

**THE IMPACT OF MENTORSHIP AS A KEY PERFORMANCE AREA FOR SENIOR
PERSONNEL IN HIGH SCHOOLS IN THE WESTERN CAPE**

by

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DECLARATION

I, Brennan Secondo Marais, declare that the contents of this dissertation represent my own unaided work, and that the dissertation 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

Date

ABSTRACT

There is always much debate about the performance of high schools, especially around the lack of learners excelling and the Grade 12 poor pass rate. This dissertation investigates the impact of mentorship on the performance of principals, deputy principals and subject heads at a selection of high schools in the Cape Town metropolitan area.

Literature on the topic indicates that various types of mentorship programmes exist. The literature review consisted of journal articles, books and policy documents. For the purpose of the empirical study, the research question of whether mentorship has a positive impact on the performance of senior personnel in high schools was best answered by following a quantitative approach to research. The study population comprised 42 senior staff members from three high schools in the Cape Town metropolitan area. A questionnaire survey was used to collect data from the sample of 21 senior staff members, and the data analysis was done by means of a Microsoft Excel spreadsheet using pie charts to illustrate the results.

The study found that mentoring subordinate educators and principals is a Key Performance Area (KPA) of the convenience randomly selected schools that fall within the respective district under the jurisdiction of the Western Cape Education Department (WCED), that key personnel are familiar with mentorship, but that there are some issues that need to be resolved.

It is envisaged that the implementation of mentorship programmes at high schools will positively influence the development of educators, and impact positively on the performance of key personnel and the performance of the affected schools.

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Opinions expressed in this dissertation and the conclusions arrived at, are those of the author, and are not necessarily to be attributed to the Cape Peninsula University of Technology.

DEDICATION

This work is a dedication to the memory and legacy of a beloved family member, scholar and intellectual for her continued encouragement whilst I was revisiting my topic and research problem, and her insights of the broader process of research and its importance to decision makers, partner departments, beneficiary officials and the targeted community of learners it is intended to benefit.

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For the late Dr Jean Swanson-Jacobs.
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GLOSSARY

Terms

Building rapport

Intellectual capital

Key personnel

Knowledge management

Legislative Framework

National Skills Development Framework

Traditional Mentorship

Professional Mentorship

Institutional Mentorship

Peer mentoring

e-Mentored model

Acronyms

IQMS: Integrated Quality Management System

KPA: Key Performance Area

PMS: Performance Management System

Abbreviations

WCED: Western Cape Education Department

DoE: Department of Education

DBE: Department of Basic Education

ACE: Advanced Certificate in Education

Definitions/Explanations

Mentorship is the “establishment of a personal relationship for the purpose of professional instruction and guidance” (Ashburn, Mann and Purdue, 1987:59)

Mentoring process encompasses the institution of a constructive association between a mentor and mentee based on the structure of a methodical practice (Pillay, 2011:37).

Mentor can be defined as the “wise and patient counsellor who serves to shape and guide the lives of younger, less-experienced colleagues” (Inzer and Crawford, 2007:5).

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CHAPTER ONE

INTRODUCTION AND BACKGROUND

1.1 Introduction

Mentorship is an essential tool in determining the quality of performance of staff employed to perform specific duties. Where deficiencies in performance are identified, it is important to introduce interventions in order to improve the performance to the required level. Mentorship is one such intervention. This research project aimed to investigate the impact of mentorship as a Key Performance Area (KPA) for key personnel in high schools. Key personnel include school principals and subject heads. The principal carries the ultimate responsibility of the teachers' and scholars' performances.

The research objectives related to an explanation of the concept mentorship, the mentorship process, types of mentorship, common problems in mentorship, and guidelines to effective mentorship. The quantitative approach to research was followed by using a questionnaire survey. This questionnaire was utilised amongst selected high schools in the Cape Town metropolitan area, under the jurisdiction of the Western Cape Education Department (WCED). It is envisaged the research project would generate information that the WCED can introduce into their human resource management policies, with a view to enhance the capabilities of key personnel at high school level.

1.2 Background

During a briefing to the media, Naledi Pandor, the previous Minister of Education (Pandor, 2004) expressed her concern about education leadership by stating: *"We have a (school) leadership that cannot analyse, cannot problem-solve, cannot devise strategic interventions and plans and cannot formulate perspectives that are directed at achieving success."* In response to the minister's concern Naong (2011:1596) deduced the following: "The experience of some of the well-performing schools could benefit this process immensely. Ways to draw on and reinvest in this wealth of experience, needs to be seriously explored in the form of mentoring and coaching for the young principals. Blending theory and experience can only yield the best results."

Therefore Jones and George (2003:98) suggest that the "the role of the leader [is] to set the values, norms and standards for behaviour, and to communicate the expectations that influence the way in which individuals, groups and teams interact with one another and co-operate to achieve organisational goals".

Therefore the duty of people leadership and management relates both to a tactical and a strategic role within every part of planning, allocating, supporting and evaluating work, as well as developing personal and professional skills and generating an environment conducive to collective bargaining, collaboration and negotiation.

According to the Department of Education (DoE) *National Skills Development Framework* (DoE, 2006) “the *National Skills Development Framework* is guided by the fact that the South African workforce, in this case all employees within the education training and development sector, need relevant and competitive skills. These are required in order for them to develop as individuals, to add value to the performance of the organisation, and for them to contribute meaningfully to the development of the South African economy”. This means that principals and educators are to ensure that they are equipped with the best possible skills in management and knowledge transfer practices in order to groom the best possible talents that the country’s economy will need in future.

In order to ensure the fulfilment of the goals of the national DoE “Improving all aspects of the quality of education, and ensuring excellence for all, so that recognised and measurable learning outcomes could be achieved by all, especially in literacy, numeracy and essential life skills” (DoE, 2008:3), the following policies and legislative framework are in place (DoE, 2006:5):

- Skills Development Act of 1998
- Employment Equity Act of 1998
- Skills Development Levy Act of 1999
- Labour Relations Act of 1995
- Public Service Act of 1994
- Employment of Educators Act 1998
- National Skills Development Strategy (NSDS 2005-2010)
- National HRD Strategy for South Africa 2001
- Integrated Quality Management System 2003
- National Framework for Teacher Education (Draft)

It can be said that two of the key principles of public services as stated in Section 195 of the South African Constitution states that “public administration must be development-oriented” and that “good human-resource management and career-development practices, to maximise human potential, must be cultivated”(South Africa, 1996:99).

Ultimately the need for mentoring is derived from the need for strategic planning at the level of principal which is based on the requirement for operational planning to address the lower-level needs of the school's day-to-day running to ensure it is run effectively and efficiently.

The mentioned table below in Table 1, is an extract from *The National Education Sector Development Plan* of UNESCO, authored by Gwang-Chol Chang, Programme Specialist at UNESCO Chang (2006:9). The logical framework approach illustrates the difference in definitions and planning approaches required for the two different levels of planning, namely operational and strategic.

The national Department of Basic Education (DBE) states in their *Integrated Strategic Planning Framework for Teacher Education and Development in South Africa, 2011–2025* the following as a key plan of the department: “The primary outcome of the Plan is to improve the quality of teacher education and development in order to improve the quality of teachers and teaching” (DBE, 2011:2).

Table 1 UNESCO logical framework approach (This table describes the framework approach by defining it by focus, purpose, rewards, information, organisation, problem solving and risks)

Definitions	Operational planning	Strategic planning
Focus	Routine activities	Achieving goals
Purpose	Achieving the best use of available resources	Planning the best courses of action
Rewards	Efficiency, stability	Effectiveness, impact
Information	Present situation	Future opportunities
Organisation	Bureaucratic, stable	Entrepreneurial, flexible
Problem solving	Relies on past experience	Finds new ways and alternatives
Risks	Low	High

(Adapted from Chang, 2006:9)

With another objective of the DBE (2011:5) in this integrated plan being “developing and maintaining an Information and Communication Technology (ICT) platform to support the system, and so making quality professional development opportunities accessible to teachers all over the country (DBE, 2011:5)”, it lends itself to sufficient motivation for an electronic based system for mentoring. The advantages of this type of mentoring model will be discussed in more detail further in this document.

The current trend in South Africa is to measure the success of high schools, which was 78,2% in 2013 (DBE, 2014:1) and thus their management may be based on the Grade 12 pass rate as well, while in other cases it will be measured by the high school's mathematics and science pass rates and the ability of the school management team to achieve this.

Either one of the two requires a strategy and a determined programme in order to ensure the best possible outcomes for a high school, based on the selected measurement of its success. Both of the above measurements depend on the effective implementation of performance and career management approaches to ensure that the high schools deliver on the desired outcomes, political and business objectives, and within the allocated budgets of their respective departments. Furthermore, departments are encouraged to enter into constructive and relevant public-private partnerships that will add significant value to the learning outcomes and performance results of the high schools in question. The department's knowledge management of its intellectual capital, more particularly their key personnel responsible for the effective implementation and execution of its respective performance objectives, is of utmost importance to achieve favourable results.

Thus, it is expected that the employer, in this case the Government, supports the school management, its officials and key personnel at high schools in securing its now increased investment in knowledge management. For the 2013/2014 budget year, the WCED has received a budget allocation of R15,6 billion as stated by Grant (2013:2), where the WCED will be expected to ensure that higher education outcomes are achieved to ensure that our economy has the necessary and sufficient skills required to contribute to sustainable growth and future of the economy.

According to previous research on the topic of mentorship by Ravhura (2006:83), it is stated that in the Limpopo Department of Education, mentorship training provided to education officials, and in particular managers, has been described as not meeting the standard, insufficient and also that a lack of mentorship exists. Therefore, it is apparent from this prior research that a lack of successful implementation of the mentorship system in the sample province has a negative impact on the service delivery by the department in question.

Research done within the organisation where the researcher is employed, indicates that mentorship training is required to assist managers with improving their competency on the Performance Management System (PMS). Mentoring can be another training tool, as indicated in the organisations reviewed in the Draft Performance Management Policy (2012:5). As stated by Catin (2011:57), "comprehensive performance management training must be provided to all managers. This training should provide coaching in all aspects of performance management such as contracting, establishing KPI's and KPA's, appraisals and dealing with poor performance".

It is on the basis of the above circumstances that the research problem is stated as the concern that educators are promoted without having been mentored.

1.3 Research problem

The research will highlight that the promotion of educators to the position of school manager without receiving mentoring from skilled and experienced staff has created performance problems at some schools. The researcher attempts to prove this case. In 2013 the matric results (used only for the purpose of illustration) was 82, 6%, 74,4% and 41, 7% respectively for the schools used in the sample according to Real Ryan (2014:1). Please note that the identity of the schools is withheld due to ethics.

1.4 Research question

Does mentorship have a positive impact on the performance of senior personnel in high schools?

1.5 Research objectives

This research project seeks to:

- define the concept “mentorship”:

In defining mentorship the researcher provides a standard definition and understanding of the term as it is utilised and understood in high schools in the research sample.

- explain the mentorship process:

The researcher is providing a theoretical model for the process of mentoring commonly used in high school and the general learning environment.

- describe the different types of mentorship:

The many options of mentorship that is available make it very accessible to principals at high schools to select any preferred option befitting the local environment. This may assist key personnel, including principals to choose one that improves performance at their schools.

- describe common problem areas of mentorship:

This theoretical contribution by other researchers on the topic provide much needed and reader friendly demonstration of the challenges within the practice of mentorship and hence can act as guidance to the reader.

- describe guidelines to ensure effective mentorship:

By providing guidelines to ensure effective mentorship the researcher is attempting to unpack the tools required by mentors to positively impact on the mentoring experience and assist the reader to contribute to increased performance of his or her school.

- describe the mentoring programme within the WCED:

The researcher is locating the study within the Western Cape Education department and sharing the current tool in use to effect mentorship, which is found in the performance management system of the education department.

- conduct an empirical study at selected high schools within the WCED:

This study which will be conducted at a sample of convenient random schools will attempt to investigate through a quantitative research methodology whether mentorship is indeed taking place at the selected high schools and what the relationship is between mentorship and the performance of the school.

1.6 Research methodology

The research project comprised a literature review and an empirical survey. Neuman (2003:96) states that a review of the accumulated knowledge about a certain phenomenon is an essential early step in the research process, regardless of the research approach that is followed. The logic behind the literature reviews is to determine what is already known about the subject under study. The relevant literature was identified in books, journals and institutional documentation. The research project followed a quantitative approach in the form of a questionnaire survey amongst senior staff at selected high schools. Data were analysed by means of a Microsoft Excel spreadsheet and utilising pie charts to demonstrate the results of the study.

1.7 Delimitation of the research

The study was confined to three selected high schools in the Cape Town metropolitan area, under the jurisdiction of the WCED.

1.8 Significance of the research

The research project generated information that the WCED can introduce into their human resource management policies, with a view to enhance the capabilities of key personnel at high school level.

1.9 Ethical statement

The proposal was submitted to the Higher Degrees Committee at the Cape Peninsula University of Technology for ethical approval. The researcher is currently employed by ICASA and bound by a letter of ethical approval of WCED. Written consent was obtained from WCED to perform the study. Confidentiality remained intact by coordinating the collection of data strictly as agreed with WCED through the relevant district office.

1.10 The layout of the study

The layout of the study consists of the following:

- Chapter two focuses on the literature review.
- The research methodology is dealt with in chapter three.
- Chapter four discusses the summary, recommendations and conclusion

1.11 Summary

This chapter provided a background to the study, a problem statement and objectives demarcating the study area. The study is limited to selected high schools in the Cape Town metropolitan area and the intention is to generate information that the WCED can introduce into its human resource policies to the benefit of all concerned parties. The following chapter deals with the review of the literature.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The previous chapter outlined the research problem as the lack of mentoring of educators before being promoted to the position of school manager. Making use of mentoring relationships and techniques as a way to enhance professional development activities however, is not a new idea.

In prior research Mavuso (2007:70) suggests the following as a recommendation: “Mentoring should be linked to performance review systems of the older generation.” It is further recommended that it should be made mandatory that a junior employee should have an older/more senior employee as a mentor, but that it should be rather certain that the older employee should have the required personality for mentoring.

The historic origins of the concept of mentoring and its modern day application in education will be discussed in this chapter. The chapter further provides an overview of mentorship as a developmental practice and training method, whilst discussing the types of mentorship, common problems, guidelines for effective mentorship and the mentoring programme within the WCED.

2.2 Defining the concept mentorship

The concept of the experienced professional as a mentor who serves as a wise guide to a younger protégé dates back to Homer’s *Odyssey* as suggested by Daresh (2004:498). Mentor, the Greek teacher from Greek mythology and was the son of Alcimus and Asopis (Wikipedia, 2015:1). He was the teacher entrusted by Odysseus to tutor his son and heir to the throne, Telemachus. Based on this literary description we have been provided with a lasting image of the wise and patient counsellor who serves to shape and guide the lives of younger, less experienced colleagues.

Clutterbuck and Megginson (1995:53) describe mentoring in a more modern form as “off-line help by one person to another in making significant transitions in knowledge, work or thinking”.

Inzer and Crawford (2007:195) describe mentoring as the “wise and patient counsellor who serves to shape and guide the lives of younger, less-experienced colleagues”.

The same understanding of mentoring persists in many other definitions of the practice. Ashburn, Mann and Purdue (1987:87) define mentoring as the “establishment of a personal relationship for the purpose of professional instruction and guidance”. The National Mentoring Partnership (2013:203) describes mentoring as a structured relationship that involves trust during which two people are brought together; where the mentor develops competence and strengths in the mentee that already exist, in the mentor.

The aforementioned definitions demonstrate that mentoring essentially involves a situation where an experienced, knowledgeable worker (the mentor) guides an inexperienced colleague (the mentee).

With the above understanding of mentoring, the next section of this dissertation provides a brief background of mentoring in the public sector of education within South Africa.

2.3 The mentoring process

Inzer and Crawford (2005:7) indicate impressively in a journal of leadership that: “Mentoring is too beneficial for it not to be formally implemented in an organization. Informal mentoring will always occur. The goal is for formal mentoring to promote mentoring in an informal way throughout the organization. It can change the culture of the organization into a mentoring culture.” It is further stated by Inzer et al. (2005:7) that “if the people believe that mentoring is important to the organization, mentoring can become important to them”.

The process of mentoring encompasses the institution of a constructive association between a mentor and mentee based on the structure of a methodical practice.

At first the aforementioned process may start on a fairly formal basis, but it usually develops into something more informal over time (Pillay 2011:9).

Meggison and Clutterbuck (1995:20) state that the mentoring process generally includes the following:

- An initial meeting during which roles and responsibilities are clarified. During this step it would be advisable to establish the purpose of the partnership.
- The construction of an informal mentoring agreement which clarifies agreed outcomes, establishes how the mentor and mentee will work together and identifies the boundaries of the partnership.
- On-going informal support (e.g. through e-mail, telephone or short conversation).
- Regular formal meetings (frequency as agreed, approximately an hour’s duration).
- Informal record keeping of the agenda items and any agreed actions (these are confidential and the mentee is the custodian of them).

- A final review meeting after the conclusion of the project activity.

According to (Kram 1983:142), the mentoring process goes through a number of steps. The steps are the following:

The steps can be illustrated by the following graph:

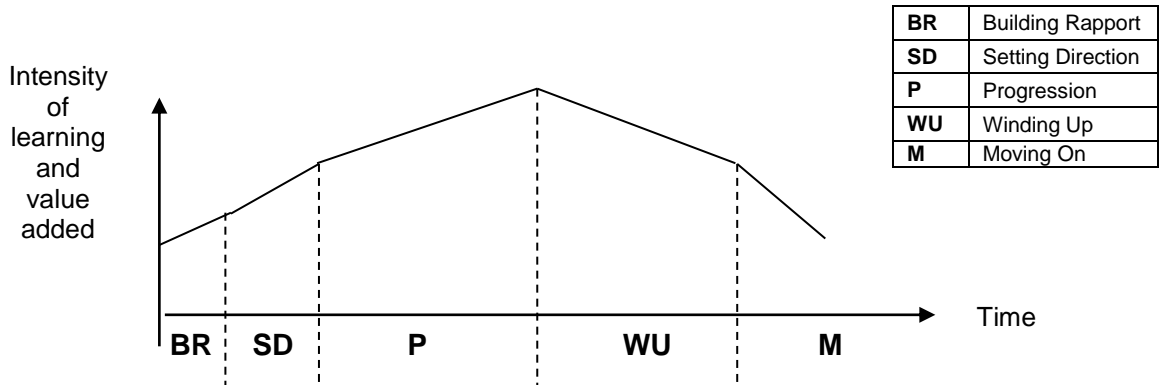


Figure 1 Phases of mentoring

(Adapted from Kram, 1983)

The graph different steps will now be explained

2.4.1 Key elements of a mentoring process

The following key elements explain the phases in the foregoing graph:

2.4.1.1 Building Rapport (BR)

This is an initial phase where the mentor and mentee decide whether to work together. By being honest, exploring similarities and differences, and clarifying expectations, the mentor and mentee negotiate how their relationship will progress. .

3.4.1.2 Setting Direction (SD)

In this phase the goals and objectives are articulated and the relationship is given purpose and meaning.

2.4.1.3 Progression (P)

This is the main phase of the mentoring relationship and where most of the learning and development is achieved. The skills of the mentor in supporting, challenging, encouraging and enabling, are crucial to the success of this phase.

2.4.1.4 Winding Up (WU)

The duration of the mentoring relationship is finite in this context. It is important to recognise this and agree how to review and when to end the partnership. Completing the project activity provides a natural “end point” in this case – mentor and mentee should identify the approximate end point at the beginning of their partnership.

2.4.1.5 Moving On (M)

The mentoring relationship either ceases (which is usual in this context) or is redefined, e.g. becomes a “professional friendship”. This signals the end of the formal process in this context.

2.4.2 A typical mentor – mentee process

A typical process between the mentor and mentee can again be represented by the following diagram (Clutterbuck, 2002:76):

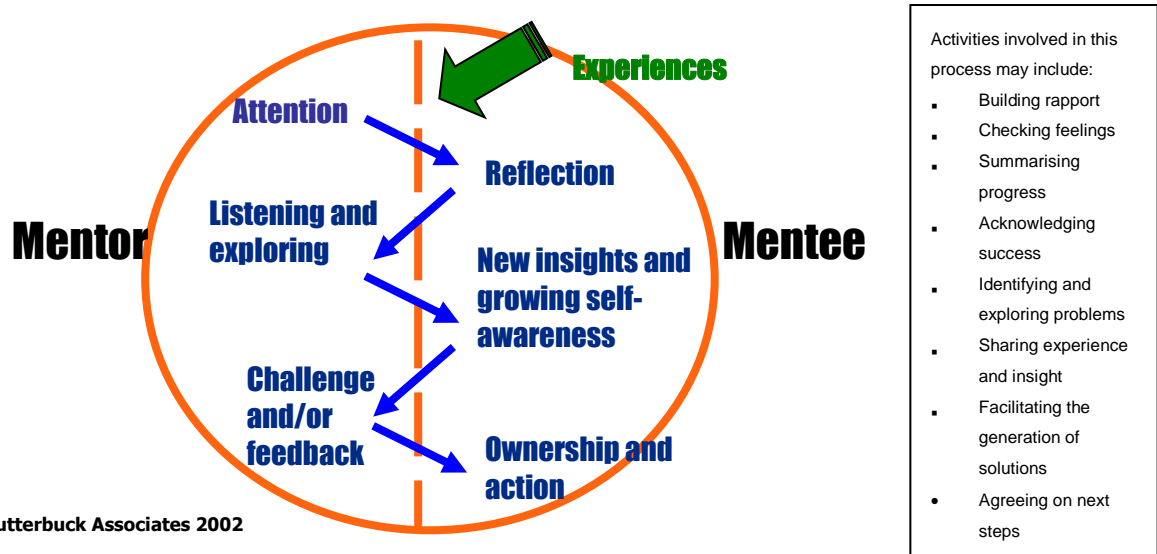


Figure 2 The mentor – mentee process

(Adapted from Clutterbuck, 2002)

The aforementioned process can briefly be explained as building rapport, during which the mentor brings to the attention of the mentee some of his/her relevant experiences for the mentee to reflect on. Whilst listening to and exploring these experiences shared by the mentor, the mentee arrives at new insights, with a growing self-awareness. Thereafter, the mentor offers some challenges to these insights and provides some feedback for the mentee. Hereafter, the mentee takes ownership of the process/matters at hand and takes appropriate actions.

The next part of this chapter will demonstrate some of the mentorship types studied in relevant research to the subject of mentoring.

2.5 Types of mentorship

Various models of mentorship are identified in literature (Byrne, 1989; Bolam, 1995; Ehrich, 1995; Clutterbuck, 2002 & Hunt, 2005), the most common of which are the following: traditional, institutionalised and professional mentorship. These mentorship models will be discussed in brief below:

2.5.1 Traditional mentorship

According to Byrne (1989:51), "Mentors in the traditional sense are significant others who use their power and status to help protégés to develop their careers." Byrne (1989:51), traditional mentorship can be described as a personally binding relationship between a mentor and a protégé, because the mentor freely chose to develop and accelerate the mentee's career path, and the mentee vice versa accepted the assistance of the experienced mentor. This type of mentorship is traditional, even in the sense that over many years this was the way in which the transfer of knowledge took place from one generation of leaders to another.

2.5.2 Professional mentorship

In the twentieth century mentorship has been conceptualised as a policy issue. Byrne (1989:52) asserts that the two important characteristics of professional mentorship are its considered visibility and its criterion-based training of undeveloped or new managers. According to Byrne (1989:52): "Professional mentorship as a policy mechanism is a process which is promoted and encouraged by top leadership as part of mainstream staff development." This type of mentorship is very suitable in corporate types of organisations, where staff policies can be designed around the immediate needs of organisations and their future goals.

2.5.3 Institutionalised mentorship

Byrne (1989:52) points out that "while professional mentorship indicates a shift in the way mentorship is consciously used and encouraged by management, institutionalised mentorship goes one step further by making mentorship a systemic policy issue and a standard part of management". As a prevalent issue, mentorship is an essential and fundamental element within an organisation's staff training programmes. It can be derived that this type of mentorship gives institutions a competitive edge above its competitors,

because of its seriousness and institutional contribution it makes toward the capacity building it allows for the institutions current and future leaders.

2.5.4 e-Mentored learning model

An e-Mentored learning model can be defined as a model where the mentoring process is located within an electronic model utilising electronic means to logically progress through the mentoring steps and specific content by means of an E-technology enabler.

Given the continued need for mentoring in resource scarce environments, such as the global financial crisis impacting on all public and private sector organisations, less structured and more accessible types of mentorship may also be considered. The following is an example of an e-Mentored learning model that is briefly discussed.

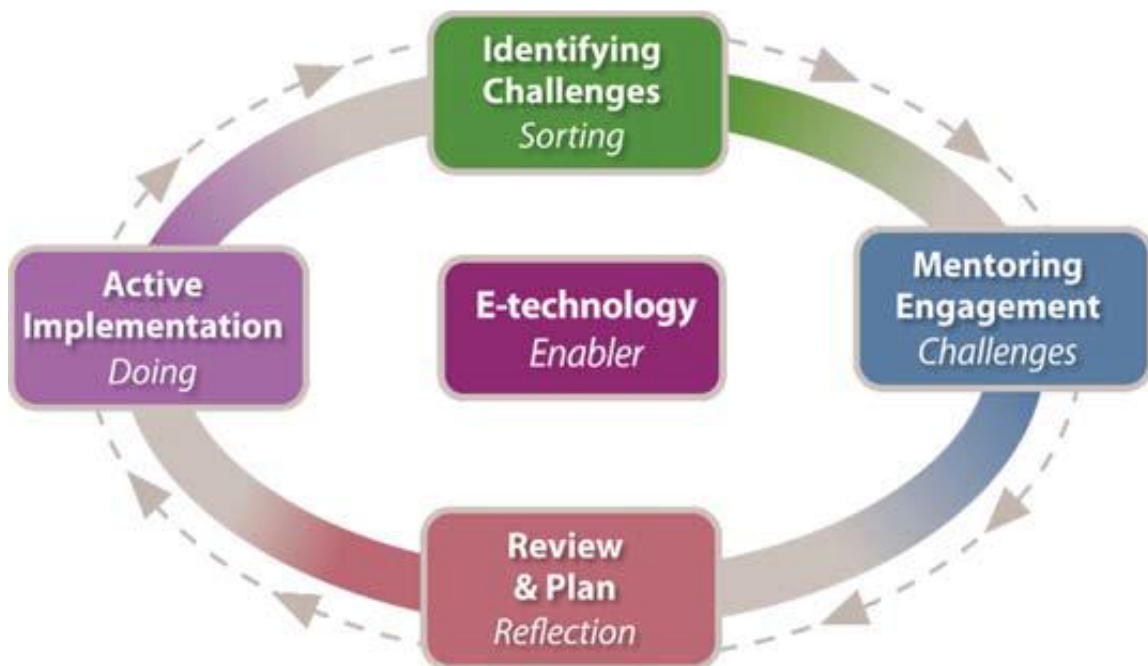


Figure 3 The e-Mentored learning model

(Adapted from Hunt, 2005:67)

With the e-Mentored learning model, technology can be utilised in many formats. Some of these formats are mentioned below:

- web enabled technology – utilising Skype/webcam
- desktop video conferencing
- laptop with 3G
- integrated notebooks
- personal digital assistants (PDAs)
- e-mail
- mobile / telephone.

According to Hunt (2005:68) “the e-mentoring approach has been rolled out across many professional groups and levels including Chief Executives, Nurse Leaders, Allied Health and Scientists profession, Nurse Consultants, Black and Minority Groups, Graduate Trainees and a whole range of individuals from a myriad backgrounds”. Hunt (2005:68) contends that e-mentoring is the practice of “supporting new leadership challenges including skill mix, workforce redesign and managing financial downturn”.

The effect of the recent financial downturn in most countries is also affecting the learning environment. A model such as e-Mentoring has definite benefits such as the fact that a face-to-face meeting approach is not required for the success of the mentoring outcomes. The e-Mentored learning model illustration by Hunt (2005:68) as illustrated Figure 2.3, operates through an e-Enabler, i.e. a medium for engagement between mentoring parties, for example a web enabler viz. Skype via webcam. The process entails identifying challenges by sorting through them, for example, a challenge such as how to handle a gross misconduct case involving a senior educator at school.

After the challenges have been identified, the mentoring parties engage on Skype and via webcam, and discuss the apparent challenges. As a next step, the mentee would review and plan the implementation under the experienced guidance of the mentor, and possibly refer back to the mentor for assistance. In the final stage, the mentee actively implements the planned action, in this case the handling of the disciplinary matter at his/her school.

Mavuso (2007:22) cites Shea (2003:7) and states that Information Age Mentoring, so named by the association with Information Age companies, makes use of mentoring to improve the work life of its employees, train them in specialised skills and adapt its operations in ways that take advantage of the rapid advances in workforce diversity.

From the aforementioned information one can assume that the application of the e-mentoring model is more complex. Mavuso (2007:67) also cites Dr Stephen Gibb and Michael Murray, Strathclyde Business School, emphasising the need to “do more of it at all levels”.

In the next section of this dissertation some common problem areas of mentorship will be discussed.

2.6 Common problem areas of mentorship

A study of the literature reveals common problems experienced with the practice of mentorship.

Myburgh (2004:45), as cited by Mavuso (2007:67), states the failure of mentoring processes “in most cases can be attributed to the mentoring process,” due to a lack in understanding of the process and the benefits of the process by the mentoring parties. Playko (1995:90) states that the problems common to mentoring relate to planning issues, lack of training, and inappropriate matching.

The following are common problems areas of mentorship:

2.6.1 Planning issues

Comprehensive planning paves the way for any mentorship programme. Planning is also required for the implementation of mentoring programmes to assist in either the preservice grounding of aspiring school leaders or the initiation support for trainees. Planning is often limited in three areas, such as a lack of clear focus and commitment by the employer or other agency in the selection of mentoring as a practice in the first place, inadequate preparation in the training of mentors in order to keep abreast of the latest techniques, and finally, ineffective matching procedures used to pair mentors and their mentees.

Playko (1995:90) motivates that in order to avoid most of the limitations above of limited planning, lack of clear focus and lack of commitment by the employer, it should be emphasised that mentoring should not be a “last ditch” process, as if to embark on a last resort rescue attempt, but rather to promote mentoring as a means of promoting “continuing, effective development and refinement of skills which are already extant in leaders”. Playko (1995:90) maintains that the “true goal of mentoring must be seen as promoting leadership, not supervisorship”. The age-old adage of “plan to fail, if you fail to plan” is true in the case of a heightened awareness of planning for the purpose of mentoring programmes. Mavuso (2007:46) cited the following by Meyer and Fourie (2004:167): “With a lack of protégé (mentee) involvement in the planning and implementation of mentoring, the likelihood of success is slim especially if it is implemented unilaterally by management of the organisation”.

2.6.2 Lack of training

Playko (1995:91) has observed that a long-serving senior principal does not necessarily make for an excellent mentor, at least without the required training and presence of skills and abilities possessed in order to put the next generation of school leadership into our education

system. Playko's views are held that "there are some critical skills and abilities that must be demonstrated by people before being told to assist in the formation of future generations of leaders. Those who are identified to have the basic make-up of a mentor, should also be provided with sufficient opportunities to learn more about this important responsibility through receiving specialised training. The training areas should cover areas of human relations skills, instructional leadership skills, and plain understandings of what mentoring is as a form of tutoring".

One of the much acclaimed mentors of the modern business person is Edward de Bono. Taylor (2009:17) writes in a magazine, *Business Executive*, that her mentor, Edward de Bono, said "the best businesses would have mentoring programmes in which newcomers gained advice and best practice from experienced people." Further in the magazine article Taylor (2009:18) says: "Mentoring and peer networks are crucial for providing support."

2.6.3 Inappropriate matching

According to Playko (1995:84-92), much attention should be given to the matching of mentors and mentees, which could probably be the most important aspect of a mentoring programme in ensuring an effective outcome of the mentoring process, even though there is no absolute perfect recipe to select mentoring partners.

Playko (1995:91) suggests that considering the above, there are some ways to ensure that the most probable relationships between mentoring pairs may last as long as possible, and that it "may serve as productive relationships" while it exists.

Mavuso (2007:48) agrees that the appropriate matching of the participating mentor and mentee is very important and that it may be advisable for mentors to have experience in the speciality area of interest of their mentees in order to achieve the desired results from the mentoring relationship. The potential for personality clashes should thus be considered carefully when matching mentoring pairs.

According to Playko (1995:92): "Unless some thought is given to the issue of who should mentor whom, it is unlikely that the positive aspects of mentoring might be achieved in a school system."

2.7 Guidelines to ensure effective mentorship

The literature recommends specific guidelines to ensure an effective and efficient mentoring process. These guidelines cited by Bamford (2011:17) states the following as guidelines:

2.7.1 Determine the participants in the mentoring programme

Mentor support should be made available for those staff who will be responsible for implementing and managing new management projects, and who are new to these methodologies. It should be made available for the extent of the project life of the first project managed using this method.

2.7.2 Determine the role of the mentor

The choice of a mentor will be someone who has background and understanding into the required management practice, and who will be able to provide guidance and leadership in the process.

Bamford (2011:18) further suggests that the role of the mentor is to:

- act as a “critical friend” and confidante - having the ability to challenge and empathise
- build a relationship based on trust to foster learning
- take no role in judging or monitoring performance
- act as a sounding board to explore ideas
- act as a signpost to other forms of support, as required.

2.7.3 Determine the role of the mentee

According to Bamford (2011:18) the mentee has a strong duty in ensuring the achievement of the mentoring support. The following performances are proposed to benefit this course (Bamford, 2011:18):

- Proactivity in delivering the agenda – knowing what to discuss and explore in the mentoring partnership. Taking responsibility to achieve any learning and development goals identified.
- Respect – valuing the opinions and experience of the mentor and exhibiting self-respect.
- Ability to communicate – to listen and disclose and participate in discussion.
- Openness – to new ideas, to explore issues and to receive constructive feedback.
- Empathy – to understand the context of the mentor.
- Commitment – a positive attitude to enable the partnership to develop and grow and be of mutual benefit.
- Self-awareness – an ability to “look into the mirror” and see strengths and acknowledge areas for development.

2.7.4 Determine the skills required of the mentor

The following skills are suggested by Bamford (2011:18) as underpinning the aforementioned activities:

2.7.4.1 Listening and questioning

According to Bamford (2011:18) it is important to:

- hear what it is that the mentee is seeking to achieve, or what issues he/she is trying to resolve
- listen to what is said both verbally and non-verbally
- use clarifying questions to enable the mentee to articulate their issues, e.g. “Did you mean ...?”
- use open questions that create space for exploration, e.g. “How did you feel/what did you think about that situation?”
- summarise what is said to check agreement and understanding, e.g. “I think you are saying ...”

2.7.4.2 Reviewing

Reviewing consists of enabling the mentee to:

- reflect on recent and present experience in relation to the requirements of the new role and responsibilities, e.g. “Tell me about ...”, “How successful did you feel that was?”, “What made you take that course of action?”
- explore options and strategies for dealing with problems and difficulties, e.g. “What could you do ...?”
- identify areas for learning and development Bamford (2011:18).

2.7.4.3 Suggesting

As a preferred approach in mentoring, Bamford (2011:18) advises giving suggestions on issues raised by the mentee, for example “Perhaps you could ...?” or “Have you thought about ...?”

2.7.4.4 Informing

Providing information on:

- issues and concerns as they arise
- useful contacts and resources, for example “Have you thought about talking to ...?”

2.7.4.5 Giving and receiving feedback

Bamford (2011:18) advises that when **giving** feedback to the mentee, it is important to:

- be clear and precise
- provide evidence to support your views
- address areas that the mentee is able to change
- be honest and tactful in a climate of sensitivity

- encourage and motivate to improve/deal with issues raised.

It will also be a prerequisite for the mentor to **receive** feedback from the mentee on how the partnership is succeeding. It is always very advantageous to take the initiative in this practice by asking the mentee an open question, e.g. "In what ways do you think the mentoring relationship is working for you?" Bamford, (2011:18).

2.7.5 Familiarity with the prerequisites for success in mentoring

For both parties who have mutual interest in the mentoring process, it is important to ensure effective mentoring support in order to realise that the process is two way and its successful outcome is the responsibility of both the mentor and the mentee. Some prerequisites for success include the following Bamford (2011:19):

- a commitment to the goals of the mentoring process
- a professional attitude
- openness and honesty
- willingness to learn (remember this is a two-way relationship)
- the ability to question one another
- mutual respect
- the contribution of time
- active listening skills
- the ability to show appreciation
- being able to ask for specific help
- working through any conflict
- giving and receiving feedback
- trusting each other
- periodically reviewing the relationship and the process.

Meggison (2000:256-257), in his work on *Current issues in mentoring*, identifies the following some of the issues of mentoring which could be considered by WCED in the implementation and management of mentoring programmes, namely:

- emotional intelligence
- academy and practice
- clarifying the language
- impact of technology
- diversity mentoring
- dysfunctional mentoring
- culture

- mentor quality
- benefits of mentoring

Given the guidelines provided above it is clear that the mentoring process provides opportunities for both mentor and mentee to engage together in learning and development. The following section deals with mentorship within the WCED.

2.8 Mentorship within the WCED

According to the Western Cape Education Department (WCED, 2011:12) in its Annual Report, School Management and Leadership had the following objectives in 2010/2011 involving mentoring of principals as cited in the report: “The focus in this year was on providing enhanced stability in schools and on the development and support of principals who were inexperienced, or in need of extra mentoring, or keen to undertake further professional development and/or further their studies.”

In view of the aforementioned discussion the then Western Cape Minister of Education (Grant, 2011:8) suggests that it is “equally important as the training of our educators is the training of our leadership and management teams.” Furthermore, Grant (2011:8) stated that the department is offering a number of training courses at the Cape Teaching and Learning Institute.

Equal to the vision expressed by Grant (2011:8) above, is the presence of mentorship as a KPA in the job descriptions of deputy principals and principals (WCED, 2011:2). Furthermore, the Collective Agreement entered into by the Education Labour Relations Council stipulates that achieving a score of three in performance appraisal means the educator is regarded as “an effective mentor” for the performance standard of educators at schools in post levels three and four, viz., the positions of principals and deputy principals. The educator is regarded as “a mentor” for achieving a score of two in performance appraisal on the agreed performance standard (WCED, 2008:44).

The training courses provided at the Cape Teaching and Learning Institute includes courses on the roles and responsibilities of deputy principals and heads of department, workshops for aspiring school principals, school management team training and an induction programme for new school principals.

Another Western Cape Member of the Executive Council, Carlisle (2011:1), who was the MEC for Transport and Public Works, said in a recent media statement that “mentoring is a

crucial aspect of career development that enriches both the mentor and mentee in different ways”.

Meggison (2000:256-257), in his work on *Current issues in mentoring*, identifies the following some of the issues of mentoring which could be considered by WCED in the implementation and management of mentoring programmes, namely:

- emotional intelligence
- academy and practice
- clarifying the language
- impact of technology
- diversity mentoring
- dysfunctional mentoring
- culture
- mentor quality
- benefits of mentoring

ACE (Advanced Certificate in Education), which is used by the WCED (2008:4) to train school management and leadership, views mentoring as an increasingly “effective way of helping people (viz. principals) develop in their jobs and careers” (WCED, 2008:10).

According to the principal’s job description within the WCED (2011:4), one of the duties of the principal or deputy principal is “to mentor, coach and provide general support for novice and under-performing teachers”. The formalised leadership development programme will be discussed further in this document.

2.8.1 The ACE leadership programme of the WCED

The Advanced Certificate in Education (ACE) is a national programme for school leadership and management of the Department of Education and in use by the Western Cape Education Department (DOE:2011:1).

2.8.2. Mentoring of school managers and manage mentoring programmes in schools

According to the WCED (2008:10) “mentoring is increasingly seen as an effective way of helping people develop in their jobs and careers. In a constantly changing environment, there is a great need for people to change, adopt and adapt to the changes”. The aforementioned changes are also applicable to schools. It is accepted that school managers are natural candidates as mentors in schools due to their role, skills and position at schools. They have an important role to play in developing their colleagues to cope with the new pressures and new imperatives.

Hence, it can also be deduced that principals/school managers are also adequately equipped through active mentoring programmes for the mentoring role on a micro-level, as further demonstrated in the Advanced Certificate in Education (Senior Management and Leadership) Implementation Guidelines of the WCED (2008:10).

The implementation of SML guidelines of the WCED indicate that “in view of the changes, all school managers are expected to be seeking to add value to their schools by acquiring mentoring skills and the ability to manage mentoring programmes. In the South African context the aforementioned changes include the introduction of the new curriculum, a new approach to school governance where the community is encouraged to be actively involved and participatory management of schools”. This programme of the WCED spans wider than just the mentoring of school principals, and has a more holistic outlook on the methodology of mentoring. As stated above, it also encourages the mentoring responsibilities of teachers.

According to the Advanced Certificate in Education (Senior Management and Leadership) Implementation Guidelines of the WCED (2008:11), the mentoring programmes and mentoring skills which schools are expected to advance are also applicable to teachers for the following purposes:

- their responsibilities may include mentoring other educators so that high quality teaching
- the effective use of resources result in improved standards of achievement for learners.

This component of ACE is aimed at empowering principals and educators to improve and implement applicable mentoring programmes.

2.8.3 Peer mentoring as an option

In the province of the Western Cape there is an attempt to roll out an informal mentoring networks programme, designed and managed by school principals of local communities in Cape Town. Upon closer investigation of a presentation posted on the Education Management Association of South Africa (EMASA) website (EMASA:2011), it appears to be some form of peer mentoring programme under the coordination of a district official.

According to Holbeche (1996:24-27): “This ability to influence without authority can be an art form which some employees find difficult to acquire, especially if they have seen themselves to date as professionals with specific specializations which do not cause them to come in contact with other parts of their organization.”

Very often in the changing environment at schools, coming to grips with all the required changes and challenges of the job adds to a tenuous work space due to increased supervisory and management controls. It does not always go hand in hand with management support of the significant workloads of managers. Therefore, a sort of peer-mentoring approach becomes necessary.

In light of factors such as a shortage of skilled, experienced or available senior principals to assist in the mentoring programme, added to all the reasons, as mentioned previously, that peer mentoring can be a viable option for certain schools. Holbeche (1996:57) also states that “philosophically, too, peer mentoring works on the basis that experienced individuals have many skills and resources which, if they are willing to support and challenge one another, can genuinely help achieve the mythical “empowerment” much discussed within organizations”. This means that smaller, leaner workforces and new arrangements are usually anticipated to lead to better efficiency, maximising the potential of all employees by means of effective collaboration. Both organisational requirements for better collaboration and teamwork, and that of the individuals principals needed for support, may be answered through peer mentoring.

2.9 Summary

The chapter provided a literature review for discussions on the mentoring process, different types of mentorship, including some models, common problem areas of mentorship and guidelines to ensure effective mentorship. The e-Mentoring system and some of its features and benefits are also discussed. The chapter further deals with a discussion on the types of mentorship in practice at the WCED. Some suggestions made by the National Mentoring Partnership of the USA, are that the research discovered from the body of knowledge must be applied in policy. The next chapter will discuss the selected methodology used for this dissertation.

CHAPTER THREE

RESEARCH METHODOLOGY AND DATA ANALYSIS

3.1 Introduction

The previous chapter explained mentoring as a situation where an experienced, knowledgeable worker (the mentor) guides an inexperienced colleague (the mentee). The mentoring process was explained, as well as the types of mentorship, problem areas of mentorship, guidelines for effective mentorship, and mentorship within the Western Cape Education Department (WCED).

This chapter explores the research methodology used in this study.

3.2 Research methodology

The empirical survey was followed within the following parameters of the research methodology. The research project has followed a quantitative approach to research in the form of a closed ended quantitative survey. Neuman (2000:124) states that quantitative research relies on objective technology in the form of precise statements, standardised techniques, statistics, and replication. Quantitative researchers think about all the appropriate variables, and want to develop techniques that can produce data in the form of numbers (Neuman, 2000:157).

3.2.1 Study population

The research project is confined to three schools in the WCED. As a consequence, the target respondents comprise senior staff members at the three schools, totalling 42 senior teaching staff members. The study population was limited to a district as per the approval from the research directorate of the WCED.

3.2.2 Sampling

A convenience sample has been selected for the study by identifying the principal and deputy principal at each school as a respondent in addition to five other senior staff members, randomly selected at each school. Therefore, the sample comprises 21 senior staff members and the sample size is thus 50% of the study population.

3.2.3 Data collection instrument

A questionnaire was used to collect the data. The rationale for using the questionnaire is that the research project contains many issues that respondents might feel uncomfortable to discuss during an interview. The questionnaire provides the respondent a measure of privacy

when responding to such issues. It is also less expensive and provides greater autonomy to the respondent (Berg, 1989:70; Leedy, 1989:70; Kumar, 2005:129; Welman, Kruger & Mitchell, 2005:178).

Regarding the design of the questionnaire, literature shows that there is agreement that particular points should be considered as discussed briefly below (Neuman, 2003:252; Welman et al. 2005:174, Kumar, 2005:132; Welman et al., 2005:174).

3.2.3.1 Choose between open-ended and closed questions

Open-ended questions allow the respondent to elaborate without guidance. Closed questions require the respondent to choose from a range of answers.

3.2.3.2 Take the respondent's literacy level into account

Jargon, slang and abbreviations should thus be avoided, or if the use of these terms is critical to the research, an effort should be made to explain them to the respondent. Since the respondents in this research project were all in management positions, this was not a concern for the research project.

3.2.3.3 Be careful not to offend

Ensure that terms that can give offence to any person in terms of status, culture, religion or political viewpoint, are avoided.

3.2.3.4 Be brief and focused

Questions need to be clear, concise and unambiguous.

3.2.3.5 Maintain neutrality

Questions should not be asked in a manner that suggests a preferred way of responding. In other words, respondents should not be led to respond in a specific manner.

3.2.3.6 Use a justified sequence

Start with the easy questions, followed by the more complex or serious questions.

3.2.3.7 Be sure the question is appreciable to all respondents

A question about married life to an unmarried person, for instance, is not an appreciable question.

3.2.3.8 Pay attention to layout

The person completing the questionnaire should be able to follow all the instructions. Clarity of layout is important in obtaining valid information.

Regarding the layout of the questionnaire, Brewerton and Millward (2001:106) advise on the following aesthetic issues that should be given special attention:

- Respondent instructions and covering letter: Clear instructions should be provided to ensure a good response. By explaining the background and the importance of the research in the covering letter, the researcher can influence the respondent motivation. The important matter of guaranteeing respondent anonymity is also addressed in the covering letter.
- Questionnaire length: The researcher is cautioned against either a too long or too short questionnaire, as both can lead to a low response rate.
- Question order: A logical order of starting with the general and moving to the specific is advised.

The measurement of the respondents' attitudes requires the use of a scale. Brewerton and Millward (2002:102) mention that the Likert-type scale is one of the most common scales, and is also the scale used in this research.

The above guidelines were considered and applied in the design of the questionnaire used in this research. The questionnaire comprises two sections. The first section deals with biographical data and the second section of the questionnaire comprises statements based on the variables addressed in the literature review. Instructions are given at the top of each page, requiring the respondent to indicate the response that best reflects the respondent's situation.

Questions are put to the respondents whereby the respondents must answer to the following scale of possible answers by ticking next to the desired answer. The second section contains the Likert-type scale, consisting of the following columns:

- 1 = Strongly agree
- 2 = Agree
- 3 = Neutral
- 4 = Disagree
- 5 = Strongly disagree

The questionnaire is enclosed as Annexure 1

3.3. Data collection

The questionnaire was distributed to 21 employees in three high schools within the WCED in Cape Town. The questionnaires were distributed to principals, deputy principals and heads of departments as key personnel at the high schools. Distribution of the questionnaires was coordinated by a district office responsible for the three high schools under the jurisdiction of the WCED and under cover of a letter stating that participation in the survey is voluntary and that confidentiality is guaranteed.

Frequent reminders were sent via electronic mail, facsimile messages, telephone calls and personal visits between April and June 2013, with a view to acquire a good response from the target group. A total of 12 questionnaires were received in June 2013 out of 21 distributed, which represents a response rate of 57%. The responses to the various variables are summarised in point 3.6 (Interpretation of data).

3.4. Data analysis

Regarded as a core activity of the research, data analysis is described as the process where inferences are made from the data collected and a conclusion reached. Sarantakos (2000:328) states that the process of data analysis in quantitative studies involves the following six major activities:

- Data preparation, which involves coding, categorising answers to open-ended questions as well as checking and preparing of tables.
- Counting, this deals with registering the frequency of concurrence of certain answers.
- Grouping and presentation, which involves the ordering of the same items into groups.
- Relating, this involves cross-tabulations and statistical tests explaining the occurrence of relationships.
- Predicting, this is a process of extrapolating trends into the future, identified in the study.
- Significance, which consists of testing that involves indicating the importance of certain variables in the research study.

Sarantakos (2000:328) further stresses that analysis of data provides researchers with the means to interpret results and information that enables them to make statements about the significance of the findings to society. The use of computers in the analysis of data has become a common phenomenon in research, especially in quantitative studies (Sarantakos, 2000:329). This research project analysed data by means of a Microsoft Excel spreadsheet.

The following limitations were observed during this study:

- a. Challenges with the lack of response by responding schools due to logistical problems ranging from lack of access to emails, to poor landline communications.
- b. The Western Cape Education Department would not allow access to schools in the fourth quarter and without permission.
- c. The project was also undertaken without any meaningful budget.

3.5 Interpretation of data

The responses to the various statements and questions on the questionnaire are reported in chart and graph form.

3.5.1 Independent variables

The independent variables are as follows:

3.5.1.1 Age range

The respondents falls between the age range of between 35 and 56 and over.

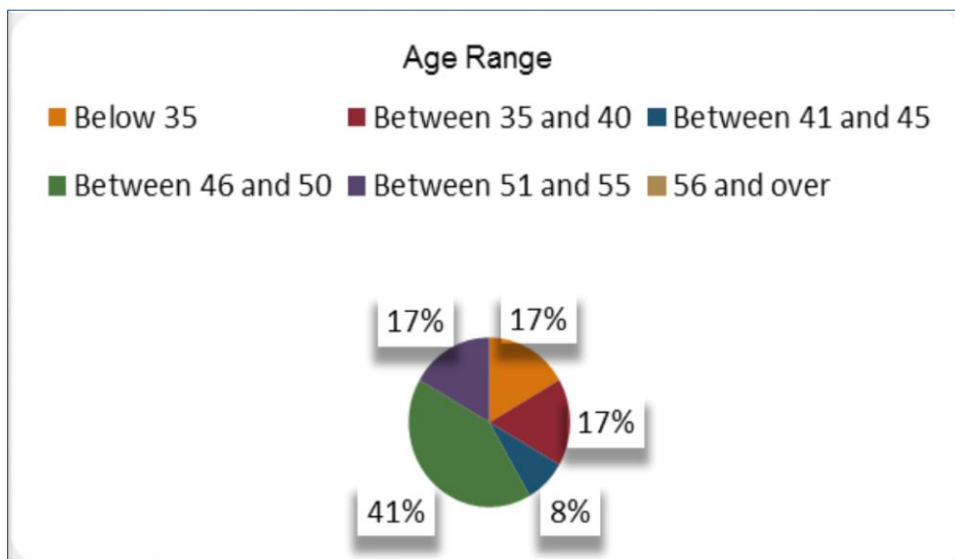


Figure 4. Age range

Amongst the respondents, 41% were between the ages of 46 and 50 years, 17% between 51 and 55 years, 17% were below 35 years of age, while another 17% were between 35 and 40 years of age. Respondents between 41 and 45 years of age were in the minority at only 8%.

3.5.1.2 Participant's gender

This graph depicts percentage of gender of the respondents in male and female.

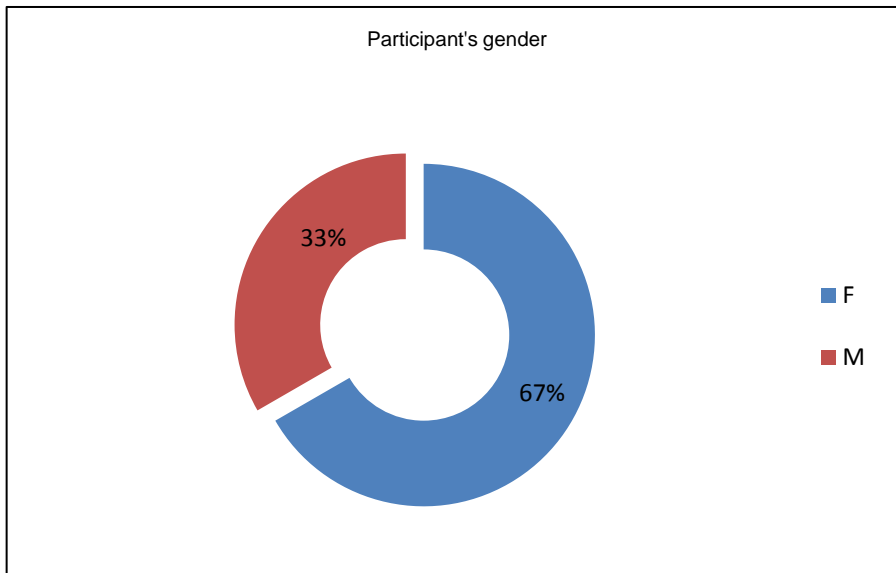


Figure 5. Participant's gender

The research shows that 67% of the respondents were female (eight in total), 33% of the respondents were male. This is to be expected, since the greater majority of educators at these schools are female. As mentioned before, in this convenience random study sample inclusive of the positions of principal, deputy principal and heads of departments at high schools.

3.5.1.3 Highest educational qualification

The pie chart below provides a breakdown of the respondents' highest educational qualification.

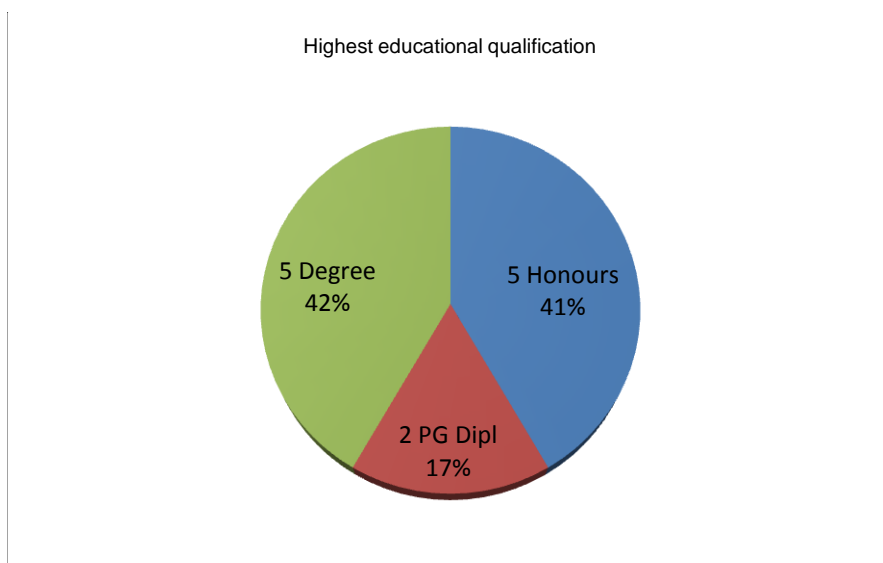


Figure 6. Highest educational qualification

Out of the sample, 42% of respondents indicated that they have obtained a Degree as highest education qualification, 41% have obtained an Honours Degree, and a remainder 17% obtained Postgraduate Diplomas as highest educational qualification.

3.5.1.4 Years of experience

The pie chart below illustrates the breakdown of respondents' years of experience.

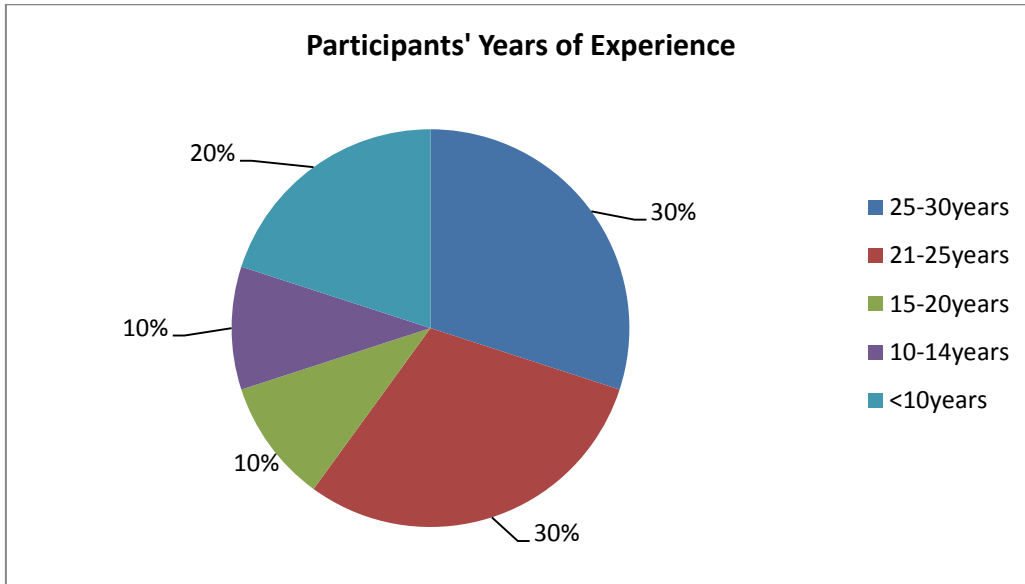


Figure 7. Participant's years of experience

Out of the sample of respondents, 25% of respondents had experience of between 25 and 30 years, another 25% had experience between 21 and 25 years, 17% did not respond, 8% had experience between ten and 14 years and another 8% had 15 to 20 years of experience in education.

3.5.1.5 Age correlation with highest qualifications

This graph demonstrates the correlation between the age and highest qualification of the respondents.

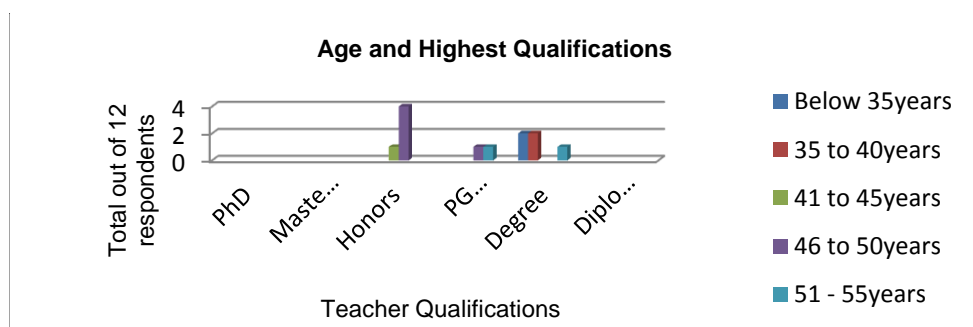


Figure 8. Age and highest qualifications

Out of the sample of 21, 12 respondents in various age groups below and above the age of 55 years indicated that they had an Undergraduate Degree, the highest qualification being an Honours Degree. In the category of Honours Degree, four out of 12 respondents are in the age group 46 to 50 years, with one in the age group of 46 to 50 years being qualified with a Postgraduate Diploma. The research indicates that 5 respondents falling in the categories below 35 years, 35 to 40 years and the 51 to 55 years age ranges have a degree.

3.6 Participant's familiarity with concept of mentorship

This graph shows the breakdown in the respondents' familiarity with the concepts of mentorship.

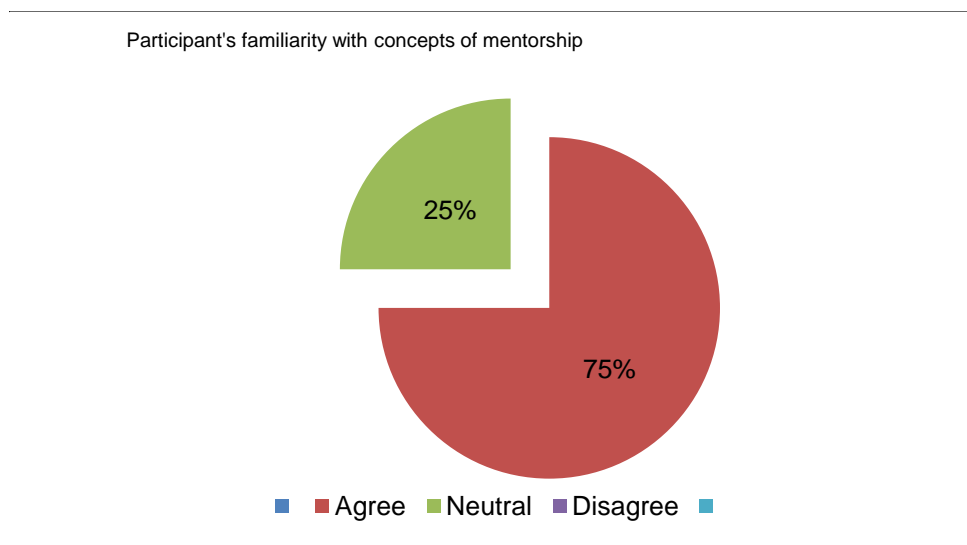


Figure 9. Participant's familiarity with concept of mentorship

It was noted that 75% of the respondents agreed that they were familiar with the concept of mentorship, and the remainder of the respondents, viz. 25%, remained neutral on the question of familiarity with the concept of mentorship.

3.7 Encouragement of professional mentorship by top leadership

The following pie chart depicts the respondents' answers to the question, whether they are being encouraged by their top leadership (viz. principal, deputy principal and heads of departments).

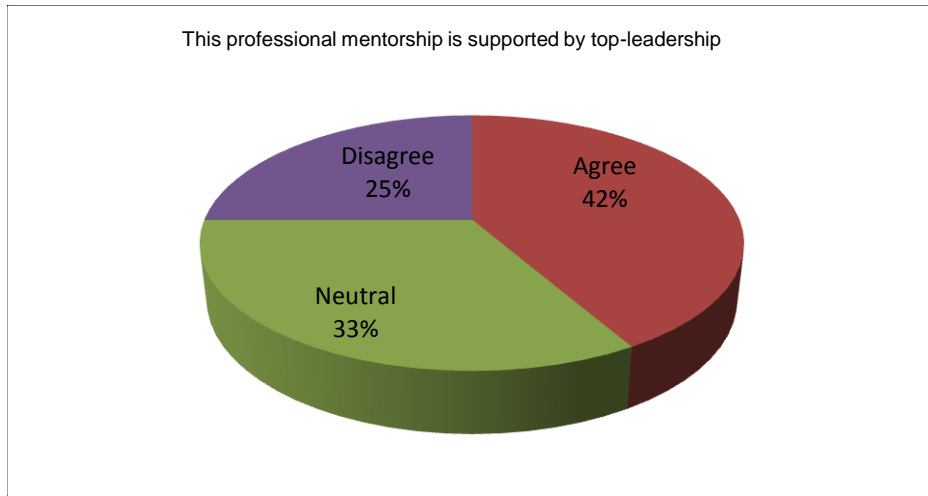


Figure 10. Encouragement of professional mentorship by top leadership

Whilst 58% of targeted respondents either remained neutral or disagreed that the school's professional mentorship is encouraged by top leadership, 42% agreed with the statement that there is encouragement from top leadership.

3.8 Sufficient training provided in mentoring process

This pie chart demonstrates the percentages of respondents whom have been trained in the mentoring process, assuming that all the respondents have undergone mentorship training.

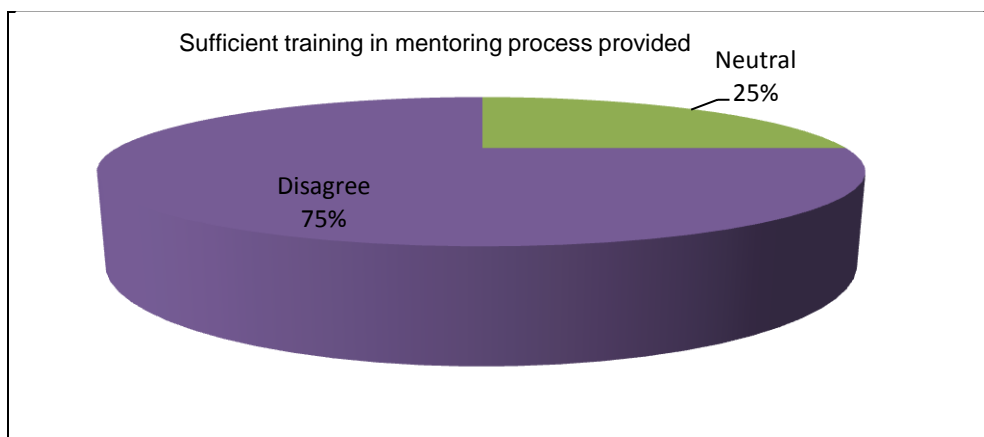


Figure 11. Sufficient training provided during mentoring process

In response to the question of whether sufficient training was received by the respondents, the sample group of responses reflected that 75% was in disagreement, while 25% remained neutral on the question.

3.9 Selection of mentoring partner

The following pie chart illustrates the percentages of respondents whom have been given a choice in selecting a mentoring partner.

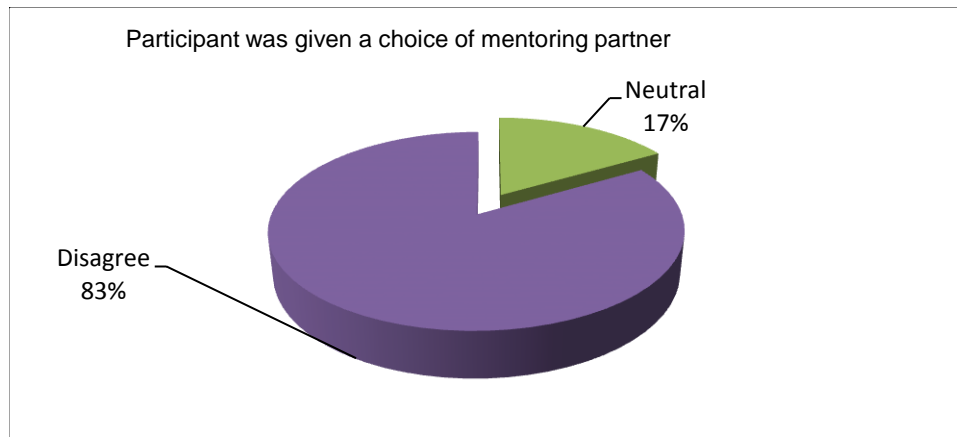


Figure 12. Participant given a choice of mentoring partner

To this question of whether respondents were given a choice in selecting a mentoring partner, 83% of respondents disagreed and 17% remained neutral in their response. This is a clear indication that the key personnel among the selected sample were not given a choice in selecting their mentoring partners.

3.10 Mentoring programme contains the relevant KPAs

The key performance areas for mentoring subordinate exists in the performance contract of the principal/deputy principals. The KPAs are (i) Developing and empowering self and others (ii) Managing human resources in the school.

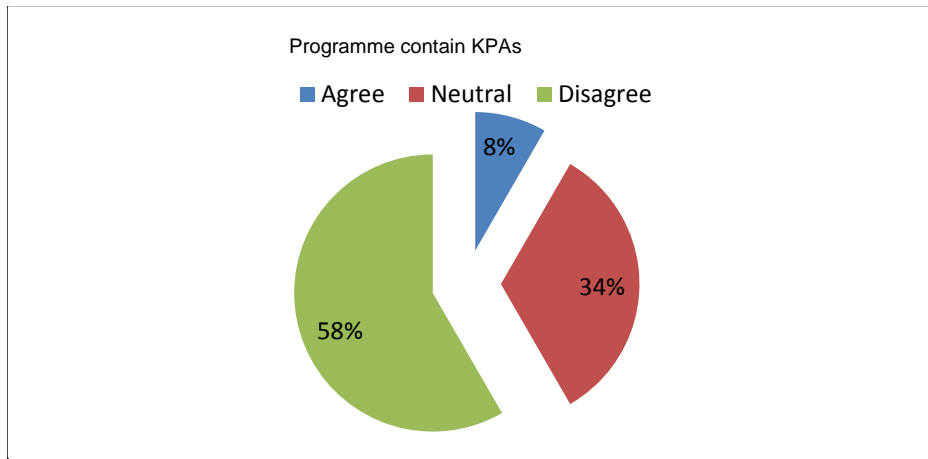


Figure 13. Inclusion of relevant KPAs in mentoring programme

To the question whether the mentoring programme contains all the KPAs applicable to the respondents, 58% disagreed with the statement, 34% gave neutral responses, and only 8% agreed.

3.11 Currently without a mentor

The following pie chart indicates which respondents are in a mentorship relationship or not.

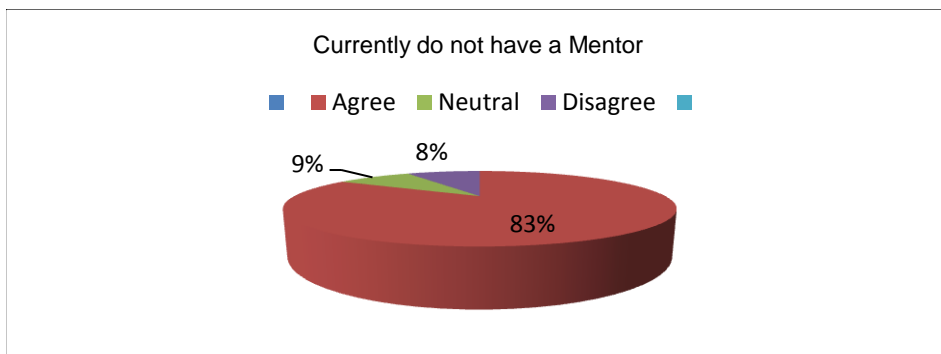


Figure 14. Currently without a mentor

In response to the statement that the respondent had no mentor currently, 83% of respondents agreed with the statement that they did not currently have a mentor. Only 8% were not in agreement with the statement that they currently did not have a mentor, meaning that 8% of the respondents currently have a mentor. The balance of 9% remained neutral.

3.12 Normally has a mentor

This question was posed to confirm the respondents answer to the previous question, verifying what was determined through the prior responses. The respondents' answers correlate the two questions.

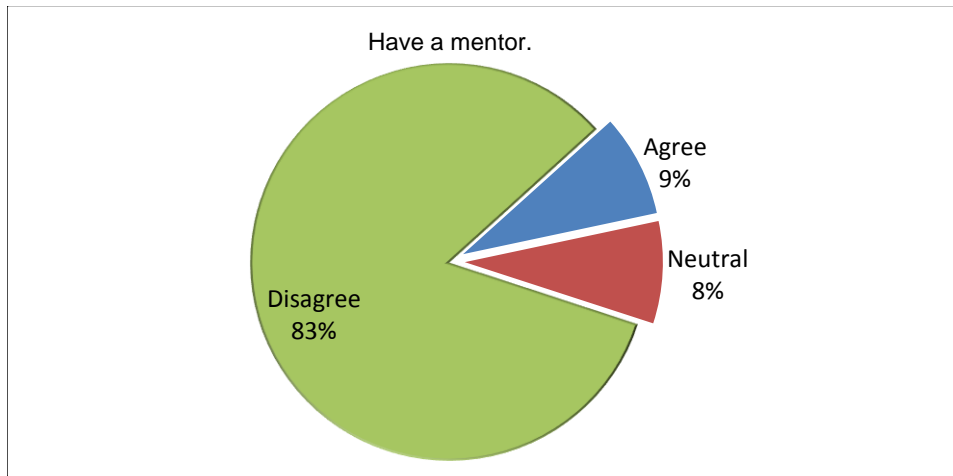


Figure 15. Respondents who normally have mentors

To the question whether the respondents normally have a mentor, the research indicates that 83% disagreed with the statement that a mentor exists for the respondent, whereas 9% agreed. The balance of 8% remained neutral. In opposition to these responses, 9% agreed that they had a mentor, which coincides with the response of the previous question, where these respondents disagreed with the statement that they do not currently have a mentor.

3.13 Mentorship was instrumental in career progress

The questionnaire seek confirmation whether respondents were mentored by assuming that all respondents were indeed mentored

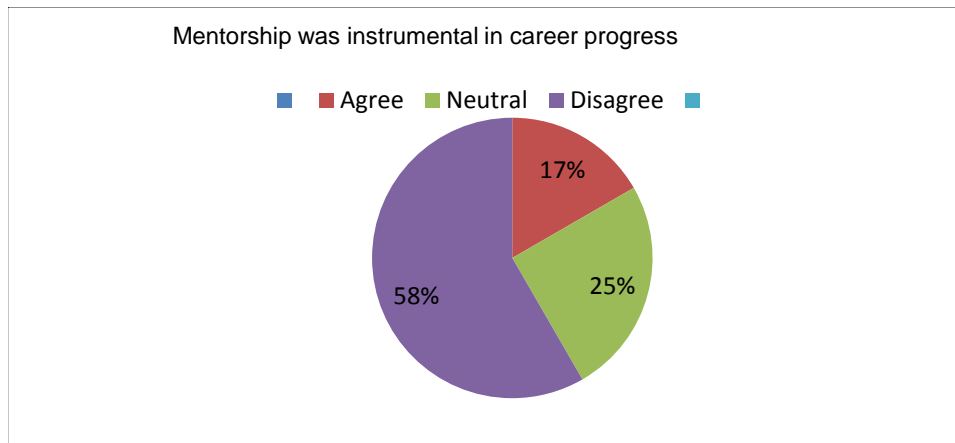


Figure 16. Mentorship was instrumental in career progress

The research shows that 58% disagreed, 17% agreed and a higher than normal percentage of 25% respondents remained neutral. In contrast to the above, 17% agreed that mentorship was instrumental in their progress to their current positions.

3.14 Mentorship programme existed for previous position

This pie chart illustrates whether the respondents was mentored in the previous position before being promoted to their current position.

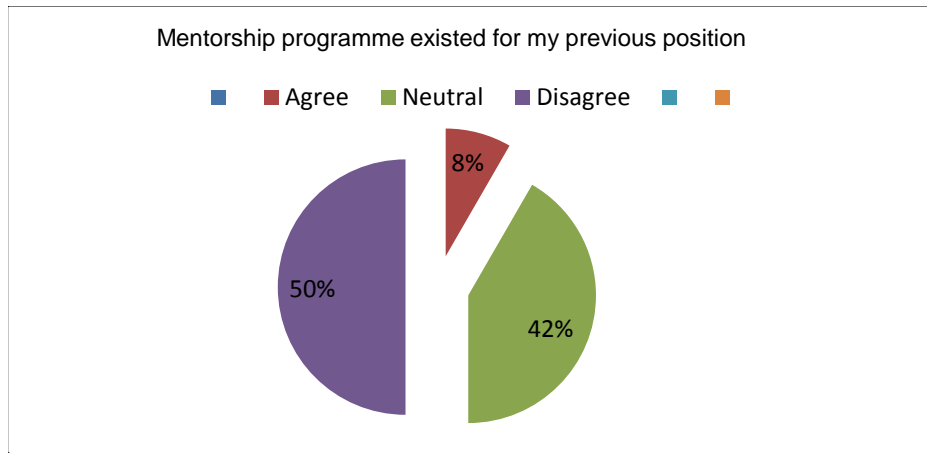


Figure 17. Mentorship programme existed for previous position

In response to the question whether mentorship existed for previous positions, a total of 50% of the respondents disagreed, whilst 42% of the respondents remained neutral on the question, and 8% agreed as was observed earlier.

3.15 Mentoring is crucial for senior personnel to advance in their career

This pie chart illustrates the respondents' percentages regarding mentorship role in the advancement of senior personnel career.

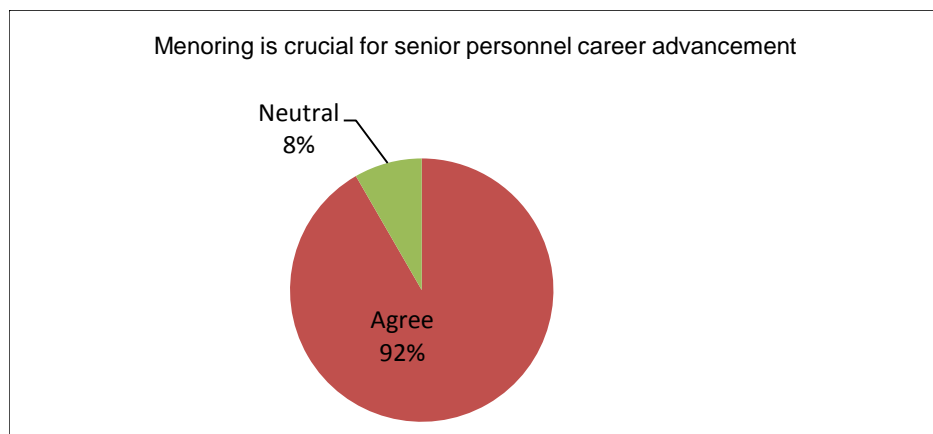


Figure 18. Mentoring crucial to career advancement

A key question in this research is enquiring whether mentoring is crucial for senior personnel career advancement, and an overwhelming 92% of respondents agreed. The remainder of

the respondents, namely 8% marked neutral. Hence, it can be deduced from the results that staff therefore realise the need for mentorship.

3.16 The typical mentoring process

The respondents provide their insights into their understanding of the typical mentoring process as follows:

3.16.1 Typical mentoring process involves building rapport

This pie chart illustrates the respondents' percentages regarding building rapport during the mentoring process.

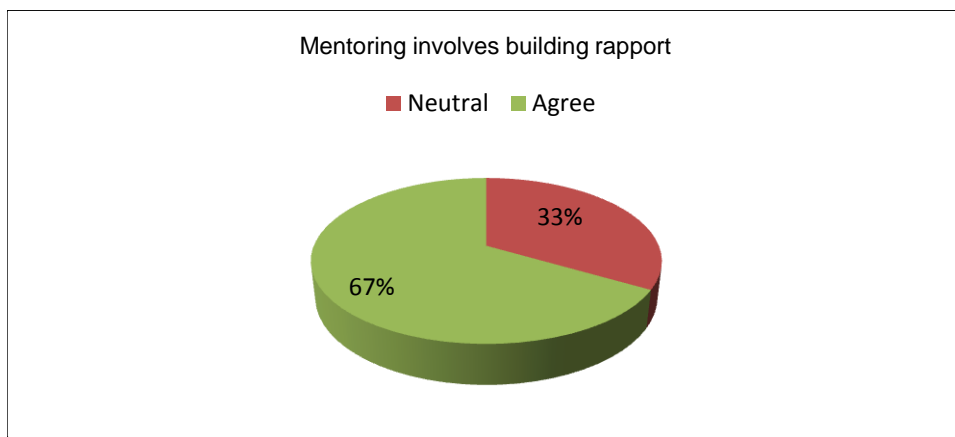


Figure 19. Mentoring involves building rapport

A 67% majority of respondents agreed with the statement that the mentoring process involves building rapport between the mentoring pairs, whilst 33% remained neutral to this question.

3.16.2 Typical mentoring process involves evaluating feelings on issues

This pie chart illustrates the respondents' percentages regarding evaluating feelings on issues during the mentoring process

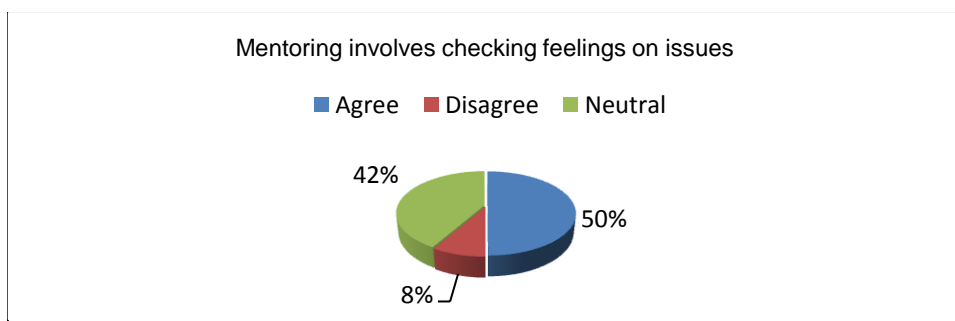


Figure 20. Typical mentoring process involves evaluating feelings on issues

Out of all the respondents, 50% agreed with the statement that mentoring involves evaluating feelings, 42% remained neutral and only 8% disagreed that mentoring involves evaluating feelings on the issues in discussion on a regular basis.

3.16.3 Typical mentoring process involves summarising progress

This pie chart illustrates the respondents' percentages regarding summarising progress during the mentoring process.

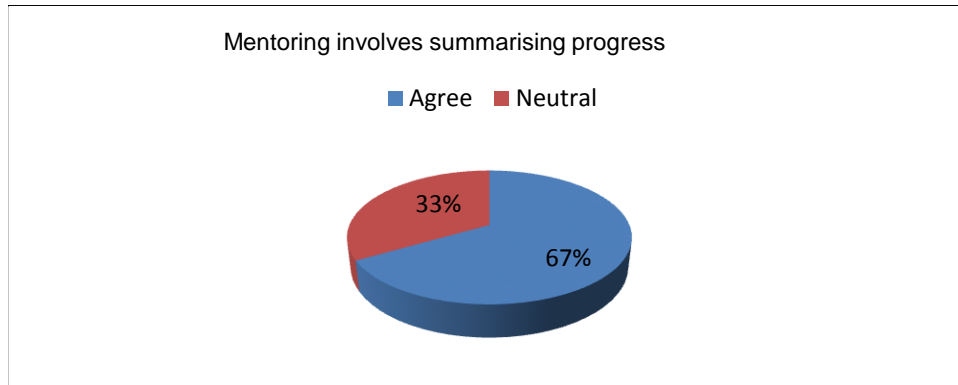


Figure 21. Mentoring involves summarising progress

It was noted that 67% of respondents agreed that mentoring involves summarising the progress made in the mentoring process, whilst 33% selected neutral as their response.

3.16.4 Typical mentoring process involves acknowledging success

This pie chart illustrates the respondents' percentages regarding acknowledging success during the mentoring process

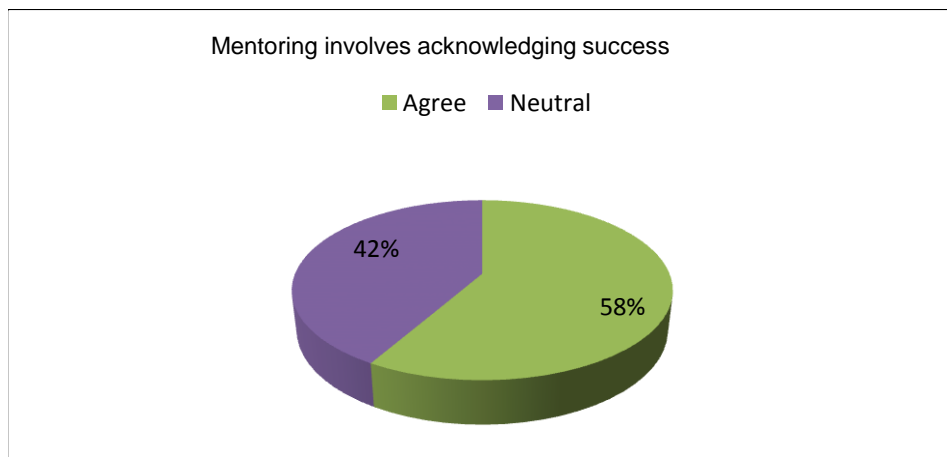


Figure 22. Mentoring involves acknowledging success

In response to the statement of whether mentoring involves acknowledging success, 58% agreed, while in contrast a large percentage of 42% were neutral about the topic.

3.16.5 Typical mentoring process involves identifying and exploring problems

This pie chart illustrates the respondents' percentages regarding identifying and exploring problems during the mentoring process

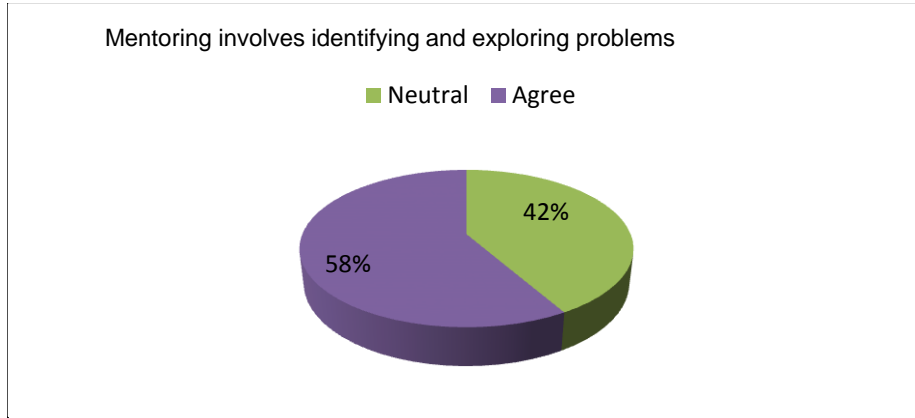


Figure 23. Mentoring involves identifying and exploring problems

A majority of 58% of respondents agreed with the related statement that mentoring involves identifying and exploring problems. The remainder of 42% of respondents remained neutral.

3.16.6 Typical mentoring process involves sharing experience and insight

This pie chart illustrates the respondents' percentages regarding sharing experiences and insight during the mentoring process

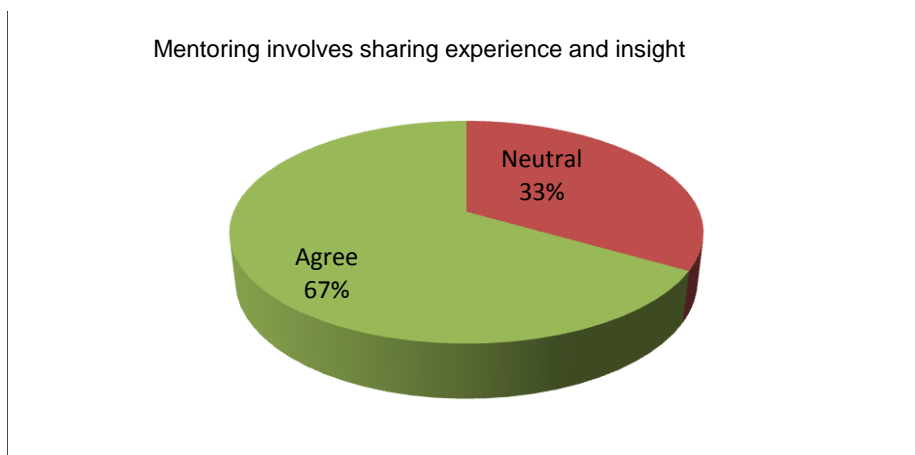


Figure 24. Mentoring involves sharing experience and insight

A significant percentage of respondents (67%) agreed with the statement that mentoring involves sharing experience and insight. The balance of 33% remained neutral to this statement.

3.16.7 Typical mentoring process involves facilitating the generation of solutions

This pie chart illustrates the respondents percentages regarding facilitating the solutions of the mentoring process

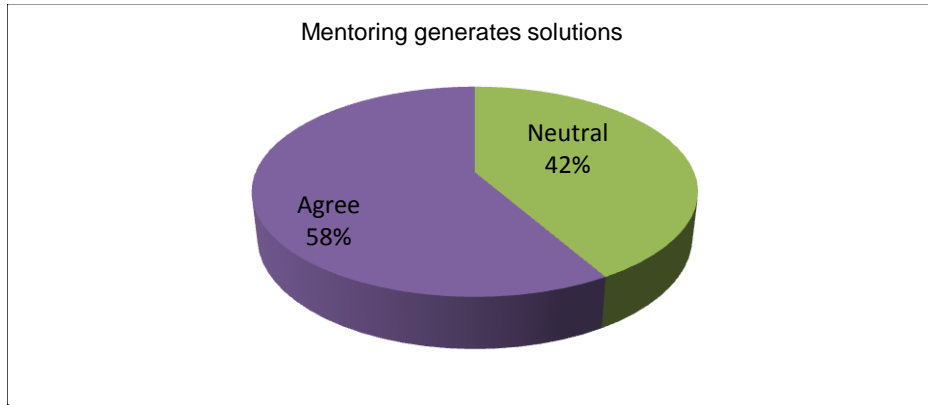


Figure 25. Mentoring generates solutions

A total of 58% of respondents agreed that mentoring generates solutions for issues under discussion between mentors and mentees. A further 42% of respondents remained neutral to this statement.

3.16.8 Typical mentoring process involves agreeing on next steps

This pie chart illustrates the respondents percentages regarding agreeing on the next steps of the mentoring process

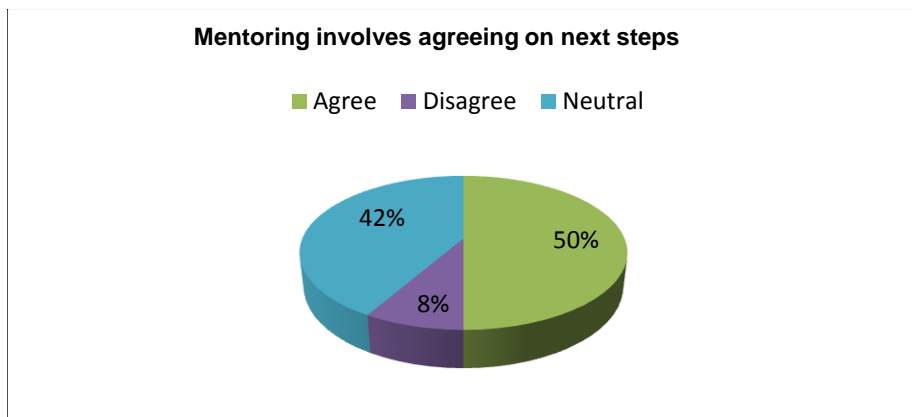


Figure 26. Mentoring involves agreeing on next steps

In response to this statement, 50% of the respondents agreed and 42% remained neutral, while the balance of 8% disagreed with the statement that mentoring involves agreeing on next steps.

3.17 Mentoring problems

Respondents indicated the following problems with mentoring:

3.17.1 Employer's lack of clear focus on mentoring

This pie chart illustrates the respondents' percentages regarding lack of clear focus of the mentoring process

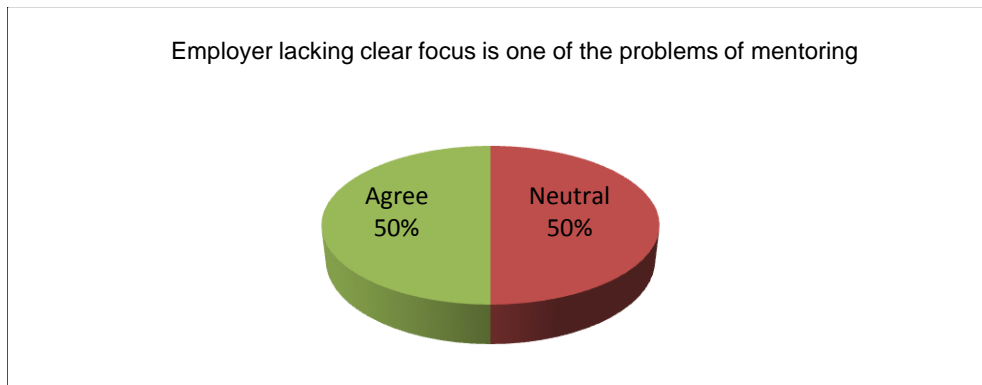


Figure 27. Employer's lack of clear focus on mentoring

In response to the question of whether an employer lacking clear focus is one of the problems of mentoring, 50% of respondents agreed and 50% remained neutral to the statement in question.

3.17.2 Employer's lack of commitment to mentoring

This pie chart illustrates the respondents' percentages regarding commitment during the mentoring process

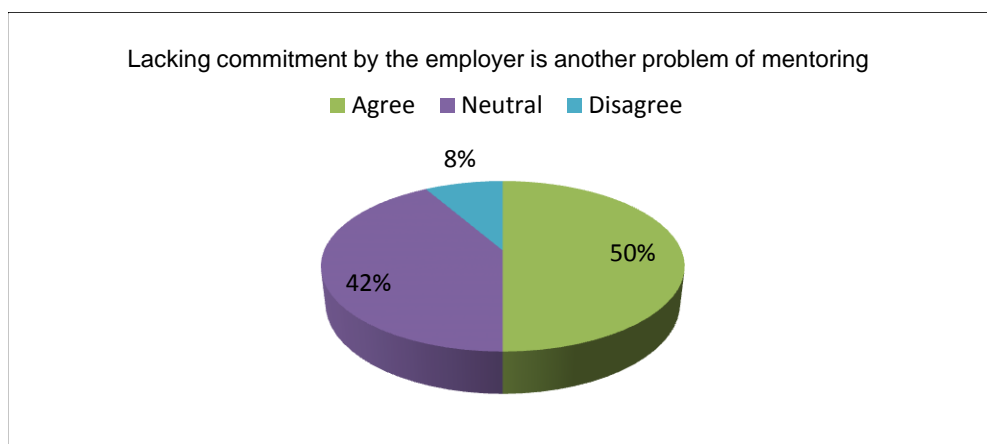


Figure 28. Employer's lack of commitment to mentoring

Whilst 50% of respondents agreed, another 8% disagreed, i.e. a total of 50% agreed that a lack of commitment by the employer is another problem of mentoring. Of the remainder of the respondents, 8% disagreed with the above statement and 42% remained neutral.

3.17.3 Lack of preparation as a mentor

This pie chart illustrates the respondents' percentages regarding the mentor's preparation during the mentoring process

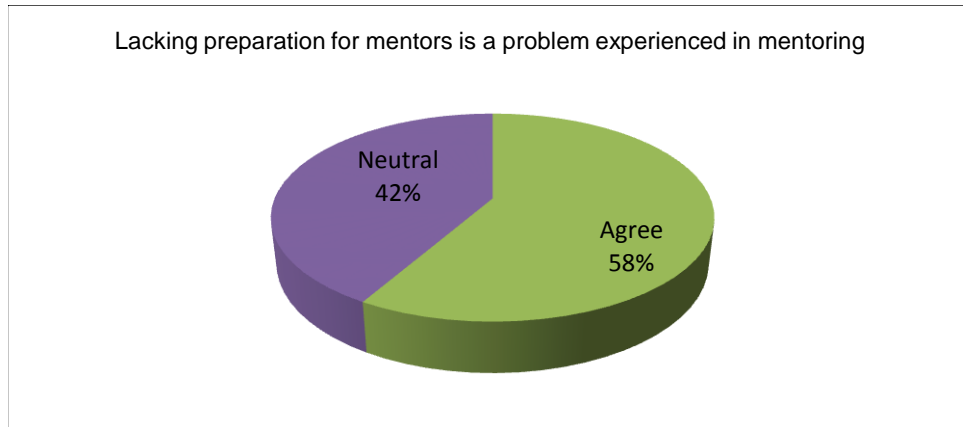


Figure 29. Mentor's lack of preparation is a problem

A total of 58% agreed that a lack of preparation as a mentor is a problem in mentoring, while another 42% remained neutral.

3.17.4 Ineffective matching of mentor and mentee is experienced in mentoring

This pie chart illustrates the respondents' percentages regarding ineffective matching of mentor and mentee during the mentoring process

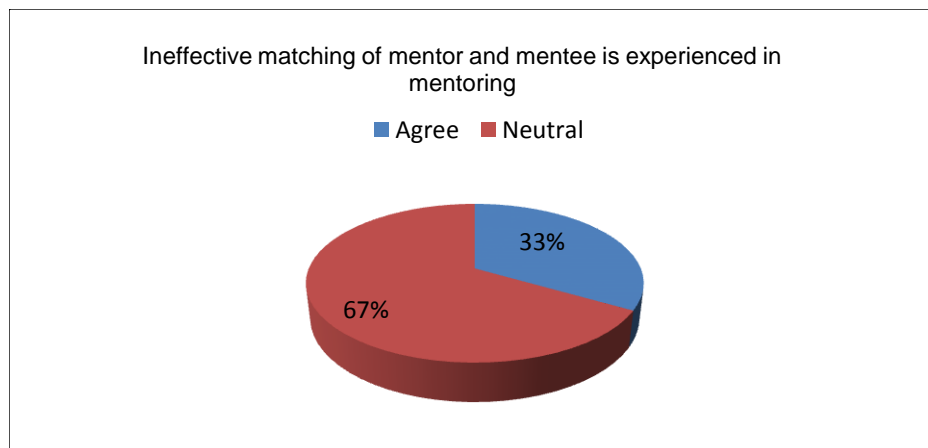


Figure 30. Ineffective partner matching experienced in mentoring

Based on the results, it was determined that 33% of respondents agreed that ineffective matching of mentors and mentees are experienced as a common problem in mentoring, while 67% remained neutral.

3.18. Making mentoring effective

The following should be done to make mentoring effective:

3.18.1 Specify the skills required of the mentor

This pie chart illustrates the respondents' percentages regarding mentor's skills in the mentoring process

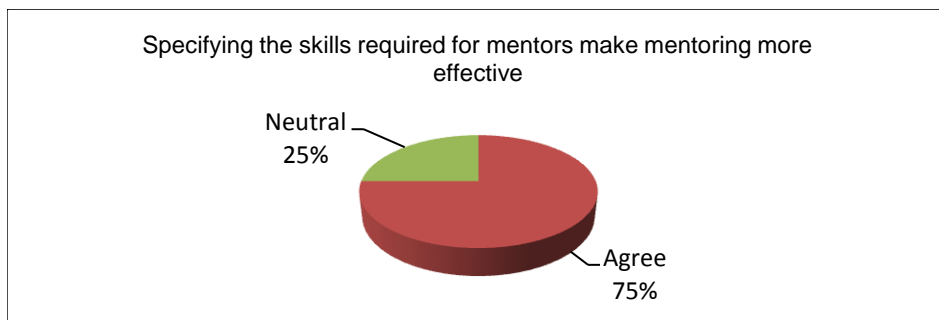


Figure 31. Specifying the required skills set of mentors improves mentoring

Out of the total number of respondents, 75% agreed and strongly agreed respectively with the suggestion that specifying the skills required for mentors makes mentoring more effective. A further 25% remained neutral to this statement.

3.18.2 Specify the role of the mentee

This pie chart illustrates the respondents' percentages regarding the role of the mentee in the mentoring process

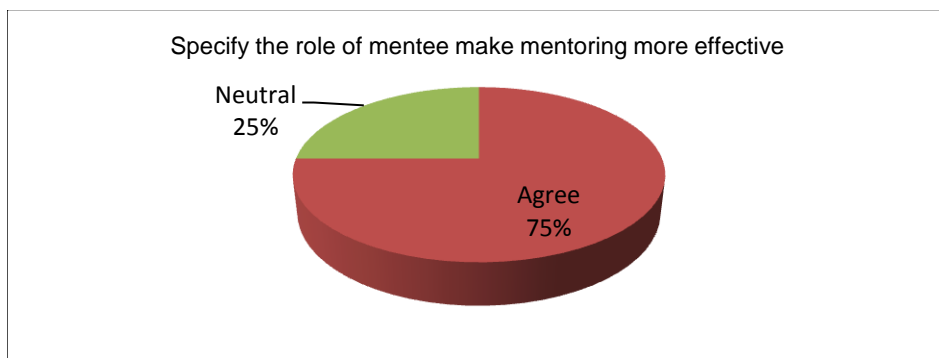


Figure 32. Specifying a mentee's role makes mentoring more effective

As with the above statement, 75% of respondents agreed that specifying the role of the mentee make mentoring more effective, the remainder 25% of respondents remained neutral to the above suggestion.

3.18.3 Familiarise mentors and mentees with the prerequisites for success in mentoring

This pie chart illustrates the respondents' percentages regarding the familiarising mentors and mentees for success in the mentoring process

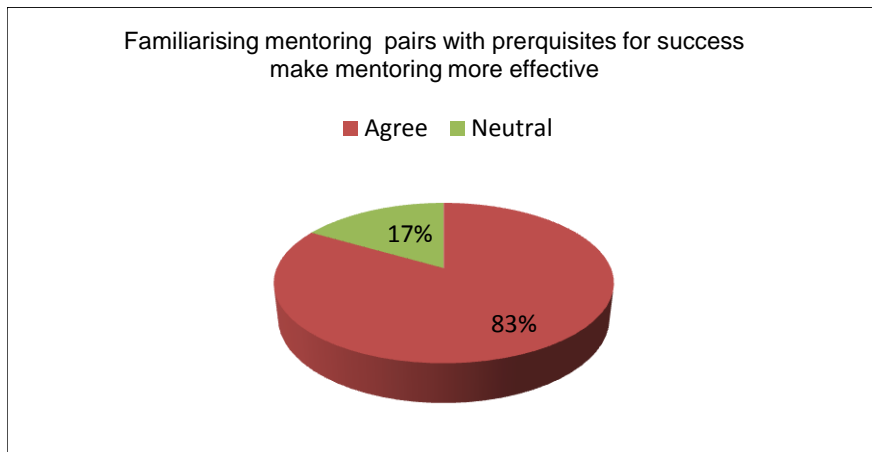


Figure 33. Mentoring is more effective when the prerequisites for success are known

To the above suggestion that familiarising pairs with prerequisites for success makes mentoring more effective, a significant 83% in total agreed and strongly agreed respectively with the suggestion, whilst 17% remained neutral to the suggestion.

3.19 Research findings

The research covered a study population of 42 senior staff members within three high schools within the WCED, and from the responses elicited by the empirical study, the following major findings can be identified.

3.19.1 Familiarity with mentoring

Key personnel are familiar with mentorship within the education department and are familiar with the key concepts of mentorship in operation at schools in the province. The respondents are also indicating an understanding of the role of the mentor and mentee.

The finding bodes well for the profession of education and is supported by the literature dealing with what mentoring is. Bolam et al. (1995) describe mentoring as a process of

support “to get beyond anecdote and sympathy into development”. Its main purpose is to help newly appointed head teachers to manage the transition into headship or principalship.

3.19.2 Sufficient training is not provided in the mentoring process

Seventy five percent of respondents indicated that sufficient training is not provided, while 25% remained neutral. In this regard, Playko (1995:84) observes that a long-serving principal does not necessarily make for an excellent mentor. What is required is training that will ensure the ability to put the next generation of school leadership into our education system.

According to Poulsen (2006:251-258): “Mentoring is primarily used to transfer tacit knowledge from those near retirement to younger colleagues, foster the personnel development and create well-being at work.”

Poulsen (2006:251-258) supports the finding that the responsibility of learning is on both parties, as he states that “both parties in the mentoring relationship are responsible for their own learning, for taking action on this learning, and both parties are responsible for fulfilling their roles as mentor and mentee bringing all their knowledge, skills and experience to the table in an honest and open way which will create the best possible learning arena for both”.

3.19.3 Key personnel are not given a choice in selecting a mentoring partner

Fifty per-cent of respondents agreed that they were not given a choice of mentoring partner. Not allowing the mentee to select a mentor could lead to what literature refers to as “inappropriate matching”. Playko (1995:86) stresses that the most important aspect of the mentoring programme is to ensure an effective outcome of the mentoring process, although there is no perfect recipe for selecting mentoring partners. As a result, much attention should be given to matching mentors and mentees.

3.19.4 Key personnel consider mentoring to be crucial for their career advancement

The overwhelming majority of respondents (92%) agreed that mentoring was crucial for their career advancement. The literature (Megginson, 2000:256) supports the finding by emphasising that mentoring identifies the various knowledge and skill requirements to be met by incumbents who aspire for promotion to higher positions. People who are not part of a mentoring process might well fall short of such critical competencies.

According to results shown in the study by Poulsen (2006:251-258), “career advancement and work performance are not as important as might have been thought”. The results rather indicate that mentoring may be more popular in the future.

3.20 Research findings

3.20.1 Key findings: A small percentage of staff have a mentor

Although a significant percentage of the respondents agree that mentoring is crucial for their career advancement, only eight percent indicated that they currently have a mentor. This situation is especially worrisome in view of the fact that ninety two percent agreed that mentoring was crucial for career advancement.

3.21 Summary

This chapter reports on the responses to the different variables in the format of graphs and pie charts, which depict the percentages of respondents who selected agree, disagree and neutral, where applicable. The sample however was limited to three schools from one district as received from the Western Cape Education Department in a letter dated 15th of March 2013 as attached. Findings are not conclusive at all high schools in the province; hence findings are based on responses received from three school in the target district.

The following chapter will report on the summary, findings and recommendations for future research.

CHAPTER FOUR

DISSERTATION SUMMARY, RECOMMENDATIONS AND CONCLUSION

4.1 Introduction

The previous chapter explored the research methodology used in this study. The questionnaires were completed by key personnel at selected high schools from public sector backgrounds, inclusive of principals, deputy principals, heads of department and subject heads from the selected high schools. The responses from the research population were presented in pie charts. This chapter provides a summary of the previous chapters, the recommendations and the conclusion.

4.2 Definition of the research problem

Chapter 1 defines the research problem as the concern amongst staff about the promotion of educators to the position of school manager or principal without having received mentoring from skilled, experienced staff and that it has created performance problems at some schools. The research objectives are identified in clear terms by defining the concept of mentorship, explaining the mentorship process, describing the different types of mentorship, indicating the common problem areas of mentorship, describing the guidelines to ensure effective mentorship, and also elaborating on the mentoring programme within the Western Cape Education Department (WCED). This chapter effectively provides the theoretical foundation needed in order to conduct the empirical study. The research question is posed, and it is indicated that the quantitative approach to research is the preferred approach to the project, which was confined to three selected high schools in the Cape Town metropolitan area within the jurisdiction of the WCED. This chapter highlights the significance of the research along with the fulfilment of the ethical requirements and layout of the study.

4.3 Theoretical issues on the impact of mentorship

Chapter 2 addresses theoretical issues around the impact of mentorship as a Key Performance Area (KPA) for senior personnel at randomly selected high schools in the Western Cape. Mentorship is defined by Ashburn, Mann and Purdue (1987), as the “establishment of a personal relationship for the purpose of professional instruction and guidance”.

An explanation of various models for mentorship is given, including the job description and collective agreement on the performance standards within the Integrated Quality Management System that is followed by the WCED. Common problems in mentorship are explained, followed by guidelines for effective mentorship. The chapter concludes with an explanation of the mentorship process within the WCED.

4.4 Discussion of research approach as a quantitative survey

Chapter 3 discusses the research approach followed in the study as a quantitative survey in the form of a questionnaire, which was distributed amongst a selected research population comprising three high schools in the Cape Town metropolitan area within the jurisdiction of the WCED. A response rate of 57% was attained. The major trends in the empirical study indicate that staff is familiar with the mentorship system, that both mentors and mentees receive training in the mentoring process, that key personnel are not given a choice in selecting a mentoring partner, and, lastly, that key personnel consider mentoring to be crucial to their career advancement. In view of the aforementioned findings, some recommendations are made.

4.5 Recommendations

The findings emanating from the research prove to be more positive than negative whereas ninety two percent of respondents agreed that mentoring was crucial to their career development prospects. The following recommendations are suggested:

4.5.1 Recommendation one

The impact of technology has to be considered very progressively, as the cost and time constraints of mentoring activities may benefit from a more technologically advanced means of keeping contact between mentors and mentees. A type of video conferencing or electronic exchange between the two parties who are involved in the mentoring, as indicated previously in point 2.5.4 (e-Mentored learning model) can be considered as an example.

4.5.2. Recommendation two

The Director General of the WCED should be advised that sufficient training be provided as part of the mentoring process used at the education department, and key personnel be granted the opportunity to provide input in the selection of the mentoring partner.

4.5.3 Recommendation three

For future it is recommended that a qualitative approach be followed to augment this study by investigating/measuring specifically what other concerns key personnel might have with regard to the implementation of a suitable mentoring programme. Due to the limitation of this study it is recommended that the sample be increased for a more accurate and comprehensive analysis of the impact of mentorship.

4.5.4 Recommendation four

Gender plays a part in the mentoring of participants in the research shown by the EMASA peer-mentoring study that male mentors are not necessarily the best mentor for female mentees.

4.6 Conclusion

The research project identified the research problem as the concerns with the mentorship system within the WCED. The quantitative approach to research was followed using a questionnaire survey to conduct the empirical study. The findings indicate that the respondents are aware that there is a mentorship system within the WCED, however some areas need attention. The relevant training programmes currently used in the WCED was discussed in more detail in point 2.8 (Mentorship with the WCED). The findings are indicating that the mentorship system could work well, but that the operationalisation thereof has many challenges; relating to gender matters, commitment of principals as mentors, and the training of mentors. The study concludes with recommendations for a possible system, improving the system and future research.

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APPENDICES

Appendix 1: Questionnaire

Appendix 2: Questionnaire cover page

Appendix 3: Proof Reading letter

Appendix 4: Letter of Approval - WCED

APPENDIX 1: QUESTIONNAIRE

QUESTIONNAIRE

SECTION A: BIOGRAPHICAL DATA

Instructions:

Please mark with an "X" in the appropriate column

1. Gender

M	
F	

2. Age

35 – 40yrs	
41 – 45yrs	
46 - 50yrs	
51 – 55yrs	
56 and older	

3. Marital Status

Never married	
Married	
Divorced	
Widowed	

4. Highest educational qualification

PhD	
Masters	
Honours	
Diploma(post-graduate)	
Degree	
Diploma	

5. Years of experience

Between 10 – 14yrs	
Between 15 – 20yrs	
Between 21 – 25yrs	
Between 25 – 30yrs	
More than 30yrs	

SECTION B

	INSTRUCTIONS: <i>Please mark with an X the response that best reflects your opinion on the statement</i>	Response scale				
		1	2	3	4	5
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree

6.	I am familiar with the concept mentorship.					
7.	The typical mentoring process involves: <ul style="list-style-type: none"> i. Building rapport ii. Checking feelings iii. Summarizing progress iv. Acknowledging success v. Identifying and exploring problems vi. Sharing experience and insight vii. Facilitating the generation of solutions viii. Agreeing on next steps 					
8.	Our mentorship is a professional mentorship which is encouraged by Top-leadership.					
9.	We experience the following problems with mentoring: <ul style="list-style-type: none"> i. Lack of clear focus by the employer on mentoring ii. Lack of commitment by the employer to mentoring iii. Lack of preparation as a mentor iv. Ineffective matching of mentor and mentee 					
10.	The following should be done to make mentoring effective: <ul style="list-style-type: none"> i. Specify the skills required of the mentor ii. Specify the role of the mentee iii. Familiarise mentors and mentees with the prerequisites for success in mentoring 					

11.	We received sufficient training in the mentoring process.					
12.	I was given a choice of a mentoring partner.					

	INSTRUCTION: <i>Please mark with an X the response that best reflects your opinion on the statement</i>	Response scale				
		1	2	3	4	5
		Strongly Disagree	Disagree	Neutral	Agree	Strongly agree
13.	The programme contains all the KPAs applicable to me.					
14.	The programme contains all the KPIs applicable to me.					
15.	I currently do not have a mentor.					
16.	I normally have a mentor.					
17.	The mentorship programme was instrumental in my progress to my current position.					
18.	A mentorship programme existed for my previous positions.					
19.	I consider mentoring as crucial for senior personnel to advance in their career.					

APPENDIX 2: QUESTIONNAIRE COVER PAGE

MTECH RESEARCH QUESTIONNAIRE COVER PAGE

Dear Respondent

The following survey is being conducted as part of my MTech Public Management research study the impact of mentorship as a key performance area for senior personnel in high schools.

All information gathered herein will be regarded as strictly confidential. Should you have any queries about the research you can contact Mr Brennan Marais at 084 207 1168 or email brenn.mars@gmail.com

I wish to thank you in advance for your participation.

Brennan Marais (Researcher)

Dear Principal

I am an Mtech student at the Cape Peninsula University of Technology and I am conducting research into mentoring in performance management at high schools. This research forms part of my final year MTech research project.

The overall purpose of the study is to determine to what extent there is support for a mentoring programme to ensure that competent staff performs at the required level. This part of the study focuses on the impact of mentorship as a key performance area for senior personnel in high schools.

It would be greatly appreciated if you could fill in the questionnaire and return it to the office of the district manager.

The outcome of this research could contribute towards a better understanding of mentoring in PMS and the requirements for its successful implementation at high schools. Your inputs are critical to the success of this study and will be greatly valued.

Should you have any queries about the research you can contact me at 084 207 1168 or email brenn.mars@gmail.com

I hope that you will be able to participate.

Kind regards,

Brennan Marais

APPENDIX 3: PROOFREADING LETTER

6 September 2013

To whom it may concern

PROOFREADING OF DISSERTATION

I, Martine Joubert, hereby confirm that I proofread the dissertation (The impact of mentorship as a key performance area for senior personnel in high schools) and the summarised article of Brennan Marais in terms of spelling and grammar, and reviewed the documents in terms of formatting based on the requirements of the Cape Peninsula University of Technology.

Yours sincerely

Martine Joubert

APPENDIX 4: LETTER OF APPROVAL – WCED



Directorate: Research
Audrey.wyngaard2@pgwc.gov.za
 tel: +27 021 467 9272
 Fax: 0865902282
 Private Bag x9114, Cape Town, 8000
wced.wcape.gov.za

REFERENCE: 20130315-8007

ENQUIRIES: Dr A T Wyngaard

Mr Brennan Marais
 130 Hoff Street
 Peerless Park East
 Kraaifontein
 7570

Dear Mr Brennan Marais

RESEARCH PROPOSAL: AN INVESTIGATION OF THE EXISTENCE AND EFFECT OF MENTORSHIP AS A KEY PERFORMANCE AREA IN PERFORMANCE CONTRACTS OF KEY PERSONNEL AT HIGH SCHOOL LEVEL

Your application to conduct the above-mentioned research in schools in the Western Cape has been approved subject to the following conditions:

1. Principals, educators and learners are under no obligation to assist you in your investigation.
2. Principals, educators, learners and schools should not be identifiable in any way from the results of the investigation.
3. You make all the arrangements concerning your investigation.
4. Approval for projects should be conveyed to the District Director of the schools where the project will be conducted.
5. Educators' programmes are not to be interrupted.
6. The Study is to be conducted from **22 March 2013 till 31 May 2013**
7. No research can be conducted during the fourth term as schools are preparing and finalizing syllabi for examinations (October to December).
8. Should you wish to extend the period of your survey, please contact Dr A.T Wyngaard at the contact numbers above quoting the reference number?
9. A photocopy of this letter is submitted to the principal where the intended research is to be conducted.
10. Your research will be limited to the list of schools as forwarded to the Western Cape Education Department.
11. A brief summary of the content, findings and recommendations is provided to the Director: Research Services.
12. The Department receives a copy of the completed report/dissertation/thesis addressed to:

**The Director: Research Services
 Western Cape Education Department
 Private Bag X9114
 CAPE TOWN
 8000**

We wish you success in your research.

Kind regards.

Signed: Dr Audrey T Wyngaard

Directorate: Research

DATE: 15 March 2013