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Effectiveness of mentoring programs regarding employee job satisfaction

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EFFECTIVENESS OF MENTORING PROGRAMS
REGARDING EMPLOYEE JOB SATISFACTION

by

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Thesis submitted in fulfilment of the requirements for the

MTech: Human Resources Management Degree

in the faculty of BUSINESS

at the

CAPE PENINSULA UNIVERSITY OF TECHNOLOGY

Supervisor: Professor Andre Slabbert

Cape Town

21st November 2008

DECLARATION

I, Fudheni Shitemba, 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.

Signed

21st November 2008

Date

SYNOPSIS

Mentoring is an informal and flexible approach to leadership, supervision and professional development. It involves the mentor and protégé setting goals that are focused on the protégé's professional and personal development needs. Mentoring relationships can occur between a mentor and a protégé or a small group of protégés or it may involve peers who act as mentors for each other (Skinner, Roche, O'Connor, Pollard & Todd, 2005:2).

Mentoring programs are increasing rapidly in response to needs for new and innovative ways to develop people, allow them to grow in their jobs and the need for change. However, typical problem areas include expectations and objectives which may be misunderstood, and these are areas that are necessary to determine whether the mentoring program was effective or not. Due to the vague understanding of mentoring programs and their effectiveness, techniques and methods were reviewed and discussed to figure these out.

Mentors and protégés who were already on programs and those who had begun new programs were randomly selected to participate in this evaluation; the reason why these two groups were chosen is that there is a need to determine how the groups went about making their programs a success or not, since these groups were already on the program or starting out, and interest in a mentoring program was already existent. An attempt to motivate new groups would defeat the aim, since it could sabotage the aim of the research and end-results in several ways, for example, groups would require guidance to begin their programs. The groups were monitored over a five month period, and evaluated at the end of every four weeks in order to make sure that no information would be omitted at the end of the five months.

Furthermore, information from literature on mentoring was used in order to compare respondents' information that was gathered over the monitoring period. Participant groups were randomly chosen from the Karas region and from different industries and fields in order to obtain a good reading from different work environments; the work areas were chosen from seven companies. Each month had an area of interest, which was examined throughout the five months. Once questionnaires were completed and returned, data was examined to determine positive and negative impacts that mentoring relationships and approaches (within in the relationships), had on both parties and their styles of participation.

Participants were assessed six months after the fifth evaluation to determine the long term effect that mentoring had on participants, the mentor and protégé. A reason for this was that some participants might have grasped the knowledge and skills for a only a short period of time and then forget or ignore it, while others may have taken time to understand and implement the new knowledge, which would have given them time to absorb the information, knowledge and skills that were acquired.

The mentor, protégé, as well as the organization, should be clear on what they expect and want from mentoring, and should communicate thoroughly, while the program should be tailored to the needs of participants and the culture. The mentor should be trained, if necessary and evaluation and reviews methods should be established in order to ensure smooth running and, eventually, the effectiveness of the program.

Both employees and the organizations can benefit; employees can benefit through career development initiatives and find a sense of belonging and empowerment, while organizations can benefit as this helps the firm to communicate its values and behaviours, provide opportunities to expand networks and boost training efforts, as well as facilitate knowledge.

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GLOSSARY

Effective (ness) – producing intended result or making a strong or pleasing impression.

Mentoring – a one-on-one process of helping individuals to gain knowledge and develop their skills.

Mentor – a more experienced person (supervisor or manager) who mentors or guides the protégé in terms of acquiring knowledge, skills and/or behaviours.

Protégé – someone who should absorb the mentor's knowledge and who has an ambition to know what to do with this knowledge.

Coordinator – a third party who assists the mentor program's participants to operate a mentoring program.

Chapter 1

INTRODUCTION

It is generally accepted that most people achieve better levels of professional success if they have guidance and help from a mentor; someone with whom they can discuss their career plans, evaluate development options and achievements and work through issues. Several organizations, globally have successfully adopted mentoring in order to help selected employees to develop more effectively.

Organizations often set up or would like to set up mentoring programs because it has become a new and better method of employee development or because it has worked for other organizations that have established programs for their graduates and new employees, as a retention strategy to retain long serving employees and perhaps because other development methods have become costly (especially external methods), or because something different might help bring about changes which are needed in the organisation.

This study determines what is required (methods and strategies) in order to render mentoring programs effective or successful, while employees are on the job. This research work commenced with an interest in the emerging use of mentoring programs in Namibia. A major reason is growing interest by companies to use mentoring as a "learning" scheme or retention strategy. Another key reason is that it became clear in 2006 that mentoring had become overly discussed, used and misinterpreted.

The idea was to determine how organisations, protégés and coordinators planned and evaluated their mentoring programs in order to obtain the best results from them. A second area of interest concerned methods and strategies that organisations, mentors, protégés and coordinators established in order to operate successful mentoring programs, while on the job.

Mentors and protégés on existing programs and those beginning new programs served as respondents for this study. A systematic, random sample of 20 respondents, (10 groups comprising one mentor and one protégé) from the Karas region in Namibia, participated in the five month survey.

A caution when using surveys is that participants might give "ideal" answers rather than answers that reflect what actually transpired.

Questions for this survey were compiled so that they reduce the likelihood of the latter by being as behaviourally specific as possible.

It was particularly difficult to acquire additional information from respondents once questionnaires were distributed and if respondents had been interviewed, it would have been possible to pose additional or probing questions. Conversely, interviews would have been too long and time consuming with each group, which could have affected the study negatively, as respondents would have had less interest.

Based on the literature and other methods of data collection, it was clear that this method would have been, by far a more reliable one, even though it proved to have flaws. Not all respondents participated to the end of the program, which meant that less information regarding actual programs had become available. Conversely, more advice had become available and some questions were answered as to why programs might not work out as planned, owing to respondents who had left their programs.

This thesis comprises six chapters, other than an introduction; Chapter Two covers a literature review, which is divided into eight sections, and is concerned with evaluating other people's work, showing a relationship between different literature and how it relates to this research.

Chapter Three, the research methodology, focuses on discussions about ways in which data was gathered and used, while it gives further details about research strategy, including research methodologies that were adapted and introduces research instruments that were developed and utilised in pursuit of the goals.

Chapter Four, which deals with analysis and interpretation, focuses on results with reference to findings of the literature review.

Chapter Five, covers discussion and recommendations, and considers points of interest and factors that are necessary to make mentoring work, as discovered in Chapter Four. It also consists of recommendations that are made from the research findings.

Chapter Six, concludes the research and also sheds light on recommendations for future research.

Chapter 2

LITERATURE REVIEW

This chapter concerns a review of literature that is relevant to the research; this information justifies choice of the research question, as well as the theoretical and conceptual framework and methods. It establishes the importance of the topic and provides background information in order to understand the study.

Mentoring is not popular in Namibia (as is in other countries such as the United States of America) in terms of literature, but it is continuously discussed and attempted by several Namibian companies, as a form of development. Therefore, information in this chapter will not be directly related to Namibian companies; however, it will shed light on how to make mentoring programs effective, in general.

The review provides a historical overview of the theory, with special emphasis on literature that is specific to this thesis topic. It also serves to support the argument/proposition for this thesis by using evidence, which are derived from consultants and experts within the mentoring field.

This chapter is divided up into several sections, which provide a clearer understanding of roles and their importance and gives an understanding of other means and methods that may enable mentoring programs to be more successful.

2.1 Understanding mentoring

Mentoring is off-line help from one person to another in making meaningful transitions in knowledge, work and thinking.

"Off-line help", meaning it is not normally the job of a line manager. A mentor is usually more senior or experienced than the learner, but there are also cases of peer mentoring that work very successfully.

"Making meaningful transitions", meaning the mentor has a role to help the learner grasp the wider significance of whatever is happening. Mentoring is about one person helping another (Megginson and Clutterbuck, 1997).

The mentor and the protégé are generally in this type of relationship for their own benefit. The mentor should be willing to pass on information and share experiences, while the protégé should be willing to learn and acquire new knowledge and skills. However, it is not a teaching exercise, as the mentor and protégé normally work together so that the protégé can acquire knowledge and skills to perform a job and make the program a success. The mentor is a guide in several ways. Protégés should make themselves available and be willing to participate in various activities so that the program can progress and work out successfully.

Long-term dependence on one person is not necessarily supportive; protégés may become accustomed to having support and not perform as well without support, while protégés may also require exposure in several different areas, therefore, using more than one mentor may help them to gain knowledge and skills that they wish to acquire.

Mentoring is traditionally associated with a more experienced person guiding and passing on their knowledge and experience to others. This mentee could be following in their mentor's footsteps or using them as a role model. The modern twist to this is the "reverse mentoring process". This is a relationship where a younger person has experience that they have can share with the older generation – such as IT technology. Essentially, mentoring is about sharing knowledge and information (Stevens, 2005).

There are more and more young people taking up higher positions and can now also pass some knowledge on to older people or their peers. A core of mentoring is about sharing knowledge, skills and information, hence it does not necessarily mean that the protégé should be younger than the mentor.

There are several reasons why mentoring programs may be established within a working environment. Below is a list of work areas in which mentoring may be required:

- Graduate recruits, which is a common form of business mentoring; graduate induction's popularity stems from its efficacy to attract and keep a valuable human resource.
- Local citizens in developing countries, where the government is keen to promote its citizens to jobs that are currently held by ex-patriots.
- People about to take up major job challenges.

- Top management, since an increasing proportion of CEO's and directors seek help from mentors and these people tend to be outside the organisation.
- Helping mentally and physically handicapped people into employment or more challenging jobs.
- Supporting people who are starting small businesses by linking them with a big company mentor in order to acquire knowledge and skills to operate the business.

In this thesis, emphasis is on mentoring programs that take place within organisations or on the job. Several organisations begin mentoring programs and invest much money and effort into them; but do participants want to place time and effort into those programs to make them work?

If so, is the same kind of emphasis placed on evaluations? If anyone has a goal, it would be sensible to want to know what the results or outcomes are or might be.

The Growth Connection (2003) *expresses that the business world has adopted the tradition of an older and wiser person fostering the growth and development of the younger generation. This has sometimes resulted in perpetuation of old ways at the expense of diversity and development.* People learn from others, adopt modelled behaviours and attitudes and absorb the culture and perceived values of the organisation through their individual interactions with co-workers. However, older workers tend to stick to old ways of doing things and even though protégés acquire a great deal of skills and knowledge from older and more qualified workers, there may be no change and development that takes place in the way that things are done if that is required. The two should determine ways of transferring information while at the same time, improve or change strategies in order to ensure that there is change and development, so that there is a transfer of knowledge and information, as well as changes within the organisation.

Tabroon, Macaulay and Cook (1997:6), assert that *...one should be clear what they want out of mentoring, communicate thoroughly, carefully tailor the programme to the needs of the participants and the culture, train the mentor and set up evaluation and review methods. Most organizations are desperate to get a mentoring program running; judging by the above statement, the end result can be a failure if the right procedure and plans are not put into place.*

However, if plans are established, but the mentor and protégé do not make sufficient time to go through with the program, what effect would that have?

How about interest? How far would a protégé or a mentor go to complete a program that they are not interested in? Time and interest are both important factors. Mentoring can be costly and it becomes a waste of company's money and time when mentors and protégés do not make an effort to participate in an already established program. However, necessary resources and equipment should also be made available to participants in order to make operating the program much smoother.

Long-term dependence on one influential person might not be helpful; experience shows that effective mentoring relationships usually last for a relatively short time and protégés may obtain help from different mentors at different times of their careers. This can differ, however, when the organisation establishes mentoring programs for mentors and protégés.

In order to determine how a program progresses and what progress has been made, data or information should be collected and translated. Phillips-Jones (1998:1) agrees by saying: *...the planning/implementation group should collect at least some of the data internally; examples include: numbers of mentors and mentees, participants' satisfaction with training they received, their satisfaction with the mentoring as a whole, whether or not planned activities actually occurred. Participants can turn in reports on what they did together, what they learned, and suggestions for improvements.*

It is clear that mentoring has more than a few factors that make its outcomes effective. The right combination of factors mentioned above and several more, which are later discussed, should be applied to affect desired outcomes. Within different industries or companies, a different combination of factors may be used, since it depends on desired outcomes.

Mentoring effectiveness rests upon a number of assumptions, and some of these include: mentors will be committed to the program; mentors will be compatible with protégés; and mentors will be competent themselves in technical and interpersonal skills. Thus, formalizing mentoring by making it a compulsory aspect of staff development, will not automatically guarantee its immediate acceptance and adaptation (Ehrich and Hansford, 1999:93).

Mentoring should not be compulsory; it should be a voluntary activity, which employees choose to experience and with whom. This does not mean that the protégé should not be guided; it is imperative that the mentor and protégé work together to meet objectives, which

means that both parties should be interested in the “subject” or goals at hand. If employees or participants are placed together, they may share different views and interests and which can make it difficult for them to participate in the program. This also does not mean that protégés and mentors should not be grouped by coordinators, managers or supervisors, but that they should be able to express opinions regarding the grouping process.

Mentoring can be an effective approach to raising self awareness across the organization, however it does rely on having mentors who are mature and self aware themselves, which will ensure that mentors clearly understand their role, publishing the organization's mentors and training people on how and when to use mentors.

Participants in mentoring programs would most likely have different views on what is expected of them. This has to be cleared as it can cause confusion and misunderstanding. Training can be provided for participants and discussions regarding their expectations of the program, can be channelled. A reason for each participant's involvement with mentoring should be made clear and perhaps it can also be aligned with mentoring goals and expectations.

There are challenges posed by designing and implementing mentoring programs when program coordinators, managers and participants hold different assumptions about what mentoring is and what career development is. It aims to create an awareness of the inherent conflicts between the old and the new definitions of careers when implementing mentoring programs (Poulsen, 2006:252).

Meyer and Mabaso (2004:5) explain that: *...in most organizations the implementation of mentoring is much like employment equity and skills development, not a natural process. Barriers within the business such as the current systems, methods and processes may impend the implementation of professional mentoring practices and principles.*

Few mentors will deny the fact that they have to manage change in order to be an effective mentor. It does not matter how potentially successful a new product, process, system or procedure is, if the overall management of the change intervention is not effectively managed, the desired results of the mentoring programme will not be achieved.

Mentoring has become quite fashionable as part of change management but often it is not well understood or used effectively. When a mentoring program is established, it is essential from the start to determine what changes should be made in order to render the program a success. The change strategy should then be integrated into the mentoring program so that desired outcomes are achieved successfully.

Good mentors are hard to find and they are best sourced from within the organization. At times, for specific projects or programmes, it may be appropriate to use a third party mentor for the team. However, for the most part, mentors should be part of the organization although it may be beneficial to provide mentors with a third party person who specializes in mentoring, while an internal mentor knows the organization and its culture. All mentors will have a “day job” so the mentoring is in addition to their daily workload. The mentoring role should be recognized and perhaps rewarded as well (when done well), since it can demand a significant amount of time, energy, priority and attention.

2.1.1 Formal mentoring programs

The relationship is facilitated and supported by the organization and is connected to a strategic business objective. The degree of structure varies from one organization to another but the organization makes tools available to participants in order to facilitate creation and maintenance of the relationship: program coordinator, orientation session for participants, pool of mentors, protégés, and so on.

This form of mentoring is more challenging to set up and implement, but employees who need and/or want to grow believe that questions are expected, therefore, the more questions are asked, the more will be revealed.

2.1.2 Informal mentoring programs

Mentoring can be a relationship that is created spontaneously or informally without any assistance from the organization or a third party. The relationship may simply happen, or it can be initiated by special interest, which is taken in the protégé by the mentor. An initiative for the relationship can be taken by a protégé who approaches a mentor and explains their intentions for the program.

Most mentoring relationships are informal and develop on the basis of mutual identification and fulfilment of career needs. Because there are low expectations from a greater support group, it makes informal mentoring "easier to do", but it can be less effective.

Summarily, mentoring means learning from others, and not necessarily someone older, but a more experienced person, adopting formed behaviours and attitudes and absorbing the

culture and perceived values of the organisation through personal interactions with co-workers.

The mentor and the protégé are generally in this type of relationship for their own benefit; the mentor is normally willing to pass on information and share experiences, while the protégé should be willing to learn and acquire new knowledge and skills. However, it is not a teaching exercise, as the mentor and protégé generally work together to make the program a success. From information gathered, it is clear that mentoring has more than a few factors that make its outcomes effective. The right combinations of factors discussed above and in the next chapters, should be applied to render desired outcomes. In different industries or companies, a different combination of factors may be used, but it all depends on desired outcomes.

2.2 Negative means of mentoring

Ehrich and Hansford (1999:101) discuss what they see as potential challenges or negative aspects of mentoring; *...the implementation of mentoring programs when there are few opportunities for advancement within the organization, this situation can lead to frustration for the protégés.* In order to eliminate all uncertainty among participants, outcomes, opportunities and consequences should be discussed at the start of the program in order to guarantee that all participants do not expect something that will not materialize.

Mentoring can fail when there is a lack of management vision and commitment towards mentoring; this is usually characterized by ineffective leadership or lip service to mentoring. These organizations claim that "our people are our greatest asset", but they do not commit the necessary resources to make mentoring work. Both the mentor and protégé should commit themselves to the program if they plan to progress, since it can also break the other individual's drive and passion if there is a lack of commitment from any side. Commitment is vital for program's progress and ultimate success.

There is a risk in allowing a mentoring program to proceed when complete organizational commitment for the program does not exist. Organizations that have encountered difficulties in attempting to coordinate existing ongoing training or human resource programs with new mentoring programs, should rethink their strategy. They should determine where the fault lies and establish changes that can be implemented in order for improvements to be made on existing training programs and perhaps other developmental programs as well.

There is potential difficulty to convince management to implement a mentoring program when there is a relative lack of hard data that justifies the effectiveness of such programs.

Sometimes management expects mentors to implement mentoring practices, but they do not provide the necessary resources for them to do so. How many companies claim that they do not get enough qualified employees from designated groups? Perhaps a more pertinent question is to ask them what they have done to develop their own staff.

A second scenario is when management is committed to mentoring, but the mentors themselves are not committed. This happens when mentors do not have the objectives of the mentoring programme at heart, or when they become involved in the mentoring process for their own personal objectives, such as paying lip service to diversity and transformation in order to protect their jobs.

A third problem presents itself when the mentees themselves do not show commitment towards the mentoring programme. This happens when there is a lack of employee buy-in the mentoring programme due to a low level of trust in mentors and the management of the organization. Sometimes mentees view mentoring as a right, while they fail to see their responsibility to make mentoring work. They typically expect it from the mentor to do almost everything for them, and when they do not perform they will blame the mentor or the organization for their under-performance (Meyer and Mabaso, 2004:11).

Organizational commitment is necessary, as employees are often afraid to make suggestions about development first, since managers may see training as time consuming and costly for the organization or not necessary at that point. Therefore, organizations or coordinators should be willing to recommend and implement mentoring programs in cases where they do not already exist.

All participants should be involved, motivated and committed so that the program works to everybody's benefit.

Table 2.1 Drawbacks of mentoring programs

ORGANISATION	MENTOR/PROTEGEE	MENTOR
Lack of organizational support	Neglect of core job	Lack of time
Creation of a climate of dependency	Negative experience	Lack of perceived benefits
Difficulties in coordinating programs with organizational initiatives	Unrealistic experiences	Lack of skills needed for the mentoring role
	Over dependence on the mentoring relationship	Pressure to take on mentoring role
Costs and resources associated with overseeing and administering programs	Role conflicts between boss and mentor	Resentment of protégée

(Adapted from Ehrich and Hansford, 1999:102)

Other negative factors concerned with mentoring are; the possible creation of a structure built around favoritism, the resentment that may arise among nonparticipants, the unrealistic promotional expectations, the over dependence on the mentor, whether the protégée has the correct and Jacobi gender issues and the lack of a sound theoretical base for programs (Ehrich and Hansford, 1999: 101).

There is an expectation amongst participants when they participate in mentoring programs; in order not to create a negative attitude around mentoring, expectations should be clarified before the program progresses.

These expectations can be anything regarding work improvements, for example, promotions and salary increases. A reason for the program might have been to improve certain ways of doing things within the organization and expectations that new ideas/improvement methods would be generated from that mentoring program through discussions and other activities.

Ideally, the facilitator/coordinator, protégé and mentor know what to expect from the program; discussions should take place prior to and during the program, so that there is always a clear understanding of what is required from all parties.

According to Sherman, Voight, Tibbetts, Dobbins, Evans and Weidler (2000:9): *mentoring will have the greatest chances of success when there is strong leadership, there is a climate of*

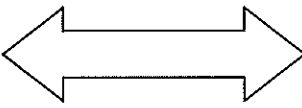
trust between administrators and instructors, resources exist to initiate and sustain mentoring and physical space, schedules, and staff assignments allow for mentor/protégée collaboration. The factors mentioned above are not the only factors that will determine effectiveness of a program though it is vital to note some of these in order to align them with the desired goals of the program.

The biggest mistake is not collecting any evaluation data. Probably the second is generalizing too much from a small number of data points. One can also make mistakes in selecting of respondents, wording of questions, interpretations of answers, and conclusions drawn from the data. The sooner evaluations for a program are thought out, the better. Ideally, designing the evaluation is one of the earliest tasks (Phillip-Jones, 1998:2).

If the coordinator knows what is required from a program, it is easy to establish an evaluation from the beginning. Otherwise, one should determine an evaluation by means of what they would expect from the program/relationship.

The coordinator or participants should determine what they would like the outcomes to be and how they will achieve these outcomes so that they can determine how they will evaluate their program.

Table 2.2 Mentoring information flow chart: Keeping confidences

The Protégé		The Mentor
Has a concern that the Mentor-Protégé interaction remains confidential, and an interest in improving areas identified in his/her own performance evaluations.		Has a concern to maintain the protégé's trust by keeping discussions confidential and a desire to support the supervisor and the protégé in work on weaknesses identified in the protégé's performance evaluations.
Two way dialogue is fine between protégé and supervisor.	Two way dialogue is fine between protégé and mentor.	This dialogue should remain ONE WAY. The supervisor can give information to the mentor. The mentor cannot discuss the mentoring pair's work with the supervisor.
THE SUPERVISOR		
Has a concern that the mentor-protégé discussion remain confidential so risk-taking and growth will occur, and a desire to enlist the mentor in support of the protégé for work on weaknesses identified in the protégé's performance evaluations.		

(Adapted from Sweeny, 2003:2)

Whenever a conversation (like the one described above) between a mentor and a supervisor occurs, this "information Flow Chart" should guide their interaction.

Mentors should be trained so that they can easily respond:

1. "Thanks for your interest in our mentoring; I know you support what we are doing."
(**Affirm** the positive motivation.)
2. "I am concerned about the confidential nature of mentoring and keeping an environment where my protégé will take risks with me and try new methods." (Give "**I messages**", since that is what you are feeling.)
3. "if you would like to explore how the mentoring is going, why don't we sit down together with the protégé and discuss it?" (Offer a workable **solution**).

When this three-step model is used, major problems can be avoided, supervisors can be "kept in the loop", and mentoring relationships will be protected (Sweeny, 2003:2-3).

Several organizations have implemented mentoring programs over the past few years, but there is no definitive group of factors that work for each mentoring program. Therefore, objectives, purposes and expected outcomes, should be clearly defined in order to work suitably towards reaping desired benefits and to have an effective program.

Summarily, there is an expectation amongst participants when they participate in mentoring programs; in order not to create a negative attitude around mentoring, expectations should be cleared before the program progresses.

Mentoring will or can fail when there is a lack of commitment towards mentoring from all parties involved. Therefore, all parties should discuss their expectations so that goals can be established for the benefit of all parties; this will also be of assistance when establishing an evaluation strategy for the program.

It might also be wise to obtain a third party (coordinator) to facilitate the program; someone who is an expert on the subject or who has experience with mentoring. The third party will be an objective helping hand, but the real work should still be done by the mentor and protégé.

The time frame for completing the program would depend on the goals and the time that it would take to complete those goals.

2.3 Constructive means of mentoring

An effective mentoring program should include at least the following: a working definition of mentoring that is specific and organizationally approved, some form of training for both mentors and protégés and to ensure that mentoring relationships remain satisfactory for both parties. This is to ensure that participants are committed to the program and that they know what is expected of them at all times.

Mentoring can support career development initiatives, help the firm to communicate its values and behaviours, enhance staff recruitment and retention, provide employees with a sense of belonging, communicate and foster a more inclusive environment, provide opportunities to expand networks, increase employees' sense of empowerment, boost a person's sense of job satisfaction and personal effectiveness, improve decision-making skills, augment training efforts and facilitate knowledge transfer (Human Resources Management International Digest, 2002:31).

There are countless ways in which mentoring can benefit all parties that are involved in the program. However, each party should place effort into the program in order to make it work in their favour. For example, an organization should be able to provide the mentor and protégé with the necessary resources so that they can transfer and receive information, knowledge and skills effectively, where such resources are required for the transfer of information.

Like all other organizational development methods, mentoring should also be implemented in a carefully planned and professional approach in terms of both the process and content of the method. The planning phase is crucial, as at that point, one can already start to determine what the outcome should be and how it can be achieved. During the planning phase, participants should set goals and these should be SMART orientated (specific, measurable, attainable, realistic and time bound).

An integrated system of mentoring means that a mentoring program does not stand on its own, but is sufficiently integrated into other business functions and systems such as human resources planning, career management, succession planning, training and development, accelerated development, performance management, employment equity, organization development transformation and leadership development.

If mentoring is well integrated with other human resources and organization systems as indicated above, then the chances are greater that mentoring will be a success. It could also include a recognition system for both parties. Effective support systems such as manager/supervisor support and mentoring coordinators are also required (Meyer and Mabaso, 2004:9).

There should be a reason for participating in the mentoring program, as well as expected outcomes which should both be communicated to all parties. Using the above strategy before or during mentoring would be advisable, as the program is not isolated and it can be aligned with other company interventions.

Mentors and protégés should know that there is a benefit for them, as that can be a motivating factor. If employees are not already interested in mentoring, they should be motivated to take part; the same applies to those who show some kind of interest in taking part, so that they may understand the program and its benefits. In terms of developing the workforce, if the program is set out appropriately and proves to be beneficial to the protégé, it would benefit the organization by way of employee retention, while employees also use their knowledge within the organization, which, in turn, accounts for a good investment for the organization.

Table 2.3 Benefits of mentoring programs

PROTÉGÉE	MENTOR	ORGANIZATION
Career advancement	Personal fulfillment	Development of managers
Personal support	Assistance with projects	Increased commitment to the organization
Learning and development	Financial rewards	Cost effectiveness
Increased confidence	Increased confidence	Improved organizational communication
Assistance and feedback	Revitalised interest in work	

(Adapted from Ehrich and Hansford, 1999:97)

All three parties can benefit from these types of programs, but an understanding of expectations, goals, outcomes and rewards should be made clear to all parties (notwithstanding other aspects that may be critical for the program's success). In this way, all parties work towards the same goal without expecting too much or having any ambitions. Goals will not be reached when there is a vague understanding of what is expected from each participant and how they are expected to reach those goals, which should also be clarified.

Summarily, some form of training should be provided for participants, so that the mentor understands his/her role and performs it well and the protégé understands what his/her role is, which can create a conducive environment to work in and a relationship that will most likely remain satisfactory for both parties.

This also enables participants to remain committed to the program; however, the organization should also remain committed. If the organization's leaders or coordinators seem uninterested in the program, this could also hinder the mentor and protégé's focus.

Careful planning and a professional approach should be adopted and utilized when implementing the program. The program need not be an isolated intervention as this can drive it away from all other organizational changes and developments.

Finally, these plans, goals and integrations will reflect in the outcome; that is, if expectations are clearly defined and illustrated for all the participants to see and understand.

2.4 The mentoring relationship

...“Before approaching a potential mentor, you need to identify what you hope to gain from a mentoring relationship and what type of a mentor is best for helping you meet your objectives. Start by identifying your short-term career goals. Where do you see yourself in the next year or two? What knowledge, skills, and abilities do you need to get there? What key experiences could a mentor provide that would benefit you most?” (Phillips-Jones, 2002:1).

Mentoring relationships may range from focusing exclusively on the protégé’s job functions to being a close friend and can become one of the most important relationships in the protégé’s life.

Likewise, Fracaro (2002) states that *mentoring is a management tool used to guide and develop an employees’ career. Three essential elements required to conduct a successful mentoring effort are a skilful mentor to guide an employee, high-performing employee capable of career advancement and the execution of a five-step mentoring process.*

There are two major types of mentoring relationships, namely formal mentoring, which is normally operated by an organization through a coordinator and informal mentoring, which begins spontaneously within the workplace. Most mentoring relationships are informal and develop on the basis of mutual identification and fulfilment of career needs.

Any relationship develops during initiation and nurturing stages. At the starting phase, the mentor and protégé meet and first begin to get to know one another. The real learning occurs during the nurturing stage, where the mentor helps the protégé to grow and develop, which is what mentoring is all about.

The separation stage is typically reached once the peak of the relationship is reached or when the program’s goals have been accomplished and the relationship may terminate because the parties no longer need one another. Upon separation, the parties of the relationship may redefine their relationship as a peer relationship and learning can still continue, but on a less formal level or it can remain terminated entirely.

Providing a structure for the relationship or carrying out defined activities can be helpful to both mentor and mentee, but what is most important is that there is regular contact taking place in an atmosphere of trust. This builds a positive experience for the mentee of a relationship which delivers within a framework. Defining a scheme by a predetermined result

may mitigate against achieving that result and may make a scheme seem unsuccessful when, from the perspective of the mentee, it may have achieved a good outcome (Stressed Out and Struggling, 2006:13).

A common mistake, which can be overlooked, is that the mentor and protégé do not always fully consider what they may gain from the relationship. The two parties should also be aware of the dangers of having mismatched expectations and/or idealistic approaches about mentoring. For example, the mentor may consider mentoring as a doctor/patient relationship, where the doctor examines the patient and tries to diagnose the patient correctly; hence the protégé sees it as a meeting of equal minds.

Mentors should be visible and accessible within the organization (when mentoring programs are formal) because people often want a mentor but have no idea how to get one, therefore they end up using people that they know and respect as mentors, but these mentors may not be trained so the quality and effectiveness of the mentoring can be doubtful or unknown.

Also, a mentor does not have to be senior to the person that they mentor, since peers can mentor one another and this type of mentoring should also be recognized, as long as the mentor is more experienced and knowledgeable. An experienced peer can have the same effect as an older and experienced individual, therefore, the knowledge and skills that are transferred will still be tolerable.

If the protégé has to find his/her own mentor, it could mean that the program will be informal (unless there is a coordinator who encourages this), and that such a program would have no evaluation strategy in place. A downfall to mentoring without an evaluation strategy is that when the two parties reach the end, they might not know what has been achieved or what progress was made and how their efforts can influence the way forward and their career path.

Mentors may need to be trained in how to mentor; especially if they are mentoring for the first time and they can even have their own mentors too (a third party or the coordinator). This may be a person that they can talk to who is a specialist in mentoring and can help them provide the best counsel and guidance to people that they are mentoring.

In the same manner, Sherman, Voight, Tibbetts, Dobbins, Evans and Weidler (2000:7-8), agree by saying: *...while mentoring will not look the same across all programs, there are*

some underlying principles of quality mentoring that provide the foundation around which effective mentoring systems are built. They are:

- *Program support and commitment to the mentoring process.*
- *Careful selection of qualified mentors, and processes to match mentors and protégés.*
- *Professional development for mentors.*
- *Mentoring content based on recognized adult basic education instructional skills and knowledge, and content and strategies individualized to the needs of protégés.*
- *Evaluation systems to foster continuous improvement.*

Programs have flexibility in how they implement these principles.

People often do not understand what a mentor should do. A mentor is not merely someone that should handle complaints. A mentor is there to listen, and should provide counsel and advice to help a person improve awareness, knowledge and skills.

Trust is a critical aspect of mentoring; trust between people takes time to build though. In order to make the mentoring relationship effective, people should understand what the mentor can do for them, when to use the mentor, how they can make the mentoring relationship effective for them, what to do if the mentoring relationship does not work for them and understand that it takes time to build an effective mentoring relationship.

In a relationship where the quality of development is high, both parties learn from one another, with the protégé progressing toward higher levels of understanding, expertise, and career advancement.

Both parties should work on the relationship in order to bring it to an expected or desired level. Successful mentoring relationships rate high on both factors; high affiliation with little development may be enjoyable but produce little professional growth. High development with little affiliation can be seen as tutoring and not mentoring.

Mentoring relationships/programs are powerful tools to assist new employees to network, to increase organizational commitment and to reduce unwanted labour turnover. Mentoring relationships can promote innovation and revitalize mentors who have reached career highs. Mentors can assist the protégé to determine a career path that is both favourable and ideal for the protégé.

Mentoring relationships may also be useful in mergers and in international organizations because parties in the relationship may share different sights and perspectives regarding organizations and cultures.

A good mentoring relationship is more of a partnership in which both parties learn. Mentoring schemes should address what effect the knowledge of its time-limitedness can have on the depth of content, which is brought in or explored within the relationship between mentor and protégé.

While the mentor may bring more experience and insight, the mentor usually benefits from the ideas and aspirations of the protégé. The mentoring relationship, like any other relationship has a reason for existing and that reason should remain and be discussed to ensure that all participants understand it clearly.

A number of different research studies indicate that mentored individuals have higher levels of mobility on the job, recognition, promotion and compensation. Also, employees who have mentors report higher levels of learning on the job than those without mentors. Additionally, research indicates that employees with positive mentoring experiences typically feel higher levels of pay satisfaction, career satisfaction and organizational commitment.

In recognition of the benefits of mentoring relationships, several organizations attempt to duplicate informal mentoring relationships by creating formal mentoring programs. A key difference between formal and informal mentoring relationships is that informal relationships develop spontaneously, whereas formal mentoring relationships develop with organizational assistance.

A second distinction is that formal relationships are usually of a much shorter duration than informal relationships; formal relationships are usually contracted to last less than a year or beyond a year or to last until goals have been achieved.

The relationship should be;

- i. **Collaborative** – working on a shared agenda;
- ii. **Expectant of growth** and learning from each other;
- iii. **Mutually supportive** and caring, reciprocal in acceptance;
- iv. Based on a belief that it is worth making time to **cultivate and maintain the relationship**;
- v. **Positive, openness to learning**, each **respecting** the dignity of the other;
- vi. **Goal oriented** and problem solving focused, checking assumptions;
- vii. **Confidential**, promoting a low-risk climate for trying new ideas and risking mistakes for the sake of learning;

- viii. **Developmental**, evolving and changing over time as the protégé grows professionally;
- ix. **Open to assistance from other colleagues outside of the mentor-protégé pair;**
- x. **Professional**, oriented to continually **improving the practice of teaching and learning** of students; and
- xi. **Reflective**, self-assessing, analyzing and evaluating (Sweeny, 2003).

Location is an important factor during mentoring programs, especially if mentors and protégés should find time together for joint observations, planning, feedback, conferences, and so on. However, within multisided organizations, mentors may be matched with protégés from different sites.

Mentors and protégés that are not physically located at the same site should rely on email and telephone communication to maintain ongoing contact in order to prevent distance from limiting the effectiveness of the mentoring program.

Table 2.4 Advantages and disadvantages of using mentors at same or different sites

	Same Sites	Different Sites
Advantages	Selecting mentors from the same sites as protégés may facilitate new instructors' integration into the organization. It may also increase availability of mentors to observe, converse with, and provide resources to protégés.	If mentors are selected from different sites, there may be an increased likelihood of finding mentors able to meet specific needs of protégés. It may also be more likely that mentors will provide different perspectives and link protégés to a range of new people and resources.
Disadvantages	When mentors and protégés are at the same site, mentoring may not be as much of a priority as other program activities and/or mentors may be called upon for other tasks.	The distance between mentor's and protégé's sites may limit interaction.

(Adapted from Sherman, Voight, Tibbetts, Dobbins, Evans and Weidler, 2000:23)

A common way to match a protégé with a mentor is to look for an individual who is most suitable and qualified to help the protégé achieve their desired goals. Prospective protégés can be asked to identify goals that they want to achieve and then to select mentors. They would most likely choose someone who appears to have expertise that match the content of

these goals. It is only when someone is unclear of what their goals are, that they would select a mentor who is a leader, but who is not directly able to help them achieve their goals.

Although the most frequently used mentor/protégé ratio is one-to-one, some programs may use one mentor to multiple protégés due to the limited availability of staff to serve as mentors. One mentor may work with multiple protégés on an individual basis. Alternatively protégés might be mentored as a small group (Sherman, Voight, Tibbetts, Dobbins, Evans and Weidler, 2000:24).

Although attention may be spread for this type of mentoring, more ideas can be generated and more knowledge and skills can be shared in terms of learning and contributing to change within the organization.

It is wise to pair protégés with mentors who can and want to help them reach their learning goals, as opposed to someone with different views on the goals. Having “chemistry” between mentors and protégés, would advantageous.

Coordinators should be honest with protégés and mentors about the time and energy required for a successful mentoring relationship or program. A program that commands relationships or that is limited to certain employees (such as new employees only), should not be developed, since this discourages employees within the organization to take part in company initiatives and would affect employees’ confidence in management.

Establishing clear learning outcomes for the relationship early on has a direct effect on the program’s ultimate success. Also, coordinators can provide training and coaching related to building trust, as well as communicating and defining roles and responsibilities of both partners. The relationship will not advance and grow if it is not based on a solid foundation. However, both parties should be interested and committed to the cause.

Successful mentoring relationships are nurtured and planned; therefore, coordinators (if a third party is used) should encourage mentoring partners to meet face-to-face and use other means of communication, such as the telephone or email at least once a month.

It might also help for mentoring partners to plan at least one event outside of the office during their mentoring relationship or program, attend a strategy meeting, watch a presentation, attend a work related activity (an interview if parties are in HR), which all depend on the area of work and the type of relationship.

Alternatively, mentoring can be counted in the time that is pre-arranged for professional development; and these mentoring activities should be allowed to count towards the time already scheduled for professional development activities. This can also be done by scheduling meetings during regular working hours.

Both the mentor and protégé's work schedules should be considered to determine whether time during the normal workweek can be spent on meetings among participants in the mentoring process; in this way they will also be involved in decisions about their mentoring programs. When both parties have a say in the activities, they are likely to feel more motivated to participate and to attend their sessions or meetings.

Progress should be recorded to provide an indication of what should be done by the next review period; this can be done by regularly scheduling meetings that last at least an hour, as the first few minutes in meetings are generally used to catch up on work and duties performed.

Meeting frequency may require fine-tuning, but monthly meetings are recommended and bi-weekly meetings are more useful during new mentoring relationships.

Both parties will be more open to talking about goals that they wish to attain and also to express why they aim for those goals, when a relationship of trust and confidentiality has been established.

When setting goals for the program, the following things should be taken into account: goals should be realistic – if it is too difficult, it will or can lead to frustration and defeat. Be challenging – if it is too easy, there is little incentive to achieve it and little reward to obtain it. Have a deadline – or there may be a tendency to put off completing it. Be specific – so that you know what it is you want to do. Be obtainable – so that you know when you have achieved it.

A successful mentoring relationship can consist of several characteristics and these are but a few that are recognisable; both the mentor and the protégé are open to change; both are willing to explore potential and are willing to help and learn from one another; and both have made a commitment to advance the professional development of the protégé, which is one of the most common reasons why protégés enter mentoring. The relationship should be a healthy one from which both individuals gain personal and professional satisfaction.

The protégé recognises the mentor's effect on their professional development. The relationship evolves and changes with time as the needs of the protégé and mentor change and may end when that suits the needs of the pair.

Knowledge can best be acquired from experience with solving problems rather than practising skills or learning isolated bits of knowledge. This is not to say that the knowledge and skills that are acquired, should not be put into practice; however, one needs to acquire the knowledge and skills first and then put them into practice.

Table 2.5 Relationship between adult learning and mentoring

Adult learning and mentoring	
Adult learners	Mentors
Are self-directed, learn experientially, and approach learning as problem solving.	Facilitate learning by encouraging protégés to build their own knowledge while providing resources and other support. They support protégés in working through problems.
Bring to the learning environment a wide range of experiences that have become part of their knowledge base and the way they think about things.	Work with protégés, building new information upon the foundation of past experiences and previous knowledge.
Believe that learning must be of value and relevant to their work.	Focus on what is important to protégés work environment to help protégés improve practices.
Are goal orientated.	Help protégés set out goals and learning objectives from the outset. Together, mentors and protégés assess the process protégés make towards meeting those goals.
Have different ways of learning (for example, visual, auditory, kinaesthetic).	Use a variety of strategies (for example, observations, portfolios, journals, videotapes) in the mentoring process.

(Adapted from Sherman, Voight, Tibbetts, Dobbins, Evans and Weidler, 2000; 5)

Programs should provide rewards and recognition for the important work done by the mentors and protégés. In addition, it is common for mentor coordinators to contact participants frequently to discuss their experiences with mentoring. Recognition for mentoring participants can be provided by hosting luncheons or ceremonies at the conclusion of the formal mentoring process (Sherman, Voight, Tibbetts, Dobbins, Evans and Weidler, 2000:14)

Several mentors receive motivation and incentives as part of their daily family life or within their working environment. They may also be financially capable of providing incentives or valuable rewards to the protégé as a way of additional praise for accomplishments or advancements that are made by the protégé. However, incentives are only most effective when they relate to a specific accomplishment; if they have a time frame attached, are consistent with program goals and conform to the protégé's lifestyle.

Protégés should not be awarded for simply getting something done if it was not planned to be awarded; the protégé may sway off-track and start to do tasks for the incentives and not necessarily to gain knowledge and skills from tasks that are performed.

What happens in a mentoring relationship can have an intense and lasting impact on all parties. Therefore, the process of facilitating effective learning relationships, through mentoring, challenges individuals to think about what they might become (career path).

Mentoring develops new leaders, models professionalism and encourages growth, hence everyone involved, namely the mentor, protégé and organisation, as a whole, can benefit from the mentoring program; thus mentoring program success should not necessarily be based on incentives that are received.

Summarily, no single characteristic mentioned above is known to be responsible for the positive outcomes reported in any mentoring relationship. Yet, in this review, several factors emerged to help clarify strategies for effective mentoring programs.

Successful mentoring relationships, for example, should foster the formation of strong bonds between mentor and protégé. Also, program implementation should be monitored and, as suggested by the above readings, mentoring programs should match the protégés' needs with an appropriate level of expense and involvement.

As a final comment, no mentoring program is perfect, since a mentoring program is like any other company development program because it is dependant on the human aspect, where mistakes are bound to be made.

The success metrics of a mentoring relationship or program should measure the learning experience of all involved and long-term improvement in employee performance, skills development and/or employee retention.

2.5 Role of the organisation and coordinator

For the employer, a mentoring program speeds up a new employee's understanding and perspective of the organization. For existing employees, it provides a better understanding and more knowledge and skills that are required for the protégé's career route.

The effort to connect people stimulates staff loyalty, since lines of communication are opened up and people watch out for each other's wellbeing. A mentoring program protects the organization's investment in the new hire and directly affects employee retention.

Often an organization has good intentions with their mentoring programs, however, owing to a lack of planning, the process might not be implemented effectively.

Sometimes there is unclear responsibility when managers and employees are not sure of their particular responsibilities to implement mentoring. There could also be a lack of understanding of the scope, content, and process of the mentoring intervention.

Mentoring can be a policy adopted by a company or it can be a voluntary effort. As a company policy, it focuses on new employees and career development rather than personal skills.

Voluntary mentoring is more powerful because it relies on self-motivation and depends upon managers to be able to identify and develop talented people for career advancement. It is important to choose a person who can lead a successful mentoring effort (Fracaro, 2002).

Therefore, organisations should only develop mentoring programs if and when there are solid business reasons, for example, speed up development of future leaders or to share organizational knowledge.

One way is to have a look at the organisation's employee retention rates, the percentage of senior managers who will reach retirement in the next five to 10 years, current bench strength and development objectives. These factors, and perhaps others, can help to determine what kind of developmental program would be most beneficial, instead of choosing mentoring programs, which may not apply to the problem.

Organisations should see the importance of mentoring programs within their industry, instead of developing programs simply because they are popular. Planning and taking time to do so is important and necessary as mentoring is time consuming and can be extremely expensive.

Assessing whether mentoring is an appropriate professional development strategy is a crucial first step in the program development. Important issues to consider are;

- *Need – is a mentoring program required?*
- *Cultural consistency – is a mentoring program consistent with the workplace culture?*
- *Resource availability – are the necessary resources available to implement a mentoring program? (Skinner, Roche, O'Connor, Pollard & Todd, 2005:8).*

Successful mentoring initiatives require obvious support and involvement from the highest levels of the organization; this will help to build motivation amongst employees.

Mentoring programs should be developed when senior leadership in the company support it and because mentoring supports the company's values and goals; as stated earlier, there are other types of development programs or methods that can align with the organisation's goals and values, which could be more beneficial than mentoring.

Importantly, long-term goals should be set that will help the company grow such as making the organization a better place to work, increasing productivity and making people understand concepts of managing their careers, connecting people, increasing diversity and building trust and communication.

There can also be a dedicated point person or a mentoring coordinator to monitor progress between group meetings. The mentoring coordinator should manage the marketing plan, coach and train mentoring partners, see that the program is evaluated and make continuous improvements to the program. This is normally only when the organisation uses an external or third party or when the program is formal.

It would also be good to champion the program so that all those who are interested, may become involved and then also evaluate the program's progress, as required.

The following can be used in support the above statement: *...In addition to finding qualified mentors, programs need someone to organise and coordinate mentoring activities. This individual is responsible for;*

- *Facilitating training and follow-up support for mentors;*
- *Communicating with mentors and protégés throughout the mentoring process;*
- *Addressing issues as they arise and*
- *Providing mentors with resource materials and information to help them improve their mentoring skills.*

Coordinators must be supportive and flexible, recognizing the time limitations of adult education staff. The mentor coordinator could be an individual from outside the program, but in most cases, he or she is from the same program as the mentoring participants, although not necessarily from the same site. Mentor coordinators with good supervisory and organisational skills may be experienced teachers, administrators or professional development specialists, (Sherman, Voight, Tibbetts, Dobbins, Evans & Weidler, 2000:11).

Organisations should consider limited use of outside consultants to advise and provide feedback to groups, as trust from employees may be low; also, to consider that the external consultant might not be fully committed to the organisation's mentoring program or its outcomes.

The consultant should be carefully chosen if it is necessary to use one; someone who has more expertise than the internal team members and who will guide the parties or team to design a mentoring program that aligns with the company's culture.

There could be an internal person who can establish or design the program better as they would know what the company's culture is and there is likely to be more trust and interaction with an internal coordinator.

The improper selection of consultants or an over-reliance on consultants makes it difficult to implement mentoring programmes effectively. While consultants often facilitate effective mentoring programmes, the real implementation will be done by the members of the organisation themselves (Meyer & Mabaso, 2004:6).

Employees should know about the program intensively in order to feel the need to take part, however, those who are already interested, will set out to find out more information themselves.

Nevertheless, most other employees will require information in order to motivate them. Information provided to employees about mentoring programs should be broad and should cover all aspects of mentoring, while it should be attractive to employees, but not misleading.

If employees are overloaded with information, it can become boring and uninteresting for them. The organization can enlist as many program champions as possible and prepare the champions to answer questions about the mentoring program and steer interested people to the mentoring program coordinator.

Training and recognition should be provided for the mentoring champions to ensure that they are able to appropriately answer queries that are raised.

Senior executives can promote mentoring in company speeches and provide employees with material to make encouragement easier.

Advertising mentoring within the organization will depend on what the aim of the program is; it might not be necessary to advertise the program in some organisations.

Another method of encouragement is to provide written articles about success stories for internal publications, or to create written questions and answers to explain the mentoring program, how to get involved, how to set goals, what the phases of a mentoring relationship or program are and, possibly, strategies for success.

It would be pointless, a waste of time and expensive to get too many people involved and not have any positive outcomes; therefore testing with a small number and then gradually increasing the number of program groups slowly, could work. It would most likely work well in areas with the most support and where participation started, as that encourages others to try it out. Caution should be taken in the beginning, as a false start can destroy even the best-planned mentoring program.

Mentors should be provided with ongoing support to professionals who are involved in the mentoring process.

Coordinators, together with the two parties involved, should consider having monthly meetings to discuss individual departments and divisions in terms of what works, problems encountered and troubleshooting strategies. This helps to solve problems before they escalate and also helps to maintain or implement changes.

If mentors have limited time to mentor, the development coordinator can assist by gathering resources (journal articles, books and videos) that may be useful tools in the mentoring process, so that mentoring resources or material are always available. A mentoring program should be constantly nourished or it will wither and die, hence continuous improvements should be made to the program based on knowledge acquired along the way. This can be done by continuously evaluating the program and essentially using data collected to improve the program.

Meyer & Mabaso (2004:6-7) clarify that *...another problem is a lack of monitoring, evaluation and alignment of the mentoring strategy during all phases of the change intervention. Continuous evaluation is needed to see if the mentoring relationships are managed effectively. Assessment should be continuous and must cover areas such as the quality of mentoring programme and the performance of the mentors as well as the protégés.*

The objective in mentoring is to encourage protégé growth, departmental development, and to create challenges to beliefs that lead to a positive experience for all involved. The most successful mentoring programs become a faultless part of an organisations learning culture; natural, supported, valued and desired.

Mentoring is only at some stage successful, in any company, when programs have been implemented and completed successfully over and over again (and has been proven through results and outcomes).

Don't attempt to implement all of these ideas in your company unless they fit your culture. With the right vision and plan, your organization can be on its way to a program that works. Mentoring within an organization is best grounded within the reality of that existing culture. By incorporating some of these lessons from the field into your company's plan, you can develop a successful mentoring program for your organization (Lindenberger & Zachary, n.d.:9).

Sweeny (2001:1-3) describes the difference, benefits and shortcomings of fulltime and part time mentoring as: *...Part time mentoring is reducing the mentor's own work load, simplifying the challenges of that work, paying a stipend for the after hours work time required to allow mentoring during the day, and other creative adjustments.*

Fulltime mentoring is to have employees doing no other work, either than mentoring. Below are the factors to consider in Full and Part Time mentoring.

Table 2.6 Fulltime and part time mentoring

Part Time Mentor and Full Time Workload	Part Time Mentoring and Partial Work Release	Full Time Mentoring
<ul style="list-style-type: none"> ✓ Problems finding substitutes to release mentors from work and cover for them when they are gone to help the protégé. ✓ Mentor or protégé release is disruptive of work schedules and flow. ✓ Few opportunities to coach for performance and results improvement. ✓ Limited time for all mentor tasks means that some activities are not done. ✓ Minimal protégé and mentor professional growth occurs. 	<ul style="list-style-type: none"> ✓ Reduced workload for mentor (and protégé?) ✓ Minimizes costs and disruption to mentor's work. ✓ Increased opportunity to coach on the job and improve performance and results. ✓ Mentors can give time needed to accelerate protégé growth. ✓ A good balance between cost and results is achieved. 	<ul style="list-style-type: none"> ✓ Most expensive option. ✓ Mentors develop high impact mentoring skills so mentoring effectiveness soars. ✓ Greatest improvement in employee performance and results. ✓ Eliminates disruptions to mentor's own work and the problems of "covering" that work. ✓ Grows positive leadership to improve results.

(Adapted from Sweeny, 2001:3)

Although fulltime mentoring reduces the time period spent on mentoring (in the long run), as compared to part-time mentoring, it is highly costly to any company. This is because a replacement should be brought into the temporarily vacant position and paid monthly as well. Expenses would arise on recruiting and training the replacement and during that time production is lost or lowered.

The company should then, also finance the program in terms of resources that are required for mentoring and any other extra expenditure required. Most importantly, production may be effected quite badly while individuals are busy with the fulltime mentoring program.

Summarily, mentoring programs that are initiated for solid business reasons often reap greater success. The highest levels in the organization should be in support and should be involved with the aim of motivating employees to participate and complete the program willingly.

This can be done with support of a third party or coordinator; but having a third party does not necessarily mean obtaining an external consultant, as there may be an employee internally who knows the organization well and can facilitate the program better; especially to create an environment of trust on the part of other employees. The internal coordinator also has a better understanding of the organization's values, goals and program goals, as well as outcome expectations and the integration thereof.

Training is an integral part of a successful mentoring program; by taking the time to train mentors, organizations set a clear understanding of each party's roles and expectations. Training could include reflective interviewing, effective listening and questioning skills, coaching, techniques for giving and receiving feedback, goal setting, conflict handling and negotiation skills.

Making changes as the program progresses, will assist in obtaining the desired outcomes, which can be done by conducting continuous evaluations throughout the program or when necessary.

2.6 Role of the mentor

A mentor can be defined as a suitably experienced person who is willing and able to act as a helper and guide to another employee; encourage personal and professional development; and make development more effective.

Mentors are individuals with advanced experience and knowledge who take a personal interest in helping with the careers and advancement of their protégés. Mentors may or may not be in their protégé's department, might not even be employed in the same organization and perhaps not even in the same field as the protégés.

A mentor can either be the protégé's immediate manager several levels above. There are several negatives associated with the mentor being the immediate manager of the protégé. A manager is responsible for both individual and group performance in an area of responsibility.

A manager preferring one subordinate to another could be perceived as subordinating the team's needs to that of an individual's needs (Fracaro, 2002).

There may be confusion about the terms "coach," "supervisor" and "mentor." A coach is job-focused, while the supervisor is results/productivity-focused and the mentor is person-focused. Supervisors should note that mentoring a direct report requires a different set of behaviours and relationships than is typical in a straightforward supervisory relationship.

A mentor is a guide who can help the protégé find the right direction and who can help them to develop solutions for career issues. Mentors rely on their similar experience to gain an understanding of the protégé and provide career development roles, which involve providing challenging assignments, personal support, counselling, acceptance and role modelling.

An effective mentor would want to ensure that the protégé gains confidence and independence as a result of mentoring, and that the protégé is enabled to take full and effective responsibility for their own development over the next career stage.

Long-term dependence on one influential person might not be helpful, as the protégé does not learn new and perhaps better skills, although some mentoring relationships can lead to lifelong friendships.

The mentor's role is to tutor and advise new employees and to assist existing employees (in terms of a retention strategy) by starting new employees off on the right foot and showing them ways that they can integrate smoothly into their new jobs. With this support, a new employee has an increased level of self-confidence and is less likely to waver.

The mentor may teach missing skills, convey specialized knowledge and expertise and, ultimately, provide a forum for feedback and communication within the organization, which can lead to increased job satisfaction.

Mentors also benefit as they sharpen their technical skills and receive new information, ideas and methods while mentoring. Overall, it is a two-way street for growth.

In order for mentors to determine how well they are doing, they should ask themselves the following kinds of questions: what does it mean to be a good mentor? How effective is the mentor in the role? How can the mentoring process be enhanced to provide for better

interactions and make the experience more learning centred? What type of mentoring style does the mentor use and does the protégé learn as much as they can with this style?

Being a good sounding board means showing genuine interest in each project and in the protégé's focus and, if necessary, redirecting them back on course should help build mutual respect that is a keystone for any effective collaboration.

In every industry or company, everyone should know unique terms, behaviours and protocols in order to survive and succeed. These "rules" are normally not outlined in a new employee handbook and rarely spoken about aloud. A mentor who knows the particular industry or company can decode the mysteries and help the protégé to understand and learn the terms. As a guide, the mentor helps to find ways through the inner workings of the organisation and interprets the "unwritten office rules" for the protégé. This information is usually the "root of knowledge" that one normally only acquires over an extended period of time. The "unwritten rules" can include special procedures that an office follows, guidelines that are not always documented and policies under consideration.

Everyone needs an occasional reality check from someone who will tell it "like it is". A mentor with whom the individual has developed sincerity and trust, can deliver tough love or confront a sticky issue without the person becoming defensive because he/she "knows that the best interests are at heart".

An organization often has very good intention with their mentoring programs, but due to lack of planning the process is not implemented very effectively. Sometimes there is unclear responsibility when managers and employees are not sure of their particular responsibilities in implementing mentoring. There is also a lack of understanding of the scope, content, and process of the mentoring intervention. ...When potential protégés are not actively involved in planning and implementing mentoring, the program will also fail, especially when management unilaterally drives the program (Meyer & Mabaso, 2004:5-6).

A mentor constantly challenges assumptions and ideas and broadens the protégé's networks and perspectives. The mentor introduces the protégé to people and groups who can help them grow, sometimes accompanying the protégé at conferences or meetings and then debriefing them about their observations and interactions.

Losing sight of one's vision is easy in a busy workplace; a guide provokes the protégé to look beyond the horizon, shape dreams and develop a path to become someone with impact. However, protégés should not expect mentors to be perfect role models simply because the individual is a mentor.

Mentors may also need help/training to assist them to transfer information properly and effectively. Goals and expectations of the two parties (mentors and protégés) should tie into each other; in this way, achieving those goals would mean taking the same type/kind of actions, which will benefit both parties.

Mentors should create a psychological climate of trust which allows protégés to honestly share and reflect upon their personal experiences (positive and negative) as adult learners. They are there to assist protégés in considering alternative views and options while reaching their own decisions about attainable personal, academic and career objectives. Mentors stimulate the protégé's critical thinking with regard to envisioning their own future and developing their personal and professional potential. They motivate protégés to take necessary risks, to make decisions without certainty of successful results and to overcome difficulties in the journey toward educational and career goals (Faculty mentoring resources @uw Oshkosh, 2003:1-2).

Encouragement is a process of focusing on the protégé's assets and strengths in order to build their self-confidence and feelings of worth. Focus should be on what is good about the person.

A protégé will normally place a lot of faith and trust in the mentor, if he/she is uninspired, it can have a devastating effect on the result. The most powerful forces in human relationships are expectations and one can influence a person's behaviour by changing expectations of the other person. Mentors should avoid using discouraging words and actions and showing a lack of faith in protégés, as it often encourages them to expect to fail.

A mentor should, at times, generate motivation with the protégé; motivation is an inner drive that compels a person to succeed. It is not often that protégés are not motivated; in general, protégés are enthusiastic about their work, but through encouragement, support and incentives, mentors can motivate protégés to succeed.

When communicating with the protégé, mentors should listen carefully to what the protégé says, formulate in their mind what the protégé expresses and repeat back to him/her, in the mentor's own words, the feelings they have expressed. This allows the protégé a chance to

explain themselves if the mentor does not understand. It also shows that the mentor is interested and listens.

Having the resources, opportunities and capabilities to control one's own life enhances self-esteem. Young people, lower level employees and people with low self esteem are empowered when they are taught to make decisions, set personal limits, take responsibility, solve problems, and teach others.

Mentors should help protégés to become aware of their own decision-making ability and set standards for achievement, but allow for mistakes; mentors should emphasize strengths, not only weaknesses.

Weaknesses should be discussed in order to develop or improve on them. Overcoming or developing the protégé's weak points, is most likely to be part of the goals.

Successful mentoring systems rely on competent mentors who are capable of forming strong, supportive relationships with protégés. It is, therefore, important to have mentors who have strong content knowledge, excellent interpersonal skills, and an ability to tackle issues within a changing relationship.

The guidelines given below are simple, but they outline the basics of mentoring and highlight factors that one should know and understand before establishing a mentoring program.

Malone (2005:1-2) explains that a mentor can help you in the following ways:

1. Create a timeline

- *Beware of the dangers of daily to do's.*
- *Take advantage of those who have an idea of how long it will take to accomplish tasks. Implement a project or plan a program.*

2. Clarify expectations

- *Think how valuable it would be to have regular one-on-one time with someone who has actually been part of a number of reviews for promotion/permanent status, who has heard discussions of standards and how to determine the accomplishments and career trajectory of a candidate.*
- *Gain insight into both what is expected and how to document accomplishments.*

3. Become familiar with helpful resources

- *Save time with the "inside skinny". Who to call for what: if you need something done it that office, call so-and-so.*

4. *Determine involvement in professional development activities*
 - *Annual funding for professional development. Which organizations to become involved with, how to become involved.*
 - *Getting to know the major “domos” in you field.*
5. *Get answers to “Dumb” questions*
6. *Gain professional Skills*
 - *You will receive performance evaluations, but who will help you implement the suggestions?*
 - *A mentor is in many ways your personal coach. Instead of helping to learn how to drip the ball or throw a pass, they can help (or tell where to get help) with writing skills, presentation skills, and so on.*
7. *Organize, manage and balance time effectively*
 - *Time is of the essence for each of you. Organizing, managing and balancing your time are the keys.*
 - *Here are some examples of how a mentor can help: which service responsibilities give you the bang for your buck, which tasks take a great deal of your time but are not really that important to your performance review, how to organize your time so that you have uninterrupted writing and thinking time, how to and when to say no.*
8. *Develop and advocate*
9. *Make a connection*
 - *Mentors are not only a connection themselves; they can offer connection through them to others in their network.*

Summarily, mentors can help protégés succeed and excel in several ways; the following characteristics can be described in a good mentor, strong content knowledge, excellent interpersonal skills and the ability to tackle issues in changing relationships.

Mentors are individuals with advanced experience and knowledge who take a personal interest in helping with the careers and advancement of their protégés. Mentors may or may not be in their protégé’s department, they may not be employed in the same organization or even be in the same field as the protégés.

2.7 Role of the protégé

Planned professional development is generally accepted as essential for all employees, however, the responsibility for development should always lie with the individual, but the active support of a wise colleague, in the role of a mentor, can be helpful at particular times, for example, in the early stages of a career or in times of change.

Finding a mentor begins with self awareness by identifying skills that the protégé wants to acquire or expand upon. A good protégé identifies goals and sets expectations: how much time is expected of the mentor, when and how contact will take place; what are the protégé's strengths and what professional challenges or goals are sought after?

Protégés should be aware of the mentor's time constraints and be proactive as most mentors are normally busy people and in order to take part in such activities, an accurate, realistic time allocation should be given.

A protégé should not be discouraged if the first contact is not successful or if a mentor seems too busy, they should ask if there would be a better time to contact them, as it could simply be a busy day. Mentors who are more experienced and involved might have multiple demands on their time and may not be available at the time that they are contacted. If, after a few attempts, it does not work out, perhaps the protégé can select another mentor.

Irrespective of the type of arrangement, mentoring involves the mentor encouraging the protégé/s to find solutions themselves, rather than acting as the expert and simply providing answers and the protégé/s drawing on the mentor's experience to goals (Skinner, Roche, O'Connor, Pollard & Todd, 2005:2).

In most instances, protégés are the ones who initiate their own programs, for example the protégé would look for a mentor who possesses skills and knowledge that suit the protégé's needs and approaches the mentor with their idea. The opposite would be that the two parties are put together for an organisation's mentoring needs. (It is important to determine whether or not one's behaviour is driven by their needs; once this is determined, the needs should be satisfied).

An advantage of the protégé getting their choice of mentor is that the protégé will be more committed and they will make an effort to ensure that the program outcome is a success, (which will benefit the protégé and the organisation).

However, whilst in the relationship, the protégé should be able to ask for guidance, correction and feedback from the mentor (where necessary), so that he/she has a better understanding of tasks or jobs that are performed. Protégés observe, question and explore, while mentors demonstrate, explain and model.

A benefit of self-selection mentoring is that responsibility and control over the mentoring relationship are in the hands of the people participating in the program. This freedom of choice can increase feelings of flexibility in the relationship; it reduces formalities that are natural to traditional mentoring and provides a sense of personal ownership for those in the relationship. In addition, choice also moves mentoring practices to greater levels and equal circumstance, which opens the talent pool and increases the number of people who can be mentors and protégés.

Nevertheless, in order for the protégé to make good choices, they should know what they want from mentoring.

...Before approaching a potential mentor, you need to identify what you hope to gain from a mentoring relationship and what type of a mentor is best for helping you meet your objectives. Start by identifying your short-term career goals. Where do you see yourself in the next year or two? What knowledge, skills, and abilities do you need to get there? What key experiences could a mentor provide that would benefit you most? (Phillips-Jones, 2002:1).

Protégés begin to increase their self-confidence and trust in themselves when they are supported by effective mentors, which increases their capacities to make thoughtful decisions, work through problem resolution weighing potential consequences of actions and, consequently, to make better value choices. Thus, they become more inner-driven and self-reliant; protégés learn the value of human relations and know that other people in the organisation are interested and supportive of them.

Mentoring allows the protégé to explore new ideas in confidence, as it is a chance to look more closely at themselves, their issues, opportunities and life visions.

A good protégé should possess a learning attitude, have an interest in a mentor's help to advance his/her career and have the potential and time to be proactive.

A protégé should be non-judgemental, trustworthy, ethical, a good listener, take initiative, ask for feedback and acknowledge the mentor's expertise and its value to them. Protégés should

provide feedback to the mentor on outcomes and also recognise the mentor's possible time constraints.

During evaluations, especially when questionnaires and diary type evaluations are used, protégés should avoid making mentoring programs look good or different to what they really are. This type of action can defeat an effort or attempt to improve the program or to gain or obtain more help from the mentor and the rest of the organisation, at large.

Being mentored can be a challenging and stretching experience, thus by inviting managers, supervisors and executives to draw on and develop personal qualities, it can be a stimulating journey of self discovery and development, which reveals new opportunities for personal fulfilment and achievement.

Summarily, protégés generally have a need, which should be explored. This can be done by acquiring a mentor, either self selected or from the organisation, by coupling a mentor and protégé.

A protégé should possess a learning attitude, be willing to listen and be proactive, since mentoring is not quite like teaching; it is a give and take learning relationship.

2.8 Evaluating mentoring programs

Evaluation, from a mentoring perspective, can be described as assessment of the total value of mentoring programs. It can also be viewed as continuous monitoring of a program or of the mentoring function, as a whole.

The evaluation process begins by looking at the program's targeted goals and intended outcomes. It measures progress, achievements, and effectiveness against those outcomes and goals. Therefore, it is essential to state mentoring program objectives when the program begins in a way that allows it to be measured during the starting phase and the results once it is in progress.

Feasibility of validation and evaluation are hard to achieve, which means that it cannot be shown completely objectively or quantitatively that the protégé has learned any skill and is able to produce the same result continually.

The difference can be seen in these definitions: if the protégé has learned a lesson well to the satisfaction and measurement of the mentor and/or coordinator, then effectiveness of the program has been validated.

If the protégé continues to produce the same results, as a result of mentoring, then mentoring has been effective.

There are various types of evaluations, however, at this stage there are two critical areas of evaluation, namely input and outcome evaluation.

Input evaluation is concerned with evaluating the mentoring program, while outcome evaluation is concerned with identifying evident changes, which have occurred as a result of mentoring.

Outcome evaluation considers objectives of the program, construction of the evaluation instruments, use of the instruments and a review of the results. Evaluation at the conclusion of a program cycle measures results, namely to what extent program objectives were achieved and the program's overall impact.

Other methods of measuring development can be described as pre-, mid- and post – program surveys, interviews, self-assessments, and assessments by observers (for example, supervisors). An additional approach is to use competencies, benchmarks, or other performance standards that describe levels of expected or acceptable performances at particular stages of employee development. A protégé's progress can be measured against those standards.

Mentoring program evaluations are conducted for several purposes: to measure the program's effectiveness, improve the program, and/or demonstrate that the program is a cost-effective use of the organization's resources and there may be several other important reasons, but these will vary from organization to organization.

Evaluations will also provide information on the impact of mentoring on mentors, protégés and coordinators and is critical for making decisions about whether to continue, change, expand, or shorten the mentoring program.

Four areas can be easily explored or measured during evaluations, namely reaction of the protégé to the mentoring process and what the protégé feels about the program's structure and methods, at a basic level. Learning that is achieved from mentoring, is more knowledge

and skills based. Behavioural, determination of change in job performance as a result of mentoring, should be conducted out before and after to assess behaviour; which is at a more complex level. The ultimate value looks at tangible and positive effects of the participant's change on the organization (in terms of organizational improvement or survival).

Regardless of the particular strategies used, an effective evaluation provides data necessary to promote continued program improvement and program accountability. When revising and expanding programs, information from an evaluation can provide invaluable guidance. Therefore, evaluations need to be built into the overall design of mentoring systems (Sherman, Voight, Tibbetts, Dobbins, Evans, Weidler; 2000:41).

Successful mentoring relationships can be measured by two criteria: quality of personal relations and the degree of development. In a relationship with a high level of affiliation, both parties relate well on a personal level, with the mentor providing care and guidance, and the protégé appreciating and utilizing the mentor's support.

2.8.1 Disadvantages of not evaluating

Foster (2001:11) discovered that most mentoring programs are not formally evaluated. ...They rely heavily on anecdotal information and participant reports to determine program effectiveness. Measuring change in participant outcomes is one of the primary means of demonstrating program effectiveness. The role of mentoring in motivating these changes is not clear.

2.8.1.1 Performance level

There will be failure to effectively judge performance levels, which means that there is no way in which any change in knowledge, skills, attitude or behaviour can be attributed to mentoring programs. At the end of the program, the new change in knowledge, skills, attitude or behaviour can only be attributed to mentoring if the evaluation was done prior to the program, or if a needs-analysis was conducted.

2.8.1.2 Effectiveness of mentors

It becomes difficult to judge the effectiveness of mentors; if the mentor requires any development or training, it may not be given as it cannot be determined. However, it would be beneficial to evaluate the mentor as the mentor cannot effectively provide guidance or transfer knowledge and skills if they do not know how to do so.

2.8.1.3 Effectiveness of mentoring program

Efficiency and effectiveness of the mentoring program will not be assessed accurately; therefore, further development and development methods cannot be discovered.

2.8.1.4 Participants' views

The views of participants (mentor and protégé) cannot be recorded, yet internal opinion is often stronger (than that of the external people), as a result of first hand experience from those participating in the program.

2.8.1.5 Assessment of learning

Participants will not have mechanisms to help assess their own progress in an objective manner. The coordinator, mentor and/or organization would not be able to assess the extent of the implementation of learning.

2.8.1.6 Cost of learning

The value in learning or cost terms cannot be approximated and provides a true reflection of the outcome and its true cost.

2.8.2 Importance of evaluating

There are key aspects to consider when determining the importance of evaluating programs. However, reasons can vary from program to program and from organization to organization and also in terms of why information may be required.

2.8.2.1 Participant selection

Determination of how participants within the mentoring program were selected: if people were selected with little regard, it is likely that participants will not be interested and, as a result, it can be a waste of organizational finances and time.

The voluntary nature of programs can affect evaluation results. By self-selecting themselves into the mentoring program, their personal characteristics, in addition to the program, may influence evaluation results (Foster, 2001:25).

2.8.2.2 Level of interest in learning

Levels of interest can be questioned as follows: how much interest is taken in the learning of participants and implementation of their learning and by whom? Protégés should be allowed to implement their learning, which would, in turn, consider interest taken in the program and its evaluation and who takes the interest to do so.

An important level of evaluation asks whether or not the protégé's instructional behaviour has changed as a result of the mentoring experience? Were mentoring goals met? In other words, what levels of use and what degrees of transfer of learning were achieved as a result of the mentoring experience?

2.8.2.3 Level of interest in mentoring

This refers to levels of interest taken in the actual mentoring program, namely the format, methods and approaches (besides the interest of those taking part in the program). Is there management support, organizational commitment to development, as well as integrated interventions?

2.8.2.4 Level of interest in evaluating the program

In terms of those conducting program evaluations, how interested are they? If changes should be made to fit the program, will they be noticed; and to what extent would they go to make the program more effective and beneficial to the parties involved (directly and indirectly) in the program?

Positive responses to the above statements provide reasons to conduct evaluations in relation to the needs and desires, which demonstrate effectiveness of the program, its success in helping protégés acquire skills and knowledge and to implement the learning.

Evaluations of mentoring programs should determine if objectives of the program have been satisfied; if participants are satisfied; if people are operating differently at the end of the program, as a result of mentoring; if mentoring has contributed directly to the different job/work behaviour; if the learning achieved is being used in real work situations; and if the worker is more effective and efficient, as a result of mentoring.

Evaluation is only possible if the mentoring need has been identified accurately at the start of the program. The aim of the program is a statement of the intention and the objective is a specific and exact statement of the intention with exact measures of the working behaviour.

Analysis of skills, tasks and attitudes are much more difficult to conduct and there should be considerable reliance on the observation and perception of others. However, the degree of difficulty and objectivity will depend on the skill and task, which is analyzed.

Evaluating mentoring programs and specifically, the growth of protégés can best be done by "insiders" (participant-observers) rather than by external and "objective" evaluators. The practice is based on listening, probing and integrating. Mentoring is contextual and relational. That which occurs is personal, rich and deep (Pascarelli, 2001:4).

2.8.3 Evaluation methods

If carefully designed using visible indicators, these techniques will yield data that will capture the extent to which critical concepts such as ego-strength, self-concept, locus of control or independence occurs in protégés. More quantitative approaches to evaluation simply will not be able to capture and demonstrate that such changes occur.

2.8.3.1 Observational analysis

Observation of the job or task that is performed and the person performing it, is the most readily available and most commonly used method of analysis in most cases. Even so, areas will remain, which are not readily available for practical observation.

Observations are admittedly more difficult to conduct, but they will enable a keen participant-observer to capture the power of the mentoring experience through field notes and reports. The observer should be thoroughly prepared in terms of determining what is required from the observation, since there may be problems in being able to return to cover something that has been omitted on the initial occasion.

Many of the programs rely on observation reports from participants to determine their effectiveness. These reports are subjective and subject to the perceptions of individuals. The findings may reflect the bias of reporters who are supportive of the mentoring program and its goals (Foster, 2001:25).

2.8.3.2 Observational support interviews

It is unlikely that an observation alone will provide a complete analysis, particularly if there are significant differences that are observed for the same program. When there are significant differences, it would be quite normal to determine how the changes came about and the only way to determine the answer, is to interview participants that are observed.

Interviews of this nature require a skilled interviewer or analyst, who should be aware of differences in the interactions involved, be able to decide whether they are sufficiently significant and have interview skills that are sufficient to cope with any emerging problems.

2.8.3.3 Unstructured interviews

Unstructured interviews that use probing questions and open-ended statements and that resemble conversations; will capture the essence of the protégé's experiences within the mentoring relationship.

The subject of the task is a crucial point of the interview, but the interviewer has no set plan for the interview. The participant is encouraged to talk about the job or task and by follow up questions, necessary information is extracted.

An interview of this nature can be time consuming, but it can be pleasing to both parties as it resembles a conversation more than a stereotyped interview.

During the interview the analyst should take care to only record what was said in the interview and not what the analyst wants to hear.

2.8.3.4 Structured interview

This is most likely the most common of the approaches in mentoring or any other task evaluation and, if performed well, it can be an effective method of investigation.

In this case, the interview, nature and order of questions are planned in advance and in a logical sequence.

This form of evaluation normally takes up less time than other approaches, as full information is normally obtained to the predetermined questions.

Conversely, it assumes that the interviewer knows what questions to ask, and if responses do not follow the assumed pattern, it becomes difficult to readjust the questions and clues may be ignored for the sake of maintaining the structure.

2.8.3.5 Questionnaires

The questionnaire approach will certainly be useful to determine levels of knowledge. Where analysis of skills is concerned, use of a questionnaire is even more subjective than the interview and certainly more subjective than observation and an interview.

Questionnaires can be established in two ways: one approach is to list the skills, knowledge and attitudes that are required for the job or task and ask the individual to tick the skills required in their opinion. The other approach is basically a plain sheet of paper on which individuals are asked to list the skills, knowledge and attitudes that they require for the job.

Questionnaires have their flaws; in particular, they are not easy to construct in a readily understandable form, nor are they easy to construct in a commonly valid and reliable format. However, these can reach a wide sample of people and a large response is capable of relatively easy statistical analysis.

2.8.3.6 Diary methods

A protégé or the protégé and mentor are requested to maintain a diary, while on the program, over an agreed period of time, but the entries should relate to their activities during the agreed time. Depending on the reason why information is required, participants may be required to only provide specific or certain information.

At the end of the agreed period, the diary entries are analyzed and conclusions are drawn for immediate use or to be combined with information that is gathered by using other approaches.

This method has been used effectively, but in order to ensure that it is effective, people completing the diary, should be fully committed to the completion, since it is easy to forget to enter items. Diaries are also susceptible to the inclusion of entries, which will simply complete it.

2.8.4 Validating the information

Once the method for acquiring information has been found to be valid, the next most important area where validity plays a role, is at the end of the program.

Validation at this stage looks at whether or not the mentoring technique was the most appropriate, if the "content" was appropriate for the mentoring group and if mentoring was conducive to learning. Validation, therefore, relates to mentoring and to the extent to which the protégés have learned from the mentoring experience.

It is generally accepted that if change occurred during mentoring, provided that the change is in line with the objectives, mentoring is validated. Confirmation of the attainment of a new skill is much more difficult than confirming acquisition of new knowledge. Assessment of change is even more difficult when mentoring is concerned with attitude and behavioural skills changes. Most observations in these cases will be subjective.

Although behavioural observation may be accurate, the observation may not necessarily represent only real learning. The fact that the protégé performs during mentoring, does not mean that the same behaviour will be carried over to work, since the protégé may simply be showing off to the mentor.

Summarily, evaluations are critical to determine how effective mentoring is or was and in determining the overall outcomes of the program. However, this does not mean that every single program should be evaluated.

Each organization, partnership or coordinator will decide, which type of evaluation is best suited for their program, if any at all, and how and what times during the program the evaluation will be carried out. Evaluations are mainly drawn up from goals and objectives that are set up for the program, as this would normally provide a good indication of desired outcomes.

The evaluation method or technique is chosen depending on expected outcomes of the program and the type of information that is required from the evaluation. Evaluations can be conducted at various points of the program, not necessarily at the end only, and also in different ways and methods, as long as the technique reveals the desired content or information.

2.9 Conclusion

Generally, mentoring is a process of transferring knowledge, skills and behaviours from a more experienced employee (being the mentor) to a less experienced employee (being the protégé).

A mentor is a more experienced person, supervisor or manager who mentors or guides the protégé. A protégé is someone who should absorb the mentor's knowledge and has the ambition to know what to do with this knowledge.

The process of mentoring (the program) can either be formal or informal; informally is when a relationship is created spontaneously or unofficially without any assistance from the organization or a third party. Formally is when the relationship is facilitated and supported by the organization and is connected to a strategic business objective.

In order to operate a mentoring program where all parties are interested and willingly involved, the roles of participants should be clear. For example, if a third party is involved, what are the responsibilities and what effects will their role have on the participants and the program, as a whole. It also makes it more comfortable and easier to work together if a clear understanding of roles is provided.

In evaluating the program, participants can determine progress made during the program and the effectiveness of the program at the end. It also gives the outcome of the program and makes it easier to determine the knowledge and skills that are implemented at work as a result of mentoring.

Chapter Three contains a detailed discussion of the population and sample, data collection and research instruments that were developed and used in the detection of the research

objectives and the quest for solutions to a problem, which is the research question, as discussed in section 3.1 in the next chapter. It also considers ethics in terms of this study.

Chapter 3

RESEARCH METHODOLOGY

3.1 Introduction

This chapter provides a detailed discussion of the population and sample, data collection and instrumentation and can be considered in terms of the research viewpoint; the research strategy utilised and the research instruments that were developed and used in the detection of the research objectives and the quest for solutions to a problem, namely the research question.

It was the purpose of this study to determine what is required (in terms of methods and strategies) in order to make a mentoring program effective or successful, while employees are on the job.

This research work commenced because of an interest in the emerging use of mentoring programs in Namibia. A major reason was growing interest in companies to use mentoring as a "learning" scheme or retention strategy. Another key reason was that in 2006 it had become clear, within the research, that mentoring had become overly discussed, used and misinterpreted.

The idea was to determine how organisations, mentors, protégés and coordinators planned and evaluated their mentoring programs in order to obtain the best results from them. The second area of interest was concerned with what methods and strategies organisations, mentors, protégés and coordinators came up with in order to operate successful mentoring programs while on the job.

Organizations often set up or would like to set up mentoring programs because it has become a new and better method of employee development or because it has worked for other organizations that have established these programs for new employees as a retention strategy to retain long serving employees and perhaps because other development methods have become costly (especially external methods), or because something different might help to bring about change that is needed in the organisation.

Therefore, it was the purpose of this study to determine what is required (methods and strategies) in order to make a mentoring program effective or a success for employees while on the job.

The purpose of this chapter is to:

- Discuss ways in which data about the research problem was gathered and used.
- Give further details about the research strategy, including the research methodologies adapted.
- Introduce research instruments that were developed and utilised in pursuit of the goals.

3.2 Aim of the research

This research work was triggered by an emerging use of mentoring programs in Namibia, where there is growing interest for companies to use mentoring as a "learning" scheme or retention strategy.

In order to reap benefits of mentoring programs, strategies should be established because, without methods, the program can be a waste of company and employee time and efforts, especially if benefits are not reaped. An additional key reason was that, mentoring had become overly discussed, used and misinterpreted in 2006. Several companies had begun to use mentoring as a development strategy, however, the companies did not necessarily see or understand when, where and how they benefited from the program completely.

The idea was to determine how organisations, protégés and coordinators planned and evaluated their mentoring programs in order to obtain the best results from them. The second area of interest was concerned with what methods and strategies organisations, mentors, protégés and coordinators came up with to operate successful mentoring programs while on the job.

The findings of this thesis may assist Namibian companies to develop better mentoring programs that are beneficial and work for both the company and employees that participate in the program.

3.3 Population and sample

The population and sample, applicable to this research are discussed in this section as means to address data sources.

A population defines a group of people (giving an exact definition) or events that are of interest and are explored by the researcher and from which the sampling elements are drawn.

Selected companies are situated in the Karas region, and include a total of 80 candidates. The population of the research included all employees who were already on or starting out on mentoring programs.

A sample in this case is the number of people that are selected from the population to represent the larger group and is included in the research.

The sampling that was used, was dictated to an extent by the willingness of some organisations to participate in the research. Although interest was shown to see the outcome of the research, it was clear that some organisations did not want to divulge information that made their mentoring plan seem ineffective or unproductive.

For the purpose of this research, a systematic random sample of 20 respondents (10 groups, each with one mentor and one protégé), were selected to represent the 80 candidates (40 groups) from the Karas region in Namibia.

This way of sampling is random sampling with a system, which is defined in more detail below.

The sampling frame (80 candidates) is divided by the number of required respondents to give a number that will be used as the regular interval.

From the sampling frame, a starting point is chosen at random however, the number should not be larger than the regular interval number. Thereafter, at regular intervals, a respondent is chosen.

In this thesis, for example, a sample of 20 individuals was required from a total of 80 candidates.

Hence, $80/20=4$, therefore every fourth employee was chosen after a random starting point between 1 and 4. If the random starting point is 2, then the employees selected are 2, 6, 10, 14, 18, 22, 26, 30, 34, 38, 42, 46, 50, 54, 58, 62, 66, 70, 74 and 78.

Mentors and protégés on existing programs and those beginning on new programs, served as respondents for this study.

Although there were companies that were interested in implementing mentoring programs,(three mines, two fishing companies, a municipality or town management company

and a school), only two of these companies had already taken the initiative, while the others had started rolling out their plans to begin with the programs. The groups had to be selected to include some respondents who had started out on new programs as well.

The sample for the research included employees who were already on mentoring programs and those starting out on new programs. Mentors were middle managers, supervisors and superintendents. Protégés were graduates, new employees in the organization/sections and long serving or struggling employees. This was regardless of whether they were male or female, previously advantaged or previously disadvantaged.

This sampling method was applied owing to the fact that although there was a large group to work with, a small number of those groups were willing to take part.

In a random sample, every member of the population has an equal chance of being chosen, which is evidently not the case here, but, in practice, a systematic sample is almost always acceptable as random.

Advantages of systematic random sampling are that it spreads the sample more evenly over the population and it is easier to conduct than a simple random sample.

The only disadvantage is that the system may interact with some hidden pattern within the population.

The cluster and simple sampling approaches would not have worked, as the group was far too small to complete the selection exercise successfully.

3.4 Research Methods

This section considers how the research was conducted, and various ways in which data was collected and analysed and provides details of the process.

Information for the research was divided into primary and secondary sources. Primary sources consist of information that was gathered or collected through this research and secondary sources include information collected by other researchers, authors and writers.

With regard to the research objectives, as stated at the start of this chapter, surveys were the most suitable for this research as large amounts of data could be collected.

A survey provides a quantitative description of the sample, which is studied through the data collection process of posing questions. A caution in using surveys is that participants might give "ideal" answers rather than answers that reflect reality.

Questions for this survey were compiled in such a way that reduces the likelihood of that occurring by being as behaviourally specific as possible.

Although questions used in the evaluations for this research were designed to be as behavioural based as possible, the questions were not designed to determine the outcomes of the objectives for each group (individually). Each group had its own objectives and goals for being on mentoring programs.

Questions in these evaluations are structured to provide answers for the research problem (as defined in section 3.2).

Because the population was small (80 employees), data had to be collected from a majority of the members and, therefore, it also became necessary to generalise from the findings to a broader context.

The mentor and protégé had to complete one questionnaire each, every four weeks for five months (total of 5 questionnaires), from 1st April 2007 to 31st August 2007 in order to determine factors that are discussed in the next sub-section, as required for each month. In addition to that, if participants had been given more time (for example five months on the program and only one questionnaire) to complete the questionnaires, they would forget or they could have chosen to omit some information or add to their information, making their program appear better or worse after the evaluation or they would have become bored with the long questionnaire and could eventually leave questions unanswered.

Questions for the surveys were the same for all respondents and the contents of the questionnaires were understood by all respondents. However, respondents were allowed to ask questions whenever and wherever questions were not clear.

3.4.1 Primary sources

The study has used both qualitative and quantitative research techniques, which are best for descriptive and explanatory research. The study comprised a survey of a sample of a small group of mentors and protégés and information gathered from various sources, which were compared and related with data retrieved from the questionnaires. The questionnaires are attached as Appendix B – G from month 1 – 6, respectively.

The quantitative research technique was structured with questionnaires, consisting of open-ended, closed-ended and pre-coded questions.

3.4.1.1 Questions for the quantitative research

Data was collected by means of structured questionnaires, which are attached as Appendix B – G from month 1 – 6, respectively. Questionnaires considered various factors for each of the months that they were handed out and these are discussed below. A cover letter with instructions and some detail concerning the purpose of the study was handed to respondents during the first month to ensure that respondents understood the process.

Various open-ended questions were posed to determine answers that each respondent would give independently and these included main questions, which were asked at the start or top of each questionnaire for each month to present the specific evaluation (for that month).

Closed-ended questions give a simple yes or no answer; these questions were posed to test or challenge a specific answer or statement and to give a better or clearer understanding of it for each group.

The 20 respondents were asked to sign consent forms before the beginning of the survey to confirm that they were not forced into participating. An assurance was given to respondents that their identities would also be kept confidential.

Findings of this study were based on the answers provided by each of the 20 respondents and information that was gathered in the literature review.

For the purpose of "quantitative research", the technique was structured around five questionnaires, which were handed out on a monthly basis, while a sixth questionnaire was handed out six months thereafter.

The research questionnaires were designed to produce results that are as objective as possible and also contained behaviour based questions. The use of questionnaires was eventually determined by a lack of data concerning mentoring in or by Namibian companies. Mentoring programs vary from organisation to organisation and, therefore, it was necessary to gather information from groups who were on programs in different organisations. However, information could have been omitted if evaluations were not well planned and for that reason, questionnaires were distributed each month for the duration of the evaluation.

Mentoring programs are normally structured according to the length of time that it would take to accomplish the goals and objectives for establishing the program. This research took into consideration the amount of time that a graduate trainee and a new employee would normally be formally mentored and the timeframe required for an employee on a mentoring program for retention reasons. The above mentioned, as well as the data required to combine with information gathered through reviews, gave a clearer indication of the type of information that should be gathered and the amount of time that one needs to gather it.

Questions established in the questionnaires were set to determine six major factors and each month respondents had to complete one questionnaire each to shed light on those factors in terms of their group program. On each questionnaire respondents also indicated how satisfied they were with their program and relationship and provided a reason for that level of satisfaction. This was done by answering pre-coded questions, ranking the statement according to the extent to which they were satisfied (5 being most satisfied or 1 being least satisfied), for each month.

The questions are discussed in more detail in Chapter Four, which provides a clearer understanding of how the information was acquired by using those questions.

Questionnaires from the first four months consisted of 5 to 8 questions and the final questionnaire (the fifth month) consisted of 25 questions.

Questionnaires were given to all the groups and each individual had to complete their own questionnaire; the questionnaires were distributed via email for those who were in other towns and the rest were handed to participants within the area. Respondents were requested complete in the questionnaires without discussing them and to return them as soon as they were completed (within the day that they were distributed).

During the first month, the quest was to determine whether or not groups thought that it was necessary to set goals or not and how they set their goals.

It also looked at determining what role compatibility plays in mentoring and to ascertain whether or not both parties in each group were interested in being on the program. Compatibility can be viewed in several different ways: at this point, the research considered the desired achievements and their idea of the program. The questions that were used were open-ended, which allowed respondents room to express reasons for their answers.

The second month was an attempt to determine how problems and challenges that the participants experienced affected their work and mentoring program and what they did in terms of "the way forward" to resolve these problems and challenges as means to change or improve the situation. At this stage, in terms of compatibility, the researcher looked at respondents' willingness to work together, to understand one another and their ability to make sacrifices for one another.

The third month was dedicated to evaluating progress made by both respondents, in terms of goal achievement and ways in which participants had started growing, in terms of the goals set or knowledge and skills required for both parties to acquire while on the program. Although the idea of mentoring is for the mentor to help transfer knowledge and skills to the protégé, the mentor also learns or acquires knowledge via the program. It also looked at various methods that parties used to overcome challenges and for problem solving once again.

The fourth month determined goals that had been achieved and how those goals had been achieved; it also looked at problem solving during that time and the type of relationship that the two parties had and how this affected their progress. During this month participants would have indicated why they found mentoring beneficial to them.

At this stage of the evaluation, one was also able to see whether or not parties had worked on their goals, if they had swayed off course or if they were losing interest.

The fifth month covered the mentor and protégé's overall satisfaction with the program and how they achieved goals that they managed to achieve and challenges that they faced. It also looked at how respondents benefited from being on the program; looking at whether or not it was really worth the time and effort invested.

At the end there was one questionnaire, which was handed out six months after the fifth evaluation, in order to determine the long term effects that mentoring had on the mentor and protégé's overall satisfaction with the program and how they benefited from being on the program.

This questionnaire generally focused on knowledge and skills acquired, the outcome of the program and how satisfied the two parties were with the program.

As indicated in the second paragraph of this section, mentoring programs can be long term or short term, which can be determined by goals that the parties involved have established to achieve or the amount of time required to be on the program, as set out by the organisation or co-ordinator; one would not actually be able to run each evaluation according to the time frame that each group would like to spend on their program. Therefore, this program evaluation was set out for five months and a final evaluation was done six months thereafter, which helped to determine the long term effects that mentoring had on both mentors and protégés.

Participants were assessed six months after the program evaluations ended (after the fifth month) to determine the long term effects that mentoring has on participants (mentor and protégé). Only groups that made it to the end of the five months participated in this evaluation. The reason behind this final questionnaire was mostly to determine whether or not mentoring was effective, as this cannot be determined entirely from the program itself. *The most important level of evaluation therefore asks Have students made gains as a result of instructional strategies?* (Sherman, Voight, Tibbetts, Dobbins, Evans and Weidler, 2000:41).

Some participants might have understood the knowledge and skills for only a short period of time and then forgotten or ignored the knowledge acquired, while others might have understood it and continued to build on the knowledge/skills acquired.

The idea behind mentoring is to acquire knowledge and skills which can be used for the job, progress in the desired career path or to make necessary decisions required for the position in question. The sixth questionnaire determined whether or not the program had achieved its goals and if it was effective or successful. At this point both parties had also had time to review their program, replay the memories and determine whether or not they were really satisfied with the outcomes of the program.

3.4.1.2 Validity and reliability

Validity of a questionnaire depends first and foremost on reliability. If the questionnaire cannot be shown to be reliable, there is no discussion of validity. Validity refers to whether the questionnaire or survey measures what it intends to measure.

An example of a questionnaire that may have high reliability, but poor validity, is a standardized questionnaire that has been used hundreds of times.

Although, after much thought and reading, other methods of data collection could have been used, it became clear that the method used would have been, by far, the more reliable one. It proved to have its flaws though, as not all respondents participated to the end of the program, which means that less information regarding the actual programs, had become available. Conversely, more information had become available as to why programs might not have worked out as planned because of respondents who had dropped out.

Reliability of the questionnaire can be assessed by determining the degree to which it can reveal responses that are homogenous and reflect identical or similar underlying constructs.

It was particularly difficult to acquire additional information from respondents once questionnaires were sent out; however, if respondents had been interviewed it would have been possible to ask additional or probing questions. Conversely, interviews would have been too long and time consuming with each group and this could have affected the study negatively, as respondents would lose interest, particularly owing to the time that interviewing would take for the five months.

Overall, the data collected from questionnaires would provide more realistic or practical information on what a mentoring program can look like and what factors would make the program or not.

The answers that could not be derived from the questionnaires, were extracted from the literature that is applicable to this study.

3.4.2 Secondary sources

For the purpose of gathering "qualitative data", through literature reviews, more information was gathered to compare and relate to information that was gathered from the questionnaires. This would provide a better understanding of how mentoring programs (that were evaluated), and the literature relate to one another, which gives an insight as to how programs can be structured better (ideally) or more effectively.

The material identified in the literature review was derived from various sources, while a bulk of the information was sourced from libraries. These included journals, books, newspapers and magazines. Internet included information from various sites, which provided information

from journals and books. The least of the information (but not the least important), was derived from speaking to managers, supervisors and existing mentors (not only within the sample group) to establish how they viewed and understood mentoring programs and its effectiveness. Each of these sources had provided different information and a different perspective on mentoring programs and employees' satisfaction thereof.

It was necessary to collect and analyse data in order to determine what mentoring concerns and how others have viewed and applied it to ensure its effectiveness. Also, because of the need to understand effectiveness of mentoring programs, the survey alone would not be capable of giving sufficient data from which to draw conclusions.

Therefore, in order to determine what it is that participants were using, applying or not doing to make mentoring effective, similar and related literature was reviewed, applied, analyzed or matched to the information that was gathered from questionnaires. The related literature provided vital information on what to do and how to plan and effectively accomplish mentoring programs, and comparing this with information that was gathered, was necessary to acquire in-depth information on how to apply that information to gain desired outcomes in a more practical and realistic manner.

It also enables one to compare what really works in real life as compared to what has been written, which may not necessarily be from a practical background.

3.5 Data collection

This next section looks at when and what data was collected. The questionnaire was distributed and data was collected from the sample (N=20) of mentors and protégés from the Karas region in Namibia.

The data collection process had to be linked with the interest to determine effectiveness of mentoring programs regarding employee job satisfaction. Interest was raised by emerging use of mentoring programs in Namibia; one of the major reasons was a growing interest for companies to use mentoring as a "learning" scheme or retention strategy.

In order to capture the essence of mentoring programs (that were evaluated), an accurate combination of data collection plans were established; without the methods, the program

could be a waste of company and employee time and efforts, particularly if the benefits were not reaped.

In 2006, mentoring had become overly discussed, used and misinterpreted; several companies in Namibia had begun to use mentoring as a development strategy, however the companies did not necessarily see or understand when, where and how they benefited from the program entirely. If organisations were not interested in growing or improving their mentoring programs, that organisation's evaluation would or could decrease the outcomes of the evaluation, as there is no significance in mentoring for that organisation.

An email was sent to the Training and Development managers of various companies that had been identified in the Karas region. The content of the email included information such as the purpose of this research and its benefits for companies, as well as the data collection procedure. As discussed earlier in this chapter, although interest was shown to see the outcomes of the research, it was clear that some organisations did not want to divulge information that made their mentoring plan seem ineffective or vain.

Once consent was granted by the managers, the researcher met with various employees to discuss the purpose of this research and its benefits for employees and their company and to answer any questions and related queries. Contact details, emails and telephone numbers were exchanged to ensure that when evaluations began, the researcher was able to contact respondents and distribute questionnaires timeously.

The data collection process took place over five months for the initial program evaluations, while a final questionnaire was distributed six months after the fifth evaluation as means to test the long term effects that mentoring outcomes had on respondents. Respondents were requested to complete questionnaires on their own to ensure that they expressed their own opinions. Respondents were also asked to return their questionnaires on the same day upon completing it so that respondents do not have too much time to change or adjust their answers.

3.6 Data capturing and data analysis

Data captured and data analysis refer to how data was received and analysed. Once the data was collected each month, questionnaires were marked according to the month and group, for

example, month one, group two. The data was then analysed to determine the factors under investigation for that month (as indicated under section 3.4.1.1.), and was then typed for each group and related to or assessed with already existing mentoring information.

The numbering was done in case the researcher needed to refer to information that was provided by respondents or in case there were complications with the different groups, hence the questionnaire could be easily identified.

3.7 Data Analysis

For each month and each group, the researcher analysed the data collected through questionnaires by gathering more information (other literature) that either related to or disagreed with the groups' program activities. The idea with matching and analysing the information was to ensure that using the groups, the researcher could obtain a practical idea of what mentoring partnerships did and how they operated their programs.

During the time of the evaluation, respondents might have omitted essential information or perhaps had done things that were not applicable to making a mentoring program a success. Conversely, the theoretical information, which is already available, might give general theoretical data that is not necessarily relevant in a practical or real life situation.

Therefore, if the information was analysed and matched well, it would give the researcher a clear and general picture of how mentoring programs should or can be operated in order to reap benefits or gain success.

From the data collected, research findings showed that data can be more reliable if the action or method was repeated by more than one group of respondents. This can be determined by looking at the number of times that any given response is used or provided by the sample group.

Validity of the research findings would be determined by the accuracy to represent what really happens in a mentoring program, which is researched or analysed as compared or related to what authors or writers claim it does.

3.8 Ethical considerations

There are various reasons why research should be conducted ethically and researchers should realise and understand each factor and how it can influence outcomes.

The researcher explained the purpose of the study and benefits of the outcomes to respondents. Respondents were also requested to sign consent forms, which gave permission for the researcher to include employees in the research process. The researcher ensured non disclosure of the respondents' particulars and that no verification was attached to the submitted questionnaires.

As the information was typed and analysed, matched and reviewed against other literature, no attempt was made to omit, manipulate or alter the information that was received.

The information that was received, was used for academic reasons and to compile a report of the findings and recommendations, which were sent to the companies that participated to help improve their mentoring initiatives. Other companies in Namibia would also be allowed to utilise the information, as the idea is to improve mentoring initiatives in Namibia.

3.9 Conclusion

This chapter contained a detailed discussion on the population and sample, data collection and research instruments that were developed and used in the detection of the research objectives and the quest for the solution of a problem, namely the research question, as discussed in section 3.1 in this chapter. Finally, ethics that were considered in terms of this study, were also highlighted.

Chapter Four outlines an analysis and interpretation of the information that was gathered from the questionnaires that were distributed to participants for each of the months while the programs were in progress. Information that was gathered from other sources (books, the Internet, journals and so on) in relation to the above, is also outlined in the following chapter.

Chapter 4

ANALYSIS AND INTERPRETATION

This chapter outlines analysis and interpretation of the information that was gathered from questionnaires handed out to participants for each of the months while various programs were evaluated for purposes of this research.

Questions used in the evaluations were designed to be as behaviourally based as possible, therefore, they were not designed to determine the outcomes of the objectives for each group, as each group had its separate objectives and goals for participating in the mentoring programs.

Questions in these evaluations were structured to provide answers for the research problem (as defined in Chapter Three, section 3.2).

The information is illustrated by months one to six; the first five months illustrate months when participants were evaluated while on the programs, and the sixth month illustrates information that was gathered six months after the evaluations and programs had ended. The information is further broken down into the different groups and the group numbers for each month do not change, for example, group 1 in the first month remains the same group, which is illustrated for all the other months.

The reason for dividing the evaluations into months is that for each month there was a different reason why the evaluation was done; and each group's information had to be taken into consideration in order to determine the different ways that the groups rolled out their programs, the techniques and methods utilized to operate their programs, as well as the challenges and how they overcame these.

Because of the different time frames for each groups' mentoring program within their different organisations and departments, one would not have been able to run each evaluation according to the time frames that each of these groups wanted to spend on their program. Therefore, the monthly evaluations were utilised to capture the essence of the programs.

Further information was gathered from books, journals, magazines and newspaper articles, as well as the Internet to compare and analyze what the parties had done throughout their programs. This was done to demonstrate and identify key areas that this study set out to

prove or establish as important factors, which render mentoring effective for employees (mentor and protégé) and the organization.

4.1 The first month

During the first month the quest was to determine what groups thought of the necessity of setting goals and how the groups set these goals. It also determined what role compatibility plays in mentoring and ascertained whether or not both parties in each group were interested in being on the program and what impact that could have on the outcome of the program (which could be seen at any point in the program).

...Start by identifying your short-term career goals. Where do you see yourself in the next year or two? What knowledge, skills, and abilities do you need to get there? What key experiences could a mentor provide that would benefit you most?" (Phillipus-Jones, 2002:9).

Participants needed to know what they wanted from the programs in order to determine how they were going to achieve it. Therefore, there should be a plan, an understanding of what the goals are and a clear identification of roles. Tabroon, Macaulay and Cook (1997:6) assert that *...you should be clear what you want out of mentoring, communicate thoroughly, and carefully tailor the programme to the needs of the participants and the culture.*

The questionnaire (see Appendix B) included questions such as:

- Has the group decided to establish goals? What goals were established, Name at least 3 goals that are important to you?
- What problems have you experienced over the past few weeks?
- Describe the relationship that you have with your mentor or protégé at this stage?
- How were mentor and protégé matched on this program?

The final question determined how satisfied respondents were with their program each month and they were also asked to provide a reason for their answer.

4.1.1 Group one

There should be a reason for setting up a mentoring program, and the goals would be derived from those reasons, which would then be followed while continuing the program.

The goals that were established were clear to both parties, although they described them differently in the questionnaires; they had the same idea and they seemed to understand what they both aimed for.

Participants could also look at setting long-term goals that would help the company such as increasing productivity, making the organization a better place to work, and making people understand the importance of managing their careers, connecting people, increasing diversity and building trust and communication.

There are five dimensions that can make it easier to set goals: the goals should be specific, measurable, attainable, realistic and time bound.

This group did not have all the above dimensions attached to their goals, and because they were not time bound, it was questionable how the goals would be measured. One should know when they will achieve the goals in order to compile measures for the expected time of completing the task.

Both parties acknowledged that time was a barrier, and had set up meetings although they were not actually able to make it for those meetings; this was because their department was understaffed (the protégé noted).

In such cases, the parties involved should have established other ways of keeping communication alive. Other methods such as telephonic conversations and emails could have been used.

In terms of problem solving, the mentor had picked up on a work related problem that the protégé experienced and assisted in solving it; this was done because the mentor took the time to understand the protégé's concerns and limitations and made a plan to assist in solving the problem. Although the two did not get the time to have a pre-scheduled meeting, they were able to come to an understanding and solve the protégé's problem.

Pascarelli (2001:2) explains that ...in a relationship with a high level of affiliation, both parties relate well on a personal level, with the mentor providing care and guidance, and the mentee appreciating and utilizing the mentor's support. In a relationship where the quality of development is high, both parties learn from one another, with the mentee progressing toward higher levels of understanding, expertise, and career advancement. Successful mentoring relationships rate high on both factors.

Both parties felt that the relationship was a good and open one; the mentor and protégé both gave a rating of four making it quite evident that they were both content with the start of their relationship and program. Also, the behaviour described in the first questionnaire illustrated

that the two could become a good match if they continued to operate their program the way they did at the start.

Generally, one does not easily find a pair that has the same feeling about their relationship, but it does make it a more comfortable environment in which to learn and work.

4.1.2 Group two

The goals set out by this group were specific, measurable, attainable and realistic, however they had no time limits, which can place strain on the program. For any mentoring program or training scheme, people should know when a goal has been reached and should the goals not be reached on time, action needs to be taken to ensure that those goals are achieved and the same applies when determining measures or evaluations on time.

Time should have been allocated for a meeting to establish goals, as these can be determinants of several aspects on progress for the program, including what or how incentives can be paid or distributed.

Participants should consider spending time to establish a relationship of trust and confidentiality before they attempt to set goals, as the participants should know and understand that their best interests are considered.

Time allocation towards the program was a problem from both sides and the mentor indicated this by stating that there was no time to follow up on the protégé's progress during this month. However, it was not the sole responsibility of the mentor to give the protégé feedback; the protégé should also have made an effort to provide the mentor with information on progress made.

Conversely, the protégé and mentor were still busy building their relationship; if either of the parties showed no interest or demoralized the other in any way, the program could have started off badly and, eventually, the desired results would not be reaped at the expected time, or at all.

Both parties stated that there was mutual trust and that it was an open and honest start to their relationship. The mentor stated that he allowed the protégé space to operate; the protégé learned from mistakes made and also discussed areas of improvement with the mentor.

The protégé felt that his potential was not being undermined, which created an encouraging atmosphere. Both parties scored a rating of four.

The protégé felt that an atmosphere of encouragement had been created, as the mentor did not undermine the protégé's potential.

4.1.3 Group three

The goals for the program were set, however, each party had their own views of what their goals were, which made it seem as if their goals were unclear or not discussed and the two parties did not indicate any time frames to achieve their goals. Nonetheless, there is nothing wrong with the parties deriving at their own separate goals, however, the two parties should get together and discuss the goals so that they have the same overall objectives and plan to achieve the goals.

Both parties stated that they did not have much time to meet, as they were not at the same site, however, they made sure that they did communicate by email and telephone.

Within multisided, geographically dispersed organizations, the mentors may be matched with protégés from different sites. Mentors not physically located at the same site will need to rely on email and telephone communication to maintain ongoing contact in order to prevent distance from limiting the effectiveness of the mentoring program (Sherman, Voight, Tibbetts, Dobbins, Evans and Weidler, 2000:23).

Although the two were not able to meet, they made an effort to discuss and obtain feedback through other methods. It might not be the most recommended method, but if communication is omitted completely, one or both could lose focus or interest.

Successful mentoring relationships are generally planned and nurtured; participants should be encouraged to meet face-to-face and connect via telephone or email once a month at a minimum, and although it is not always possible, it is crucial.

The mentor scored a rating of three, stating that because of the workload, there was no time to keep up with the protégé; but mentioned that the program had to continue as the mentor also learned.

The protégé felt that their relationship was a good one as she learned from the mentor's work experiences and obtained advice during and after office hours and, therefore, scored a rating of four.

4.1.4 Group four

This group chose to complete one questionnaire together (despite a request to each respondent to complete their own questionnaires at the start of the program), with each party answering questions that they thought were relevant to each one of them only.

The two did not set goals as such, and simply indicated competencies that they wanted to develop; these had no time frames attached and although they could be attained the goals needed to be stated in more detail with regard to the dimensions stated below.

When setting goals, the goals should be realistic – if it is too difficult, it will lead to frustration and defeat. Goals should be challenging – if it is too easy, there is little incentive to achieve it and little reward to obtain. Have a deadline – or there may be a tendency to put off completing it. Be specific – so that one knows precisely what it is that they would like to do. Be obtainable – so that one knows when they have achieved it.

Both parties did not seem to understand the intention, reasons or objectives of mentoring programs, what their roles were and what was expected of them while on the program and how to progress with it.

The protégé, however, emphasized that she was motivated by the mentor and stated that he was a good advisor. Perhaps the participants and manager or supervisor should have discussed the purpose of the program (seeing as it was an organizational initiative) and how they were expected to complete the program in order to give them a clearer understanding of mentoring expectations.

Although it was a formal request for them to be placed on a mentoring program so that the protégé could advance in the planned career path, the onus was on these two to schedule their sessions or meetings and to compile goals and outline expectations that would guide them to successfully complete their program.

Participants are encouraged to schedule meetings during regular working hours by taking a look at both the mentor and protégés' work schedules to determine whether time during the normal work week can be spent on meetings among participants in the mentoring process.

Both parties scored a rating of four, although it did not appear to be a fruitful month in terms of goal setting and making time for meetings.

The parties should realize that changing information to make their program appear different, would not get them expected results and they would not be able to acquire help to improve their program, if such help was required.

4.1.5 Group five

The mentor indicated that no goals were set and that no meetings took place in order to set the goals. However, the protégé had sent the mentor a meeting request and suggested that they meet on a monthly basis.

Although this group seemed keen and interested in the program, both parties did not make an effort to meet, which can be demoralizing at the start of a program. The alternative would have been to find another means of communication, for example, email or telephone. Mentoring partners should be advised not to begin a relationship until they have established specific and mutually agreed-upon goals and outcomes.

When questioned about the goals, the protégé indicated a desire to work hard, which is not a goal, as it has no timeframe and cannot be measured. As indicated in the previous group, the two participants could have pointed out areas of development; however, those were then required to be worked into goals (goals with relevant dimensions).

The objectives and reasons as to why the protégé or mentor wanted to progress with the mentoring should have been discussed prior to agreeing to participating in the program. In this way, both parties would know what they could give or gain from the program.

The mentor indicated that the protégé scheduled a few meetings; however, the meetings did not take place as the protégé did not show up for the meetings.

The mentor described the relationship as a senior manager/subordinate relationship; this could mean a number of things and if this relationship is operated on a “teacher-learner” type level, it can cause the relationship to be a less open and “fear the mentor” type relationship. It can be recommended that the mentors should put their protégés first and approach the protégé on a basis of mutual respect; hence the protégé will not feel less superior and undermined. The pair should be able to work together instead of portraying a teacher/scholar relationship.

Their relationship should be changed to a more peer level type of learning environment, since mentoring is about sharing and gaining, and is not a “teaching” type program.

When too much time is allowed to pass by without meeting (three to four weeks), participants could become distracted and lose focus, therefore it is strongly recommended that an effort should be made to keep in touch at least, for example by email or telephone.

The two allowed too much time to pass without making contact, seemingly hoping that the other would make contact first. These two should have had an agreement to set goals later, while working on building their relationship. It is important to have an open relationship of trust in order to be able to build goals that are beneficial to both parties.

Although no meetings or sessions took place, the protégé scored a rating of four, without an explanation. The mentor rated one owing to no commitment from the protégé. The mentor seemed to understand that there is no satisfaction derived out of not meeting in order to get the program started.

4.1.6 Group six

This pair set goals that were both realistic and attainable, however, there were no time frames included, which can be a barrier to achieving goals, as the group can keep delaying or putting the goals aside for something else; they may never know when they have achieved their goals, or know when to measure their progress or performance.

Both parties stated that they had not experienced any problems between them at the start of the program, which was an indication that participants understood one another and possibly even knew what they expected from the program and from each other.

When a program begins in this way, discussions take place more freely and openly and it allows both individuals to learn from the experiences.

Should the two start experiencing difficulties further on in the program, it would not be advisable for them to continue as though there were no problems. Hiding or ignoring problems could cause bigger problems eventually.

A rating of five was given by both participants with motivations such as *"we have a very good two way relationship where the mentor guides and assists and I, (the protégé) try to give to the best of my ability"*, (protégé). And *"the relationship is built on trust and respect. Tasks and orders are done without hesitation and completed effectively"*, (mentor).

The statement made by the protégé is crucial as this is what mentoring is about where the mentor should guide the protégé and, conversely, the protégé should be willing to learn and participate. The information gave an indication that the start of this relationship was satisfactory to both parties and that they did, in fact, understand one another.

4.1.7 Group seven

No questionnaires were returned and, therefore, no evaluations could be conducted. However, when consulted, the mentor responded by stating that both parties were unable to live up to their commitments owing to time constraints and workload at the time.

Protégés and mentors should realize that when they commit to mentoring, they should make time and sacrifices so that the program, works.

Depending on the reason why these two were placed on the mentoring program (this was an organizational initiative), the program could have been changed to take place on a part-time or fulltime basis. The two methods and possibly other methods, could have been discussed and an option that would render the desired results, could have been used.

An organization often has very good intention with their mentoring programmes, but due to lack of planning the process is not implemented very effectively. Sometimes there is unclear responsibility when managers and employees are not sure of their particular responsibilities in implementing mentoring. There is also a lack of understanding of the scope, content, and process of the mentoring intervention (Meyer and Mabaso, 2004:5).

Having a third party (internal or external), can help to improve the program, solve issues and change or improve the program because the coordinator is an independent party and is not directly involved in the program.

...If mentoring is well integrated with other human resources and organization systems then the chances are greater that mentoring will be a success. It could also include a recognition system for both parties. Effective support systems such as manager/supervisor support and mentoring coordinators are also required (Meyer and Mabaso, 2004:9). In this way individuals have assistance when they are unable to operate on their own, which could maintain the program.

4.1.8 Group eight

In the beginning phase when these two participants were approached, they had recently started out on the company's mentoring program. However, the protégé had to make way for another employee to be placed on the program, as the other employee required more guidance.

However, because a new mentor still had to be selected for the protégé, the group was not replaced in time to do the evaluation for this research.

4.1.9 Group nine

These two parties signed their consent forms and started the program for the first month, however, when it came to the end of the first month when the questionnaire was distributed, an email was received to say that the protégé was no longer interested in participating.

"Before approaching a potential mentor, you need to identify what you hope to gain from a mentoring relationship and what type of a mentor is best for helping you meet your objectives. Start by identifying your short-term career goals. Where do you see yourself in the next year or two? What knowledge, skills, and abilities do you need to get there? What key experiences could a mentor provide that would benefit you most?" (Phillips-Jones, 2002:1).

There were no reasons provided why the protégé was no longer interested, nor how the first month had been. One cannot assume what the reason was; therefore, no further information is available for this group.

4.1.10 Group ten

The group signed their consent forms to indicate that they were not forced to participate in the program; however, the two could not be found when evaluations for the first month began.

4.1.11 Statistical analysis for the first month

Table 4.1 indicates the number of groups that started the program and shows the number of groups that had set goals and those that had not.

Table 4.1 Number of groups that set goals

Total number of groups	Groups that set goals	Groups that did not set goals
10	6	4

Although the above mentioned six groups had set their goals, it was also important to consider how the goals were set, since the way in which goals were set could have an impact on the final results or outcomes of the program. Therefore, Table 4.2 outlines the five factors that structure a goal, which is that a goal should be specific, measurable, attainable, realistic and time bound.

Table 4.2 Goal setting accuracy

Groups	Specific	Measurable	Attainable	Realistic	Time bound	Percentage of accuracy
Group 1	*	*	*	*	*	100%
Group 2	*	*	*	*		80%
Group 3	*	*	*	*		80%
Group 4		*	*	*		60%
Group 5			*	*		40%
Group 6	*	*	*	*		80%
Group 7						No answers
Group 8						No answers
Group 9						No answers
Group 10						No answers

Feedback from the groups on the programs showed participants' interest to complete the program to the end. Participants were asked to indicate how they were recruited onto the program, however, no questions were asked about their interest to be on the program, as that

could trigger participants to start questioning their interest at the start of the program, without having thought about it before commencing the program. See Table 4.3.

Table 4.3 How participants were matched

Groups	Mandatory by Organization	Protégé's initiative	Mentor's proposal	Joint venture (mentor and protégé)
Group 1		*		
Group 2	*			
Group 3				*
Group 4				*
Group 5		*		
Group 6	*			
Group 7				*
Group 8	*			
Group 9				*
Group 10	No answer			

The type of mentoring relationship and problems that the groups experienced thus far reflected interest from both parties to continue with the program and how compatible the two parties were, within their relationship. Table 4.4 reflects group satisfaction and their perspectives regarding their mentoring relationships.

Table 4.4 Group perspectives of their relationships

Groups	Satisfied with relationship	Dissatisfied with relationship	Different views of roles	Limited or no meetings attended as yet
Group 1	*			
Group 2	*			
Group 3	*			
Group 4	*			
Group 5		*	*	*
Group 6	*			
Group 7				No meetings set
Group 8				No answer
Group 9				No answer
Group 10				No answer

Table 4.5 illustrates the level of satisfaction for each participant within their groups, since although participants were on the program together, it did not mean that they received the same level of satisfaction from the program.

Table 4.5 Level of satisfaction with mentoring for the first month

Groups and Participants	1 Dissatisfied	2	3 Pleased	4	5 Highly satisfied
Group1 – Protégé				*	
Mentor				*	
Group2 – Protégé				*	
Mentor				*	
Group3 – Protégé				*	
Mentor			*		
Group4 – Protégé				*	
Mentor				*	
Group5 – Protégé				*	
Mentor	*				
Group6 – Protégé					*
Mentor					*
Group7 – Protégé	No answer				
Mentor	No answer				
Group8 – Protégé	No answer				
Mentor	No answer				
Group9 – Protégé	No answer				
Mentor	No answer				
Group10 – Protégé	No answer				
Mentor	No answer				

4.2 The second month

The second month was an attempt to determine problems and challenges that participants experienced and how these affected their work and mentoring program and what they did in terms of progress to resolve these problems and challenges as means to change or improve the situation.

...Its effectiveness however rests upon a number of assumptions, and some of these include: mentors will be committed to the program; mentors will be compatible with protégés; and mentors will be competent themselves in technical and interpersonal skills. Thus, formalizing mentoring by making it a compulsory aspect of staff development, will not automatically guarantee its immediate acceptance and adaptation (Ehrich and Hansford, 1999:96).

At this point it was important to start identifying difficulties and challenges that were encountered and how those were overcome as, like any other initiatives, challenges are mostly experienced at the start of a program and if those were handled well, they would

normally to help build the initiative. At that point, the excitement and energy levels were still rather high and problem solving would normally still be quite high on the priority list.

The questionnaire (see Appendix C) included questions such as:

- Is there any improvement in your relationship? (Motivate by stating how the change came about)?
- Point out any areas of improvement in your work area since you began the mentoring program.
- What are your expectations of this mentoring program?

The final question determined how satisfied respondents were with their program each month and were asked to provide a reason for their answer.

4.2.1 Group one

Although these two claimed to have experienced time management problems, they managed to remain committed to achieving their goals; for example, the protégé stated that the two spent time discussing career development and other work related issues; the protégé stated that this also gave them time “to get to know one another”.

Mentoring focuses on skills a mentor uses to develop a protégé to perform to their highest potential, leading to career advancement. The focus of mentoring is on the career of a protégé who is identified as a high performer capable of advancement. This is in contrast to coaching that provides suggestions on improving performance and not career advancement (Fracaso, 2002:20).

Although the two were not able to spend as much time as was originally planned, the discussions or meetings that took place were meaningful, which demonstrated commitment to the program and to achieving the original goals.

The mentor showed concern and interest regarding the protégé’s growth in saying “*the protégé is keen on getting ahead in the right manner*”; and the protégé recognized own improvements in areas such as proper paperwork and documentation handling.

Successful mentoring systems rely on competent mentors who are capable of forming strong, supportive relationships with protégés. It is therefore important to have mentors who have strong content knowledge, excellent interpersonal skills, and the ability to grapple with issues in a changing relationship (Sherman, Voight, Tibbetts, Dobbins, Evans and Weidler, 2000:9)

The mentor recognized the need to determine the difference between getting to know one another on a personal level and on a professional level, and achieving their different goals together.

In the same manner, the protégé recognises advantages of having a mentor as well as disadvantages of not having one. These two seemed to be a compatible pair as they seemed to know what they wanted and knew how to acquire it with assistance from the other party.

The protégé scored a rating of four, stating that there was increased productivity and clearer sense of direction in how to go about achieving the goals”.

The mentor scored a rating of three, stating that the workload and timetables did not permit as much interaction.

Honesty is crucial and these two were honest about their relationship and also displayed honesty in their responses in the separate questionnaires.

4.2.2 Group two

Both parties felt that there had been an improvement in the relationship since the first month. The mentor stated that they had communicated regularly and dealt with issues regarding the protégé's KPIs.

The protégé felt that there was constant guidance and the continuous truthful and honest opinions that were given by the mentor, motivated the protégé and helped to improve performance.

Communication, performance output and better focus on work tasks were key areas that the mentor wished to improve between the two. The protégé stated that there was an improvement in performance at a work level, more satisfied customers and an increase in interdependence in both participants.

There was already an indication that the two worked on challenges that they faced.

Improvement and change both take time, however, depending on the level of commitment and aspiration or motivation to reach the outlined goals, it can be much easier to progress, which is what happened with this group.

This indicated that the two felt that they were well matched or compatible and that they were satisfied with working together.

Protégés need encouragement, which involves focusing on your protégé's assets and strengths in order to build their self-confidence and feelings of worth.

The mentor took much interest in assisting the protégé and in the same light focused on guiding the protégé. The mentor also stated that the expectations of the program were to assist the protégé to develop coping skills regarding efficient planning, execution and evaluation plans. This displayed a concern for the protégé from the mentor, as well as interest to help the protégé to achieve the desired goals.

Both participants rated four; the mentor recognized a vast improvement already in some of the areas of development. While the protégé stated that it was an excellent relationship, which provided trust and increased quality and quantity of work.

This creates a psychological climate of trust, which allows protégés to honestly share and reflect upon their personal experiences (positive and negative).

4.2.3 Group three

As part of the company development plan, the two were allowed to meet during office hours to work on their program.

...Count mentoring in the time allotted for professional development. Allow mentoring activities to count toward the time already allocated in staff's schedules for professional development activities (Sherman, Voight, Tibbetts, Dobbins, Evans and Weidler, 2000:12).

Both parties verified that they shared information regarding the different courses that they attended in light of sharing or providing information.

This is an excellent way of giving each other information on what is new and currently happening outside and around the work environment, as well as within the industry.

The two confirmed that they understood one another's roles and responsibilities, which proved helpful when the protégé's personal development plan was set up with assistance from the mentor.

Involving the mentor is good, as they can align mentoring goals with the personal development plan as both of those are development tactics. However, if the mentor in any

way undermines the protégé, they may set targets that are below the protégé's expectations, which can be demoralizing to the protégé.

The two also mentioned a lot about communicating and keeping in touch, especially in terms of providing weekly feedback, which enables the mentor to be up-to-date with what happens around the protégé's plans. They discussed strenuous situations that the protégé might have been involved with, which gave the mentor an opportunity to advise the protégé on improvement methods. The onus was on the protégé to follow up too, as it was not only the mentor's responsibility.

A good mentoring relationship can be described as more of a partnership in which both parties learn. While the mentor may bring more experience and insight, the mentor usually benefits from ideas and aspirations of the less experienced person.

The mentor acknowledged the need to learn and, in the same way, the protégé also recognized the need and opportunity to learn. This indicated that they were both content with learning and none of them felt the need to be in control of the other. It also allowed the two parties to participate freely without feeling obliged; however, in any program, if one of the two or both do not take control (in different situations), the program could cease, which is when a third party may especially be required.

Both rated three; the mentor indicated that "*he was still trying to find his feet with the whole program*", and the protégé stated that the program was good, but could be improved by meeting more often.

4.2.4 Group four

The protégé had received recognition on better work performance and especially because the protégé had become more involved in projects. The idea was initiated by the mentor.

Faculty mentoring resources @uw Oshkosh, (2003:2) indicate that it is necessary to *...motivate mentees to take necessary risks, to make decisions without certainty of successful results, and to overcome difficulties in the journey toward educational and career goals.*

The protégé wanted to improve their work performance and it had become evident at that stage when the mentor pointed out that it would also benefit the organization. However, time

had become a major issue; time is always of the essence for each of the parties, therefore, it should be used and scheduled carefully.

Organizing, managing and balancing your time are the keys not only to your professional success but also your personal success (Meyer and Mabaso, 2004:6).

Not much else was said in terms of progress; however, the pair continued to complete one questionnaire. This could have happened owing to a lack of interest from one or both parties or it could mean that one or both of them did not manage their time properly and were therefore, unable to commit.

Healthy mentoring relationships give meaning to Donne's universal message "no man is an island" or Buber's views on humanity's responsibility to each other-to give a "Yes" to the other and acknowledge his/her existence. Protégés essentially want their Yes-affirmation that they belong and are connected. They learn about Hope and the power of envisioning possible futures. This is essence of effective mentoring (Pascarelli, 2001:2).

Both scored a rating of four, stating that "the program is still quite beneficial at this point".

4.2.5 Group five

The group's participation in the company program and in this research evaluation discontinued as the protégé was not committed, since the protégé set up meetings, but did not show up for the meetings. The mentor indicated that it would be pointless to convince someone to learn or acquire new skills if the person was simply not interested.

Meyer and Mabaso (2004:5) conclude that ...Mentoring fails when there is a lack of management vision and commitment toward mentoring; A second scenario is when management is committed to mentoring, but the mentors themselves are not committed. A third problem presents itself when the mentees themselves do not show commitment towards the mentoring programme. This happens when there is a lack of employee buy-in the mentoring programme due to a low level of trust in mentors and the management of the organization.

The mentor was committed and tried to make it work by talking to the protégé, however, mentoring is a two way process and the other party did not respond. *Encourage the use of alternative forms of communication, such as e-mail and telephone conversations. It is important for mentors and protégés to meet face-to-face at the beginning of the relationship to get to know one another. Later on e-mail and frequent telephone conversations allow mentors*

and protégés to stay in touch (Sherman, Voight, Tibbetts, Dobbins, Evans and Weidler, 2000:13).

However, if either party is not interested or if the program is forced, it will not reap desired outcomes.

4.2.6 Group six

It was expected that some short terms goals were possibly well on their way to accomplishment, however, it would be unreasonable to expect that goals would be accomplished at this point already; especially since none had been set after two months.

The protégé appreciated that there was an improvement; their relationship was said to be a comfortable one and the two had become more familiar with one another.

The mentor was a guide and the protégé could not have stated it better in saying that the expectation was to have someone to assist and direct in various tasks.

Irrespective of the type of arrangement, mentoring involves the mentor encouraging the protégés to find solutions themselves, rather than acting as the expert and simply providing answers and the protégé/s drawing on the mentor's experience to goals (Skinner, Roche, O'Connor, Pollard & Todd, 2005:2).

Being content with the program, the protégé scored a rating of five and stated that *"this is a good program for someone who is stepping into a new direction for the first time in a new place and needs to find their feet first"*. The protégé was a graduate from college and worked on a first job; the statement above shows that new recruits do possibly require assistance or guidance and this method can be beneficial, if implemented appropriately.

4.2.7 Group seven

These two parties made no attempt to make the program work, although they had indicated that they were more than willing to go ahead after failing to meet during the first month; however, after the second month, they still had not completed the questionnaires.

As indicated in the previous month's evaluation, they could have considered alternative methods of carrying out their program, for example, part-time and full-time mentoring.

Part time mentoring is reducing the mentor's own work load, simplifying the challenges of that work, paying a stipend for the after hours work time required to allow mentoring during the day, and other creative adjustments. Fulltime mentoring is to have employees doing no other work, either than mentoring (Sweeny, 2001:1-3).

4.2.8 Groups discontinued

Group eight to ten were discontinued after the first month, as discussed in the first month evaluations.

No further information is provided with regard to the three groups that were discontinued, however, reasons were scrutinized and recommendations are provided in Chapter Five, (see section five.)

4.2.9 Statistical analysis for the second month

Table 4.6 below illustrates different problems that the groups experienced, and indicates whether the problems were resolved or not and how the groups had overcome those problems.

Table 4.6 Problems experienced during the first and second month

Groups	Type of problem experienced	Resolved	Unresolved	Comments
Group 1	Time constraints			Working on resolving the problem.
Group 2	Time	*		Constant guidance and regular communication.
Group 3	Time	*		With the company's assistance and support.
Group 4	Time			More involvement with the program.
Group 5	Time to meet		*	
Group 6	Time			More comfortable in the relationship.
Group 7	Time		*	

In the same way that mentoring programs have goals, participants have expectations of the program and the outcomes of the program can also be measured by individuals' expectations of the program. Table 4.7 outlines expectations that participants had of their programs.

Given the information that participants provided, it was clear that the groups had, thus far, come to understand that mentoring concerns development and acquiring knowledge and skills. Expectations of participants within the program tied in with the goals, respectively, which indicated some clarity in terms of the desired outcomes.

Table 4.7 Group expectations for program outcomes

Groups and Participants	Expectations of the program
Group1 – Protégé	To understand the importance of having a mentor and the advantages and disadvantages of not having one.
Mentor	To achieve the protégé's goals and gain a better understanding of one another on a personal and professional basis.
Group2 – Protégé	To improve performance at work.
Mentor	To assist the protégé to develop necessary skills.
Group3 – Protégé	To gain exposure into the area of work.
Mentor	To teach others and learn from each other so that one is able to obtain the best from this program.
Group4 – Protégé	
Mentor	To have a different approach of doing work for the employer's and own benefit.
Group5 – Protégé	No answer
Mentor	No answer
Group6 – Protégé	To be assisted and directed in various ways that tasks should be completed.
Mentor	No answer
Group7 – Protégé	No answer
Mentor	No answer

Table 4.8 illustrates levels of satisfaction for each participant within their group because although the participants were on the program together, it did not mean that they received the same level of satisfaction from the program.

Table 4.8 Level of satisfaction with mentoring for the second month

Groups and Participants	1 Dissatisfied	2	3 Pleased	4	5 Highly satisfied
Group1 – Protégé				*	
Mentor			*		
Group2 – Protégé				*	
Mentor				*	
Group3 – Protégé			*		
Mentor			*		
Group4 – Protégé				*	
Mentor				*	
Group5 – Protégé					
Mentor					
Group6 – Protégé					*
Mentor	No answer				
Group7 – Protégé	No answer				
Mentor	No answer				

4.3 The third month

The third month was dedicated to evaluating progress made by both parties, in terms of goal achievement and ways in which participants had grown or developed respect of goals or knowledge and skills that the two parties needed to acquire while on the program. It also looked at various methods that the parties used to overcome challenges and for problem solving.

This evaluation also asked whether or not a third party was involved, who the third party was and what the role of the third party was on the program.

Objectives and expectations should be clearly defined at the start of the program so that the program has a basis from which measuring it, can ensure success. Participants should know what a successful program will look like and should to understand what they are expected to do while on the program.

The above mentioned will be derived from the information provided by the two parties, as indicated from the start of the program, for example goals and expectations of the program.

When a third party is involved, they can assist the group in various ways and this month the evaluation also looked at involvement of other parties and how the program was integrated

into other departmental and company development initiatives and goals. In this way, an indication could be given of how that involvement influenced the program and the participants. The questionnaire (see Appendix D) includes questions such as:

- Would you say that you have achieved some or all the goals that you have set? (Which goals, if any, have been achieved and please motivate your answer).
- Would you say that your goals align with those of your organization's goals? (State those goals and how they tie in).
- Have you experienced any new problems?
- Is there a third party involved in your program with whom both of you (mentor and protégé) can communicate in any situation?

The final question determined how satisfied respondents were with their program each month and were asked to provide a reason for their answer.

4.3.1 Group one

These two parties may have been confused about the time frames for goals and the goals that they had initially set. The protégé stated that some of the goals had been achieved, which was influenced by training courses that the protégé attended, as recommended by the mentor. However, the mentor seemed to think that the protégé had medium to long term goals and could not have achieved any of them immediately.

The protégé's goals were made in line with departmental goals, and were also appropriate to what the protégé wanted to achieve.

When mentoring goals are aligned with those of the organization or department, it becomes easier to follow and achieve; especially when there is more support and willingness from other people to help achieve the goals.

If mentoring is well integrated with other human resources and organization systems as indicated above, then the chances are greater that mentoring will be a success. Systems such as human resources planning, career management, succession planning, training and development, accelerated development, performance management, employment equity, organization development transformation and leadership development (Meyer and Mabaso, 2004:9).

Time remained the biggest problem, which made it difficult to meet formally, although the two were in touch by using other methods of communication.

The protégé scored a rating of four, indicating that there was a greater sense of direction, while the mentor scored a rating of three because they were unable to make time to meet.

4.3.2 Group two

The mentor was passionate when stating that the protégé coped better with time management and planning skills, as well as that the protégé had begun to evaluate work activities timeously.

According to the goals that were set, these two progressed well, and had worked well together to achieve their goals and in the short time that they were able to achieve the main goals.

Mentoring effectiveness rests upon a number of assumptions, and some of these include: mentors will be committed to the program; mentors will be compatible with protégés; and mentors will be competent themselves in technical and interpersonal skills. Thus, formalizing mentoring by making it a compulsory aspect of staff development, will not automatically guarantee its immediate acceptance and adaptation (Ehrich and Hansford, 1999:93).

The protégé's direct supervisor had also been involved in motivating the protégé; it is important to note that when the supervisor is involved, there should be a clear understanding of each individual's role and how the roles would affect the outcome of the program.

The Supervisor has a concern that the mentor-protégé discussion remains confidential so risk-taking and growth will occur, and a desire to enlist the mentor in support of the Protégé for work on weaknesses identified in the protégé's performance evaluations (Sweeny, 2003:2).

The mentor scored a rating of four, stating that there was an overall improvement in the protégé's work output. The protégé did not hand in the evaluation sheet for this month and had not provided any reason for not doing so.

4.3.3 Group three

This group did not hand back their questionnaires during this month, as the mentor had been on sick leave for most of the month. The protégé could have shed some light on some of the aspects, as required in the questionnaire, which are applicable to their situation, however, the protégé did not think that it was necessary to participate without input from the mentor.

4.3.4 Group four

There are challenges posed by designing and implementing mentoring programs when program coordinators, managers and participants hold different assumptions about what mentoring is and what career development is. It aims to create an awareness of the inherent conflicts between the old and the new definitions of careers when implementing mentoring programs (Poulsen, 2006:252).

This group discontinued their participation in the program, without any further information or clarification on the matter.

4.3.5 Group six

The set goals were mostly short term goals; they required time and effort to accomplish, however, if time was managed effectively, they were certainly attainable within a short time frame and both parties agreed that they have met most of their goals, as time allowed it.

The two stated that their goals aligned with those of their organization; however, instead of indicating the company goals, they indicated the company's values. This could mean that the two participants did not know what their organization or departmental goals were or that their goals did not actually tie in with that of the organization or department, which could lead to misconception of what is indeed expected of them and the program. However, it would not prevent them from achieving their individual and mentoring goals, and simply means that the program stands alone, unsupported.

...If mentoring is well integrated with other human resources and organization systems, then the chances are greater that mentoring will be a success. It could also include a recognition system for both parties. Effective support systems such as manager/supervisor support and mentoring coordinators are also required (Meyer and Mabaso, 2004:9).

Although these two had not experienced any problems, the group had a third party involved in the program, with whom they could consult. The third party was a senior staff member, namely a supervisor.

A senior person can assist in situations where the two participants do not cope with their program or simply require assistance.

According to Sherman, Voight, Tibbetts, Dobbins, Evans and Weidler (2000:9), ...mentoring will have the greatest chances of success when there is strong leadership, there is a climate of trust between administrators and instructors, resources exist to initiate and sustain mentoring and physical space, schedules, and staff assignments allow for mentor/protégée collaboration.

Both parties scored five and the mentor stated, "The protégé has grown in her work and the standard of her work is above average already". This is an indication that the mentor evaluates and monitors the protégé's work, even though an indication was not given as to how evaluations were conducted. It is crucial that the protégé receives feedback and guidance when performance is down and they should be made aware of their achievements as well.

4.3.6 Statistical analysis for the third month

Table 4.9 below considers the possibility that goals could have been achieved at that point (the third month); the goal achievement at that stage would be determined by the goal timeframe, therefore, there were goals that were not achieved (due to the time span, for example); hence, an indication as to what progress had been made was given by participants.

Table 4.9 Goals attained after three months

Groups	Number of goals achieved				Progress made	Limited or no progress	Stand still	Comments
	1	2	3	4				
Group 1					*			All the goals set are medium to long term.
Group 2					*			Coping better, more comfortable in relationship.
Group 3								
Group 6				*	*			All the goals.

Professional development of the participants' skills and knowledge are essential during the mentoring process. The progress that was made while on the program, is provided by each of the participants in Table 4.10, which simply indicates that progress can or cannot be made at an early stage in the program.

Table 4.10 Progress made towards skills and knowledge improvement

Groups and Participants	Progress Yes/No	Progress comments
Group1 – Protégé	Yes	Improvement of skills, efficiency and now works smarter.
Mentor	Yes	The protégé has grown in terms of work.
Group2 – Protégé		
Mentor	Yes	The protégé plans and manages time better.
Group3 – Protégé		
Mentor		
Group6 – Protégé	Yes	No comment.
Mentor	Yes	No comment.

A third party is normally involved in a program to assist participants during the program; in this evaluation (indicated in Table 4.11), groups were asked to indicate whether or not a third party was involved and what role that person played.

Table 4.11 Third party Involvement

Group	Third party involved Yes/No	Designation	Third party's role
Group 1	Yes	Line Manager	The mentor and third party get on well.
Group 2	Yes	Protégé's Supervisor	The third party encourages the protégé.
Group 3			
Group 6	Yes	Curriculum Coordinator	No comment.

Table 4.12 illustrates the level of satisfaction for each participant within their group because although the participants were on the program together, it does not mean that they received the same level of satisfaction from the program.

Table 4.12 Level of satisfaction with mentoring for the third month

Groups and Participants	1 Dissatisfied	2	3 Pleased	4	5 Highly satisfied
Group1 – Protégé				*	
Mentor			*		
Group2 – Protégé				*	
Mentor					
Group3 – Protégé					
Mentor					
Group6 – Protégé					*
Mentor					*

4.4 The fourth month

The fourth month determined goals that had been achieved and how these goals had been achieved; it also considered problem solving during that time and the type of relationship that the two had and how this affected their progress. During this month participants indicated how and why they found mentoring beneficial for them.

Participants were asked to indicate what rewards were handed to them during their individual program and how that reward was beneficial to the positive outcomes of the program.

At this stage of the evaluation, one was also able to see whether or not parties had worked on their goals or if they had deviated.

Mentoring programs can be long, medium or short term, which can be determined by goals that parties had set to achieve or the amount of time that was required to be on the program, as set out by the organisation or co-ordinator.

The questionnaire (see Appendix E) includes questions such as:

- How close have you come to achieving some or all of the goals that you set? (Please identify and motivate)
- If you experienced any problems during the first two months, how did you overcome them?
- Do you as a mentor / does your mentor give rewards or incentives? State the type of reward and a reason why rewards or incentives are given.
- Are there changes that you would have liked to make with regard to the way your program was rolled out? (Please describe).

The final question determined how satisfied respondents were with their program each month and were asked to provide a reason for their answer.

4.4.1 Group one

At the start of the program, the mentor and protégé had emphasized a need to progress and improve their performance in an attempt to achieve their career goals, which were described in various ways. Although the mentor did not think that they were specific in terms of describing the actual goals, over the four months the two were able to describe them more clearly and eventually progress towards their goals.

Even though the two had not reached their goals, there was indicated progress towards achievement of those goals.

The goals that were set for this group (unlike the other groups), were indeed medium to long term goals and it is critical to acknowledge that different programs would not be the exact same length, owing to time required to achieve their goals, unless the groups have protégés who are required to meet the same objectives, for example, protégés on a company mentoring program. However, completion of the goals would still be partially based on the amount of time that it takes participants to acquire knowledge and develop skills.

Sherman, Voight, Tibbetts, Dobbins, Evans and Weidler (2000:14) indicate that *...Programs should provide rewards and recognition for the important work done by the mentors and protégés. In addition, it is common for mentor coordinators to contact participants frequently to discuss their experiences with mentoring. Recognition for mentoring participants can be provided by hosting luncheons or ceremonies at the conclusion of the formal mentoring process.*

However, it is not wise to reward protégés for simply acquiring knowledge throughout the program. Rewards should be planned and should be given as the protégé achieves planned targets.

This group had not discussed a possibility of giving rewards, however, both agreed that because the program was beneficial to them, this was sufficient reward.

Reward is an acceptable form of recognition, as the protégé can be motivated by receiving praise for their achievements. The type of reward, however, is unique to each program, organization or group.

The mentor felt that objectives and expectations should have been clarified from the start or before accepting the roles and scored a rating of three. This is crucial because if parties do not understand their roles, a lot of time is spent trying to figure those out, as opposed to going

ahead with the actual program. It could also mean that the mentor would have preferred not to be on the program or not to have been a mentor at all, having lost interest in the role. When parties are already on the program, they are expected to perform. If the roles had been expressed prior to program commencement, the outcome could be far better than when parties are left trying to figure them out.

The protégé scored a rating of three with no further explanation.

4.4.2 Group two

At this point, these two had clearly achieved their goals, although they did not have time frames attached to their goals. It had become evident over the four months that this group's goals were medium to short term goals and that there was progression towards the achievement thereof.

During this evaluation, the two respondents spoke of specific goals that had been achieved, although not all of the goals, while there is always room for improvement and progression to achieve the rest of the goals that had not yet been achieved.

The achievement, according to the protégé, was brought about by the mentor's focus, which for the protégé established a foundation from which to work.

Mentors should create a psychological climate of trust which allows protégés to honestly share and reflect upon their personal experiences (positive and negative) as adult learners. They are there to assist protégés in considering alternative views and options while reaching their own decisions about attainable personal, academic and career objectives. Mentors stimulate the protégé's critical thinking with regard to envisioning their own future and developing their personal and professional potential. They motivate protégés to take necessary risks, to make decisions without certainty of successful results and to overcome difficulties in the journey toward educational and career goals (Faculty mentoring resources @uw Oshkosh, 2003:1-2).

Some ground rules that were laid down in their relationship made it easier to overcome problems that they would have otherwise had. It is important to agree on these types of issues, as it can become difficult when a problem suddenly occurs and there is no perfect solution, particularly when there is no third party involved.

The mentor stated that he had not given much praise to the protégé and wanted to start concentrating on that from this point forward; however, the protégé was proud of the acknowledgement given via the messages that were relayed from other staff members, which eventually resulted in valued and more tangible recognition.

These two respondents were clearly satisfied with progress that they made and with their relationship; both scored a rating of four and noted that although they felt that the relationship was open and frank, there was room to attain a greater level of accuracy.

4.4.3 Group six

The mentor and protégé had previously indicated that some of their goals had been achieved; and in this chapter they indicated that they were close to achieving their other goals. The group indicated completion of the first set of goals that needed to be achieved in order to work towards achieving the next set of goals.

They were able to overcome their problems by instilling trust and open communication levels in their relationship, which is vital to strengthen any relationship.

Mentoring effectiveness rests upon a number of assumptions, and some of these include: mentors will be committed to the program; mentors will be compatible with protégés; and mentors will be competent themselves in technical and interpersonal skills. Thus, formalizing mentoring by making it a compulsory aspect of staff development, will not automatically guarantee its immediate acceptance and adaptation (Ehrich and Hansford, 1999:96).

The above statement shows that if this group was not committed to the mentoring goal and the program, there would not have been open communication levels or the parties would have demoralized one another, which could have resulted in slowed progress.

Like the first group, this protégé was also given more responsibility as a reward; this is quite understandable, because when the protégé learns more skills and acquires more knowledge, they are most likely to want more responsibility. However, this is not to say that the protégé cannot be given other forms of reward; but it does give recognition in that the protégé is acknowledged as being capable of carrying a heavier burden.

The protégé should be made accountable, so that he/she learns to handle responsibility, makes decisions and becomes accountable for the outcomes.

The two scored a rating of five and stated that the mentor praised the protégé and acknowledged that the protégé had grown over the mentoring period.

4.4.4 Statistical analysis for the fourth month

Once again the groups were asked to indicate progress that was made in terms of accomplishing the goals and to specify how mentoring contributed to the attainment or achievement of those goals. See Table 4.13 below.

Table 4.13 Goals achieved by the fourth month

Groups	Goals Achieved	Goal achievement strategy
Group 1	No	The mentor provides guidance and working knowledge and skills from past experiences.
Group 2	Yes	The mentor is focused and the two have a good relationship, while assistance and support are provided.
Group 3	-	
Group 6	Getting there	By maintaining trust between the two, as well as open communication channels.

The evaluation once again looked at the possibility of problems arising and how the problems experienced could affect the outcome or continuation of the program. See Table 4.14 for details.

Table 4.14 Problems experienced from the first to the fourth month

Groups	Problems experienced	Problems solved	Unresolved problems	Comments
Group 1	Time and availability	Yes		By rescheduling meetings.
Group 2	None			Roles and tasks were clear and the basic ground rules for the duration of the program were laid down.
Group 3	No answer			
Group 6	None			Trust and open communications were maintained.

Since there were groups that had been faced with some obstacles, evaluation also considered what participants did or would have liked to do to change and enhance their programs. Table 4.15 indicates possibilities of changes and comments.

Table 4.15 Changes made during the programs

Groups	Changes made Yes/No	Comments
Group 1	No	Would have preferred to have a formal discussion on objectives and expectations for the program prior to starting the program.
Group 2	No	However, timetables became tighter.
Group 3	-	
Group 6	No	-

Not all programs provide rewards for participants, however, it was crucial to determine whether or not these groups were offered rewards or incentives and how that benefited continuation of the program and/or the participants. Table 4.16 illustrates this information.

Table 4.16 Rewards and incentives

Groups	Type of reward	Benefit of the reward	Comments
Group 1	None	-	The mentor felt that only performance reviews and management systems provided rewards and added that the onus is on the protégé to use the advice or not.
Group 2	Public recognition of improved performance.	The protégé is more motivated to perform and learn.	-
Group 3	-	-	-
Group 6	More responsibility	-	No comments

Table 4.17 illustrates levels of satisfaction for each participant within their group because although the participants were on the program together, it does not mean that they received the same level of satisfaction from the program.

Table 4.17 Level of satisfaction with mentoring for the fourth month

Groups and Participants	1 Dissatisfied	2	3 Pleased	4	5 Highly satisfied
Group1 – Protégé			*		
Mentor			*		
Group2 – Protégé				*	
Mentor				*	
Group3 – Protégé					
Mentor					
Group6 – Protégé					
Mentor					*

4.5 The fifth month

This month assessed what the mentor and the protégé learned throughout the program, how the two respondents benefited from the program, the mentor and protégé's overall satisfaction with the program, and how progress was made towards goal achievement or how the goals were achieved.

The questionnaire (see Appendix F) includes questions such as:

- Would you say that the program was worth the experience? (Please motivate).
- Were you able to achieve goals that you set in the beginning? Indicate those that you achieved and how you achieved each?
- Have you gained any valuable knowledge from this program? If yes, what knowledge have you acquired?
- Would you say that your expectations of the program have been met? Motivate your answer.
- Over the past five months, has the mentoring style and relationship changed? If no, would you have liked it to change? (Please motivate).
- Identify obstacles that prevented you from achieving your goals, (if any).
- What changes would you have liked to make throughout this program?
- Has any training been provided for you, which relate to your mentoring program over the past five months? How was the need determined?
- Do you think that you have grown professionally? (Both the mentor and the protégé should answer). Explain your answer.
- Did the questionnaires that were handed out at the end of each four weeks assist you to build onto or change your program?

4.5.1 Group one

Both these respondents felt that the program was worth the experience. The mentor was keen to know what new recruits experienced and was able to determine this from this program, while the protégé stated that being a debutant protégé, the program proved to be a positive experience.

At the start of the program these two respondents spoke about achieving medium to long term career objectives as their goals, which they described in detail during the course of the program. The mentor did not consider these as mentoring goals, but rather as career goals; however, this is precisely what mentoring is about. Mentoring involves progressing in ones career by acquiring skills, knowledge and other necessary competencies through guidance from the mentor (a more experienced person), hence this mentor had done this and recognized the process. The protégé stated that there was a clearer understanding of challenges that he faced, where the protégé would like to be and what had to be done in order to get there.

Although the two stated that there were no real problems that they experienced while on the program, time was the biggest obstacle for their program. Their problem of not having sufficient time was indicated in three of the questionnaires that revealed problems that they experienced.

Sweeny (2001:1-3) describes the difference, benefits and shortcomings of fulltime and part time mentoring: ...Part time mentoring is reducing the mentor's own work load, simplifying the challenges of that work, paying a stipend for the after hours work time required to allow mentoring during the day, and other creative adjustments.

Fulltime mentoring is to have employees doing no other work, either than mentoring.

Time is a crucial factor in any form of development program and should be discussed at the start of the program and not only during the program when time constraints are experienced. Time and schedules can also be discussed during meetings as they occur, while both should make an effort to stick to those in order to achieve their objectives.

The mentor once again indicated that information about the program objectives and expectations should be given and discussed beforehand. This is a mistake that often effects groups that are too far into the program; expectations for each individual involved should be

discussed at the start of the program; if not, participants may not know what to do while on the program, and could even lose interest, which could render the program a waste of the company and employee's time.

Both parties scored a rating of three. The protégé wanted to do the evaluations until the end of their program and thus felt that the questionnaires that were handed out to them at the end of this month, did not allow the group to complete evaluation of the program.

The protégé, in essence, found the questionnaires useful in terms of building their program.

4.5.2 Group two

From the start of the program, this group had been one of the most satisfied groups and their goals were even achieved by this time, as the goals were short term and the two made plenty of time over the five month period to work towards those goals.

One of the key problems that this group experienced was that the protégé seemed to misinterpret requests and after five months of mentoring, had become better at following requests and carrying out prescribed requirements.

Both respondents were equally content to be on the program and stated that the program was valuable, since they discovered their own areas of improvement through the program.

Irrespective of the type of arrangement, mentoring involves the mentor encouraging the protégé/s to find solutions themselves, rather than acting as the expert and simply providing answers and the protégé/s drawing on the mentor's experience to goals (Skinner, Roche, O'Connor, Pollard & Todd, 2005:2).

The relationship between the two had improved over the months and the mentor noted that it had even created a pleasant atmosphere in the workplace as a result of the mentoring program.

The mentor was generally satisfied with the overall program and scored a rating of four; although the questionnaires did not help him to build their program, it apparently reminded him of his responsibility towards his protégé.

4.5.3 Group six

This group found it pretty easy to work together as they had the same goals and worked in the same profession, which made it easier to work towards their goals and achieve them.

The protégé found that the program was worth the experience as it provided a sense of direction concerning where the career path would lead.

The protégé identified goals that they achieved, as originally stated at the start of the program, and the two followed these to the end. The goals generally consisted of skills that the protégé should acquire in order to perform better, while the protégé had begun to implement and utilize these acquired skills.

The general feeling was that the protégé had grown and, therefore, stated that expectations of the program were met.

Mentoring can support career development initiatives, help the firm to communicate its values and behaviors, enhance staff recruitment and retention, provide employees with a sense of belonging, communicate and foster a more inclusive environment, provide opportunities to expand networks, increase employees' sense of empowerment, boost a person's sense of job satisfaction and personal effectiveness, improve decision-making skills, augment training efforts and facilitate knowledge transfer (Human Resources Management International Digest, 2002:31).

The mentoring style and relationship had not changed over the five months and this they stated was owing to comfort that they felt in a pleasing relationship from the beginning.

The protégé scored a rating of five and stated that although the program had not changed, it assisted in the building of character.

4.5.4 Statistical analysis for the fifth month

Table 4.18 considered the interest invested in the program and what participants thought of the overall program. The following question was asked: was the program worth the time spent on it and what made it worthwhile?

Table 4.18 Program worthiness

Groups	Yes/No	Learned or achieved
Group 1 – Mentor	Yes	The program is an opportunity to learn to understand others.
Protégé	Yes	The protégé receives assistance and guidance.
Group 2 – Mentor	Yes	The protégé now copes better and enjoys the work.
Protégé	-	
Group 6 – Mentor	-	
Protégé	Yes	Open communication and protégé can work more independently; knows what is expected and is more comfortable with decision making.

Table 4.19 illustrates participants' opinions on whether the goals were achieved and whether or not expectations were met.

Table 4.19 Goals and expectations achieved by the fifth month

Groups	Goals Achieved Yes/No	Expectations met Yes/No	Comments
Group 1 – Mentor	Not completely	Yes	
Protégé	Not completely	Yes	Mentoring is a worthwhile exercise.
Group 2 – Mentor	Yes	Yes	Both the protégé and mentor have improved.
Protégé	No answer		
Group 6 – Mentor	No answer		
Protégé	Yes	Yes	Protégé has grown and knows now what is expected.

Table 4.20 show obstacles that participants faced throughout the program and what changes were made to overcome these obstacles. It also shows how this benefited participant.

Table 4.20 Obstacles faced and changes made

Groups	Obstacles experienced	Changes made	Benefits for participants
Group 1	Time	Reviewed the objectives and expectations of the program.	To acquire required knowledge and skills from the mentor.
Group 2	-	-	The protégé follows much better than was expected.
Group 6	-	-	The protégé understands the work better.

Depending on the type of program, the reason for the program and the expected outcomes, it would have been necessary to send participants on training. This table considers whether or

not training was provided and how that benefited participants and outcomes of the program. See Table 4.21 for more details.

Table 4.21 Training provided with regard to mentoring needs

Groups	Training provided Yes/No	Was the training provided beneficial?	Comments
Group 1	No	-	-
Group 2	No	-	-
Group 6	No	-	-

Table 4.22 Probes the following: was the four week evaluation in any way beneficial for the desired outcomes of the program? This question was asked owing to the fact that none of the programs were evaluated in any way, therefore, the idea was to determine how the groups felt about being evaluated and how it effected continuation of the program.

Table 4.22 Benefits from program evaluations

Groups	Y/N	Comments
Group 1	Yes	-
Group 2	No	Mentor felt that it was only a constant reminder of the responsibility towards the protégé.
Group 6	Yes	It assisted in building character throughout the program.

Table 4.23 illustrates levels of satisfaction for each participant within their group because although participants were on the program together, it did not mean they received the same level of satisfaction from the program.

Table 4.23 Level of satisfaction with mentoring for the fifth month

Groups and Participants	1 Dissatisfied	2	3 Pleased	4	5 Highly satisfied
Group1 – Protégé			*		
Mentor			*		
Group2 – Protégé	-				
Mentor	No answer			*	
Group6 – Protégé					*
Mentor	No answer				

4.6 The sixth evaluation

Six months after the program ended, a questionnaire was distributed to participants that had made it to the end of the fifth month as means to determine what effect mentoring had on the two parties and also determined whether or not the skills or knowledge acquired were implemented in the workplace. Of the three groups that made it to the fifth month, only two groups returned the final questionnaire.

This questionnaire (see Appendix G) generally focused on knowledge and skills that were acquired at the end of the groups' program and how satisfied the two parties in each group were with their program.

The most important level of evaluation, therefore, asks have students made gains as a result of instructional strategies (Sherman, Voight, Tibbetts, Dobbins, Evans and Weidler, 2000:41).

4.6.1 Group one

Both the protégé and mentor felt that the program was worth the experience; the mentor indicated that the program encouraged discussions between individuals that would not have interacted otherwise.

The protégé stated that the program helped to establish a course of action for career advancement, since the mentor provided guidance, experience and a sense of urgency/expectation, which helped the protégé advance more.

In order for a protégé to participate freely and openly in a mentoring program, the protégé should be motivated and excited in terms of what they would learn and experience, which seemed to be the case in this group.

The protégé and mentor both felt that the program had equipped the protégé to perform work duties better and the mentor felt more aware of how to manage the protégé.

A good mentoring relationship is more of a partnership in which both parties learn. While the mentor may bring more experience and insight, the mentor usually benefits from ideas and aspirations of the protégé as well.

Although the mentor did not believe that "the match" or compatibility between the two parties was essential, since it is an agreed upon relationship, the protégé felt that the two were a good match because they thought the same in terms of expected results and an

understanding of the culture instilled in a work environment, which made it a good foundation to work from.

Prospective protégés can be asked to identify goals that they would like to achieve and then select mentors; they would most likely choose someone who appears to have expertise that matches the content of those goals. It is only when someone is unclear of what their goals are, that they would select a mentor who is a leader, but not be directly able to help achieve the goals.

The mentor maintained that an opportunity to understand and assist co-workers should always be exploited, while the protégé stated mentoring is good for the protégé's confidence and also helps to identify areas of weakness.

Because the mentor had already experienced this type of a program, the mentor knew what to expect at the end and the expectation had been met. The protégé was satisfied with the outcomes, and stated that the targets and schedules had been met.

These two scored a rating of four, which indicated how satisfied they were with the overall program.

4.6.2 Group two

The mentor and protégé stated that their program was mainly focused on balancing or uplifting areas of weakness and to work on proposed alternatives for future development, which were accomplished, as there was an improvement in the protégé's performance and strengths were demonstrated after mentoring.

The mentor indicated that the protégé should improve skills of interpreting requests or listening and interpretation skills; however, in this evaluation the mentor realized the importance in communicating clearly and continuously monitoring the protégé on tasks that were provided.

According to what was illustrated in this picture, the mentor may not have realized what his own weaknesses were at the start of the program, and from this latter evaluation had come to realize that perhaps the communication mode was not clear enough to enable the protégé to gather the correct message.

Both parties agreed that they would recommend the program to other people. The protégé stated that the outcomes would depend on the type of relationship that the parties have and the mentor stated that it improves working relations.

Because these two had had a good experience while on the program, it would be quite easy for them to make the decision to recommend or not to recommend mentoring to other people. The final decision would all depend on how they carried out their program and attainment of their goals and how it affected their work.

The two felt that their goals and expected outcomes were attained as the protégé had developed in necessary areas and the relationship between the two produced results, which were beyond those that were expected.

They both scored a rating of four, which indicated that they were satisfied with the overall program.

4.6.3 Statistical analysis for the sixth month

Participants were asked to indicate whether or not they would have recommended the mentoring initiative to others and should provide a reason for their answer. This information is available in Table 4.24.

Table 4.24 Recommending mentoring to others

Groups	Recommend Yes/No	Reasons
Group1 – Mentor	Yes	It is an opportunity to understand and assist coworkers.
Protégé	Yes	It is good for raising self confidence and for identifying weak points for both.
Group2 – Mentor	Yes	It helps to improve working relations.
Protégé	Yes	Depending on the type of relationship shared, it improves working relationships.

As means to determine how participants' expectations of the program were met, the following question was asked: have participants' expectations of the program been met? Respondents had to motivate their answers. Table 4.25 below outlines this information

Table 4.25 Program expectations

Groups	Yes/No	Reasons
Group1 – Mentor	Yes	Has been through the exercise several times before.
Protégé	Yes	Targets and schedules have been met.
Group2 – Mentor	Yes	The protégé has developed well in terms of planning and time management.
Protégé	Yes	Although the roles should have been clear at the start, the relationship results were beyond those expected.

If the program was not worth the experience, then it could possibly have been a waste of time; participants were asked to indicate whether or not they thought that the program was worth the time spent on it and to provide a reason for their answer. See Table 4.26 for more details.

Table 4.26 Overall program worthiness

Groups	Worthwhile Yes/No	Reasons
Group1 – Mentor	Yes	It encourages discussions between individuals and a better understanding of protégés.
Protégé	Yes	It establishes a course of action for career development; mentor provides guidance, experience and a sense of expectation; it helps to motivate.
Group2 – Mentor	Yes	There was an improvement in the protégé's performance.
Protégé	Yes	It focused on balancing areas of weakness and proposed alternatives for future development.

Table 4.27 Considers whether or not mentor and protégé would state that they had become more equipped to perform their duties as a result of mentoring, (While they had to motivate their answer).

Table 4.27 Changes or growth gained owing to mentoring

Groups	Yes/No	Reasons
Group1 – Mentor	Yes	Have become more capable of managing the protégé after learning to understand the protégé.
Protégé	Yes	It has helped to identify areas of development and action plans to address those areas.
Group2 – Mentor	Yes	Have realized importance of clear communication and constant monitoring of the protégé.
Protégé	Yes	Have been able to identify areas to provide foundation for future growth and areas that need basic development.

Table 4.28 illustrates the level of satisfaction for each participant within their group for the overall program. Although participants were on the program together, it did not mean that the outcomes of the program would be equally satisfactory to all.

Table 4.28 Level of satisfaction with mentoring and overall program

Groups and Participants	1 Dissatisfied	2	3 Pleased	4	5 Highly satisfied
Group1 – Protégé				*	
Mentor				*	
Group2 – Protégé				*	
Mentor				*	

The groups were then asked to indicate if the group match was good enough for them in order to acquire the desired knowledge, skills or behaviours. They had to motivate their answer. Table 4.29 outlines the information.

Table 4.29 Mentor and protégé match or compatibility

Groups	Match was good Yes/No	Reasons
Group1 – Protégé	Yes	Mentor and protégé think the same in terms of results expected from assessments point of view and an understanding of the culture instilled in a work environment.
Mentor	Yes	Match should be at least suitable, but it is a mutually agreed upon relationship and cannot be defined in a subjective manner.
Group2 – Protégé	Yes	Because of the respect gained for mentor, identification of desired goals was easily done.
Mentor	Yes	The protégé learns easily, and it is easy to work together.

It was evident, from the information gathered that effectiveness of a mentoring program depends on a number of factors, which vary from group to group, while not all the factors will be used for each group and the determination thereof is upon each group, organization and/or coordinator.

Factors considered for each program range from; the program plan, program objective, desired outcomes, roles and responsibilities of participants, evaluation strategy and actual outcomes to implementation of acquired knowledge and skills.

Although the 20 participants who began at the start of the evaluation did not all make it to the final evaluation, sufficient information was gathered in order to consider the findings in two ways, namely how mentoring can be highly effective and what factors can affect a mentoring program negatively. The information was analyzed in this chapter and findings are discussed in the next chapter.

In Chapter Five the focus is on findings and contributions of this thesis, as well as a discussion of recommendations.

The data that was analyzed in Chapter Four is comprehensively discussed to shed light on effectiveness or ineffectiveness of the programs that were assessed and establishes how and why those factors came about and finally makes recommendations on how and why changes can be implemented, which would constitute better mentoring programs.

Chapter 5

DISCUSSION AND RECOMMENDATIONS

This chapter presents findings of the research, as well as a discussion of recommendations, which are based on the findings. Contributions and findings are discussed by considering various factors, which have been identified as important for the success of mentoring programs, following this research.

These are discussed in detail, with abstracts of what occurred during the programs: the goals and purposes of the mentoring program; definition and understanding of mentoring; roles and responsibilities of mentors; protégés and third parties; the mentors and protégés relationships; balancing mentoring responsibilities with other responsibilities; and assessing mentoring behaviours.

Data that was collected from other literature was also used to compare what was found in this research. The data was used to provide suggestions on methods or actions of respondents by way of recommendations under each subsection.

5.1 Goals and purposes of the mentoring program

5.1.1 Goal setting

The researcher found that only one of the groups in this research knew how to accurately set goals. Goals are required for several reasons, however, in order to obtain ultimate outcomes through these goals, they should be set in line with the following factors: goals should be specific, measurable, attainable, realistic and time bound. And, finally, in order for the program to be a success, participants should agree on the goals or have a common goal for the program.

...“Before approaching a potential mentor, you need to identify what you hope to gain from a mentoring relationship and what type of a mentor is best for helping you meet your objectives. Start by identifying your short-term career goals. Where do you see yourself in the next year or two? What knowledge, skills, and abilities do you need to get there? What key experiences could a mentor provide that would benefit you most?” (Phillips-Jones, 2002:1).

Although all the groups had set goals, some of the errors that were found included that 80 percent of the groups did not set the goals accurately or did not use the correct factors, while 20 percent of the groups had not indicated the same or related goals.

Recommendation: Participants, coordinators and organizations should determine the purpose of mentoring programs; it is possible that another form of development (for example training courses) could be a better option that can be used for the area of development. The goals are then derived from the need for development, as well as the purpose and objectives for establishing the mentoring program. Goals are important for mentoring programs, as it determines what its desired outcomes are and how results will be measured.

Both mentors and protégés should set goals early on in the relationship, and should be involved in setting goals, instead of the coordinator and/or supervisors or managers setting the goals on their own. The reason is that participants should be committed to the program in order to actively and willingly participate in the program. The mentor and protégé should then discuss the goals and integrate these into their mentoring plan.

Setting goals together is an important but difficult part of the process; especially if the goals of the mentor and protégé are not directly matched. Both the mentor and the protégé should use their individual judgment and then openly and honestly discuss areas of overlap and clarify what is reasonable and what is not.

Adjustments to the goals can also be made later in the program, as means to improve and change the direction of the program, if necessary. However, it would not be advisable to allow participants to continue with the program if they are unclear or dissatisfied with expectations for the program. All issues should be cleared in order for participants to participate freely and openly.

Goals should be specific to the wants, needs and abilities of the mentors and protégés; measurable by providing a realistic indication of skill, knowledge or performance that can be assessed; attainable so that one knows when the goal has been achieved; realistic so that it is not too easy that there is little or no reward to achieve it or difficult that it frustrates and defeats the participant; and time bound so that there is no tendency to put it off and when the goal is achieved, it can be measured.

Goals should or can be structured around how and why participants want the program to take place, which can be done by considering four major factors namely developmental, which means that mentoring builds on the strengths of the protégé and mentor and enhances areas that require improvement; focus of the mentoring should evolve as new skills and knowledge are acquired, whether or not the program is ongoing, which means that the relationship will occur over a specified period of time and it will change as the protégé becomes more competent, self-confident and self-reflective. Whether or not the same plan will be used for all other mentoring programs (essentially meaning that the content and strategies on which mentoring is based would or would not be tailored to the needs of the individual protégé and program). And, finally, whether or not the program will be evaluated, which means that mentors or third parties will evaluate the protégés in order to provide constructive feedback and support for learning and growth.

5.1.2 Planning the program

Of the ten groups, 30 percent of the groups were recommended to participate in formal mentoring programs as part of organizational development initiatives; 40 percent of the groups were joint ventures, where both the mentor and protégé agreed to participate; 20 percent of the programs were initiated by the protégé; and the remaining 10 percent did not give any answer.

The researcher found that the formal programs (30 percent) were all planned in advance, while the other groups simply started off the programs and made changes where necessary, and some concentrated on the goals, which were set to guide for their programs and others did not progress at all.

Of the three groups that made it through to the fifth month, two of them had their plans in place at the start of the program and although they had different challenges and experiences throughout the program, they had the most satisfactory programs and outcomes.

Tabroon, Macaulay and Cook (1997:6) assert that *...one should be clear what they want out of mentoring, communicate thoroughly, carefully tailor the programme to the needs of the participants and the culture, train the mentor and set up evaluation and review methods.*

Most organizations are desperate to get a mentoring program running; judging by the above statement, the end result can be a failure if the right procedure and plans are not put into place.

Recommendation: The groups should take time before the program begins to determine the purpose of the program and to compile a plan for their program; this will enable them to operate a well organized program, with a goal in mind, a strategy to reach that goal and means to determine the outcomes of the program.

By planning the program, the mentor and protégé would then be able to plan their time, which enables the program to operate more smoothly.

There are various factors that should be outlined from the start of the program such as the amount of time that is spent on the program and time allocated for meetings, training that will help improve necessary skills and knowledge, in conjunction with mentoring, the type of evaluation that should be done, the person who will conduct the evaluations and when the evaluations will be conducted.

Mentoring effectiveness rests upon a number of assumptions, and some of these include: mentors will be committed to the program; mentors will be compatible with protégés; and mentors will be competent themselves in technical and interpersonal skills. Thus, formalizing mentoring by making it a compulsory aspect of staff development, will not automatically guarantee its immediate acceptance and adaptation (Ehrich and Hansford, 1999:93).

One of the groups that did not have a plan of action before kicking off made it to the end of the five months and managed to achieve the goals. This shows that although there is no action plan, one can be compiled as time goes by and the program starts to evolve and the mentor and protégé learn from the mistakes; however, the group should be committed to the cause, while the mentor and protégé relationship should be bearable enough to work with and the goals should be as specific, measurable, attainable, realistic and time bound as that of the specified group.

5.1.3 Role and program clarity

The researcher found that the two groups that participated in the final evaluation (month six in Chapter Four), were not entirely satisfied with purpose and role clarity when they indicated that they would have preferred that the roles of participants and the objectives and purposes of the programs were clear from the start of the program. However, it was not established why participants felt that those factors should have been clear, as they did not further motivate the answer.

For group one it was clear why there was a need for clarity, as the group did not have prior discussions with regard to the program before starting out although the goals that the two set were 100 percent accurate and progress had been made by the end of this research evaluation.

An organization often has very good intention with their mentoring programs, but due to lack of planning the process is not implemented very effectively. Sometimes there is unclear responsibility when managers and employees are not sure of their particular responsibilities in implementing mentoring. There is also a lack of understanding of the scope, content, and process of the mentoring intervention. ...When potential protégés are not actively involved in planning and implementing mentoring, the program will also fail, especially when management unilaterally drives the program (Meyer & Mabaso, 2004:5-6).

Recommendation: It is a responsibility of each individual participating in the mentoring program to ensure that objectives, purposes, roles and responsibilities are clarified before the program commences; in this way, participants know why they are on the program and understand expectations from other participants.

If it is an organizational initiative, it is critical that the coordinator takes charge to inform the parties involved regarding factors in question. When people are aware of expected outcomes, it becomes easier to participate freely and openly.

It is critical to ensure that participants are clear on the factors in question, so that they do not expect more than they are set to receive or acquire from the program.

It is not impossible for groups to work together without clarity (as proven by group one), however if participants lack commitment or motivation, there is likely to be a decrease in performance and overall goal attainment can be affected.

5.2 Definition and understanding of mentoring

5.2.1 Defining mentoring

The first and most valuable finding was that when the programs began, the participants might not have understood what mentoring was really about and what it was supposed to do for the mentor and protégé.

The information became evident when 40 percent of participants could not clearly state what they wanted from their mentoring programs during the first month and what their expectations of the program were during the second month.

Groups that did know what they wanted made it clear, which was 30 percent of all the groups. In addition, the two groups that were cancelled at the end of the first month could not be judged in that respect as the groups did not return the completed questionnaires.

Recommendation: Participants or parties who would like to participate in mentoring programs should first determine what mentoring is, then look at how mentoring can help them, before deciding that mentoring is the ultimate solution.

Once parties understand what mentoring is and what it can do for them, they can then decide whether or not it would help them to solve the issue at hand, otherwise the participants can opt for another form of development.

A purpose of mentoring is to promote professional growth through a personal relationship. Mentoring can also be seen as a strategic approach to developing an employee by pairing them with a more experienced employee who will train, guide, counsel, support and encourage the protégé.

Mentoring has the following benefits, which can be used as reasons to begin mentoring: it can speed up the process of bringing new employees on board and speed up the process of redeploying existing employees into new lines of work. Employees can have a higher level of job satisfaction, which eventually leads to higher productivity and reduced turnover.

When employees perform work correctly and effectively, better results are given and might, as a result, stay longer with the organization. Mentoring programs provide an effective way to provide a career growth path for employees. It provides both mentor and protégé with opportunities to become better and more productive than either could be individually. Employees become less frustrated because finding help and assistance to understand work or jobs will no longer be a mission.

A successful mentoring program does more than merely attract, motivate and retain talented employees; it also ensures that employees develop critical skills that are necessary to drive the organization.

5.3 Roles and responsibilities of mentors, protégés and third parties

5.3.1 Matching participants

Of the groups that participated in this evaluation, 60 percent were put together as mentor and protégé by a coordinator or supervisor in charge even though they agreed to be on the program; the protégés and mentors were not entirely part of the matching process.

In a mentoring program or relationship, there should be some sort of connection and compatibility in terms of the relationship between the two participants, purposes for being on the program and program goals that the parties would like to achieve.

Group five was unable to even begin their program, owing to a lack of interest on the part of the protégé, which could have been prevented by matching and determining each party's purpose for requiring mentoring and the goals and aims for participating in the program.

The voluntary nature of programs can affect evaluation results. By self-selecting themselves into the mentoring program, their personal characteristics, in addition to the program, may influence evaluation results (Foster, 2001:25).

Recommendation: The protégé should have some say on whom or what kind of mentor should be mentoring them in order to gain necessary exposure. If there is a program coordinator, the protégé can be guided to decide on the "right" kind of mentor. Speaking to various people who have necessary experience and knowledge, can also help.

In this way when the mentor and protégé discuss reasons for establishing the program and they have the same goals and reasons for working together, they will most likely be committed to the program and produce the best outcomes.

5.3.2 Third party's role and responsibility

Of the total number of groups, 30 percent had coordinators, supervisors or a third party who was involved in their program; however, when their role was questioned, there was no real role that attached them to the group in terms of the mentoring program.

The third parties were either supervisors or section managers. There is no harm in having a coordinator in any of those positions; however the role that that party plays in terms of mentoring, can be questionable, as became evident in the evaluations.

Coordinators must be supportive and flexible, recognizing the time limitations of adult education staff. The mentor coordinator could be an individual from outside the program, but in most cases, he or she is from the same program as the mentoring participants, although not necessarily from the same site. Mentor coordinators with good supervisory and organizational skills may be experienced teachers, administrators or professional development specialists (Sherman, Voight, Tibbetts, Dobbins, Evans & Weidler, 2000:11).

Recommendation: If the group requires a third party, it should be an individual who is knowledgeable about mentoring, however it does not have to be an internal person, as it can also be an external person. A third party or coordinator can assist the group in several ways, but it is critical to first determine what the third party's involvement in this type of development will be, how they will assist the group and how that role will affect the outcome.

The improper selection of consultants or an over-reliance on consultants makes it difficult to implement mentoring programmes effectively. While consultants often facilitate effective mentoring programmes, the real implementation will be done by the members of the organization themselves (Meyer & Mabaso, 2004:6).

Once the role is understood, and no coordinator is available, an individual should be selected and this role. That way the coordinator's role is clear to that individual, which should limit misunderstandings and confusion.

5.3.3 Problems encountered

Problems that the groups experienced throughout their programs were amongst the biggest findings. These included limited time or time constraints, which was a problem that all groups experienced; it was visible that 70 percent of the groups had no plan of action in place prior to setting up the programs; 90 percent of the groups did not have predetermined schedules to meet; 60 percent of the groups had a lack of understanding of their own programs; 60 percent of the groups had set goals; and 50 percent of the groups held different views of their goals; and a total of 50 percent of the groups lacked commitment for the program because of one or other reason.

These factors could have arisen because of various behaviours or situations, for example, not having sufficient time to complete work and mentoring; however, specific causes of these

challenges were not determined. Research recommendations below outline ways that these challenges could have been eliminated or reduced.

Ehrich and Hansford (1999:101) describe what they regard as potential challenges or negative aspects of mentoring: *...with the implementation of mentoring programs when there are few opportunities for advancement within the organization, this situation can lead to frustration for the protégés.*

Recommendation: Before participants can even think of participating in any development program, the correct development strategy should be selected by considering the development needs, which means that the method that will be used to develop participants, should be a “solution to the problem at hand”. Once a method of development has been established, the purpose for setting up the program will be clarified and other parties involved will be identified, as well as their roles.

The plan of action and objectives can be determined according to the need, time span and expected outcomes. Once the purpose, objectives and roles are clarified, the parties will be more open to the program, share knowledge and skills more openly and commit to the program as expected of them.

However, for the parties to show interest and commitment, they should be involved in the process of building the program, as it gives them leeway to adjust the program to suit their needs as well.

Mentoring relationships are most successful when mentor and protégé have compatible personalities and the mentor is able to meet the protégé's development needs. It would also help to have the same goals and the same or similar expectations of the program, which allows the parties to relate well to one another and work openly on the same issues without feeling that the other person's goals are less important.

With all the above factors, participants need time, however, it is not an easy factor as it should suit all involved. Sherman, Voight, Tibbetts, Dobbins, Evans & Weidler (2000:12) suggest that: *...time is the most difficult obstacle to overcome in developing a quality mentoring system. Building a solid and lasting relationship is a key aspect of mentoring, and programs need to be creative in findings ways to deal with time constraints.*

The groups can consider counting mentoring within the time allocated for professional development, which can be done by scheduling meetings during regular working hours so that

participants still have their time off and encourage the use of alternative forms of communication such as email and telephones.

5.4 Mentor and protégé relationships

5.4.1 Common grounds

The researcher found that 30 percent of the groups that stayed on the programs until the final evaluation, had a few things in common, namely open and honest communication between the two parties; trust and support; a motivating and encouraging environment; and both parties in each group were committed to the program and the best outcomes thereof.

It seemed that when partners were well matched or were compatible with one another and the mentoring relationship progressed well, it was easier to work together and to accept one another, which made goal attainment much easier.

There is a potential link between good relationships and goal attainment, as can be derived from the information provided above.

Recommendation: Successful mentoring relationships can be measured by two criteria: the quality of personal relations and the degree of development. In a relationship with a high level of connection, both parties relate well on a personal level, while the mentor provides care and guidance, and the protégé appreciates and utilizes the mentor's support.

Therefore, in order for a group to progress effectively, there should be some level of interest, commitment, trust, support and drive to produce the required outcomes.

Irrespective of the type of arrangement, mentoring involves the mentor encouraging the protégés to find solutions themselves, rather than acting as the expert and simply providing answers and the protégé/s drawing on the mentor's experience to goals (Skinner, Roche, O'Connor, Pollard & Todd, 2005:2).

5.4.2 Integrated programs

Only one of the groups that participated in this evaluation operated a program that was integrated with other organizational interventions, which meant that the program was coupled with other developmental programs.

The researcher found that it is beneficial to have the program linked with other interventions; however, it does not necessarily mean that program outcomes will be affected negatively if there is no link between mentoring and the other interventions.

An integrated system of mentoring means that a mentoring program does not stand on its own, but is sufficiently integrated into other business functions and systems such as human resources planning, career management, succession planning, training and development, accelerated development, performance management, employment equity, organization development transformation and leadership development.

If mentoring is well integrated with other human resources and organization systems as indicated above, then the chances are greater that mentoring will be a success. It could also include a recognition system for both parties. Effective support systems such as manager/supervisor support and mentoring coordinators are also required (Meyer and Mabaso, 2004:9).

Recommendation: A benefit of this is that mentoring is supported by other interventions such as training provided for similar development needs and it does not stand on its own. Necessary support from the training and/or development team within the department, is also available.

It is not necessary to integrate the program, but there are benefits to it; again the purpose of the program should be analyzed and a decision can be drawn from that.

5.4.3 Level of satisfaction while on the program

The groups that remained on the program until the fifth evaluation generally maintained the same level of satisfaction throughout the program, which could be owing to two things although the groups were also faced with different problems and challenges. The more comfortable participants became within their relationship, the easier it was to work together and because it had become easier to work together, the groups were able to produce results, which either raised levels of interest and satisfaction or kept it consistent.

Recommendation: The two parties should be aware of the danger of having mismatched expectations and/or idealistic approaches to mentoring. For example, the mentor may regard mentoring as a doctor/patient relationship, where the doctor examines the patient and tries to diagnose the patient accordingly, while the protégé sees it as a meeting of equal minds.

Generally, mentoring is about working together, with the mentor providing knowledge and skills by way of guidance and support, and the protégé accepts the guidance and is committed to improving performance with the knowledge and skills that were acquired.

When the two parties are content or satisfied with the environment in which learning takes place, it evidently becomes a more appealing environment in which to perform.

5.4.4 Commitment and interest in the program

The researcher found that groups three and six, which had newly graduated employees as protégés, were groups that took mentoring most seriously; they understood what mentoring was about and were highly motivated to succeed. However, group three left the program owing to the absence of the mentor from work; however, it is evident from their responses that the above mentioned groups were interested in progressing from mentoring. That was the case with new recruits, however, the same can apply with struggling employees; which is the case with group two.

Group two consisted of a senior, more experienced mentor and a protégé who was a struggling long serving employee; the two got along well as they had the same goals and as the program progressed, they began to realize more areas that required exposure for both parties. However, the core need for mentoring occurred when the protégé experienced difficulties to complete work activities.

This shows that mentoring can work for both new and existing employees; however, the need should be determined prior to establishing the development strategy.

Recommendation: Any employee can benefit from mentoring, however, it is important to determine the need and to determine the method, which will be used to best satisfy that need.

5.4.5 Providing rewards and incentives

Providing rewards for participants was something that did not happen for any of the above mentioned groups. Mentors of groups two and six mentors found that giving protégé's more responsibility as rewards motivated them. However, the mentors were left out unrecognized; but the mentor's reward would only be applicable in a company-initiated program.

The reward provides an incentive to achieve and motivates the group to achieve the overall goal of their mentoring program.

Programs should provide rewards and recognition for the important work done by the mentors and protégés. In addition, it is common for mentor coordinators to contact participants frequently to discuss their experiences with mentoring. Recognition for mentoring participants can be provided by hosting luncheons or ceremonies at the conclusion of the formal mentoring process (Sherman, Voight, Tibbetts, Dobbins, Evans and Weidler, 2000:14)

Recommendations: Participants should discuss the possibility of providing rewards and incentives, in order to clear the expectation that it may happen. It is not always necessary to provide tangible rewards, as this can lead to participants being sidetracked from the actual purpose of the program. However, if participants progress and require a high level of responsibility, it might be wise to assign them the opportunity.

Incentives are most effective when they relate to a specific accomplishment; they have a time frame attached, are consistent with program goals, and conform to the protégé's work or lifestyle.

Programs should provide rewards and recognition for the important work of mentors and protégés (Sherman, Voight, Tibbetts, Dobbins, Evans & Weidler, 2000:14).

5.5 Balancing mentoring responsibilities with other work commitments

5.5.1 Time spent on mentoring

The biggest problem experienced by all groups was time constraints; this varied widely, including not being able to make time during working hours and not being able to set up meetings to suit both participants' schedules.

Recommendation: Mentors, protégés and program coordinators should consider various ways in which to operate the program in order to avoid it from failing. For example, there is part-time and fulltime mentoring and both methods can be integrated with other programs.

Fulltime mentoring requires that the mentor and protégé should participate in a program for a specific period of time, focusing solely on the mentoring program.

Part time mentoring means that the mentor and protégé are involved in normal work activities, but have a certain period of their time dedicated solely to mentoring for a specified period of time, for example, two days a week are spent on mentoring, while the other three days are for normal work duties.

Mentoring program evaluations are conducted for several reasons, namely to measure the program's effectiveness, change or improve the program and/or demonstrate the program's cost-effectiveness for using the organisation's finances and there may be several other important reasons, but these will vary from program to program and from organization to organization.

In essence, evaluations provide a basis to link changes in knowledge, skills, attitude or behaviour regarding the mentoring program. Evaluation is critical for making decisions about whether to continue, change, develop, or shorten the mentoring program.

Meyer & Mabaso (2004:6-7) assert that *...another problem is a lack of monitoring, evaluation and alignment of the mentoring strategy during all phases of the change intervention. Continuous evaluation is needed to see if the mentoring relationships are managed effectively. Assessment should be continuous and must cover areas such as the quality of mentoring programme and the performance of the mentors as well as the protégés.*

A protégé's progress can be measured against several standards. These are more appropriate ways for measuring growth, namely in attitudes (for example, feelings of improved self-concept and self-worth, as well as visioning); cognitive skills (for example, problem solving, decision making, personal goal-setting and planning); and performance (for example, work output).

Evaluation at the conclusion of a program cycle measures results, namely to what extent program objectives were achieved and the program's overall impact. However, it would also be advantageous to evaluate participants a while after the program has ended, so that one measures the depth to which knowledge was acquired or transferred.

5.7 Conclusion

In conclusion, the groups that participated in this research evaluation did not have the same approach for success, which led the researcher to the conclusion that there is no single combination of methods or strategies that is appropriate for making all programs effective. This is further discussed in the Chapter Six, which concluded the study.

The factors required to make the program a success will vary from program to program in line with the needs and purposes of the specific program and participants' goals. Basically, the groups that participated in this evaluation did not take the time prior to commencement of the

program to establish and discuss the above mentioned and, therefore, found it difficult to progress, which also led to some programs ending.

Other major contributors were the type of relationship that were engaged in by participants while on the program, which was influenced by levels of interest in the need for the program, as well as the program itself and, finally, the level of commitment that the two parties placed in the program. The level of commitment also influenced or determined the extent to which the other was willing to continue with the program.

Due to low commitment from the protégés, 30 percent of the total number of groups ceased, as a result of low commitment from mentors, while 10 percent of the groups ceased; and because of a lack of commitment from both the mentor and protégé, 30 percent of the groups ended their relationships and programs.

Although participants and groups left and ended their programs, it all happened at different levels and stages of their programs, which could possibly have been prevented by planning prior to commencement of the program.

Some of the factors that were found to be beneficial for mentoring were, for example, that accurate goal setting can lead to smoother running of a program and, in the long run, it can contribute to finally producing expected and desired outcomes. However, correct goal setting factors should be taken into account, which would eventually influence outcomes of the program and its effectiveness.

The level of satisfaction within the mentoring relationship has an effect on the level of interest and commitment that participants will invest in their program, which was also recognized in this research: the groups (30 percent) that were evaluated until the fifth evaluation were all fairly satisfied to completely satisfied with their relationship, and it showed in the results that were produced from the programs.

Problems experienced by various groups were, however, predictable as it all goes back to planning and implementation of the program and the level of affiliation for the two parties involved, as discussed in the previous paragraph.

Another factor that would contribute to this was that mentors and protégés require motivation and support; respondents in this evaluation did not have a third party who was involved in such a way. Although 30 percent of the total groups had a third party assigned to them, the role of that individual was not directly linked to the mentoring program in the mentoring

coordinator's capacity. However, the mentors for these groups were effective support systems for their protégés; however, the mentor and relationship, as a whole, also require some level of support and encouragement.

In terms of motivation and encouragement, protégés and mentors could also be provided with incentives and rewards for knowledge, skills and behaviour changes that are acquired as a result of mentoring. A total of 20 percent of the groups had mentors that provided their protégés with rewards and the mentors in these groups gave the protégés more responsibility. Unless rewards or incentives were discussed previously, it may not appear as a reward, but the same applies to other forms of rewards or incentives, which can become misleading to the person receiving them. Therefore, rewards and incentives should be discussed early on in the program in order to determine types of rewards and incentives and how and when they will be distributed.

Evaluation of mentoring programs, the relationship and outcomes of the program indicate effectiveness of the program, the extent to which knowledge, skills and behaviours acquired were, in fact, as a result of mentoring and whether or not expected outcomes were achieved. None of the groups in this research had conducted evaluations, which leaves two questions: how did the groups determine how well they were doing and how did the groups determine whether or not the outcomes and expectations of the program were met?

Each program would be measured differently and that would be based on the purpose, goals and the need for the program; and if those are determined early on in the program, measuring them can be done more easily (as discussed earlier in the chapter).

Overall, time is important during mentoring, both at the start and during the program; all the factors that emanated from this research were somehow attached to time; the groups that succeeded used a lot of time, while the groups that ended their participation or their programs, lacked time; refer to section 5.5.1.

Therefore, participants should carefully plan their time and be conscious of implications that mentoring might have on their other work and on other people that may be involved, whether they are directly or indirectly involved.

The next chapter and final chapter is a conclusion of this research and outlines a summary of the conclusions that are drawn from this research. It also considers areas for further research

that were either not determined in this research or can provide more insight in relation to findings of this research.

Chapter 6

CONCLUSION

This chapter outlines conclusions that have been drawn from the research and provides a logical summary of the findings, while recommendations are also made for future research in areas based on this research. The end of this chapter indicates which groups can benefit from these research findings.

The literature that was reviewed indicated various areas that are beneficial to mentoring and others that can be detrimental to mentoring programs. This information was compared to the findings of this research, which were obtained from respondents.

This research showed that the target population was not completely knowledgeable about strategies and methods that are used for effective mentoring programs, according to what had been revealed in the literature.

Therefore, the combined information gave a clearer perspective into mentoring effectiveness, which was described in Chapters Four and Five; this chapter outlines the final conclusions thereof and makes recommendations for continued or further research into some areas of mentoring.

The research methodologies that were used to study the research problem, were not completely faulty in themselves, however, it was later discovered that the sample population brought concern to the final outcomes.

Some of the groups that were originally selected to participate as respondents (the sample groups) began to leave the program early in the program, which threatened viability of the study.

Although this meant that less information was established in terms of group successes and overall program successes, it also shed much light on reasons why programs would normally fail. This information would not have been easily determined if all the groups had continued their programs until the end of the evaluations.

This area proved to contribute largely to the findings of the research, as most organizations and mentoring program participants can now benefit from knowing what the shortcomings are and can determine how they can overcome or eliminate these.

Since questionnaires were handed to participants in order for them to answer instead of being interviewed, no probing or further questions could have been asked to determine any more or related data.

However, for this type of research, where there are a number of participants, there would have been too much time spent on interviewing each participant every month for six months. It could possibly have led to people losing interest in participating in the research, which would have eventually led to the research's failure.

This research found that of the three groups that completed the program study, the strategies and methods that were used, were not precisely the same for each group, which simply means that there is no "right combination" of methods and strategies that will make every program effective or successful.

The following are areas that can render mentoring programs effective: mentors, protégés and organizations have flexibility to initiate implementation of the principles and methods. For example, if a group has a plan, it does not necessarily mean that the outcomes of the program will result as planned, hence participants should plan, implement, change and adapt as the program progresses.

As an example, group one (in this research) did not have a plan for their program, but as time went by and because of their good level of affiliation, the two parties were able to change and adapt, which made it so much easier to progress to higher levels.

Not all groups can progress well on their own, which is part of the reason why a third party or coordinator may be required. Third party involvement can differ from group to group and may impact the team in negative ways as well, but does not mean that a visible third party role will certainly not have a positive role within the program.

This research was unable to determine how the third party's role can be determined for a group and if it would be beneficial for any specified group to have a third party, since one cannot assume that all programs should or should not involve a coordinator.

Of the groups evaluated in this research, three groups involved their supervisors and managers and although they did not seem to play a crucial role (as they were not discussed in anyway throughout the five months), the groups were able to progress and achieve their goals.

For this reason, third party roles and involvement in mentoring should be further researched to determine their impact on program effectiveness.

During the planning phase, participants should already know what the purpose of the mentoring program is and, at that point, they should consider goals that the protégé and mentor would like to achieve, expectations that the participants have of the program and expected outcomes of the overall program.

This research discovered that the groups that did not have goals and a plan to achieve their goals and expectations, were not good performers, which is a clear indication of the importance of determining the need, setting goals to overcome the need and planning program strategies.

Program support and commitment to the mentoring process is another area that should be explored in more detail, since, like having a third party, it was not easy to determine the impact that it could have on the individuals involved.

Two groups within this research had newly graduated employees and two other groups had struggling employees as protégés; the commitment level was high for all four groups, even if the one group with the graduate trainee and mentor eventually left the program, (due to the mentor being ill).

Level of commitment is interlinked with levels of interest for the mentoring program; this can be tricky to determine because what may start out as an exciting and promising new venture, may later cause parties to lose interest completely.

Therefore, it would be advisable to allow the protégé some say in deciding, which mentor they will be matched with and also to allow the mentor to determine whether or not mentoring that individual would be "challenging". It would also be advisable to allow participants to determine their needs and strategies to address the need, so that they are involved, which may provoke more interest.

Mentoring is about the transfer of knowledge, skills and behaviours to less experienced employees, hence the content of mentoring programs should be based on recognized skills, knowledge, content and strategies, which are individualized to the needs of the protégé.

Each protégé has a different reason for requiring exposure, therefore if the skills, knowledge, content and strategies are based on these needs it encourages the protégé to participate as they will gain these from the program.

Eventually, during the program or at the end of the program, evaluations of knowledge and behaviour transfer and change that occurred during mentoring, and the program as a whole,

should be done. If the evaluation method is accurate and applicable to the specific mentoring program, the correct data can be retrieved, which will, in turn, help to improve the knowledge and skills, the program and prove its effectiveness as well.

Reward and incentive schemes that are used by the groups were questioned and the groups found that giving the protégé more work responsibility, motivated the protégé. Effectiveness of using other forms or types of rewards and incentives, could not be determined.

Further research can be conducted to determine what types of rewards can be provided for participants and how these would affect participants' performances.

Evaluation systems can be used to promote continuous improvement and to determine outcomes of the program. None of the groups that participated in this research evaluation had conducted any form of evaluations. Therefore, the question remains: how do groups determine their progress level and the value of their overall program?

Another area to consider is the impact of mentoring on their work once the program is completed, which would require that a long term evaluation is conducted.

Although this research had an evaluation six months after the initial five months, which determined long term effects of mentoring and to see if the effect does last, it could not prove that knowledge and skills that were acquired, were in fact being applied (practically) within the workplace.

As a result, further research can be done to determine long term effects of mentoring on participants.

Ideally, the protégé has a support system through mentoring, but once the program ends and knowledge has been successfully acquired, would the protégé still be able to apply new skills and behaviours without mentor support?

There are several reasons and purposes for establishing mentoring programs and most organizations would have a policy and/or a procedure for mentoring initiatives, though they should realize that mentoring does not appear the same across programs.

Participants within the program should bear in mind that there are different factors that impact the program and its intended outcomes and changes are likely to occur throughout duration of the program.

There are various groups that are most likely to benefit from this research, particularly participants' organizations, since participants would share their new found knowledge and experiences from the research as feedback to their organisations.

Other organizations in Namibia that have struggled to conduct effective mentoring programs, can use this study as a tool to improve their current mentoring initiatives and to introduce new initiatives.

Program coordinators who have limited exposure and mentors and protégés who would like to implement their programs more effectively, may also gain more insight from the study in order to obtain improved results.

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APPENDICES

APPENDIX A: LETTER OF INSTRUCTION

Dear respondent

The evaluation questionnaires for this research will be distributed each month for five months, while a final questionnaire will be distributed six months thereafter.

For the purpose of analysing the information provided in the questionnaires on a monthly basis, you are requested to please complete each questionnaire and return it to the researcher, via email or personally.

Should you have any questions regarding the questionnaire or the content of the questionnaire, please feel free to contact me via email, telephonically or personally.

Please note that clarity will be provided on the content of the questionnaire, however, this does not become an interview opportunity for the researcher.

Thank you for your time.

Yours faithfully,

Fudheni Shitemba

APPENDIX B: QUESTIONNAIRE FOR THE FIRST MONTH

PLEASE RETURN THIS QUESTIONNAIRE AS SOON AS YOU HAVE COMPLETED IT

Name: _____

Mentor or protégé

1. Has the group decided to establish goals? What goals were established? Name at least three goals that are important to you.

2. What problems have you been experienced over the past few weeks?

3. Describe the relationship that you have with your mentor or protégé at this stage?

4. Using the scale below, indicate how satisfied you are with the program thus far, 1 meaning completely dissatisfied and 5 meaning highly satisfied.

1	2	3	4	5
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5. Provide a reason for your answer in the previous question.

6. How were the mentor and protégé matched for on this program?

Thank you for your time.

APPENDIX C: QUESTIONNAIRE FOR THE SECOND MONTH

PLEASE RETURN THIS QUESTIONNAIRE AS SOON AS YOU HAVE COMPLETED IT

Name: _____

Mentor or Protégé

1. Is there any improvement in your relationship? (Motivate by stating how the change came about)?

2. Point out any areas of improvement in your work area since you began the mentoring program.

3. What are your expectations of this mentoring program?

4. Using the scale below, indicate how satisfied you are with the program, 1 meaning completely dissatisfied and 5 meaning highly satisfied.

1	2	3	4	5
---	---	---	---	---

5. Provide a reason for your answer in the previous question.

Thank you for your time.

APPENDIX D: QUESTIONNAIRE FOR THE THIRD MONTH

PLEASE RETURN THIS QUESTIONNAIRE AS SOON AS YOU HAVE COMPLETED IT

Name: _____

Mentor or Protégé

1. Would you say that you have achieved some or all the goals that you have set? (Which goals, if any, have been achieved and please motive your answer)

2. Would you say that your goals align with those of your organization's goals? (State those goals and how they tie in).

3. Have you experienced any new problems?

4. Is there a third party involved in your program with whom both of you (mentor and protégé) can communicate in any situation?

5. Using the scale below, indicate how satisfied you are with the program thus far, 1 meaning completely dissatisfied and 5 meaning highly satisfied.

1	2	3	4	5
---	---	---	---	---

6. Provide a reason for the answer in the previous question.

Thank you for your time.

APPENDIX E: QUESTIONNAIRE FOR THE FOURTH MONTH

PLEASE RETURN THIS QUESTIONNAIRE AS SOON AS YOU HAVE COMPLETED IT

Name: _____

Mentor or Protégé

1. How close have you come to achieving some or all of the goals that you set? (Please identify and motive)

2. If you experienced any problems during the first two months, how did you overcome them?

3. Do you as a mentor / does your mentor give rewards or incentives? State the type of reward and a reason why rewards or incentives are given.

4. Are there changes that you would have liked make with regards to the way your program was rolled out? (Please describe).

5. Using the scale below, indicate how satisfied you are with the program thus far, 1 meaning completely dissatisfied and 5 meaning highly satisfied.

1	2	3	4	5
---	---	---	---	---

6. Provide a reason for the answer in the previous question.

Thank you for your time.

APPENDIX F: QUESTIONNAIRE FOR THE FIFTH MONTH

PLEASE RETURN THIS QUESTIONNAIRE AS SOON AS YOU HAVE COMPLETED IT

Name: _____

Mentor or Protégé

1. Would you say that the program was worth the experience? (Please motivate)

2. Were you able to achieve goals that you set in the beginning? Indicate those that you achieved and how you achieved each?

3. Have you gained any valuable knowledge from this program? If yes, what knowledge have you acquired?

4. Would you say that your expectations of the program have been met? Motivate your answer.

5. Over the past five months, has the mentoring style and relationship changed? If no, would you have liked it to change? (Please motivate).

6. Identify obstacles that prevented you from achieving your goals (If any).

7. What changes would you have liked to make throughout this program?

8. Has any training been provided for you, which relate to your mentoring program over the past five months? How was the need determined?

9. Do you think that you have grown professionally? (Both the mentor and the protégé should answer). Explain your answer.

10. Using the scale below, indicate how satisfied you are with the program (overall), 1 meaning completely dissatisfied and 5 meaning highly satisfied.

1	2	3	4	5
---	---	---	---	---

11. Provide a reason for the answer in the previous question.

12. Did the questionnaires that were handed out at the end of each four weeks assist you to build onto or change your program?

Thank you for your time.

APPENDIX G: QUESTIONNAIRE FOR THE SIXTH EVALUATION

PLEASE RETURN THIS QUESTIONNAIRE AS SOON AS YOU HAVE COMPLETED IT

Name: _____

Mentor or Protégé

1. It has been a while since you completed the program; would you say that it was worth the time that you spent on it? (Please motivate your response)

2. Would you say that you are now more equipped to perform your duties because of the mentoring program? How? (Do you think that you have grown professionally?)

3. Would you say that you and your partner were suitably matched for the program? Why or why not?

4. Would you recommend that other people participate in mentoring programs? Why or why not?

5. Were outcomes of your program what you expected them to be? Explain your answer.

6. Using the scale below, indicate how satisfied you are with the program (overall), 1 meaning completely dissatisfied and 5 meaning highly satisfied.

1	2	3	4	5
---	---	---	---	---

7. Provide a reason for your answer in the previous question.

Thank you for your time.