentees

Test Statistics		
Chi-Square	**Df**	**Asymp. Sig.**
0.11	3	0.99

4.3.9.2.2. Age groups in career mentoring function in Kruskal-Wallis test

To determine whether the influence of the age of mentees do not result in statistically significant differences in career mentoring function, the Kruskal-Wallis test was used (see Table 4.52 and 4.53). From Table 4.52, the mean rank and median of how female mentees perceived the influence of the career mentoring function across the different age groups as follows: the first was the thirty one to thirty five age group (median of 4.00); the second was the under twenty six

age group (median of 3.46); the third was the thirty six to forty age group (median of 3.35); the fourth was the twenty six to thirty age group (median of 3.34); and the fifth was the forty six to fifty age group (median of 3.00).

The results in Table 4.53 show that there was no statistically significant difference between the different age groups [H (4) = 2.32; p = 0.68]. The Asymp. sig. (p-value) was 0.68 which is greater than 0.05, indicating that statistically, the different age groups were not significantly different. The results revealed that the age groups of female mentees do not influence the career mentoring they are receiving from their mentors. Therefore, the hypothesis that there is no difference in the age and race groups of female mentees in career mentoring characteristics leading to the successful mentorship is accepted.

Table 4.52: Median of female mentees' age groups

Career mentoring function	N	Mean rank	Median
31 – 35	1	19.00	4.00
Under 26	12	12.71	3.46
36 – 40	1	11.00	3.35
26 – 30	8	11.00	3.34
46 – 50	1	5.50	3.00
TOTAL	23		

Table 4.53: Test statistic in career mentoring function in age group of female mentees

Test Statistics		
Chi-Square	Df	Asymp. Sig.
2.32	4	0.68

This study examined the extent of the career mentoring function provided to female mentees by mentors. The findings revealed that the female mentees felt that the most influencing career mentoring function provided to them, was coaching, followed by the provision of challenging assignments. Female mentees viewed that the exposure, sponsorship and protection were provided to them, while mentors believed that providing challenging assignments was the most influential career mentoring function, followed by coaching, sponsorship exposure and protection. These findings confirmed previous studies by Wilson (2006:135), Noe (1988a:464) and Ragins and Cottons (1999:536). A previous study by Agumba and Fester (2010:1961) supported the opinions of the mentor and female mentee participants of the current study, namely that protection was the least influential function provided to female mentees. Agumba and Fester (2010:1961) explained that female mentees probably were mature and could take care of themselves. Other past researchers have expressed mixed findings in that the least influential career mentoring function was either exposure (Noe, 1988a:464; Wilson, 2006:135)

or the sponsorship function (Ragins & Cotton, 1999:536; Vanderbilt, 2010:49-51). The successful mentorship of female mentees with regard to the career mentoring function, has not been influenced by the age and race of the mentees. Eby *et al.* (2000:4); Blake-Beard (2001:338-339); Hansman (1998:66) and Verwey (2007:3090) contrast that female mentees receive insufficient career mentoring in the workplace.

4.3.9.3. Indicators of successful mentorship of women

The indicators of successful mentorship of women hypothesis is stated as follows:

H3: The age and race groups of female mentees do not influence their indicators of successful mentorship (entrepreneurial skills, gain of knowledge and productivity).

4.3.9.3.1. Age group in entrepreneurial skills in ANOVA

The ANOVA test was used to test the variances (s2) both within and across more than two means of age groups of female mentees with regard to their entrepreneurial skills (Leedy, 2005:274). It is shown in Table 5.54, how the female mentees ranked their entrepreneurial skills according to their age groups; the highest age group ranked was the forty one to fifty age group (mean of 5.00), followed by the thirty one to thirty five age group (mean score of 4.13), the thirty six to forty age group (mean of 4.09), the under twenty six age group (mean of 3.45) and the twenty six to thirty age group (mean of 3.28). The significance level was 0.00 meaning that statistically there was a significant difference between the age groups of female mentees (see Table 4.55). The post hoc test to determine where the differences lie between the age groups could not be performed because one age group had a small size sample.

Table 4.54: Descriptive test of the age groups of female mentees in entrepreneurial skills

Age groups	N	Mean	Std. Dev	Std. Error	95% Confidence Interval for Mean		Mean minimum	Mean maximum
					Lower Bound	Upper Bound		
46 – 50	1	5.00	.	.	.	.	5.00	5.00
31 – 35	1	4.13	.	.	.	.	4.13	4.13
36 – 40	1	4.09	.	.	.	.	4.09	4.09
Under 26	12	3.45	0.40	0.12	3.20	3.71	3.00	4.25
26 – 30	8	3.28	0.31	0.11	3.02	3.54	2.90	3.92
TOTAL	**23**	**3.52**	**0.52**	**0.11**	**3.29**	**3.74**	**2.90**	**5.00**

Table 4.55: Analysis of variance (ANOVA): age groups difference in entrepreneurial skills

Entrepreneurial skills	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	3.39	4	0.85	6.15	0.00
Within Groups	2.48	18	0.14		
TOTAL	**5.87**	**22**			

4.3.9.3.2. Racial groups in entrepreneurial skills in ANOVA test

From Table 4.56, the results of a descriptive test of the entrepreneurial skills of female mentees related to their racial groups is shown. The female mentees ranked their entrepreneurial skills according to their racial groups as follows: the White group (mean of 3.96) was ranked the highest, followed by the Black group (mean of 3.50), the Coloured group (mean of 3.37) and lowest ranked was the Indian group (mean of 3.29). The results of an ANOVA test applied to the racial groups with regard to the entrepreneurial skills of the female mentees is shown in Table 4.57. The significance level for racial groups is 0.29 which is greater than 0.05. This implies that there was no statistically significant difference between the racial groups of female mentees in entrepreneurial skills.

Table 4.56: Descriptive: racial groups in entrepreneurial skills

Entrepreneurial Skills	N	Mean	SD	Std. Error	95% Confidence Interval for Mean		Mean minimum	Mean maximum
					Lower Bound	Upper Bound		
White	4	3.96	0.72	0.36	2.81	5.10	3.42	5.00
Black	9	3.50	0.41	0.14	3.19	3.82	2.90	4.13
Coloured	8	3.37	0.50	0.18	2.96	3.79	3.00	4.25
Indian	2	3.29	0.42	0.30	-0.49	7.08	3.00	3.59
TOTAL	**23**	**3.52**	**0.52**	**0.11**	**3.29**	**3.74**	**2.90**	**5.00**

Table 4.57: Analysis of variance (ANOVA): racial groups difference in entrepreneurial skills

Entrepreneurial skills	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	1.03	3	0.35	1.35	0.29
Within Groups	4.83	19	0.26		
TOTAL	**5.87**	**22**			

The study examined the extent of the entrepreneurial skills of female mentees. Female mentees rank their personal entrepreneurial skills highest, followed by technical entrepreneurial skills and business management skills. Mentors rank their female mentees' technical entrepreneurial skills highest, followed by personal entrepreneurial skills and business management skills. Thus it is evident that of the entrepreneurial skills acquired, by mentees, business management skills are

the least. Most of the female mentees do not have their own business but 52.2% of them have plans to start their own businesses. The mentors and female mentees felt that female mentees are not ready to own businesses; they would only be ready in six to ten years' time. Of the mentors, 50% perceive that if their female mentees were to go into business for themselves they would succeed. Half of the mentors however, felt that mentees would not succeed if they started their own businesses. The findings suggest that in order to prevent failure, female mentees need to be educated and trained before they attempt to establish their own businesses. The study of Arenius et al. (2005:11) contradict the current study, revealing that the number of female entrepreneurs is increasing. Unfortunately,the current findings support the findings of Botha *et al* (2006a:1); Botha *et al.* (2006b:479); Thwala and Phaladi (2009:338) Nieman *et al.* (2008:12) and DTI (2005:11).

Furthermore, Berlin *et al.* (2010:19) and Cliff (1993:524) and CIDB (2010:2), argued that most women are in retail industry and few are in construction industry, and that the businesses of women in the construction industry is growing slowly. The study by the Department of Trade and Industry (2005:9) shows that women are not ready to establish their own businesses due to lack of education and finances, cultural and societal problems, the psychological impact of cultural norms, employment legislation and policy. Furthermore, women entrepreneurs lack information, training, finance, markets, technology and business infrastructure (DTI, 2005:9). In addition females lack skills development and capacity building, fragmented approaches to identifying issues and developing strategy to influence policy affecting business and government interventions (DTI, 2005:9).

4.3.9.3.3. Age groups in the gain of knowledge subjected to the Kruskal-Wallis test

The Kruskal-Wallis test was applied to determine if the knowledge gained by female mentees does not significantly differ between their age groups (see Table 4.58 and 4.59). In Table 4.58, the mean ranks and medians of female mentees in knowledge gained is reported. The respective medians for the different age groups as follows: forty six to fifty (median of 5.00), twenty six to thirty (median of 3.89), under twenty six (median of 3.74), thirty one to thirty five (median of 3.75) and thirty six to forty (median of 3.69).

The test statistics for each of the age groups of female mentees, in the gain of knowledge is shown in Table 4.59. The results of test statistic is reported as H (4) = 0.31; p = 0.54. The findings revealed that statistically, the influence of the age groups of female mentees is not

significantly different (Asymp. Sig. = 0.54 > 0.05). The results revealed that the age groups of female mentees do not influence the knowledge they gained from their mentors.

Table 4.58: Kruskal-Wallis test in the gain of knowledge in the age groups of female mentees

Gain of knowledge	N	Mean rank	Median
46 – 50	1	22.00	5.00
26 – 30	8	11.50	3.89
31 – 35	1	10.00	3.75
Under 26	11	10.45	3.74
36 – 40	1	14.00	3.69
TOTAL	**22**		

Table 4.59: Test statistic in the gain of knowledge in the age groups of female mentees

Test Statistics		
Chi-Square	**Df**	**Asymp. Sig.**
0.31	4	0.54

4.3.9.3.4. Kruskal-Wallis test applied to the gain of knowledge of the racial groups

To determine if the gain of knowledge of female mentees significantly differs between racial groups, the Kruskal-Wallis test was used. The medians of how female mentees from racial groups perceived their gain of knowledge provided by mentors is shown in Table 4.60 as follows: Indian group (median of 4.03), White group (median of 3.95), Coloured group (median of 3.92) and Black group (median of 3.72).

In Table 4.61, the test statistics is shown of the racial groups of female mentees and reports the results as H (3) = 4.41; p = 0.22. Findings revealed that there was no statistically significant difference between the different racial groups. The Asymp. Sig. was 0.22, which is greater than 0.05, indicating that statistically the race of mentees did not significantly influence their gain of knowledge from their mentors.

Table 4.60: Kruskal-Wallis test in gain of knowledge in racial groups

Gain of knowledge	N	Mean rank	Median
Indians	2	16.25	4.03
Whites	4	14.00	3.95
Coloureds	7	13.00	3.92
Blacks	9	8.17	3.72
TOTAL	**22**		

Table 4.61: Test statistics in gain of knowledge in racial groups

Test Statistics		
Chi-Square	Df	Asymp. Sig.
4.41	3	0.22

Findings show that mentors and female mentees feel that female mentees gain more knowledge in group work, followed by role responsibility and mastering tasks. Organisation is the least gained knowledge by mentees. These findings contradict the findings of Ostroff and Kozlowski (1993:180), who found that the knowledge most gained, is organisational politics, power and value followed by, role responsibility, mastering tasks and group work. Ostroff and Kozlowski (1993:180) revealed that it was the non-mentored employees who acquired more knowledge on mastering tasks, role responsibility and group work and gained less organisational domain knowledge. Non-mentored empoyees rely on supervisors and collegues to gain knowledge while mentees rely on their mentors (Ostroff and Kozlowski, 1993:180). Benabou and Benabou (1999:3) explained that a mentor usually has deep knowledge of the organisation, rich experience, technical expertise, proper use of authority and high status at least two hierarchical levels above the mentee. A mentee relies on the level of power and position of the mentor within the organisation to succeed (Kram, 1985:25). For example, the mentor introduces the mentee to key players that help to influence the success of the career of the mentee in the organisation. This means that it is important for mentees to gain organisational knowledge in order to know the values, politics, myths, stories and norms of the organisation so that they can progress quicker in the workplace. However, mentees gain less organisational knowledge. The age and race of female mentees do not impact on the knowledge received from their mentors.

4.3.9.3.5. Age groups in Kruskal-Wallis test in productivity of female mentees

The Kruskal-Wallis test was applied to determine if the age of female mentees in productivity does not result in a statistically significant difference. The medians of the age groups are shown in Table 4.62, the highest median age groups of female mentees was forty six to fifty (median of 5.00), the second was thirty six to forty (median score of 4.57), the third was thirty one to thirty five (median of 4.29), the fourth was twenty six to thirty (median of 4.14) and the fifth was under twenty six (median of 3.71). The test statistics of gained knowledge of female mentees in age groups is shown in Table 4.63. The findings revealed that the age groups of female mentees were statistically not significantly different in their increased productivity [H (3) = 5.21; p = 0.16]. The Asymp. Sig. (p-value) is 0.16, which is greater than 0.05, showing that the age groups of

mentees are not statistically significantly different. Therefore, the results revealed that the age of female mentees did not influence their productivity at work.

Table 4.62: Kruskal-Wallis test in the increased productivity in the age groups of female mentees

Increased productivity	N	Mean rank	Median
46 – 50	1	26.00	5.00
36 – 40	1	18.50	4.57
31 – 35	1	15.50	4.29
26 – 30	8	14.25	4.14
Under 26	12	8.75	3.71
TOTAL	**22**		

Table 4.63: Test statistic in the gain of knowledge in the age groups of female mentees

Test Statistics		
Chi-Square	Df	Asymp. Sig.
5.21	3	0.16

4.3.9.3.6. Kruskal-Wallis test of the productivity of racial groups

The Kruskal-Wallis test was used to determine if the race of female mentees in their increased productivity does not result in a statistically significant difference (see Table 4.64 and Table 4.65). The medians of how the female mentees perceived their productivity to be increasing according to their racial groups is shown in Table 4.64 as follows: the highest mean rank race of female mentees was the White group (median of 4.64), the second was the Indian group (median of 4.14). The third rank was the Black group (median of 4.00) and the fourth was the Coloured group (median of 3.52). The test statistic in increased productivity in the racial groups of female mentees is shown in Table 4.65. The results were shown as: H (3) = 6.72; p = 0.08, meaning that the race of female mentees were not statistically significantly different. Findings suggested that the racial groups of female mentees did not influence their productivity at work. Therefore, the hypothesis that the age and race groups of female mentees do not influence their indicators of successful mentorship (entrepreneurial skills, gain of knowledge and productivity), can neither be accepted nor rejected.

Table 4.64: Kruskal-Wallis test of increased productivity in racial groups

Increased productivity	N	Mean rank	Median
White	4	18.75	4.64
Indian	2	13.00	4.14
Black	9	12.22	4.00
Coloured	8	8.13	3.52
TOTAL	**23**		

Table 4.65: Test statistics in increased productivity in racial groups of mentees

Test Statistics		
Chi-Square	Df	Asymp. Sig.
6.72	3	0.08

The findings show that female mentees are productive in their workplace. Female mentees believe that they are mostly productive due to: regular attendance and punctuality at work; committing most of their time to work related activities; filing work orders correctly; meeting deadlines to avoid backlogs; not leaving work early and benefitting from the training provided to improve work performance. Mentors perceive that their female mentees are: mostly punctual and always present at work; filing documents correctly; benefitting from training to improve their performance; meeting deadlines to avoid backlogs; working on the basis that a full salary requires a full days' work. Female mentees' increased productivity is not affected by their age and race. Furthermore, female mentees and mentors believe that female mentees are productive at work. This implies that the successful mentorship of females has resulted in females being productive in the workplace. These findings are aligned to previous studies undertaken by Paul *et al.* (2002:38) and Butler (1989), cited in Paul *et al.* (2002:25), who found that successful mentorship programmes play an important role in increasing the productivity of mentees. Insala (2013:online) and Mentor (2013:online) explained that mentees apply theory in action immediately without attending training programmes that usually takes hours and days to learn. This means that mentees learn and do their duties quickly.

The current findings are opposed by the findings of Peterson, Snartland and Milgrom (2006:39), who disputed that women were slightly less productive compared to men in United States, Norway and Sweden. Women are more productive than men in less demanding positions such as administration (Peterson *et al.*, 2006:40). Ponton and Rolland (2013:11) argued that some women between their mid twenties and mid thirties leave their work place, others enter in part time or less demanding roles due to family responsibilies. Poynton and Rolland (2013:11) argued that most women are taken out of leadership positions. Furthermore, women working in flexible positions are more productive than their counterparts, women waste less time, and have

more clarity over their career directions (Poynton & Rolland, 2013:11). The disadvantage of women in flexible positions is that instead of being rewarded for their increased productivity, women are being discriminated against as regards their career making roles, opportunities and promotions (Poynton & Rolland, 2013:11).

4.3.9.4. Attitudes of mentors towards the mentorship of female mentees

The attitude of mentors towards the mentorship of female mentees hypothesis is stated as follows:

H4: The influence of the attitude of mentors is not different in the age and race groups of female mentees, leading to their success of mentorship.

4.3.9.4.1. ANOVA test applied to the age groups of female mentees with regard to the attitude of mentors

The ANOVA test was performed to determine whether the age of female mentees did not result in statistically significant differences on the attitude of mentors that influence their successful mentorship. In Table 4.66, the descriptive test of the age group influence of female mentees in the attitude of mentors is shown. The highest ranked age group was forty six to fifty years (mean of 5.00), followed by thirty six to forty years (mean of 4.71), thirty one to thirty five years (mean of 4.71), thirty six to forty years (mean of 4.71), under twenty six years (mean of 4.41), fifty one to fifty five years (mean of 4.00) and twenty six to thirty years (mean of 3.94). The ANOVA test in Table 4.67 revealed no statistically significant differences between the age groups of female mentees (p=0.62).

Table 4.66: Descriptives test of age groups of mentees in regard to the influence attitude of mentors

Age groups	N	Mean	SD	Std. Error	95% Confidence Interval for Mean		Mean Minimum	Mean Maximum
					Lower Bound	Upper Bound		
46 – 50	1	5.00	.	.	.	.	5.00	5.00
31 – 35	1	4.71	.	.	.	.	4.71	4.71
36 – 40	1	4.71	.	.	.	.	4.71	4.71
Under 26	12	4.14	0.71	0.21	3.69	4.60	3.00	5.00
51 – 55	1	4.00	.	.	.	.	4.00	4.00
26 – 30	8	3.94	0.68	0.24	3.37	4.51	3.00	4.88
TOTAL	24	4.15	0.68	0.14	3.87	4.44	3.00	5.00

Table 4.67: ANOVA test of age groups difference in attitudes of mentors

Age groups	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	1.74	5	0.35	0.71	0.62
Within Groups	8.86	18	0.49		
TOTAL	**10.60**	**23**			

4.3.9.4.2. The ANOVA test applied the racial groups of female mentees with regards to the attitudes of mentors

The study sought to find out the result of the ANOVA test of racial groups of female mentees regarding the attitude of mentors (shown in Table 4.68 and Table 4.69). In Table 4.68, how the female mentees ranked the attitude of their mentors towards their mentorship according to their race groups is shown. The highest ranked race was the White group (mean of 4.51; SD of 0.47), followed by the Indian group (mean of 4.50; SD of 0.71), Coloured group (mean of 4.16; SD of 0.63) and Black group (mean of 3.87; SD of 0.78). The test in Table 4.69 revealed that there was no statistically significant difference between the racial groups of female mentees (p=0.33). Therefore, the hypothesis that the influence of the attitude of mentors is not different in the age and race groups of female mentees leading to their success of mentorship cannot be rejected.

Table 4.68: Descriptives test of racial groups of female mentees in the attitudes of mentors

Attitude	N	Mean	SD	Std. Error	95% Confidence Interval for Mean		Mean Minimum	Mean Maximum
					Lower Bound	Upper Bound		
White	5	4.51	0.47	0.21	3.93	5.10	4.00	5.00
Indian	2	4.50	0.71	0.50	-1.85	10.85	4.00	5.00
Coloured	8	4.16	0.63	0.22	3.64	4.69	3.00	4.86
Black	9	3.87	0.78	0.26	3.27	4.46	3.00	4.88
TOTAL	**24**	**4.15**	**0.68**	**0.14**	**3.87**	**4.44**	**3.00**	**5.00**

Table 4.69: ANOVA test of racial groups of female mentees influence in attitude of mentors

Attitude	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	1.64	3	0.55	1.22	0.33
Within Groups	8.96	20	0.49		
TOTAL	**10.60**	**23**			

The study investigated whether the attitude of mentors towards mentees has an impact on the successful mentorship of women. The findings revealed that the majority of mentors and female mentees observed that the attitude of mentors towards mentees influences the successful mentorship of women.These findings are aligned to previous findings of the studies undertaken by Klasen and Clutterbuck (2002:141) on the relationship between the attitude of mentors and the success of mentorship. Klasen and Clutterbuck (2002:141) state that for mentorship to have positive outcome, the mentor must have a positive attitude. Female mentees report that their mentors are mostly friendly and approachable, while mentors report that they are mostly approachable and patient, friendly, non-prejudiced, non-stereotypical, unbiased and tolerant. Further findings revealed that the successful mentorship of women is not affected by the attitude of mentors towards the age and race of female mentees. The findings suggest that the attitude of mentors is positive and induces the attitude of female mentees to be positive; as a result, mentorship of female mentees tends to be successful. The current study contradicts past research that South African women in male-dominated industries experienced discrimination and a negative attitude towards them (*South Africa*. Department of Labour, 2008:5; Hansman, 1998:66; Whitley & Kite, 2010: 474); it emerged that the attitude of mentors towards women is transforming. Few studies about the attitude of mentors towards the mentorship of women in the South African construction industry have been undertaken.

4.4. CHAPTER SUMMARY

An exploratory study was conducted by means of interviews in the Western Cape in South Africa, to gain more insight into the factors contributing to the successful mentorship of female mentees in the South African construction industry. This chapter helped to formulate the objectives and hypotheses of the main study. The following were analysed: the mentoring functions, the indicators of successful mentorship, the attitude of mentors towards female mentees, and the influence of the type of mentor-mentee relationships on the successful mentorship of women.

It was revealed that most respondents, when viewing their performance on the job over the last five years, rated themselves as high achievers; only one person rated herself as an average achiever. Most of the respondents have been promoted twice during their careers. Only one female mentee's job appointment was terminated once during her career. Most of the female mentees were not interested in having their own business, but preferred to be employed in

organisations; a few of the female mentees were working as full-time employees and also had part-time business. It also emerged that the most influential psychosocial mentoring function that female mentees received, was acceptance-and-confirmation; counselling was the least influential. The most influential career mentoring function that female mentees were provided with by their mentors was challenging assignments, and the least influential career mentoring function provided was protection.

The gender and race of the mentors did not have any impact on the mentorship of female mentees. Findings revealed that the age of mentors does have an impact on their mentorship. Most mentees gained knowledge and skills because their mentors were older than them. It also emerged that most of the mentees had an open type of relationship with their mentors; while a few had a positive relationship. The type of relationship the female mentees had, had a positive influence on the success of their mentorship. The attitude of most of the mentors influenced the mentorship of female mentees positively. Attitudes of mentors towards the female mentees were identified as friendly, approachable or unapproachable.

In the main study the data from the female mentees and mentors' survey questionnaires were analysed; this was done by using the Statistical Package for the Social Sciences (SPSS) and analysed using descriptive and inferential statistics. Cronbach's alpha coefficient was used to test the reliability of scaled questions; and the scaled questions were found to be reliable.

The findings reveal that female mentees perceive that the most influential psychosocial mentoring function provided to them, is the role model function, while the mentors perceive that the most influential psychosocial mentoring function they were providing to female mentees is counselling. The mentors and female mentees perceive that the friendship function is the least influential. The Kruskal-Wallis test was used to determine whether there was no difference in the age and race of female mentees in the psychosocial mentoring function that would influence their successful mentorship. Results prove that the psychosocial mentoring function was not influenced by the race and age of female mentees; therefore, age and race do not influence the outcome of a mentorship programme.

Female mentee participants report that the most influential career mentoring function provided by mentors is coaching, while mentor participants report that the most influential career mentoring function is the provision of challenging assignments and tasks. The mentees and mentors believe that the protection function is the least influential function provided to female

mentees. The Kruskal-Wallis test was used to determine whether the age and race of female mentees result in significant differences in the career mentoring function that would in turn influence their successful mentorship. Findings show that the race and age do not significantly differ with regard to the career mentoring function and that the outcome of a mentorship programme is not affected by the age or race of mentees.

The ANOVA test was used to test whether the attitude of mentors was influenced by the age and race of mentees, affecting the outcome of the mentorship programme of female mentees. The hypothesis test reveals that the race and age of the mentees does not influence the attitude of mentors. The findings reveal that the majority of mentors and female mentees perceive that the attitude of mentors influence the successful mentorship of women positively.

In the investigation of the impact of the mentorship programme with regards to the entrepreneurial ability and success of women, descriptive statistics are used to determine if female mentees are progressing in their careers and if they are retained in the construction industry. The findings of the data analysis show that the female mentees are advancing in their careers, performance and remuneration (earnings, salaries and bonuses). The findings reveal that the majority of the female mentees have not been promoted during their careers in the construction industry. With regard to remuneration, female mentees do not receive merit pay or cash rewards. The findings suggest that the majority of the female mentees would intend leaving their current employment within the next three years, but would like to continue working in the construction industry.

The Kruskal-Wallis test was used to determine whether the age and race of female mentees did not influence the indicators of successful mentorship of women in knowledge gain and productivity; findings suggest that the age and race of mentees does not influence their increased knowledge and productivity.This means that the age and race of female mentees did not influence the outcome of successful mentorship in their productivity and gain of knowledge.

The Analysis of variance (ANOVA) test was applied to determine whether the race and age of female mentees affected the acquisition of entrepreneurial skills, thereby affecting the outcome of the mentorship programme. Findings reveal that the acquisition of entrepreneurial skills of mentees was not affected by their race. There is however, an effect in the age of mentees; due to the small size of one of the age groups, a post hoc test was not performed to test the effect. Most of the female mentee participants do not run a private business but half of them have

plans to have such a business within the next three years. It is evident that business entrepreneurial skills is an area in which mentees needs to be improved.

This chapter has also discussed the main findings of the study compared to the reviewed literature. It is clear that the factors influencing the successful mentorship of women are in conjuction with the factors identified in the literature review. The study revealed that the mentoring functions offered to female mentees has influenced the success of the mentorship of female mentees leading to them being productive and gaining knowledge in the industry. Furthermore, the positive attitude of mentors has influenced the attitude of mentees positively, influencing the success of the mentorship of women. However, the indicators of successful mentorship of women such as entrepreneurial skills, career advancement and retention of women in the construction industry were lacking. Therefore, the influence of the factors of mentorship have a contribution to the successful mentorship of women.

CHAPTER FIVE: SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1. INTRODUCTION

This chapter concludes the study, highlights the limitations, recommends further study areas to be investigated and provides a summary of the contribution to the body of knowledge. The aim of this research was to identify factors that are contributing to the successful mentorship of women in the workplace in the South African construction industry.The objectives of the study were to:

O1. test the extent of the influence of the psychosocial mentoring function has on the successful mentorship of women;

O2. test the extent of the influence of the career mentoring function has on the successful mentorship of women;

O3. determine whether the age, gender and race of the mentor-mentee have an impact on the successful mentorship of women;

O4. examine the perception of the impact of the entrepreneurship ability of women on the mentorship programme;

O5. determine whether the mentorship of female mentees is affected by the attitudes (biases, discrimination, stereotypes, patience, friendliness and prejudice) of mentors.

Female mentees based in the Western Cape Province of South Africa were selected using a stratified random sampling technique.

5.2. CONCLUSIONS

In the sections that follow, conclusions relating to the study, are drawn:

5.2.1. Psychosocial mentoring function

The extent of the influence of the psychosocial mentoring function on the successful mentorship of female mentees is determined. The pilot study and the main study produced mixed results. In the pilot study, the most influential psychosocial mentoring function the female mentees were receiving was friendship, and to a lesser extent, counselling. In the main study, female mentees observed that the role modelling was the most influential psychosocial mentoring function they were receiving from their mentors and friendship was less influential. The mentors realised that they were providing more counselling and less friendship to their mentees. The most influential psychosocial mentoring function female mentees receive is acceptance-and-confirmation, while

the least received function was counselling. The most influential career mentoring function female mentees are provided with by their mentors, is challenging tasks, while the protection function was provided to a lesser degree.

5.2.2. Career mentoring function

The extent of the influence of the career mentoring function in the successful mentorship of female mentees was investigated. In the pilot study, female mentees being provided with challenging tasks is identified as the most influential career mentoring function and protection is less influential. The main study reveals that female mentees perceive coaching to be the most influential career mentoring function they receive; while mentors perceived that the most influential career mentoring function they provide to female mentees is giving challenging tasks. Both parties identify protection as the least influential career mentoring function for the successful mentorship of women.

5.2.3. Age, gender and race of the mentor-mentee relationship

The pilot study examined the impact of age, race and gender of mentors on the successful mentorship of female mentees. It emerged that gender and race of mentors does not have influence on the successful mentorship of women. Findings revealed that in the case of a few female mentees, the age of the mentor does have an impact on their mentorship. Most mentors are older than their mentees and the female mentees gain skills and knowledge. The main study examined the influence of the age and race of female mentees on the successful mentorship of women. It is revealed that the race and age of female mentees does not influence their successful mentorship. A few studies have been undertaken on the influence of age and race of female mentees on the successful mentorship of women.

5.2.4. Attitude of mentors towards the mentorship of female mentees

The influence of the attitude of mentors towards mentees on the success of the mentorship of female mentees was investigated. In the pilot study, female mentees revealed that their mentors were friendly and approachable. The female mentees feel that their mentors are open and positive in their mentorship relationship and this contributes to the success of their mentorship. In the main study, female mentees revealed that their mentors are mostly friendly, approachable and patient, while the mentors revealed that they are mostly approachable, patient and friendly. Female mentees indicated that their mentors have positive attitudes regarding their successful mentorship; as a result, female mentees also are positive about the success of their mentorship.

In South Africa it is evident that there is an improvement where mentors have a positive attitude towards their female mentees in the construction industry.

5.2.5 indicators of successful mentorship of women

5.2.5.1. Career advancement

The extent of the influence of the career mentoring function in the successful mentorship of female mentees was investigated. In the pilot study, female mentees identified the provision of challenging tasks as the most influential career mentoring function, and protection as the least influential. The main study reveals that female mentees perceived coaching to be the most influential career mentoring function they receive; while mentors perceived that the most influential career mentoring function they provide to female mentees is giving challenging tasks. Both parties identify protection as the least influential career mentoring function for the successful mentorship of women.

5.2.5.2. Retention of female mentees

The study examined whether female mentees were retained in the South African construction industry. It emerged that the appointments of a significant number of female mentees in the pilot and main study have not been terminated during their careers. In the main study, most female mentees indicated that they intend to leave their current organisation within the next three years, although they had no intention of leaving the construction industry. This means that female mentees are not retained in their organisations but they are retained in the construction industry.

Most mentors averred that their female mentees would like to continue working in their current organisations. It was revealed that the most probable reasons why female mentees would leave their current organisations are to broaden their knowledge and to upgrade their remuneration package; most mentors concurred with this. It has also been revealed that most of the mentors would like their female mentees to remain in their organisation because they are great assets; they would encourage their female mentees not to leave their current organisation. Over time, the number of female mentees in the construction industry will increase and they will be able to earn a living wage and enjoy satisfying working conditions.

5.2.5.3. Gain of knowledge

The knowledge gained by female mentees was examined only in the main study and data was collected by a survey approach. The study reveals that female mentees gain knowledge from their mentors. Both mentors and female mentees indicate that the most knowledge was gained through group work, followed by role responsibility, mastering tasks and organisation. Furthermore, the age and race of mentees does not have influence on the gain of knowledge.

5.2.5.4. Increased productivity

The main study sought to determine whether the productivity of the female mentees is influenced by the successful mentorship they receive in the workplace. It was established that a successful mentorship has an influence on the productivity of female mentees and that female mentees are productive in the workplace. It was also revealed that the race and age of female mentees do not have an influence on their productivity and successful mentorship.

5.2.5.5. Entrepreneurial skills

It emerged that most of the female mentees were not interested in starting their own businesses, but preferred instead to be employed full-time in a private organisation or in the public sector. A few mentees were full-time employees and also had part-time businesses. Few female mentee participants own businesses and more than 50% of female mentees are planning to have a business within the next six to ten years. Mentors provided a low level of entrepreneurial skills in business management skills. It is evident that females need to be equipped with business management skills in order to develop their entrepreneurial skills. It was discovered that there is no influence of age and race of mentees in the indicators of successful mentorship.

5.3. SUMMARY OF CONCLUSIONS

Based on the above conclusions, it was found that despite demographics, attitudes and lack of suitable role models as mentors, the mentorship of women in the South African construction industry is successful. Factors contributing to the successful mentorship of women in the South African construction industry are: psychosocial mentoring functions such as role modelling and counselling, career mentoring functions such as coaching and performing challenging assignments, a friendly and approachable attitude of mentors, and a positive mentee-mentor relationship. It is inferred from the findings that the low number of women employed in the South African construction industry when compared to men, is the result of a low female retention rate

and current stagnation in career development. Other pressures come from factors such as work, career and family commitments. Mentee retention and career stagnation are not adversely influenced by the type of mentorship instituted, the mentee-mentor relationship or the race, age and gender of the mentees.

5.4. LIMITATIONS OF THE STUDY

The study was based on the mentorship of women in the South African construction industry; there is not much literature available. It was not easy to obtain participants because few women are involved in mentorship programmes and some display no interest in completing the questionnaire surveys. The study focuses on women who are involved in male-dominated occupations in the construction industry. Data gathering took more than two months and was only completed after several reminders were sent out asking potential participants to complete and return the survey questionnaires. As a result, the sample size was small and therefore affects the general applicability of the study findings within the targeted population.

5.5. CONTRIBUTION TO THE BODY OF KNOWLEDGE

This is the first study in which the influence of mentorship on the knowledge and productivity of female mentees in the South African construction industry was examined. A study about the influence of mentorship on the knowledge of mentees was first studied and examined by Ostroff and Kozlowski in 1993 in the United States.

From this study it has emerged that the demographics of female mentees, namely age and race, do not have an influence on their mentorship in the South African construction industry. The attitude of mentors has a positive impact on the attitude of female mentees and on the successful mentorship of women. This is an indication that the goals made in Commission on Status of Women and in the South African democratic era to diminish gender inequality have been achieved.

5.6. RECOMMENDATIONS

Mentored and non-mentored females in the broader construction industry should be encouraged to register with, and be involved in mentorship organisations such as SAWIC and WOMENG. Government and organisations should organise networking events in the construction industry where females meet and find mentors.

Female mentees should have more than one mentor. For instance, female mentors provide more psychosocial mentoring, while male mentors tend to provide more career mentoring (Allen & Eby, 2004:135). Therefore, female mentees should have both genders to mentor them. This will help them to have a balanced career overview. Furthermore, having both cross- and same-race mentors, broadens the knowledge and opportunities of mentees. In same-race mentorship relationships, mentees understand and get along with their mentors quickly because psychosocial mentoring is provided faster (Klasen & Clutterbuck, 2002:141). In a cross-race mentorship relationship, non-white mentees advance more rapidly to top positions because White mentors as a group are more privileged and have business connections (Blake-Beard *et al*, 2006:6). Moreover, individuals in cross-race and cross-gender relationships learn to interact well with individuals from a different cultural background (Klasen & Clutterbuck, 2002:141).

Education is a powerful weapon for human development, and thus females should be encouraged to further their studies and also to attend short courses. This will help them get new information such as advanced technology. To draw females to construction related courses, special preference should be given to those who have obtained a grade 12 certificate in allocation of bursaries and scholarships. Furthermore, there should be internship programmes for graduate females. Female pupils at primary and high school level should be exposed to the construction industry and encouraged to enter this field when they have completed their schooling.

5.7. FURTHER RESEARCH

The study is about the factors contributing to the successful mentorship of women in the South African construction industry. The indicators of successful mentorship are used to investigate the perception of the impact of the mentorship programme in relation to women entrepreneurial ability and success in their careers. Further research is recommended on the duration required for the achievement of successful mentorship of women.

Past research has indicated that the type of mentoring relationship also contributes to the successful mentorship of mentees (Wanberg *et al.,* 2006:410-411; McDowall-Long, 2004:529; Agumba & Fester, 2010:1955; Ragins & Cotton, 1999:544). Agumba and Fester (2010:1955) investigated the formal mentoring programmes in the South African construction industry; future research into the types of mentoring relationship is recommended.

A comparative study of the successful mentorship of female and male mentees in the construction industry is recommended, in order to know the gap in the successful mentorship between both genders. When the gap between female and male mentees is identified and solutions have been found close it, it will further the goal of achieving gender equality in the construction industry.

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APPENDICES

APPENDIX A – PILOT STUDY INTERVIEW QUESTIONS

Respondent profile

1. Kindly Indicate the type of company you are employed at?

Architectural firm		Project Management consultant firm	
Contractor firm		Quantity Surveying consultant firm	
Engineer consultant		Subcontractor firm	
Manufacturer		Supplier	
Private sector client		Other	
Public sector client			

2. If other, please specify below

   ……………………………………………………………………………………………..

3. Kindly indicate the number of years of work experience that you have………………….....

4. For how many years have you been working in your present company?.............................

5. What is your position in your work place?

   ……………………………………………………………………………………………..

6. How many years have you spent in your present position?

   ……………………………………………………………………………………………

7. Do you have a mentor?...

8. Have you worked somewhere else before joining this company, was it construction industry related or not, where, how long, and what was your position?

……………………………………………………………………………………................

....

Indicators of Successful Mentorship

1. Rate your performance on the job within the years you have been
   a. High achiever
   b. Average
   c. Low

2. Kindly indicate how many times you have been promoted (both vertical and lateral) during your working life……………………………………………………………………......

3. Kindly rate your entrepreneurship ability
   a. I am my own boss, I see opportunities where others see none
   b. I am employed full-time but, I also have a part-time business on the side

c. I am not interested in owning a business of my own, I prefer to be gainfully employed in a company, govt. dept. etc.

4. Kindly indicate how many times in your work career that your appointment was terminated……………………………………………………………………………………………. …………………………………………………………………………………………………

5. Kindly rate the influence of the following mentoring factors on your career progression in the construction industry (1 = low influence, 5 = high influence)

Factors	1	2	3	4	5
Psychological					
Career					
Role-model					
Demographics of Mentor					
Mentor-mentee relationship					
Mentor attitude					
Other please specify					

6. Psychological Mentoring (reach into literature to come up with the factors)

Kindly rate the influence of the following psychological factors on the success of your mentoring in the construction industry (1 = low influence, 5 = high influence)

Psychological Factors	1	2	3	4	5
Friendly					
Acceptance and confirmation					
Counseling					
Role modeling					
Other please specify					

7. Career Factors (reach into literature to come up with the factors)

Kindly rate the influence of the following career factors on the success of your mentoring in the construction industry (1 = low influence, 5 = high influence)

Career Factors	1	2	3	4	5
Sponsoring promotions and lateral moves					
Exposure					
Protection					
Providing challenging assignments					
Coaching					
Other please specify					

8. Do you have a role model?...

9. What effect do you think having a role model played on the success of your mentoring in the construction industry? (1 = low influence, 5 = high influence) …………………………..

O3. Determine whether the demographic of the mentor-mentee relationship have an impact on the success of mentoring female mentees;

1. What is the gender of your mentor?

F	M

Does gender have an impact on your relationship with your mentor, explain?

……....

2. How old is your mentor?

Younger than you	Same age as you	Older than you

Does age have an impact on your relationship with your mentor, explain?

……
……..

3. What is the race of your mentor?

……
…….

In what way does your mentor's race impact on your relationship?

……
…….

4. In what way do you normally disagree with your mentor?

……
…….

5. Explain how do you dislike and like working with your mentor?

……
…….

6. What challenges are you facing with your mentor? Please explain.

……
……

O4. Determine whether the relationship of the mentor-mentee has an impact on the success mentorship of women;

What type of relationship do you have with your mentor? (Please tick the best option)

- Positive
- Open
- Negative

Kindly indicate if you think the type of relationship influenced the success of your mentoring in the construction industry.

……

……

O5. Determine whether the attitude of the mentor towards the mentee has a positive impact on the mentorship of female mentees.

1. Kindly indicate the option that best represents the attitude of your mentor (refer to literature)
    a. Discriminatory
    b. Biased
    c. Stereotypical
    d. Friendly
    e. Unapproachable
    f. Other please specify……………………………………………………………………...
2. Do you think the attitude of your mentor influenced the success of your mentoring in the construction industry?

……

……

APPENDIX B – QUESTIONNAIRE SURVEY OF FEMALE MENTEES

Department of Construction Management and Quantity Surveying

1st floor, room L 12, Business Building, Symphony Way (off Robert Sobukwe Road) Bellville, 7530, P.O. Box 1960, Bellville, 7535

27th June 2013

Dear Sir/Madam,

<u>**RE: PARTICIPATION IN A SURVEY**</u>

You are invited to participate in a research project survey that investigates the factors that are contributing to the successful mentorship of women in the South African construction industry. All female mentees who are construction professionals in construction industry are encouraged to participate in the study. When completing the questionnaire, you should take reference to one of your mentors. This research is undertaken for academic purposes by a Masters of Technology degree student of Construction Management in the Department of Construction Management and Quantity Surveying at Cape Peninsula University of Technology.

Please read and answer each question carefully. The survey should take about <u>15 MINUTES </u>to complete and participants are implored to return them before 31 August 2013. All the information obtained from participants will be kept strictly <u>CONFIDENTIAL.</u>

Please complete the survey and return to:

Ntombekhaya Rose-Anne Yokwana

Cape Peninsula University of Technology

Telephone: 021 959 6845, Fax: 021 959 6870

Email: ntombekhaya93@yahoo.com

Mobile: 073 951 3960

Thank you for your cooperation and assistance

QUESTIONNAIRE

SECTION A: PROFILE OF MENTEE

9. Kindly indicate which of the following best describe your company.

Architectural firm		Project management consultant firm	
Contractor		Quantity surveying consultant firm	
Engineer consultant		Subcontractor firm	
Manufacturer		Supplier	
Private sector client		Other (specify) _____	
Public sector client			

10. Please indicate your gender:
   ☐ Female   ☐ Male

11. Please indicate your age:
   ☐ Under 26   ☐ 26 - 30   ☐ 31 - 35   ☐ 36 - 40
   ☐ 41 - 45   ☐ 46 - 50   ☐ 51 – 55   ☐ 56 - 60

   ☐ 61 - 65   ☐ Over 65

12. Please indicate your race:
   ☐ White   ☐ Black   ☐ Coloured   ☐ Indian

   ☐ Other (specify) ……………………………………………………………………………..

13. Please indicate your highest formal qualification:
   ☐ Matric certificate   ☐ Diploma   ☐ Postgraduate diploma ☐ Bachelor degrees

   ☐ Honours degree   ☐ Master's degree ☐ Doctorate degree

   ☐ Other   (Please specify): ....

14. Kindly indicate the name of your highest qualification ………………………………………………
15. How long have you been involved in the construction industry? …………………………………………
16. How long have you been working in this company? …………………………………………………
17. What is your current position in your work place? …………………………………………………
18. How long have you been in this position? …………………………………………………………
19. Do you have a mentor?
   ☐ Yes   ☐ No   ☐ Unsure

20. If yes, are you working in the same organisation with your mentor?
   ☐ Yes   ☐ No

21. If yes, is your mentor working in the same industry you are working in?
   ☐ Yes   ☐ No

22. How long have you been mentored? ………………………………………………………………….
23. Kindly indicate the type of mentoring relationship you are involved in?
   ☐ Formal   ☐ Informal

24. Please indicate the gender of your mentor?
☐ Female   ☐ Male

25. Please indicate the age of your mentor?
☐ Under 26   ☐ 26 - 30   ☐ 31 - 35   ☐ 36 - 40
☐ 41 - 45   ☐ 46 - 50   ☐ 51 – 55   ☐ 56 – 60

☐ 61 - 65   ☐ Over 65

26. Please indicate the race of your mentor:
☐ White   ☐ Black   ☐ Coloured   ☐ Indian

☐ Other (specify) ………………………………………………………………………………………

SECTION B: THE INFLUENCE OF PSYCHOSOCIAL MENTORING FUNCTION ON WOMEN'S CAREER

27. Kindly rate how the following **psychosocial mentoring functions** you are provided by your mentor influences the success of your mentorship program where Not at all = 1, To a little extent = 2, To some extent =3, To a large extent = 4, To a very large extent = 5.

Statement	1	2	3	4	5
Acceptance and confirmation	1	2	3	4	5
My mentor has encouraged me to try new ways of conduct in my job	1	2	3	4	5
My mentor has conveyed feelings of respect for me as an individual	1	2	3	4	5
My mentor has asked me for suggestions concerning problems she/ he has encountered work	1	2	3	4	5
Role modelling	1	2	3	4	5
I try to imitate the work behaviour of my mentor	1	2	3	4	5
I agree with my mentor's attitudes and values regarding the industry	1	2	3	4	5
I respect and admire my mentor	1	2	3	4	5
I will try to be like my mentor when I reach a similar position in my career	1	2	3	4	5
Counselling	1	2	3	4	5
My mentor has demonstrated good listening skills in our conversations	1	2	3	4	5
My mentor has discussed my questions or concerns regarding feelings of competence, commitment to advancement, relationships with peers and supervisors or work/ family conflicts	1	2	3	4	5
My mentor has shared personal experiences as an alternative perspective to my problems	1	2	3	4	5
My mentor has encouraged me to talk openly about anxiety and fears that detract my work	1	2	3	4	5
My mentor has conveyed empathy for the concerns and feelings and doubts I shared with him/ her in strict confidence	1	2	3	4	5
My mentor has kept feelings and doubts I shared with him/ her in strict confidence	1	2	3	4	5
Friendship	1	2	3	4	5
My mentor has interacted with me socially outside of work	1	2	3	4	5
My mentor has invited me to join him / her for lunch	1	2	3	4	5

SECTION C: THE INFLUENCE OF CAREER MENTORING FUNCTION ON WOMEN'S CAREER

28. Kindly rate how the following **career mentoring functions** you are provided by your mentor influences the success of your mentorship program where Not at all = 1, To a little extent = 2, To some extent =3, To a large extent = 4, To a very large extent = 5.

Statement	1	2	3	4	5
Coaching	1	2	3	4	5
My mentor has shared history of his/her career with me	1	2	3	4	5
My mentor has encouraged me to prepare for advancement in my career	1	2	3	4	5
Protection	1	2	3	4	5
My mentor has reduced unnecessary risks that could threaten the possibility of receiving a promotion	1	2	3	4	5
My mentor has helped me finish assignments / tasks or meet deadlines that otherwise would have been difficult to complete	1	2	3	4	5
Exposure	1	2	3	4	5
My mentor has helped me meet new colleagues	1	2	3	4	5
My mentor has given me assignments that increased written and personal contact with work administrators	1	2	3	4	5
My mentor has assigned responsibilities to me that have increased my contact with people in the district who may judge my potential for future advancement	1	2	3	4	5
Sponsoring	1	2	3	4	5
My mentor has given me assignments or tasks in my work that prepare me for a higher position	1	2	3	4	5
Providing challenging assignments/ task	1	2	3	4	5
My mentor has given me assignments or tasks that present opportunities to learn new skills	1	2	3	4	5
My mentor has provided me with support and feedback regarding my performance as an employee	1	2	3	4	5
My mentor has suggested specific strategies for achieving my career goals	1	2	3	4	5
My mentor has given me feedback regarding my performance in my present job	1	2	3	4	5
My mentor has suggested specific strategies for accomplishing work objectives	1	2	3	4	5

SECTION D: THE ATTITUDE OF MENTOR TOWARDS MENTORSHIP OF WOMEN

29. Is the **attitude** of your mentor influencing your mentorship?
☐ Yes   ☐ No   ☐ Unsure

30. What is your **attitude** towards the mentorship you are receiving from your mentor?
☐ Positive   ☐ Negative   ☐ Unsure

31. Does the **attitude** of your mentor influence your attitude towards your mentorship?

☐ Yes   ☐ No   ☐ Unsure

32. Please rate the **attitude** your mentor towards your mentorship where Not at all = 1, To a little extent = 2, To some extent =3, To a large extent = 4, To a very large extent = 5 in the following list:

Attitude	1	2	3	4	5
Tolerant	1	2	3	4	5
Unbiased	1	2	3	4	5
Non stereotypical	1	2	3	4	5
Approachable	1	2	3	4	5
Non prejudiced	1	2	3	4	5
Friendly	1	2	3	4	5
Approachable	1	2	3	4	5
Patient	1	2	3	4	5
Other (specify) _____	1	2	3	4	5

SECTION E: THE INDICATORS OF SUCCESSFUL MENTORSHIP

Career development

- Promotion

33. Kindly indicate your promotion/demotion history during your working life in the construction industry by completing the Table below.

Item	Original position	Position after promotion/demotion	Duration to move from one position to the other (Years, moths)
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			

- Performance

34. Rate your performance on the job within the last five years
☐ Higher achiever   ☐ Average achiever   ☐ Lower achiever

- Earnings

35. Kindly indicate whether your **earnings** have improved (excluding yearly salary adjustment and union bargains) in the last five years

Item	Yes	No	Unsure
Salary increase			
Merit pay			
Bonus			
Cash award			

Entrepreneurial skills

36. Kindly rate the **entrepreneurial skills** you have where Not at all = 1, To a little extent = 2, To some extent =3, To a large extent = 4, To a very large extent = 5 in the following list :

Statement	1	2	3	4	5
Technical Skills Items	1	2	3	4	5
Writing	1	2	3	4	5
Oral communication	1	2	3	4	5
Monitoring environment	1	2	3	4	5
Technical business management	1	2	3	4	5
Technology	1	2	3	4	5
Interpersonal	1	2	3	4	5
Listening	1	2	3	4	5
Ability to organize	1	2	3	4	5
Network building	1	2	3	4	5
Management style	1	2	3	4	5
Coaching	1	2	3	4	5
Being a team player	1	2	3	4	5
Business Management Skills	1	2	3	4	5
Planning and goal setting	1	2	3	4	5
Decision making	1	2	3	4	5
Human relations	1	2	3	4	5
Marketing finance	1	2	3	4	5
Accounting	1	2	3	4	5
Management	1	2	3	4	5
Control	1	2	3	4	5
Negotiation	1	2	3	4	5
Venture launch	1	2	3	4	5
Management growth	1	2	3	4	5
Personal Entrepreneurial Skills	1	2	3	4	5
Inner control / discipline	1	2	3	4	5
Risk taker	1	2	3	4	5
Innovative	1	2	3	4	5
Change oriented	1	2	3	4	5
Persistent	1	2	3	4	5
Visionary leader	1	2	3	4	5
Ability to manage change	1	2	3	4	5

37. Do you have your own profit making **business**?

☐ Yes ☐ No ☐ Unsure

38. If yes, please indicate which type how old is your **business**?

	Type of business	How old is the business
1		
2		
3		
4		
5		

39. If no, are you planning to open your own **business** in the future?

☐ Yes ☐ No ☐ Unsure

40. Do you think you are ready to have your own **business**?

☐ Yes ☐ No ☐ Unsure

41. If no, when do you think you will be ready to open your own **business**?

☐ 0 – 2 years ☐ 3 – 5 years ☐ 6 – 10 years ☐ After 10 years

Work tenure of women

42. Would you like to continue working for the organisation you are currently employed, in the next three years?

☐ Yes ☐ No ☐ Unsure

43. If an option was given to leave the organisation you are currently working for, choose from the list one best reason that will cause you to leave.

☐ I do not get enough experience from my work place

☐ I have learned enough from the organisation, I need to learn something new

☐ I am not satisfied with my salary

☐ I am not satisfied with the way I am treated in my work place

☐ Other (please explain) ……………………………………………………………………………..

44. Kindly indicate how many times your appointment has been terminated in the construction industry ………………..

45. Would you like to work in another industry?

☐ Yes ☐ No ☐ Unsure

Gain of Knowledge

46. Kindly rate the **knowledge** you are receiving from your mentor that is influencing your successful mentorship where Not at all = 1, To a little extent = 2, To some extent =3, To a large extent = 4, To a very large extent = 5 in the following statements:

Statement	1	2	3	4	5
Mastering tasks	**1**	**2**	**3**	**4**	**5**
I am able to master tasks that I am given.	1	2	3	4	5
I am able to handle routine problems.	1	2	3	4	5
I am able to obtain necessary information.	1	2	3	4	5
I am able to handle resources.	1	2	3	4	5
Role responsibility	**1**	**2**	**3**	**4**	**5**
I know when to act alone and seek approval.	1	2	3	4	5
I understand what is expected of me beyond task performance.	1	2	3	4	5
I understand what behaviour and demeanour are appropriate for the position I am in.	1	2	3	4	5
Group work	**1**	**2**	**3**	**4**	**5**
I am able relate and fit in to my colleagues.	1	2	3	4	5
I understand social power and work role at work.	1	2	3	4	5
I understand work group norms and values.	1	2	3	4	5
Organisation politics, power, and value	**1**	**2**	**3**	**4**	**5**
I know about the organisation's mission.	1	2	3	4	5
I know about the organisation's special languages.	1	2	3	4	5
I know about the organisation's key legends.	1	2	3	4	5
I know about the organisation's myths.	1	2	3	4	5
I know about the organisation's mission stories.	1	2	3	4	5
I know about the organisation's management's leadership.	1	2	3	4	5
I know about the organisation's motivational style.	1	2	3	4	5

Increased Productivity

47. Kindly indicate how **productivity** you in your workplace by rating where Not at all = 1, To a little extent = 2, To some extent =3, To a large extent = 4, To a very large extent = 5   in the following statements:

Statement	1	2	3	4	5
I am always present at work	1	2	3	4	5
I benefited from trainings to improve my performance	1	2	3	4	5
I set deadlines to finish tasks so as to avoid backlogs	1	2	3	4	5
I commit most of my time to work related activities (limited idle time)	1	2	3	4	5
I arrive on time at work	1	2	3	4	5
I do not dismiss early at work	1	2	3	4	5
I file work orders correctly	1	2	3	4	5

Thank you

APPENDIX C – QUESTIONNAIRE SURVEY OF MENTORS

Department of Construction Management and Quantity Surveying
1st floor, room L 12, Business Building, Symphony Way (off Robert Sobukwe Road) Bellville, 7530, P.O. Box 1960, Bellville, 7535

28th June 2013

Dear Sir/Madam,

RE: PARTICIPATION IN A SURVEY

You are invited to participate in a research project survey that investigates the factors that are contributing to the successful mentorship of women in the South African construction industry. All mentors who are working as construction industry professionals and having females under their mentorship are encouraged to participate in the study. When completing the questionnaire, you should refer your responses to one particular mentee. This research is undertaken for academic purposes by a Masters of Technology Construction Management Degree student in the Department of Construction Management and Quantity Surveying at Cape Peninsula University of Technology.

Please read and answer each question carefully. The survey should take about 15 MINUTES to complete and participants are implored to return them before the 31 August 2013. All the information obtained from participants will be kept strictly CONFIDENTIAL.

Please complete the survey and return to:

Ntombekhaya Rose-Anne Yokwana

Cape Peninsula University of Technology

Telephone: 021 959 6845, Fax: 021 959 6870

Email: ntombekhaya93@yahoo.com

Mobile: 073 951 3960

Thank you for your cooperation and assistance

SECTION A: PROFILE OF MENTOR

48. Kindly indicate the type of company you are employed at:

Architectural firm		Project management consultant firm	
Contractor		Quantity surveying consultant firm	
Engineer consultant		Subcontractor firm	
Manufacturer		Supplier	
Private sector client		Other (specify) _____	
Public sector client			

49. Please indicate your gender:
☐ Female   ☐ Male

50. Please indicate your age:
☐ Under 26   ☐ 26 - 30   ☐ 31 - 35   ☐ 36 - 40

☐ 41 - 45   ☐ 46 - 50   ☐ 51 – 55   ☐ 56 - 60

☐ 60 - 65   ☐ Over 66

51. Please indicate your race:
☐ White   ☐ Black   ☐ Coloured   ☐ Indian

☐ Other (specify) ……………………………………………………………………………………………

52. Please indicate your highest formal qualification:
☐ Matric certificate   ☐ Diploma   ☐ Postgraduate diploma   ☐ Bachelor degrees

☐ Honours degree   ☐ Master's degree ☐ Doctorate degree

☐ Other   (Please specify): ....

53. Kindly indicate the name of your highest qualification …………………………………………………..
54. How long have you been involved in the construction industry? …………………………………………
55. How long have you been working in this company? …………………………………………………………..
56. What is your current position in your work place? …………………………………………………………..
57. How long have you been in this position? ....
58. Do you have a mentee?
☐ Yes   ☐ No   ☐ Unsure

59. If yes, are you working in the same organisation with your mentee?
☐ Yes   ☐ No

60. If no, is your mentee working in the same industry you are working in?
☐ Yes   ☐ No

61. How long have you mentored your mentee? …………………………………………………………..
62. Kindly indicate the type of mentoring relationship you are involved in?
    Formal   ☐ Informal

63. Please indicate the gender of your mentee?
☐ Female ☐ Male

64. Please indicate the age of your mentee?
☐ Under 26 ☐ 26 - 30 ☐ 31 - 35 ☐ 36 - 40

☐ 41 - 45 ☐ 46 - 50 ☐ 51 – 55 ☐ 56 – 60

☐ 60 - 65 ☐ Over 66

65. Please indicate the race of your mentee:
☐ White ☐ Black ☐ Coloured ☐ Indian

☐ Other (specify) ……………………………………………………………………………

SECTION B: THE INFLUENCE OF PSYCHOSOCIAL MENTORING FUNCTION ON WOMEN'S CAREER

66. Kindly rate how the following **psychosocial mentoring functions** you are providing your mentee influences the success of your mentorship program from 1 representing not at all to 5 representing to a very large extent.

Statement	1	2	3	4	5
Acceptance and confirmation	**1**	**2**	**3**	**4**	**5**
I have encouraged my mentee to try new ways of conduct in her job	1	2	3	4	5
I have conveyed feelings of respect for my mentee as an individual and as an individual	1	2	3	4	5
I have asked my mentee for suggestions concerning problems I have encountered work at work	1	2	3	4	5
Role modelling	**1**	**2**	**3**	**4**	**5**
My mentee has tried to imitate my work behaviour	1	2	3	4	5
My mentee agrees with my attitudes and values regarding the industry	1	2	3	4	5
My mentee respects and admires me	1	2	3	4	5
My mentee will try to be like me when she reaches a similar position in her career	1	2	3	4	5
Counselling	**1**	**2**	**3**	**4**	**5**
I have demonstrated good listening skills in our conversations	1	2	3	4	5
I have discussed my mentee's questions or concerns regarding feelings of competence, commitment to advancement, relationships with peers and supervisors or work/ family conflicts	1	2	3	4	5
I have shared my personal experiences as an alternative perspective to my mentee's problems	1	2	3	4	5
I have encouraged my mentee to talk openly about anxiety and fears that detract her from work	1	2	3	4	5
I have conveyed empathy for the concerns, feelings and doubts my mentee has shared with me in strict confidence	1	2	3	4	5
I have kept feelings and doubts my mentee shared with me in strict confidence	1	2	3	4	5
Friendship	**1**	**2**	**3**	**4**	**5**
I have interacted with my mentee socially outside of work	1	2	3	4	5
I have invited my mentee to join me for lunch	1	2	3	4	5

SECTION C: THE INFLUENCE OF CAREER MENTORING FUNCTION ON WOMEN'S CAREER

67. Kindly rate how the following **career mentoring functions** you are providing your mentee influences the success of your mentorship program from 1 representing not at all to 5 representing to a very large extent.

Statement	1	2	3	4	5
Coaching	**1**	**2**	**3**	**4**	**5**
I have shared history of my career with my mentee	1	2	3	4	5
I have encouraged my mentee to prepare for advancement in her career	1	2	3	4	5
Protection	**1**	**2**	**3**	**4**	**5**
I have reduced unnecessary risks that could threaten the possibility of advancing in the industry or of receiving promotion for my mentee	1	2	3	4	5
I have helped my mentee finish assignments / tasks or meet deadlines that otherwise would have been difficult to complete	1	2	3	4	5
Exposure	**1**	**2**	**3**	**4**	**5**
I have helped my mentee to meet new colleagues	1	2	3	4	5
I have given my mentee assignments that increased written and personal contact with work administrators	1	2	3	4	5
I have assigned responsibilities to my mentee that have increased her contact with people in the district who may judge her potential for future advancement	1	2	3	4	5
Sponsoring	**1**	**2**	**3**	**4**	**5**
I have given my mentee assignments or tasks in her work that prepare her for a advancement	1	2	3	4	5
Providing challenging assignments/ task	**1**	**2**	**3**	**4**	**5**
I have given my mentee assignments or tasks that present opportunities to learn new skills	1	2	3	4	5
I have provided my mentee with support and feedback regarding her performance as an employee	1	2	3	4	5
I have suggested specific strategies to my mentee for achieving career goals	1	2	3	4	5
I have given my mentee feedback regarding my performance in her present job	1	2	3	4	5
I have suggested specific strategies to my mentee for accomplishing work objectives	1	2	3	4	5

SECTION D: THE ATTITUDE OF MENTOR TOWARDS THE MENTORSHIP OF WOMEN

68. Is your **attitude** influencing the mentorship of your mentee?
   ☐ Yes   ☐ No   ☐ Unsure

69. What is the **attitude** of your mentee towards the mentorship you are providing her?
   ☐ Positive   ☐ Negative   ☐ Unsure

70. Please rate your **attitude** towards your mentee where Not at all = 1, To a little extent = 2, To some extent =3, To a large extent = 4, To a very large extent = 5 in the following list:

Attitude list	1	2	3	4	5
Tolerant	1	2	3	4	5
Unbiased	1	2	3	4	5
Non stereotypical	1	2	3	4	5
Approachable	1	2	3	4	5
Non prejudiced	1	2	3	4	5
Friendly	1	2	3	4	5
Approachable	1	2	3	4	5
Patient	1	2	3	4	5
Other (specify) _____	1	2	3	4	5

SECTION E: THE INDICATORS OF SUCCESSFUL MENTORSHIP

Career development

- Promotion

71. Does your mentee deserve to be **promoted** in the work place?

☐ Yes   ☐ No   ☐ Unsure

72. When do you think your mentee will be promoted?

☐ In 6 months' time ☐ In 12 months' time ☐ In 3 years' time   ☐ In 5 year to come

- Performance

73. Kindly rate the **performance** of your mentee on the job within the last five years

☐ Higher achiever   ☐ Average achiever ☐ Lower achiever

- Earnings

74. Kindly indicate whether you think that the **earnings** of your mentee has improved (excluding yearly salary adjustment and union bargains) in the last five years

Item	Yes	No	Unsure
Salary increase			
Merit pay			
Bonus			
Cash award			

Entrepreneurial skills

75. Kindly rate the **entrepreneurial skills** your mentee has where Not at all = 1, To a little extent = 2, To some extent =3, To a large extent = 4, To a very large extent = 5 in the following list :

Statement	1	2	3	4	5
Technical Skills Items	1	2	3	4	5
Writing	1	2	3	4	5
Oral communication	1	2	3	4	5
Monitoring environment	1	2	3	4	5
Technical business management	1	2	3	4	5
Technology	1	2	3	4	5
Interpersonal	1	2	3	4	5
Listening	1	2	3	4	5
Ability to organize	1	2	3	4	5
Network building	1	2	3	4	5
Management style	1	2	3	4	5
Coaching	1	2	3	4	5
Being a team player	1	2	3	4	5
Business Management Skills	1	2	3	4	5
Planning and goal setting	1	2	3	4	5
Decision making	1	2	3	4	5
Human relations	1	2	3	4	5
Marketing finance	1	2	3	4	5
Accounting	1	2	3	4	5
Management	1	2	3	4	5
Control	1	2	3	4	5
Negotiation	1	2	3	4	5
Venture launch	1	2	3	4	5
Management growth	1	2	3	4	5
Personal Entrepreneurial Skills	1	2	3	4	5
Inner control / discipline	1	2	3	4	5
Risk taker	1	2	3	4	5
Innovative	1	2	3	4	5
Change oriented	1	2	3	4	5
Persistent	1	2	3	4	5
Visionary leader	1	2	3	4	5

Ability to manage change	1	2	3	4	5

76. If your mentee has a **business** do you think it is successful?

☐ Yes   ☐ No   ☐ Unsure

77. When do you think your mentee will be ready to have her own **business**?

☐ 0 – 2 years   ☐ 3 – 5 years   ☐ 6 – 10 years   ☐ After 10 years

Work tenure of women

78. If given the chance, will you motivate your mentee to continue working for the organisation she is working for in the next three years to come?

☐ Yes   ☐ No   ☐ Unsure

79. If no, kindly indicate the possible reasons your mentee will not be working in the organisation in three years to come?

☐ She has learned enough from the organisation, she needs to learn something new elsewhere

☐ She is not interested to work for the organisation

☐ She is not interested to work for the construction industry

☐ Construction industry is not a suitable industry for her to work in

☐ Other (please explain) …………………………………………………………………………..

80. If yes, kindly indicate the reason your mentee will be working in the organisation in three years to come?

☐ There is a lot that she still needs to learn from the organisation

☐ She is a great asset in the organisation

☐ Other (please explain) ………………………………………………………………………….

Gained Knowledge

81. Kindly rate the **knowledge** items from 1 representing not at all to 5 representing to a very large extent the knowledge you are providing to your mentee

Statements	1	2	3	4	5
Mastering tasks	**1**	**2**	**3**	**4**	**5**
My mentee master tasks that I give her.	1	2	3	4	5
My mentee is able to handle routine problems.	1	2	3	4	5
My mentee is able to obtain necessary information.	1	2	3	4	5
My mentee is able to handle resources.	1	2	3	4	5
Role Responsibility	**1**	**2**	**3**	**4**	**5**
My mentee knows how to act alone and seek approval.	1	2	3	4	5
My mentee understand what is expected of her beyond task performance.	1	2	3	4	5
My mentee understand what behaviour and demeanour are appropriate for her position she is in.	1	2	3	4	5
Group work	**1**	**2**	**3**	**4**	**5**
My mentee is able to relate and fit in with other colleagues.	1	2	3	4	5
My mentee understand social power and work role at work.	1	2	3	4	5
My mentee understand work group norms and values.	1	2	3	4	5
My mentee know about the organisation's mission.	1	2	3	4	5
Organisation politics, power, and value	**1**	**2**	**3**	**4**	**5**
My mentee know about the organisation's special languages.	1	2	3	4	5
My mentee know about the organisation's key legends.	1	2	3	4	5
My mentee know about the organisation's myths.	1	2	3	4	5
My mentee know about the organisation's mission stories.	1	2	3	4	5
My mentee know about the organisation's management's leadership.	1	2	3	4	5
My mentee know about the organisation's motivational style.	1	2	3	4	5

Increased Productivity

82. Kindly indicate how **productivity** your mentee is in the workplace by rating where Not at all = 1, To a little extent = 2, To some extent =3, To a large extent = 4, To a very large extent = 5 in the following statements:

Statement	1	2	3	4	5
My mentee is always present at work	1	2	3	4	5
My mentee benefited from trainings to improve her performance	1	2	3	4	5
My mentee sets deadlines to finish tasks so as to avoid backlogs	1	2	3	4	5
My mentee commit most of her time to work related activities (limited idle time)	1	2	3	4	5
My mentee arrives on time at work	1	2	3	4	5
My mentee does not dismiss early at work	1	2	3	4	5
My mentee file work orders correctly	1	2	3	4	5

Thank you